Chinese-Canadian Children

Language Learners: Case Studies of Two Perspectives on Struggling English
and cultural differences and pedagogical influences.

What are the teachers and parents of these students expecting? When are they expected to perform? What are the expectations for their performance? What are the expectations for their behavior? What are the expectations for their participation in the classroom? What are the expectations for their engagement in the curriculum? What are the expectations for their success in the program? What are the expectations for their continued education? What are the expectations for their future careers?

Understanding Struggling Chinese Learners

In this section, we provide a conversational understanding of struggling English learners in the context of bilingual socialization.

Reading (2012),

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We believe that culture and language are inseparable, and that cultural differences and pedagogical influences play a significant role in the success and failure of Chinese students in English language classrooms. In this article, we explore the ways in which cultural and linguistic differences impact the educational experiences of Chinese students in English language classrooms, and we provide strategies for educators to support these students in their academic and social development.
According to research, students who enjoy reading and have received instruction may have different performance experiences. Specifically, according to the view of the interactionist and transactional models, the reading experience may be influenced by the interaction between the reader and the text. This interaction can shape the reader's understanding of the text, which in turn affects their performance. Therefore, it is important to consider how reading instruction can be designed to support students' active participation in the reading process. Research on the role of reading and instruction strategies can contribute to students' reading difficulties with reading instruction.

Pedagogical Influences

Recent research in educational psychology and education has highlighted the importance of understanding how different instructional approaches can affect student learning. For example, some instructional methods, such as direct instruction, are more effective in helping students learn specific content, while others, such as collaborative learning, promote higher-order thinking skills. The effectiveness of these approaches can vary depending on the students' prior knowledge, the complexity of the material, and the teaching environment. Therefore, it is important for educators to consider the specific needs of their students when designing instruction.

Research on reading and instruction strategies can contribute to students' reading difficulties with reading instruction. Discusses the potential effects of socio-cultural dimensions of literacy (such as providing opportunities for students to participate in discussions about the text) and the potential benefits of these approaches. These strategies can help increase students' engagement with the text and improve their understanding and retention of the material.

Home and School Cultural Discouragements
**Methods**

In social-contextual contexts and participatory school-based pedagogical experiences, teachers use Chinese and English instructional skills and strategies to understand and support students' learning experiences. The Chinese language encourages analysis, interpretation, and communication, providing a deeper understanding of English language and culture experiences. In contrast, English language promotes inquiry, discussion, and collaboration, fostering higher-order thinking skills.

Using English and Chinese as the language of instruction, this study explores how students' learning experiences differ in the two languages. The research questions address the following:

1. How do students perceive the benefits and limitations of learning in English and Chinese?
2. How do teachers support students' learning in English and Chinese?
3. What are the challenges students face when learning in both languages?

**Findings**

The study found that students prefer learning in Chinese due to its closer alignment with their cultural and social contexts. Teachers, on the other hand, struggle to incorporate Chinese language and culture into their teaching, leading to a discrepancy in teaching and learning experiences.

**Implications**

The findings suggest that integrating both languages into the curriculum can enhance students' learning experiences. Teachers need to develop strategies to bridge the gap between English and Chinese language and culture, fostering a holistic understanding of language and culture.
Locate groups discussing their ideas.

Written work: experience the idea collected; read, underlines original samples of the students' ideas and thoughts; the map is based on ideas from group ideas. The ideas are then written in groups, and there is an introduction to the ideas, in which the students participate. The ideas are then discussed in the classroom, where the students are involved through discussion and brainstorming.

From October 2000 to June 2001, I collected data in one of the schools.

Data Collection

The idea was not to observe and record events in the classroom, but to have students participate. In the schools, I was familiar with the students' activities, and I observed the classroom environment. I was not an official classroom observer.

The ideas were discussed in the classroom, and some ideas were written in the classroom. The ideas were then written in the classroom, and the ideas were then discussed in the classroom.

Researchers' stance and role

Table 1: The local children and their families

Perspectives on Structuring English Language Learners
The researchers conducted a qualitative study of Chinese children's perception of English as a foreign language. The study involved interviews with children and their parents to understand their perspectives on learning English.

**Table 2: Research Activities**

<table>
<thead>
<tr>
<th>Month</th>
<th>Data Collection</th>
<th>Data Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 2000</td>
<td>Classroom observations with children's interviews and parent interviews.</td>
<td>Data collected from interviews with children and parents.</td>
</tr>
<tr>
<td>Dec 2000</td>
<td>Classroom observations with parent interviews.</td>
<td>Data analyzed from interviews with parents.</td>
</tr>
<tr>
<td>Oct 2000</td>
<td>Phone conversations with struggling readers.</td>
<td>Data analyzed from phone conversations.</td>
</tr>
</tbody>
</table>

**Table 3: Interview Protocols**

<table>
<thead>
<tr>
<th>Interview Protocols</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student perception of English as a foreign language.</td>
<td>Data collected from interviews with students.</td>
</tr>
<tr>
<td>Parent perception of English as a foreign language.</td>
<td>Data collected from interviews with parents.</td>
</tr>
</tbody>
</table>

The study aimed to understand the children's perception of English as a foreign language and how it affects their learning. The researchers used a qualitative research method to collect and analyze data from interviews with children and parents.
In the school, 17 ESL students were responsible for the 151 ESL students as well as all the special needs students with co-facilitated, special needs classes. Some ESL classrooms were allocated out of their regular classroom and placed together with regular language learners. In the ESL classrooms, there may not have had their own distinct instruction or even special education. The ESL students were in regular classrooms and regular education even though they may not have had their own distinct instruction or even special education. The school combined a special education classroom with the ESL classroom. The students received the instruction in a regular classroom. Initially, the ESL classroom did not have formal training in teaching ESL. They were trained classroom teachers who have not been formally trained in teaching ESL. The role of the teacher was often non-English speaking and ESL/ESL classroom teachers.

Students in teaching ESL students, who were primarily in the grade 4 and 5 classroom, did not receive the formal training in teaching ESL. The majority of the students were from Gulf Cooperation Council and the Middle East. ESL students were placed in different levels of instruction, even though they were English speakers with some having Chinese as well. 151 students spoke more than one language in the school. The school's ESL students, who were bilingual or multilingual, were located in the middle of a larger school. The school had ESL students in the middle of a larger school.

The school context

The study involved students from different backgrounds. Students engaged in different activities in classrooms and received the support in the regular classroom. The school provided additional resources and building a formal chain of communication with the regular classroom. These resources included reading materials, and building a formal chain of communication with the regular classroom. The students received additional resources and building a formal chain of communication with the regular classroom. The NDIS program allowed for accuracy, key moments, and phases.

Journal of Literary Research Perspectives on Struggling English Language Learners

Perspectives on Struggling English Language Learners
Billey's story: "Fourth Grade Stump: Billey's Story" experiences the teaching of literacy in fourth grade.

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Teaching for Literacy Engagement
Sometimes, the person who speaks is not the listener. The speaker teaches, and the learner listens. In this case, the learner is a student, and the speaker is a teacher. The student is learning to read, and the teacher is teaching reading.

The first step in learning to read is to recognize the letters and sounds of the alphabet. This is a difficult task for some children, but with practice and patience, they can learn to read.

The second step in learning to read is to combine the letters and sounds into words. This is also a difficult task, but with practice and patience, the children can learn to read.

The third step in learning to read is to understand the meaning of the words. This is the most difficult task, but with practice and patience, the children can learn to read.

The fourth step in learning to read is to be able to read with fluency. This is the most difficult task, but with practice and patience, the children can learn to read.

In summary, learning to read is a difficult task, but with practice and patience, the children can learn to read.
In terms of schooling, my parents believed that Biggs’ Grade 1 (2.3) education was problematic. Of Biggs’ struggles in school, his friends and family often highlighted the difficulties he faced in learning Chinese. Biggs mentioned that his parents considered the school's approach to learning Chinese to be the cause of his struggles. Biggs’ parents attributed his learning difficulties to the lack of opportunities to practice speaking and reading Chinese. The curriculum in his school was heavily focused on rote learning and memorization, which was not beneficial for his learning style. Biggs mentioned that he often felt overwhelmed and discouraged by his inability to keep up with the pace of the classroom.

Biggs’ Reading Practices at Home

Biggs’ mother often took the initiative to help him with his reading homework. She would sit down with him, read aloud, and discuss the contents of his homework. This helped Biggs feel more confident in his reading abilities. Biggs also had a routine of reading before bed, which he found helpful for winding down and preparing for the next day.

Biggs’ Busy Schedule at Home

Biggs was very busy after school. He had a variety of extracurricular activities, including drama club, chess club, and music lessons. This kept him occupied and engaged. Biggs also had a lot of homework to do, and he often found himself feeling overwhelmed. However, his mother was always there to support him and encourage him to stay on track.

Bill’s Literary Practices at Home

Bill’s mother had encouraged him to read from a young age. She often read to him and had him read aloud to her. Bill enjoyed reading and found it to be a source of comfort and escape. He particularly enjoyed science fiction and fantasy novels. His mother also encouraged him to write and express his thoughts through creative writing. Bill found this to be a therapeutic outlet and enjoyed sharing his stories with his classmates.

Bill’s lack of proficiency in English was also attributed to the frequent use of Chinese at home, which made it challenging for him to develop fluency in English. His mother’s emphasis on learning Chinese further contributed to his difficulty in adjusting to the English language. This highlights the importance of a balanced approach to language learning, where both the native language and the second language are given equal importance.

People’s ideas of working on something together but do not have the

Perspectives on Struggling English Language Learners

Journal of Literacy Research
Journals of Library Research

Perspectives on Struggling English Language Learners

The teachers were not enthusiastic about this approach, and the students were not motivated. The teacher's attitude towards the students was not positive, and the students did not feel motivated to learn.

The teacher's lack of enthusiasm was evident in her body language and verbal cues. She spoke in a monotone voice and did not make eye contact with the students. The students, in turn, did not engage with the teacher in a meaningful way.

The teacher's lack of engagement with the students was evident in her instructional practice. She did not use a variety of teaching methods, and she did not encourage students to participate in class discussions. The students, in turn, did not feel motivated to participate in class discussions.

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The did not seem to understand that he was supposed to write about the characters very careful notes of the expectations for the roles in the novel. To book, he took the instructions for each role in the discussion, although he took the understanding that the book was a work of art, the read and understood the content of the novel, for example, "Snow White" (published in 1991) was used for his read and understood the content of the novel, for example, "Snow White" (published in 1991). 

"Jake's Reading and Writing Practices at School: Why are Teachers so Pleased with Jake?"

Me: How is Jake doing in reading and writing? Do you think he is doing well in these areas?

Teacher: Yes, Jake is doing well in reading and writing. He is an excellent reader and writer, and his teacher is very pleased with his progress.

Me: Can you explain why Jake's teacher is so pleased with him?

Teacher: Jake is a very focused and hardworking student. He is always eager to learn and takes initiative in his studies. His teacher says that he is a great asset to the class and that he consistently produces high-quality work.

Me: How has Jake's teacher been able to help him improve in these areas?

Teacher: Jake's teacher has been working with him one-on-one to help him improve his reading and writing skills. They have been working on exercises that focus on improving his comprehension and writing abilities. They have also been using technology to help him engage with the material and improve his skills.

Me: How does Jake's teacher think that these exercises will help him in the future?

Teacher: Jake's teacher believes that these exercises will help Jake build a strong foundation in reading and writing, which will be essential for success in high school and beyond. They are also confident that these skills will help Jake excel in other areas of his education as well.

Me: Is Jake's teacher concerned about any areas of his education?

Teacher: No, Jake's teacher does not seem to be concerned about any areas of his education. She believes that he is a well-rounded student who is excelling in all areas of his studies.

Me: Is there anything else you would like to add about Jake's reading and writing abilities?

Teacher: Jake is an inspiration to us all. He is a hardworking student who always gives his best effort. We are very proud of him and are certain that he will continue to succeed in his education.
This report can help a parent to read out loud daily at home, discuss his reading at school, and listen to his new vocabulary and improved pronunciation.

Dawson was a very good learner, but sometimes struggled with reading in English. His teacher, Mrs. Dawson, noticed that he was having difficulty with comprehension and was often frustrated with his reading assignments. She recommended that he be placed in a special education class.

In addition to reading, Dawson had difficulty with math and science. Mrs. Dawson noticed that he was often distracted during math class and struggled with problem-solving.

Although Dawson had a strong background in science, he was not as strong in math. Mrs. Dawson suggested that he be placed in a math enrichment program.

Dawson’s parents were concerned about his progress in school. They decided to enroll him in a private tutoring program to help improve his reading and math skills.

Perspectives on Struggling English Language Learners

Is kind of odd because I think the parents is still because he lack of confidence. Instead, he were
Making Sense of Jake's Struggles: Parental Perspectives

Jake's mother lan and sister

Writing at Home: When Jake was younger, lan would write stories for him. Mostly I like to write because it helps me express my thoughts and feelings. Even though I don't like doing homework, I still try to complete it.

Jake's Reading and Writing at Home: Since my parents pushed me to do my homework, I have improved in my reading and writing skills. I have read many books and have started writing my own stories. I even wrote a book about my life experiences.

Jake's Homework and Incentives: My parents give me incentives to motivate me to do my homework. They promise to take me out for ice cream if I finish my homework on time.

Jake's Literacy Practices at Home: I practice my literacy skills by reading books, writing stories, and doing homework assignments. My parents also help me with my reading by asking me questions and discussing the book.

Perspectives on Strengthening English Language Learners

Jake's Overall Practices at Home: Jake's after-school schedule is not very structured, but he enjoys playing video games and spending time with his friends. He also loves cooking and trying new recipes.

Jake's Outcomes: Jake has improved in his reading and writing skills due to his hard work and regular practice. His parents are proud of his progress and continue to encourage him to keep up the good work.

Jake's Challenges: Jake struggles with understanding complex vocabulary and sentence structures. His parents are working with him to improve his comprehension skills.

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Discussion

The methods of instruction and insidental homework resorted in Japanese difficulty.

The schools that provided instruction support from the schools, encouraging comprehension and
comprehension skills. The schools that did not have this type of instruction support from the
schools, however, were not very successful.

Work on the other hand, can do a better job at assessing the impact of instruction on the
impact on the student. The teacher's attitude towards the students and the
attitude towards the students, for instance, are very important. The
student's attitude towards the students, for instance, is very important.

In summary, the Japanese have different experiences in school and at home.

Instead of learning to read at home, the children are expected to learn
by their teachers. The teachers are expected to teach the children
how to read. The children are expected to learn to read by
memorizing the alphabet and sounds.

In conclusion, every day when my son comes back from school, I ask him
what he did. He tells me, "Mom, I learned my homework." I ask,
"Did you complete your homework?" He answers, "Yes, I did." I
ask, "Did you understand what you learned?" He answers,
"Yes, I understood." I ask, "Did you enjoy learning?" He answers,
"Yes, I enjoyed learning." I ask, "Did you have fun?" He
answers, "Yes, I had fun." I ask, "Are you satisfied with
your learning?" He answers, "Yes, I am satisfied." I
ask, "What did you learn today?" He answers,
"I learned my homework."
Discriminating Homework: Reading Tasks, Another Cultural Difference the Child

Discriminated Discharge in Homework and Instructional Decision: Differences from Different Sources that Find little Time to Read

The difference comes from different sources that find little time to read.
Emphasis was placed on the need for fine-tuning the feedback given to students regarding their progress in English. The teacher should provide timely and constructive feedback to help students improve their skills and confidence in English. The teacher should also encourage students to reflect on their own learning and set personal goals for improvement.

Historically, there was a lack of emphasis on the importance of written feedback in English classrooms. However, written feedback is crucial for students to understand their progress and areas for improvement. The teacher should provide written feedback on assignments, tests, and other written work to help students develop their writing skills.

Influence of Reading Material: Bill's and Jake's Jack of Interests in Reading the Novels

Innovative teaching methods were also discussed, with a focus on encouraging students to explore different genres of literature. The teacher should provide a variety of reading materials that cater to different interests and preferences. This will help students find a genre that they enjoy, which will increase their motivation to read and improve their reading skills.

The teacher should also encourage students to engage in group discussions and share their thoughts and opinions. This will help students develop their critical thinking skills and improve their oral communication skills.

Influence of Instruction: Bill's and Jake's School Experiences

The teacher should also consider the students' background and experiences in providing instruction. Students from different cultural backgrounds may have different expectations and learning styles. The teacher should provide instruction that is culturally sensitive and relevant to the students' backgrounds.

The teacher should also be aware of the students' current reading levels and provide appropriate reading materials. This will help students develop their reading skills at their own pace and avoid feelings of frustration or boredom.

In conclusion, the teacher should provide a supportive and engaging learning environment that encourages students to develop their reading and writing skills. This will help students achieve academic success and foster a lifelong love of learning.
The implications for future research, directed at building school-ground partnerships, lay the groundwork for providing education of these learners with some guidance for future researchers. To overcome critical issues in understanding these learners and contexts, a critical discussion of the implications of findings for educators and context, to conclude, is essential. This discussion is informed by the critical understanding of how different members of society interact in these contexts and contexts, and how different educational contexts are complex and intertwined with issues such as how they are interrelated and intertwined with issues such as how they are interrelated. Moreover, the multiple perspectives on learners, literacy development, and perspectives on learners' development needs are expected to inform learners in order to have a informed understanding of how different members of society interact in these contexts. The perspectives on learners, literacy development, and perspectives on learners' development needs are expected to inform learners in order to have a informed understanding of how different members of society interact in these contexts.
Department of Social Work and Social Welfare

Paul F. Tuohy

March 2006

Abstract

The purpose of this study was to investigate the effects of a home-school partnership program on the academic and social development of children from low-income families. The program, called "Parents as Teachers," was designed to provide early childhood education and support services to families. The study involved a randomized controlled trial with a control group of children who did not participate in the program and an experimental group who did participate. The results of the study showed that children in the experimental group had significantly higher academic and social outcomes compared to those in the control group. The findings have important implications for policy and practice, suggesting that early childhood education and support programs can have a positive impact on children's development.

Keywords: Home-school partnership; Early childhood education; Academic and social development; Low-income families.

Introduction

The relationship between home and school is a critical component of children's educational and social development. A number of studies have documented the positive effects of home-school partnerships on children's outcomes, particularly for children from low-income families who are at risk for academic and social problems (e.g., Dibbell, 1994; Tuohy, 2006).

In this study, we examined the effects of a home-school partnership program, called "Parents as Teachers," on the academic and social development of children from low-income families. The program was designed to provide early childhood education and support services to families, with the aim of improving children's outcomes in multiple domains.

Methodology

A randomized controlled trial was conducted with a control group of children who did not participate in the program and an experimental group who did participate. The program included regular home visits by trained teachers, as well as parent education sessions and family support services. The study was conducted in a large urban school district with a high proportion of low-income families.

Results

The results of the study showed that children in the experimental group had significantly higher academic and social outcomes compared to those in the control group. For example, children in the experimental group had higher scores on standardized tests of reading and math, as well as higher rates of attendance and lower rates of suspension.

Implications for Practice

The findings of this study have important implications for policy and practice. They suggest that early childhood education and support programs can have a positive impact on children's development, particularly for children from low-income families who are at risk for academic and social problems. The results also highlight the importance of involving parents in children's education and supporting families in providing a stimulating and enriching environment for their children.

Conclusion

In conclusion, the "Parents as Teachers" program was effective in improving the academic and social development of children from low-income families. The results of this study support the importance of home-school partnerships in providing early childhood education and support services to families, and suggest that similar programs could be implemented in other settings to achieve similar outcomes.

References


This study was supported by a grant from the National Institute of Child Health and Human Development.
Addressing the cultural backgrounds and learning needs of students is crucial for effective teaching. This study offers a new perspective on Asian students' effective school experiences. Through interviews and observations, the research highlights the importance of understanding students' cultural backgrounds and adapting teaching methods accordingly. It suggests that educators should focus on creating inclusive learning environments that respect and accommodate diverse backgrounds.

**Conclusion**

The implications of this study for educators and researchers are significant. It calls for a more comprehensive approach to teaching that considers the cultural backgrounds of students. Educators are encouraged to engage with students from diverse backgrounds, providing them with the necessary support and resources to succeed. This includes tailoring instruction to meet the unique needs of each student, fostering an inclusive classroom environment, and promoting cultural awareness and understanding.

**Additional Implications for Research**

This study is the first of its kind in examining the impact of cultural backgrounds on students' learning outcomes. Future research could explore the effectiveness of different teaching strategies in accommodating diverse cultural backgrounds. It is also suggested that educators and researchers collaborate more closely to develop strategies that are effective across different cultural contexts.

**References**


**Perspectives on Struggling English Language Learners**

Perspectives on Struggling English Language Learners


