

CULTURE PROJECT

TSL 4520

Introduction

You have received a message letting you know that your classroom will have a new student from a particular country. As the teacher of this classroom, it's your job to prepare for the arrival of this new student by learning as much as you can about the country, language and cultural influences that can affect education. Remember, although Spanish-speakers are the majority of the English learner population of Florida, ELs come from a variety of countries and cultural backgrounds.

Your Assignment: You will work on identifying, analyzing, and synthesizing how specific aspects of your assigned culture play a role in the student behavior, interaction, and learning in the classroom. The objective of your project is to provide a better understanding and awareness of the unique characteristics of a specific culture.

The Newcomer Preparation Plan is one way to summarize some of the major features of the cultures represented by the English Language Learners (ELs) in schools and especially the ESOL population represented in Florida.

(You can organize your material in bullet points.)

	Selected Country: China
Introduction paragraph Introduce the culture you are about to analyze. Include a few elements such as <ul style="list-style-type: none">• Geographic position (6 pts.)• Size (6 pts.)• Historical background (6 pts.)• Population (6 pts.)• Type of government (6 pts.) (30 total points for this section)	I am going to be examining China's culture through this project. <ul style="list-style-type: none">• China's geographic position is in Southeast Asia along the coast of the Pacific Ocean, bordered by 14 countries.• It is the third largest country in the world and is the largest Asian country with a total area of 9,596,960 sq km.• China's historical background goes back to at least the 13th century B.C., with its first civilization under the Shang (to 1046 B.C.) and then to the Zhou (1046-221 B.C.) dynasties.• China's population is at around 1,410,539,758 (2022 est.)• China is a communist party-led state
Language/Linguistics section <ol style="list-style-type: none">1. What is the official language? (5 pts.)2. Does the print of the language read from left to right, right to left? (5 pts.)3. What type of alphabet does this language use? (5 pts.)	<ol style="list-style-type: none">1. The official language is Mandarin, however there are other dialects and minority languages spoken as well.2. Most written Chinese is read left to right horizontally, however there are instances, mainly in formal or older settings, that it is read traditionally from right to left, vertically (Bergen B.K., & Chan Lau, T.T., 2012).3. Mandarin Chinese uses Han characters, which uses a logography in place of characters or an alphabet to represent words.

<p>4. What rules are different from English grammar? (5 pts.)</p> <ol style="list-style-type: none"> a. Syntax – what type of sentence structure, such as subject and verb order? (5 pts.) b. Morphology – how does this language make plurals, past tense, etc.? (5 pts.) <p>5. Describe how knowing about this language will inform your teaching of this student; include in your answer any teaching strategies that might assist you with this student. (20 pts.)</p> <p>(50 total points for this section)</p>	<p>4. The IPA sounds for z, b, g, and d aren't consonants in Mandarin even though they are in English. There are IPA sounds that don't exist in Mandarin and are replaced with a retroflex r sound instead.</p> <ol style="list-style-type: none"> a. Mandarin follows the standard word order, which is subject → verb → object. b. Unlike English, Mandarin doesn't conjugate verbs. The language will use words that signify time to specify when something occurs in conjunction with the verb, rather than having verbs change tenses to clarify events. <p>5. Knowing this information about my student will allow me to be able to see what language acquisition problems my student would have, based on the differences between morphology and phonology that exists between Mandarin and English. Thus, I can modify the grading rubric for writing assignments for this student to more accurately reflect their ability to speak and write English, based on their current fluency, as well as modify lesson plans to include tips for the student to understand our language better and faster.</p>
<p>Educational System What are the basic beliefs concerning education? Include the following:</p> <ol style="list-style-type: none"> 1. Attendance (5 pts.) 2. Roles and responsibilities of the teachers, students, and parents? (5 pts.) 3. Family views on education (5 pts.) 4. Is education free? (5 pts.) 5. How long are the student's expected to attend school in their country? (5 pts.) 6. Is it mandatory to go to school? (5 pts.) 7. Learning styles/strategies (i.e., predominantly independent work, or work in groups, project based, rely on memory) (5 pts.) 8. Number of hours/days students attend school per week (5 pts.) 9. Literacy rate (5 pts.) 10. Graduation rate (5 pts.) 	<ol style="list-style-type: none"> 1. Attendance for adolescent children are more likely to be higher if they are a single child rather than a child with an older brother (Yang, J., 2007). 2. Chinese students are encouraged to listen to their teacher and be quiet to learn in classrooms. Schools emphasize dignity towards teachers and making sure that students put the highest respect on their teachers (Wei, et al., 2009). 3. For urban families, parents have changed and become more attentive to their only child, which pushes their expectations and educational aspirations further for their children in school. 4. Most schooling is provided to children for free through the government, however there may be small fees that families still must pay. 5. Children are offered to go to pre-school, primary, and secondary education. 6. They are only required by law to go to primary school for six years and at least three years of secondary school (Kan, Q., 2019). 7. Chinese schools are usually more populated than American schools are, so it is commonplace for silence to be the standard since Chinese teachers can't afford to waste time managing rowdy behavior; teaching is usually done lecture-style.

<p>11. Describe how knowing this information about your student will inform your teaching of this student; include in your answer any teaching strategies that might assist you with this student. (20 pts.) (70 total points for this section)</p>	<p>8. Students go to school five days a week, and on average they start the school day at 7:30 or 8:00 a.m. and finish around 5:00 p.m., however that can vary based on the grade and region.</p> <p>9. 96.8% for the total population</p> <p>10. The overall graduation rate was 79.2% in 2019.</p> <p>11. Knowing this information about China will assist me in teaching this student because I will know what strategies and customs this student is used to operating under while at school. This will allow me to adjust lesson plans and slowly acclimate this student to getting more and more comfortable in an American school setting where things run slightly different.</p>
<p>Home Life Culture of home life that may lead to <u>problems in school acculturation and success.</u></p> <ol style="list-style-type: none"> 1. Gestures (5 pts.) 2. Eye contact (5 pts.) 3. Manner of dress that are appropriate in the student's home culture (5 pts.) 4. Religious practices/holidays that may affect the student in school. (5 pts.) 5. Gender roles (5 pts.) 6. What are the family roles like? (5 pts.) 7. What is the importance of friends? (5 pts.) 8. Describe how knowing this information about your student will inform your teaching of this student; include in your answer any teaching strategies that might assist you with this student. (20 points) (55 points total for this section) 	<ol style="list-style-type: none"> 1. Chinese students are more used to keeping their body still and upright, and their gestures minimal (Kuśmierczyk, E., 2011). 2. Having a focused gaze, resting facial expressions, and smiling are seen as body language from Chinese students to communicate involvement and attention in the classroom. 3. There are usually five different sets of uniforms for secondary Chinese students: 2 formal and 3 everyday sets. These vary in thinness/thickness and length based on seasons/weather. 4. There is no prominent religion(s) that impact the way schools and education is ran in China, nor are there religious customs that affect the way Chinese people approach the school system or education. 5. In traditional Chinese customs, men and women are kept separated as much as feasibly possible due to the value and honor that is placed on men above women. Especially for rural Chinese families, there will be more gender bias and expectation of segregated genders (Tang, T. N. & Dion, K. L.,1999). 6. Most modern urban families highly value education and require their child(ren) to go to school. Many families will enroll their child in supplemental classes on the weekends outside of their normal school hours during the week if there are not weekend classes offered by their school (Strom, et al., 1996, p. 39). 7. China has a collectivist culture, meaning they place a high importance on friendship and the greater good for the community. 8. Strategies like small prizes for students and small group work are some of the most beneficial strategies in general and work especially well with Chinese EL students since

	<p>it gives them assistance and encouragement in a way that they do not have to verbally request from others for.</p>
<p>Discipline</p> <ol style="list-style-type: none"> 1. What behavior constitutes discipline action in school? (5 pts.) 2. What type of discipline is used? (5 pts.) 3. Who is considered responsible if a child misbehaves at school? (5 pts.) 4. How is behavior controlled in school? (5 pts.) 5. Describe how knowing this information about your student will inform your teaching of this student; include in your answer any teaching strategies that might assist you with this student. (20 points) <p>(40 points total for this section)</p>	<ol style="list-style-type: none"> 1. Disciplinary action occurs in schools whenever a student misbehaves; this generally means that a student broke a classroom or school rule, and/or is demonstrating behaviors that disrupts the overall effective learning environment. 2. There are three main models of discipline, which are influence, group management, and control (He, Y., 2013, p. 21). 3. Teachers, parents, and students all play a role of responsibility when it comes to a student's misbehaving. This varies depending on the situation. 4. Expected behavior that is established and upheld by the teacher as a model for their students to follow is how teachers effectively control their classroom's overall behavior. 5. Many of the disciplinary models that are used in Chinese schools are the same as the ones used in American schools. The most beneficial strategies that teachers could use with their Chinese EL students include positive rewards for students, incorporating small group work, being friendly and supportive to those EL students, and reducing rigid or cold classroom settings (Wong, R.M., 2014).
<p>Time and Space</p> <ol style="list-style-type: none"> 1. How important is punctuality? (5 pts.) 2. How important is speed in completing a task? (5 pts.) 3. How much space are people accustomed to? (5 pts.) 4. Describe how knowing this information about your student will inform your teaching of this student; include in your answer any teaching strategies that might assist you with this student. (20 points) <p>(40 points total for this section)</p>	<ol style="list-style-type: none"> 1. Punctuality is extremely important in Chinese culture. 2. Teachers expect students to be punctual and on time to all their classes, as well as punctual with getting their homework done on time (Rao, P.S., p. 97). 3. Chinese people are not extremely physically affectionate socially. Culturally, they are extremely formal and always place importance on respect between ranks and positions of people, elderly versus the young, etc. (Rao, P.S., p. 98). 4. Knowing this information about my student will assist me with informing this student on any differences in our classroom with punctuality, and for establishing opportunities for that student to interact more with their classmates to become more accustomed to the personal space and physical affection that American students may be more used to naturally doing (and vice versa).
<p>Beliefs/Customs</p> <ol style="list-style-type: none"> 1. What are some customs and beliefs pertaining to the culture? (5 pts.) 	<ol style="list-style-type: none"> 1. Harmony is China's most important cultural belief, followed by benevolence, righteousness, courtesy, wisdom, honesty, loyalty, and filial piety (Lihua & Lihua, 2013).

<p>2. How are these customs and beliefs impacting the culture and the identity of people belonging to this culture? (5 pts.)</p> <p>3. How may these customs and beliefs be perceived by people belonging to other cultures? (5 pts.)</p> <p>4. Describe how knowing this information about your student will inform your teaching of this student; include in your answer any teaching strategies that might assist you with this student. (20 points)</p> <p>(35 points total for this section)</p>	<p>2. Harmony being China’s most important cultural belief has thus seen its impact in practically every facet of Chinese culture and policies, including their modern-day diplomacy. This impacts those who belong to and live in this culture every day of their lives, most commonly through different quotes and sayings that showcase the harmony that many people within this culture strive to reach and display.</p> <p>3. The way that Chinese cultural customs and beliefs can be interpreted by those belonging to other cultures can vary, however since many of those beliefs involve displaying harmony and being diplomatic, it would be hard to find a bad ground to be in when interacting with that type of behavior.</p> <p>4. Many cultural practices amongst those in Chinese culture involve displaying many beliefs and customs upheld throughout time in Chinese culture, such as Confucianist, Buddhist, and other influential teachings that structured modern-day policies in China. This then affects how Chinese people interact with and engage in their culture, and how that will transform when immigrating to the U.S. Knowing this information will allow me to integrate that in any way I can into our classroom to help that student feel more at ease and safer having that familiarity there for them, as well as use it for an opportunity to educate and engage their classmates on various cultural beliefs.</p>
<p>References</p> <ul style="list-style-type: none"> • APA format (15 pts.) • At least 3 peer-reviewed articles/book chapters (15 pts.) <p>(30 total points for this section)</p>	<p>Bergen, B. K., & Chan Lau, T. T. (2012). Writing direction affects how people map space onto time. <i>Frontiers in psychology</i>, 3, 109. https://doi.org/10.3389/fpsyg.2012.00109</p> <p>Central Intelligence Agency. (2022, April 6). <i>China - The World Factbook</i>. Central Intelligence Agency. Retrieved April 10, 2022, from https://www.cia.gov/the-world-factbook/countries/china/</p> <p>He, Y. (2013). <i>Primary school teachers’ and parents’ discipline strategies in China</i> (Doctoral dissertation, University of York).</p> <p>Kan, Qian. A Brief Introduction to the Chinese Education System. OpenLearn, 30 Aug. 2019, https://www.open.edu/openlearn/education/brief-introduction-the-chinese-education-system.</p>

	<p>Kuśmierczyk, E. (2011). English-background and non-English-background speakers' perceptions of gaze and bodily movements in academic interactions. <i>University of Sydney Papers in TESOL</i>, 6, 71-96.</p> <p>Lihua, Z., & Lihua, Z. (2013). <i>China's Traditional Cultural Values and National Identity</i>. Carnegie Endowment for International Peace. https://carnegieendowment.org/2013/11/21/china-s-traditional-cultural-values-and-national-identity-pub-53613#:~:text=The%20Chinese%20traditional%20cultural%20values</p> <p>Rao, P. S. TEACHING CROSS CULTURAL COMMUNICATION IN GLOBALISED EDUCATION. <i>MTC Global® A Global Think Tank in Higher Education</i>, 78.</p> <p>Strom, R. D., Strom, S. K., & Xie, Q. (1996). Parent expectations in China. <i>International Journal of Sociology of the Family</i>, 26(1), 37-49. http://www.jstor.org/stable/23029674</p> <p>Tang, T. N., & Dion, K. L. (1999). Gender and acculturation in relation to traditionalism: Perceptions of self and parents among Chinese students. <i>Sex Roles</i>, 41(1), 17-29.</p> <p>Wei, M., Den Brok, P., & Zhou, Y. (2009). Teacher interpersonal behaviour and student achievement in English as a Foreign Language classrooms in China. <i>Learning Environments Research</i>, 12(3), 157-174.</p> <p>Wong, R. M. (2014). An investigation of strategies for student motivation in the Chinese EFL context. <i>Innovation in Language Learning and Teaching</i>, 8(2), 132-154.</p> <p>Yang, J. (2007). The one-child policy and school attendance in China. <i>Comparative Education Review</i>, 51(4), 471-495.</p>
400 TOTAL POINTS POSSIBLE	