Positive Language Teaching: Culturally Responsive, Strengths-Based and Empathetic

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Participants were asked to complete the online VIA Inventory of Strengths, Therefore, this study suggests that educators should help students develop A significant amount of students indicated that they were unaware of how Second, participants were asked to focus on their top three character Lastly, participants were asked to reflect on this experience and First, participants filled out a pre-assessment narrative frame, which generated their top twenty-four signature strengths from strongest to weakest. 2. Participants completed three narrative frames a. First, participants filled out a pre-assessment narrative frame, which documented their current strengths and weaknesses in the language classroom. b. Second, participants were asked to focus on their top three character strengths and apply them to language learning each day for one week. c. Lastly, participants were asked to reflect on this experience and document how the felt applying their strengths to learning the language. Results: ● Lack of understanding of Chinese culture by mainstream educators ● Identified CRT teaching strategies specific to Chinese culture ○ Working on direct communication skills ○ Developing participation skills ○ Scaffolding group work by providing clear roles ○ Build confidence by knowing student strength in memorization and test taking ○ Accommodate for use of translation technology ● Identified general CRT strategies to which Chinese students responded positively ○ Incorporating materials or examples relating to home country ○ Accommodating language by allocating more time to take examinations ○ Identified general CRT strategies Chinese students responded to negatively ○ Calling directly on students (in an effort to gain their perspective) ○ Discussion based classes

Conclusions: The findings in this study have shown a critical need for more communication and collaboration between mainstream professors and those with Chinese cultural knowledge in order to best serve the needs of incoming Chinese students integrating into the U.S. classroom. Furthermore, the lack of culture specific literature calls for more CRT research to be done with specific cultural populations. Culture specific research could benefit the multitude of educators working with diverse populations in their classrooms by providing them with cultural knowledge and clear strategies for helping students from various cultures succeed in education.

**Method in Classroom:** Culturally Responsive Teaching

**Research Question:** Identify the use and effectiveness of culturally responsive teaching specifically for adult Chinese students in the United States both in language learning (ESL) and in mainstream college classroom settings.

**Methodology:** This was a IRB certified qualitative study that interviewed three professors and two Chinese students. Interviews were recorded, transcribed, and then analyzed for recurring themes. Participants for this research consisted of two Chinese students and three professors. One student participant had taken only mainstream academic classes at the University of Northern Iowa, while the other was in the mainstream college setting and had also previously been in ESL classes at UNI. Of the three professors, two were ESL educators and one was a mainstream educator in the College of Business.

**Results:**
- Lack of understanding of Chinese culture by mainstream educators
- Identified CRT teaching strategies specific to Chinese culture
  - Working on direct communication skills
  - Developing participation skills
  - Scaffolding group work by providing clear roles
  - Build confidence by knowing student strength in memorization and test taking
  - Accommodate for use of translation technology
- Identified general CRT strategies to which Chinese students responded positively
  - Incorporating materials or examples relating to home country
  - Accommodating language by allocating more time to take examinations
- Identified general CRT strategies Chinese students responded to negatively
  - Calling directly on students (in an effort to gain their perspective)
  - Discussion based classes

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