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# PREFACE

As is now well-known, the ethnic, racial, and linguistic diversity of the United States is increasing at a rapid pace, and this is readily apparent in urban, suburban, and rural schools across the nation. Asian Americans are a significant part of this trend as their population is now over 15 million and projected to be near 35 million by 2050. However, the response in education to this greater diversity has been uneven, with progress in some areas and much less change in others. The picture specifically for Asian Americans also has been mixed despite widespread misconceptions about their uniformly positive educational experiences. In particular, the educational problems and needs of Asian Americans often remain “hidden,” and as a result, there are relatively few programs and services that appropriately address these issues. Some of this might be related to the limited amount of information on Asian American education that is readily available to educators, policymakers, researchers, students, and the public. As one response, *Research on the Education of Asian and Pacific Americans*, a research anthology series, was initiated in 2001 to disseminate relevant empirical work and to be a national advocate for Asian American education. *New Perspectives on Asian American Parents, Students, and Teacher Recruitment* is the fifth volume in this series, which is sponsored by the Special Interest Group—Research on the Education of Asian and Pacific Americans (SIG-REAPA) of the American Educational Research Association and the National Association for Asian and Pacific American Education (NAAPAE).

The first two chapters in the anthology are about parents’ involvement in the education of their children. This subject has received much coverage in the education literature, but there are few studies dealing with Asian Ameri-

can families and none on those with children who have disabilities. Lusa Lo examines the involvement of ethnic Chinese immigrant parents whose children have physical or learning impairments. These parents are actively engaged in home-based activities with their children, including reading and helping with homework, but much less involved in school-based activities because of work schedules, language barriers and other challenges. Lo concludes by discussing ways to improve school-to-home communication, utilize community organizations, and increase parents' knowledge of curriculum and teaching methods. Parental involvement of course is meaningful because of its positive impact on children's school performance. While this overall relationship has been verified for Asian Americans, aspects of the process of involvement have not. In the second chapter, Julie Nguyen, Sukkyung You, and Hsiu-Zu Ho address this shortcoming with structural equation modeling and national-level data from the 2002 and 2004 Education Longitudinal Study. Their analysis shows the direct and indirect effects on children's academic achievement of four parental involvement factors. Parental expectation and communication have the strongest direct influences on achievement although the mediating effects of certain factors are vital to an understanding of the parental involvement process. The authors' suggestions at the end of the chapter reinforce and extend those outlined by Lusa Lo.

Some of the most critical issues in Asian American education are those regarding students who are English language learners (ELLs). As Deoksoon Kim points out in "Asian American Students' Second Language Literacy Development in Engaging Literacy Events," the number of ELLs has grown dramatically in recent years, and Asian Americans are the second largest group of ELLs. Kim looks at second-language (English) literacy acquisition by Asian elementary school students in a language arts/literature classroom and at home. This inquiry is guided by a sociocultural constructivist theoretical lens and describes how students construct meaning, cultural factors that influence literacy acquisition, and students' reading strategies, which include several that have received little previous attention. The fourth chapter in this anthology is authored by Chuang Wang, Lan Hue Quach, and Joan Rolston and is concerned with the self-regulated learning strategies used by Chinese elementary school English language learners in reading and writing. Seeking social assistance, seeing information, and environmental structuring are the most commonly used strategies by all of the students, and these are employed across different language-learning tasks. These results have specific implications for classroom teaching. Xiaoning Chen, in the fifth anthology chapter, focuses on a different set of English language learners, those temporarily in the U.S. with non-immigrant status. Using a case study method, she investigates identity conflicts due to differing expectations, including those involving language, of parents, teachers, and peers.

The two Chinese elementary school students in her sample negotiate their identities by shifting their language preferences, behaviors, and cultural values but not in an identical manner. At the end of the chapter, Chen argues for changes in the orientation of schools toward bilingualism.

Why is the number of Asian American teachers fairly low, especially in light of the expanding size of the Asian American student population? What can be done about this? The chapters by Charles Park and Clara Park deal with these questions. After reviewing factors that might discourage Asian Americans from becoming teachers, Charles Park uses a sample of 56 Korean American teachers to explore reasons why they chose this career. He finds, among other things, that most of the teachers' parents and friends are supportive of their decision to enter into teaching and that pastors and members of Protestant churches in Korean American communities also play a significant role. He recommends utilizing social events to attract Korean Americans to teaching and peer networks to help keep them in this profession. Clara Park approaches the questions posed earlier in a broader fashion with research on Asian bilingual teachers and candidates, a very important subgroup of Asian American teachers for effectively working with immigrant students of Asian background. Her objectives are to determine their motivations for becoming teachers, the obstacles they encounter, and difficulties they experience in a bilingual credential program. Her findings lead directly to many specific recruitment and retention strategies. Taken together, this chapter and the one by Charles Park provide a broad framework for understanding and dealing with the shortage of Asian American teachers.

As Asian American educators and others are aware, Asian American students oftentimes are incorrectly stereotyped as a "model minority," as all being highly successful and problem-free. Unfortunately, this stereotype persists despite evidence to the contrary on varying levels of academic achievement between and within Asian American groups and the struggles of students whose educational, social, and psychological concerns frequently are overlooked. The last two chapters of *New Perspectives on Asian American Parents, Students, and Teacher Recruitment* add additional evidence to the latter and advocate for better meeting the needs of Asian American students. Guofang Li examines the identity and socio-emotional development of a high-achieving Vietnamese high school student who is the type of person that would not be expected to be having any difficulties if the model minority stereotype is valid. Instead, this student is revealed to be a complex, multilayered individual whose well-being is stressed because of her family's immigration and resettlement history, cultural conflicts, role reversal at home, and negative receptions from school and society. In "Looking Beyond The Numbers: Asian American College Students' Perceptions of Campus Climate," Sharon Lee, Matthew Lee, Teresa Mok, and David

Chih offer new insights into the racial environments at higher education institutions. While a model minority stereotype would depict such environments as being entirely positive for Asian Americans, the authors' survey data from a Midwestern university show that students' perceptions vary by ethnicity, generation, and student status. Overall, many students appear to be satisfied, but one-third report having experienced racial discrimination, less than half feel that race relations are good on campus, and only one-third say that the administration has done a good job in addressing racial concerns. As the authors note, these and other findings are critical because of the impact of campus climate on students' academic performance and personal development.

*New Perspectives on Asian American Parents, Students, and Teacher Recruitment* would not have been possible without the contributions of many individuals and organizations. The editors express their appreciation to the chapter authors for sharing their insights, perspectives, data, analyses, and recommendations and for their hard work in preparing their chapters for publication. We thank Information Age Publishing and the two anthology cosponsors, SIG-REAPA and NAAPAE, for their continuing support of the Research on the Education of Asian and Pacific Americans publications series. Finally, the editors would like to acknowledge the importance of the readers of this volume and others in the series. It is our sincere hope that this anthology will be a valued resource that will inform the work of practitioners and policymakers, inspire more researchers to begin or further pursue new lines of investigation in this field, enrich the knowledge of students, and more generally enhance an awareness of the characteristics, issues, and other complexities of contemporary Asian American education.