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How have Asian Americans been affected by literacy in the United States?

The purpose of this research paper is to examine how Asian Americans have been affected by the institutionalization of literacy in the United States. Specifically, this paper will investigate literature that points to literacy practices within this community that are disregarded by formal schooling, while also taking into account the strengths of Asian American literacy practices. In addition, the use of hegemonic tools to obtain power is discussed in detail.

This quantitative research would conduct surveys and review pertinent papers and records and collect information from observation. For example, literature reviews examples of Asian American literacy practices are to be considered. The data will be gathered through surveys, which will be handed out to the participants who will be responding to the questionnaires. In selecting research participants, a stratified sampling approach would be used. Furthermore, stratifying the target group according to gender would ensure that both males and females were equally represented in the study. Using equal sample sizes from each stratum would ensure that a link between the specific variables investigated could be established between the two groups of people. The validity of the research process will be determined through the use of the content validity method. All of the aspects connected with literacy programs and the parts of Asian American were evaluated by the researchers who were tasked with proving that the research study was worthwhile. In addition, test-retest reliability criteria will be beneficial in determining the reliability of the analysis, which must have coherent scores over time.

Asians in America were regarded as exotic, undesirable, and uncivilized for more than a century, roughly from the 1840s to the 1950s. However the tide began to turn in the 1960s, when Asian success

stories became increasingly common in the mainstream media and throughout American society, and this unfavorable attitude began to shift dramatically to one of appreciation. In the intervening years and to this day, it is thought that Asian Americans have overcome historical stereotypes and are now contributing positively to society (Gibbs). Asian Americans are the largest rising racial group in America, with their population anticipated to nearly double by 2060, to more than 47 million people in total. There is a widespread belief that they are the model minority, consisting of doctors, powerful citizens, techno wizards, successful business entrepreneurs, also among many other things. As a result, Asian Americans are referred to as the "model minority" in the field of education (Kim). However, this idea, which is stereotypical, is not necessarily always true and has numerous detrimental effects for the Asian-American community as a whole.

The Asian American community has high aspirations for the next generation of Asian Americans who are coming of age. It is expected of them to do better than average in school and to progress further in their education than the rest of the population. Such expectations are largely derived from the families of Asian American children, but they can also be found in the classroom at times as well. Many of these Asian American students fall into the category of the 'model minority,' which is biased because not every single Asian American kid is striving to achieve academic excellence. It's not that they don't want to, but there are a variety of other forces at work here. Additionally, the literacy patterns of Asian immigrants in the United States differ significantly. Many students are required to work and care for their families because they may be among the first in their families to attend college.

It is well known that thousands of Chinese students travel to the United States each year to pursue higher education, with the number of Chinese students increasing year after year. In order to succeed, Chinese students studying in the United States must have a high level of motivation, excellent language skills, and a thorough awareness of the local culture. However, for Asian Chinese students, learning a decent language skill in a foreign country can be a difficult task, especially when the two countries speak

different languages and have different cultural traditions. Despite the fact that it is a difficult process, the Chinese students are willing to take on the challenge because excellent language skills are extremely essential to them. This is because it can make individuals feel more confidence in their ability to communicate with others.

Across a wide range of circumstances, it has been found that speakers of standard dialects or socially prominent variants are seen in a generally positive light: they are perceived as more confident and competent than others, and what they say is given more weight. Researchers have discovered that pupils who communicate in standard English will be more confident than students who do not communicate in standard English. Without a doubt, cultural and language hurdles have an impact on Chinese students studying in the United States who are attempting to integrate with other students due to their nonstandard English proficiency. When students study English in China, they do it in order to prepare for examinations. So, the most common problem that every Chinese student in the United States faces is the difficulty of communicating effectively with their instructors and other students, which causes Chinese students to become quieter and more reserved in the classroom.

First and foremost, Asians place a high priority on family loyalty. Family members are urged to perform their best because failure would bring humiliation and dishonor not only to them personally, but also to their entire family as a result of their actions. When looking at Asian academic norms, this idea is well exemplified. Many Asian societies place a high priority on education as the foundation and focal point of one's life. When Asian families send their children to school, they do so with a sense of anticipation that their child will perform at the maximum level that is reasonably achievable. Whatever is less than a flawless grade or a perfect performance, in the opinion of Asian parents, is not worth noting. Due to the cultural emphasis placed on this mindset, Asian children are under intense pressure to achieve the highest possible grades in order to gain the approval of their parents. The use of shame and guilt are the most common strategies employed to maintain control over conduct within the family.

In the United States, literacy perception emphasizes individual goals, whereas Asian culture emphasizes family unity and prosperity as a collective. Children of Asian descent who must fit in at school while also adhering to social rules at home may experience challenges as a result of this situation. Many Asian-American parents place a great priority on a strong work ethic as well as high expectations for their children's education. Children are not just expected to obtain decent marks, but to be at the top of their class or to obtain consecutive A's in the American literacy programs.

Asian American parents place a high importance on a decent education and believe that parental effort plays an important role in their children's academic success. In the opinion of Asian American parents, education is a powerful predictor of future success, indicating that receiving an "inadequate" education will result in failure. Asian American parents are more likely than other parents to cultivate their children's education through stringent parenting techniques. In addition, Asian American parents believe that their children's educational performance is a sign of their overall effort as parents, and that cultivating and exerting effort on their children's behalf is essential to their children's education. Consequently, Asian American children, out of respect for their parents, strive for vocations that are reflective of their family's high socioeconomic standing and their parents' untiring efforts over time. This demonstrates how model minority expectations can lead to expectations of success and power for many Asian American children as a result of their parents' expectations and how they would feel if they achieved their parents' expectations.

In the United States, one of the most fundamental learning assumptions is that kids learn best when they discover autonomously via exploration. Chinese students, on the other hand, are typically taught to see teachers as "all-knowing" and to accept the knowledge conveyed by professors. The traditional Chinese learning technique is in stark contrast to the literacy practices of the United States, which place an emphasis on equality, individual growth, autonomous and critical thinking. However, in recent years, several educators and scholars have begun to propose that the conventional classroom

behavior of Chinese children may be more sophisticated than what some Americans have observed. Nonetheless, some typical Chinese students may be perplexed and even confused by the standard active learning methodologies adopted by American educators. According to the findings of the research, challenges may develop when instructors in the United States teach Chinese students because they bring with them an assumption that Chinese students will actively participate in the intended learning.

Given the similarities and differences between Chinese parents' attitudes and practices, it is possible that middle-class Chinese parents may have adapted or accepted some American Mainstream literacy practices. As they become more familiar with mainstream American schooling practices, parents continue to hold very strong traditional Chinese cultural values about how literacy should be learned and transmitted (Li). However, they are making accommodations and adaptations in their methods of interacting their children into American cultural ways of learning. Chinese pupils are able to gain the drive and thrive toward the acquisition of power that will allow them to make their parents proud through the provision of parents' accommodations. In addition, schools involve parents in decision-making activities so that the parents feel empowered and a belongingness to the school setting as a result of their involvement.

In conclusion, the results of this study provide new insight and understanding into how recent Chinese immigrant parents affect their children's education in a new sociocultural context, as well as suggestions for ways to increase their involvement in their children's education. Asian students should be aided in adjusting to the educational system in the United States since they tend to encounter a variety of obstacles, the most notable of which is the variations in the languages spoken. The beginning of a new education is never easy; literacy programs in the United States should have a large number of tutoring centers and resources to assist Asian children in doing better in school since they understand the difficulties that Asian's students are facing in school.

## **Bibliography**

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