

Asian American Education Prospects And Challenges

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asian american education prospects and challenges

Asian-American Education: Prospects and Challenges was first conceived at the annual conference of National Association for Asian and Pacific American Education held in San Francisco in the spring of 1996. Subsequently, we invited experts in the field to contribute chapters on the linguistic and sociocultural aspects of Asian-American education. As the first comprehensive survey of major Asian-American groups for educators, this book expounds upon both the linguistic and sociocultural aspects of seven Asian-American groups: Cambodian, Chinese, Filipino, Japanese, Korean, Hmong, and Vietnamese. There are two chapters on each of the seven Asian-American groups, one linguistic and one sociocultural. This book . . . SUBSCRIBE TODAY! Marilyn Mei-Ying Chi, Clara Claiborne Park. Written for educators of all grade levels, this book provides critical information about the educational needs of Cambodian, Chinese, Filipino, Hmong, Japanese, Korean, and Vietnamese-American students in U.S. public schools. Written by educators who have lived through many of the experiences discussed, the book is an intimate account, as well as a comprehensive scholarly survey of the seven major Asian-American groups. For each Asian-American group there are two chapters: one sociocultural and one linguistic. Each vividly documents the unique characteristics of each group. Chinese international students in American higher education represent the largest group of international students from a single country. However, research and media reports have documented that Chinese students in America are now facing a variety of difficulties in their education in America. Asian-Pacific Journal of Second and Foreign Language Education volume 1, Article number: 8 (2016) Cite this article. 5448 Accesses. Abstract. While past research has identified numerous challenges that Chinese international students have faced while attending American institutions of higher education, no study has attempted to truly capture the voice of the students and trace the roots of the challenges back to the students' preparation in China.