

## The Asian American Classroom Experience

A report from the Classroom Experience Group of the Asian American Psychology class (Fall, 2011) under the supervision of Prof. Karen Suyemoto. Prepared as a contribution to the AANAPISI initiatives at the University of Massachusetts, Boston.

Authors: Isaac Ashton, Kaho Chau, Eduardo Rodrigues, Peter Xu

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### Executive Summary

*Asian American students are often dubbed the "model minority" for their academic success but this label belies the reality that behind this "success" Asian American students face many hidden conflicts. To understand these better and to look for solutions, our group undertook to examine the concerns of Asian American students in the university classroom settings. For this we conducted a survey comprising roughly 5% (84 respondents) of the Asian American student population of University of Massachusetts Boston<sup>1</sup>. Our major findings include:*

- *40% of Asian American students feel they are treated differently by their professors due to their race or ethnicity*
- *30% have felt discrimination or alienation within the classroom*
- *48% of Asian American respondents said they felt that English fluency detrimentally affected their classroom experience*
- *70% of Asian American respondents were less than confident with speaking aloud and participating in class discussions*

*In response to open ended questions on how these concerns can be addressed, we also generated a list of recommendations to be incorporated into the classroom, including:*

- *Taking more time in class for students and professor to get acquainted with each other*
- *Making more class lectures recorded and available in electronic format*
- *Changing the guidelines for student oration to be more amenable to Asian American styles of communication.*
- *Provide training for faculty about Asian American cultural styles and experiences of discrimination*

*We present these findings as recommendations for professors to implement with the help of the AANAPISI Program, in order to improve the classroom experience and educational engagement and success for Asian American students.*

### Introduction

Asian Americans students are often seen as every teacher's dream; hard working, high achieving, quiet, obedient, and studious. Yet underneath this veneer of "model student" there are often unseen struggles these students face. These include pressures from parents for every "A," the expectations of teachers to live up to higher standards, classmates expecting them to know every answer, and blatant discrimination based on institutional and interpersonal racism; these pressures can often be too much to bear. With one of the lowest rates of seeking professional help, these all become major contributors to what makes suicide the third leading cause of death among Asian American young adults<sup>2</sup>.

As part of our Asian American Psychology class, we were given the opportunity to assist Asian American students in collaboration with the AANAPISI Program at UMass Boston, an initiative funded through a grant from the US Department of Education. With our chance to propose a project, we decided to focus on one aspect of these students lives at the core of the student experience, that of the experience of Asian Americans within the University classroom. We took the approach of looking at past related research on the subject as well as conducting our own survey at UMass Boston. From this study we hoped to ascertain the nature, cause and scope of the problems facing Asian American students within the classroom in relation to the professor, classmates, language barriers for non-native speakers, and how these effects classroom participation and group discussions. We also provide recommendations for how to ameliorate some of these challenges based on the words of the students themselves.

### **Background Research**

While there doesn't seem to a plethora of studies specific to Asian American classroom experience, we do have related studies and data to draw a backdrop from. Although we did not do a comprehensive review of literature, our limited readings provided a good foundation for our project. According to the US Department of Education the percentage of Asian American college students across the US has almost quadrupled in the last 30 years<sup>3</sup>, making them one of the fastest growing student populations in the country. According to the Center on Education Policy, Asian American students tend to outscore and outperform all ethnic groups on the typical tests of academic performance<sup>4</sup>, yet this "success" has come at a heavy toll. One example is the "Asian ceiling" effect, where Asian students within classes and through University admissions policies are being held to almost impossibly high standards compared to all other ethnic groups. Indeed, it's been shown that Asian students need almost perfect SAT scores to be accepted to the nation's top universities, and that Whites were three times more likely than Asians to be accepted to University anywhere<sup>5</sup>.

In contrast to discrimination from academic success are the aspects of school performance not often noticed or measured. Success outside of academia depends just as much on social skills as it does on technical skills. Studies have also shown that Asian American students were the least likely out of all other ethnic groups to raise their hands in class, engage with non-Asian students, and participate in group discussions<sup>6</sup>. Asian American students were also least likely out of all other groups to seek help when confronted with stressors, whether it be from racial discrimination, family pressures or language barriers<sup>7</sup>. This imbalanced attention solely to academic performance creates a dangerous disregard concerning the mental health and social preparedness for Asian American students post graduation. Racism and prejudice are also central battles fought by Asian Americans, yet the most important tool for combating this is lacking, as Asian American Studies classes are consistently underrepresented in Universities nationwide<sup>8</sup>. All these underlying conditions influence the classroom experience for Asian Americans, and are essential background to help understand the many causative factors and possible solutions.

### **Survey Design & Methodology**

Being aware of these surrounding problems, our team wanted to both get direct documentation of the attitudes of Asian Americans regarding class experience as well as hear potential solutions as voiced from the students themselves through the conduct of a survey at UMass Boston. We decided to generalize the survey to include both immigrant and non-immigrant Asian American

students, owing to the prevalence of these groups being lumped together in the public eye, and the common experience they likely share because of this. We also, despite the word "Asian" encompassing persons from a whole continent of widely diverse ethnicities, focused only on those who identified themselves as East and Southeast Asian Americans for survey respondents in order to make connections with past related research on the subject, hence the word "Asian" used in this paper we artificially imply as such. We conducted the survey over a one week period from Oct. 27-Nov. 3 2011, administering it randomly to undergraduate students identifying themselves as Asian American throughout various times of the day and locations on the UMass Boston campus. We were able to retrieve a total of 84 surveys, representing roughly 5% of the Asian American student population at UMB<sup>9</sup>. Our survey consisted of 19 questions (see Appendix 1), both multiple choice and open ended, designed to ascertain basic academic background of the respondents as well as questions pertaining to their impressions of professor interactions, classmate interactions, proclivity to participate in class discussions, and issues related to language barriers for non-native speakers.

### **Survey Results (see also Appendix 2)**

To begin with, our background questions included; ethnicity self identified with, fluency of English, grade level, and major. In order to judge the quality of our sample in comparison to the population we compared our distribution of respondents by majors and grade levels for the Asian student population as a whole according to the Office of institutional Research and Policy Studies at UMB<sup>10</sup> and found a close approximation.

Our survey results found that almost half of the respondents identified themselves as Chinese, followed by more than a quarter of Southeast Asian descent, with the rest from various lesser represented and/or mixed heritages. We weren't able to find a student-wide representation of this data from the UMB archives so we weren't able to corroborate the accuracy of these results, but based on sample size, this should be an approximate representation.

Here since we found little difference among the self identified Chinese and Vietnamese respondents, the two largest groups, and the other groups being spread out, for this study we decided to keep results according to the general construct of "Asian American" rather than analyze each group separately.

In considering the different components of the Asian American classroom experience, we found 4 main areas of concern, that of relations with professors, that of relations with other classmates, that of participation in class discussions, and that of problems due to language barriers. Since some of the open ended questions cross over from one area of concern to another it was easier to analyze results by these areas, rather than by question. Once we reviewed the statistics on Asian and Asian American students' classroom impressions, we then identified salient themes which came out of their open ended responses to identify what seem to be the underlying causes of some of these issues. We begin with a look at the general sentiment of Asian Americans towards their classroom experience at UMB.

We had two multiple choice questions of a general nature. In relation to the first " When you think about all the classes you have taken at UMB, has your experience in the classroom been..." 94% of respondents stated that their experience was positive or very positive and only 6% reported negative experiences. However, when we asked the question "Have you ever had any

negative classroom experiences such as feeling discriminated, alienated, invisible... that you felt was because you were Asian American?" one third of respondents said that they occasionally, sometimes, or often had such negative experiences. It's possible this discrepancy might be explained by a "thick skinned" attitude developed from a lifetime of such discrimination, and it should be noted that just because students say their university experience is positive that doesn't mean that underlying discrimination doesn't exist, rather they might just be used to it. In the subsequent open ended question asking participants to explain any negative experiences, one of the most common responses was "feeling overlooked" when there weren't many other Asian students in class. Other responses related to "feeling the target of stereotypes," with others assuming they are an immigrant, that their English isn't good, that are all Chinese or that they are all familiar with Asian history and culture.

In regards to attitudes towards professor relations, 40% of respondents answered "Occasionally" or more to the question "How frequently have you felt that a professor treats you differently than other students because you are Asian American?" In the accompanying question which asked them to elaborate on reasons why they felt they were treated different we identified a few major themes. The largest theme being what was seen as the teacher's negative stereotyping of Asian American students for what was perceived mostly based on assumption that they "don't speak English." One student remarked that his professor asked him to change his name because he couldn't pronounce it. Another theme was the higher expectations on Asian American students by professors, with remarks that "all Asians were given same grades," that they were "ignored" in favor of those the teacher felt needed more help.

For student relations we have two considerations, that of interactions with other Asian American students, and that of interactions with non-Asian American students. In responding to the question "How comfortable do you feel interacting with other Asian American students in classes?" only 7% felt uncomfortable, whereas the rest felt between neutral (43%) and very comfortable (17%). In relation to non-Asian American students, interestingly, there were no "uncomfortable" responses, with a higher range of "comfortable" (43%) and similar "very comfortable" (14%) than with Asian American students. This might seem counterintuitive at first, but the subsequent open ended response provided some explanations. One theme that stood out was a sense of alienation with other Asian American groups due to language difference, and therefore a greater comfort with non-Asian American students. As we can see in our ethnicity result, if the Asian American population is dominated by Chinese groups then there may be sense of exclusion felt by non-Chinese Asian Americans that they don't feel from non-Asian Americans. Some respondents said they just prefer to meet new people and practice English (for non-native speakers). Another possibility might be due to the "Asian ceiling" whereby fellow Asian American students may be seen more as competitors for limited slots assigned to higher achieving Asian Americans with non-Asian American students felt as less threatening; however, there was no direct mention of this by any respondents. For those respondents who did feel inhibited to socialize with non-Asian American students, the predominant explanation was "embarrassment" over accent and "sounding stupid" as a non-native English speaker.

Looking at Asian American students' classroom participation attitudes, in response to the question "How do you feel about participating in class discussions or asking questions?" the highest range was in "neutral" with 50% of respondents, next to 22% comfortable and 8% for both uncomfortable and very uncomfortable. It's worth noting that despite fewer respondents

marking "uncomfortable," the majority of responses to the subsequent open ended question about why they felt uncomfortable came from those who marked "neutral". Based on this, perhaps "neutral" should be interpreted as having a connotation of "sometimes uncomfortable." For those who responded to the open-ended question, one of the predominant reasons was being "afraid of sounding stupid" or "being wrong," followed by feeling "shy," or "nervous," followed by problems keeping up due to language challenges. There are a few notable quotes worth mentioning here: for example that "Asian students will be 'talked-over' by non-Asian students" and the perception from others that "Asians don't have as much to say, so not worth speaking up"

Since almost a quarter of UMass Boston's undergraduates are comprised of international students or non-citizen permanent residents, we thought language barriers might be a contributing factor as well in the Asian American classroom experience. Indeed, in response to the question "How fluent are you speaking and writing in English?" nearly half of respondents wrote "Somewhat" (41%) and "Not at all" (7%) compared to "Completely" (53%). We can see from many of the open ended questions above that this is a major theme in many Asian American students' inhibition to interact with other students and participate in class discussions due to their fears of ridicule and discrimination. From the stated experiences of many of the respondents these fears don't seem too unfounded.

For a final analysis based on these four areas of concern, while it would be tempting to say some areas of concern are more pressing than others based on statistical percentages, the similarity in stated causes and the interrelated nature of these areas makes it, for the purposes of this study, unnecessary. Instead, what we can do is look at what appears to be common sources to each of these concerns that can be addressed for common solutions.

### **Proposal for Action**

Although it seems that the majority of Asian American students have positive experiences at UMB, that majority is slim. With up to 40% feeling they are treated differently by professors, and more than 30% feeling discriminated against in the classroom in some way, amelioration of these problems should be a priority. Although these issues are born of complex webs of causality, we can begin our search for solutions from the words of the students themselves.

We had students answer two questions pertaining to suggested solutions, first specific for those who faced language related barriers in the class with "What could help you more in understanding class content?" and second of a more general nature with "Are there any other changes in the classroom that could help you have a better classroom experience?"

There were a few major themes from the former question. The most common suggestion was for professors to "use easier words, talk slower, give fuller explanations." One respondent suggested a glossary of specialized words that professors plan to use to be provided at the beginning of the semester. The theme was followed by "Have more PowerPoint slides/recordings of lecture so everything can be available outside of class." Given the large number of students who are non-native English speakers, these recommendations among others would extend benefit beyond the Asian and Asian American student population.

In response to the second question, the responses were a bit diverse but the largest theme among them, and quite implementable was to "have a class [session] dedicated to having students get to

know each other better." Some participants elaborated upon this meaning as specifically related to getting to know each other's backgrounds, nationalities, ambitions, etcetera. This seems to be related to what is possibly a central inhibition by Asian American students which is fear of ridicule, whether it be for giving the wrong answer to a question, or saying things in an accent or with the wrong word. This inhibition may be related not only to a language issues in the high percentage of non-native English speakers but also by reason of Asian cultural standards and values. By getting to know one another, and by implementing more conscientiously in the classroom a "judgment free" environment related to culture and background, much of these fears could be assuaged.

Another repeated statement was that having classes that were open to unsolicited commenting by students or answering questions without hand raising left Asian American students feeling their voices were drowned out. This class communication style, we can presume, is difficult by Asian American cultural values and by the norms of class style for those coming from Asian countries. Instead, some respondents suggested, professors should require taking turns, responding to raised hands, or simply go around the room to hear from students in turn. Other recommendations include "confidence" building exercises for Asian American students through more group activities and presentations, educating professors to apply expectations of Asian American students equitably to that of non-Asian American students, and promoting more Asian American Studies classes to educate the student body and help break down stereotypes and discriminations from their fellow students.

To take this beyond talking points and turn it into action, simple and clear solutions are the most realistic ones to actualize. Based on the recommendations of our survey responders and the theoretical background that supports the benefits of such actions, we've chosen four of the most apparent and clearly defined recommendations for improving the quality of classes at UMass Boston for Asian American students:

1. Recommend that all lectures be written in electronic format, recorded and accessible for review online, including a glossary of expected technical terms used in the semester.
2. For classes that are heavy on student participation and group discussions, we recommend that one full day of introductions and ice breakers among students be included.
3. Recommend that teacher guidelines address classroom participation style, encouraging teachers to format discussions so that students are to raise their hands to be called on and use of methods to allow fair calling of each student either in turn or randomly, to give every student a chance to have their voice heard.
4. Provide training for faculty about Asian American cultural styles and experiences of discrimination to correct for any inequitable expectations, or other possible biases

## **Conclusion**

Survey responses indicated that despite very complex psycho-social issues that contribute to problems and discriminations in the Asian American classroom experience, we can begin with

small very accessible structural changes to the class setting that can make Asian students feel more accepted, understood, and open the door to more participation, interaction and, we would hope, less discrimination. Due to the general nature of these recommendations it's likely these would both directly improve the quality of class life for many other minority and immigrant students, and indirectly the whole student body as well.

## References

<sup>1</sup> [http://www.umb.edu/editor\\_uploads/images/oirp/2010\\_TABLE20\\_pdf.pdf](http://www.umb.edu/editor_uploads/images/oirp/2010_TABLE20_pdf.pdf)

<sup>2</sup> Centers for Disease Control and Prevention, National Center for Injury Prevention and Control. Web-based Injury Statistics Query and Reporting System (WISQARS). Retrieved Jan. 3, 2007, from: <http://www.cdc.gov/ncipc/wisqars>

<sup>3</sup> U.S. Department of Education, National Center for Education Statistics. (2011). *Digest of Education Statistics, 2010* (NCES 2011-015), Table 235.

<sup>4</sup> .Center on Education Policy "New Study Finds Asian American Students Generally Outperform Other Racial/Ethnic Subgroups in State Reading and Math Tests"  
[http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCQQFjAA&url=http%3A%2F%2Fwww.cep-dc.org%2Fcontent\\_file.cfm%3FAttachment%3DPressRelease\\_AsianAmerican\\_063010.pdf&ei=qAzjTsv3KsXt0gHe6bW8BQ&usq=AFQjCNGSo7YRQTLckuc1xgHfCPko2bBDvQ](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCQQFjAA&url=http%3A%2F%2Fwww.cep-dc.org%2Fcontent_file.cfm%3FAttachment%3DPressRelease_AsianAmerican_063010.pdf&ei=qAzjTsv3KsXt0gHe6bW8BQ&usq=AFQjCNGSo7YRQTLckuc1xgHfCPko2bBDvQ)

<sup>5</sup> <http://racerelements.about.com/b/2011/04/25/are-u-s-universities-discriminating-against-asian-students.htm>, *No Longer Separate, Not Yet Equal*

<sup>6</sup> Ying, Peter Allen; Lee, P. A.; Tsia J.; Hung; Y; Lin, M.; Wan, C.T.;(2001) Asian American College Students as Model Minorities: An Examination of Their Overall Competence, *Cultural Diversity and Ethnic Minority Psychology*, Vol. 7, No. 1, 59-74, doi: 10.1037//1099-9809.7.1.59

<sup>7</sup> Meyers, L.; Asian-American mental health, *Monitor* February 2006, Vol 37, No. 2, <http://www.apa.org/monitor/feb06/health.aspx>

<sup>8</sup> Ca, Lam Son; Vo, J.; Truong, R.; Pres, R.; Inandan, K.; Le, S.; (2006) After 20 Years... Nine Priority Issues for Asian and Asian American Students at UMass Boston, <http://www.asamst.umb.edu/20years%209points.pdf>

<sup>9</sup> [http://www.umb.edu/editor\\_uploads/images/oirp/2010\\_TABLE20\\_pdf.pdf](http://www.umb.edu/editor_uploads/images/oirp/2010_TABLE20_pdf.pdf)

<sup>10</sup> [http://www.umb.edu/editor\\_uploads/images/oirp/2010\\_TABLE20\\_pdf.pdf](http://www.umb.edu/editor_uploads/images/oirp/2010_TABLE20_pdf.pdf)

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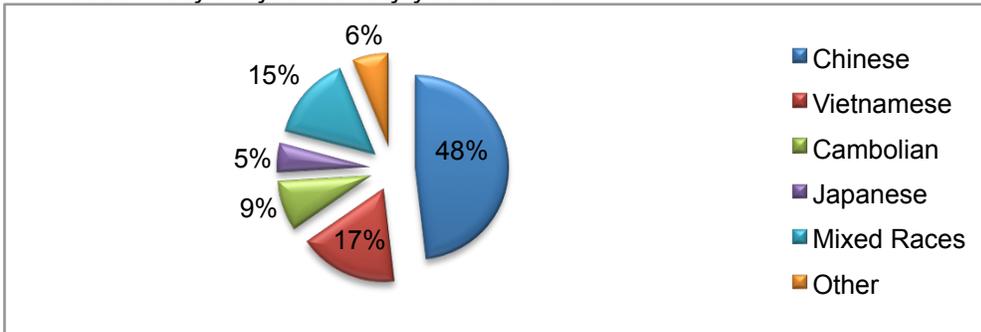
## Appendix I: Survey Questions

1. What ethnicity do you identify yourself with? \_\_\_\_\_
2. What languages were spoken in your home while you were growing up?
3. How fluent are you speaking and writing in English?  
a. not at all fluent      b. somewhat fluent      c. completely fluent
4. Which grade are you in?    a. freshman      b. sophomore      c. junior      d. senior
5. What is your major? \_\_\_\_\_
6. When you think about all the classes you have taken at UMB, has your experience in the classroom been;  
a. very positive    b. positive    c. negative    d. very negative
7. How frequently have you felt that a professor treats you differently than other students because you are Asian American?  
a. never    b. occasionally    c. sometimes    d. often    e. almost all the time
8. If this has happened to you, can you describe that experience?
9. Have you ever had any negative classroom experiences such as feeling discriminated, alienated, invisible... that you felt was because you were Asian American?    a. never    b. occasionally    c. sometimes    d. often    e. almost all the time
10. If you have, could you describe that experience?
11. How comfortable do you feel interacting with other Asian American students in classes?  
a. very comfortable    b. comfortable    c. neutral    d. uncomfortable    e. very uncomfortable
12. How comfortable do you feel interacting with students who are not Asian American in classes?  
a. very comfortable    b. comfortable    c. neutral    d. uncomfortable    e. very uncomfortable
13. What makes you feel comfortable or uncomfortable in these interactions?
14. How do you feel about participating in class discussions or asking questions?  
a. very comfortable    b. comfortable    c. neutral    d. uncomfortable    e. very uncomfortable
15. If you have ever felt uncomfortable participating in discussions or asking questions in a particular class, what was it that made you feel uncomfortable?
16. If you've ever felt uncomfortable, what would allow you to feel more comfortable to ask questions or voice an opinion in class?
17. If English is not your primary language, do you feel that this has been a barrier to understanding class content? a. Yes    b. No    c. Does Not Apply
18. If Yes, What could help you more in understanding class content?
19. Are there any other changes in the classroom that could help you have a better classroom experience?

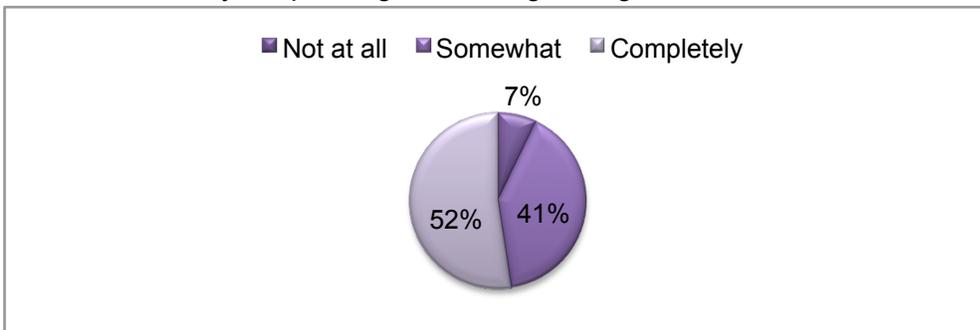
## Appendix II: Analysis of Survey Responses

(Note: For open ended questions, generalization of wording used instead of direct quotes for thematic purposes. Numbers next to themes represent the number of the survey sourced. Multiple numbers next to theme represent repeat themes by multiple surveys.)

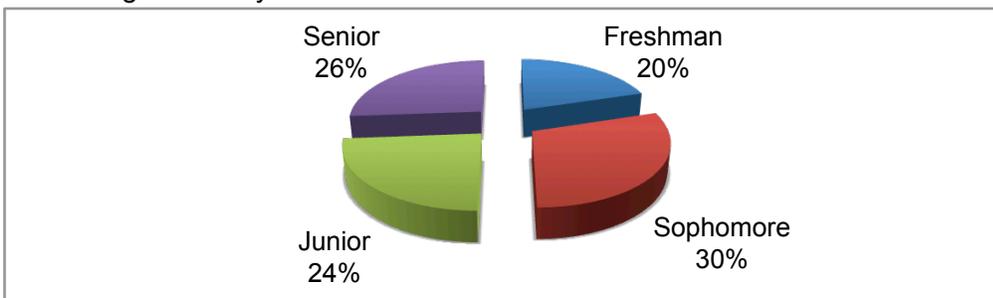
### 1 What ethnicity do you identify yourself with?



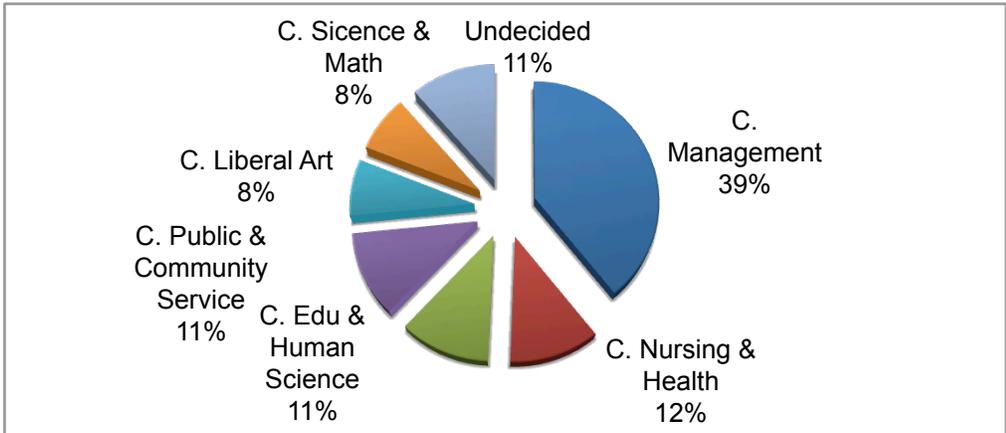
### 3 How fluent are you speaking and writing in English?



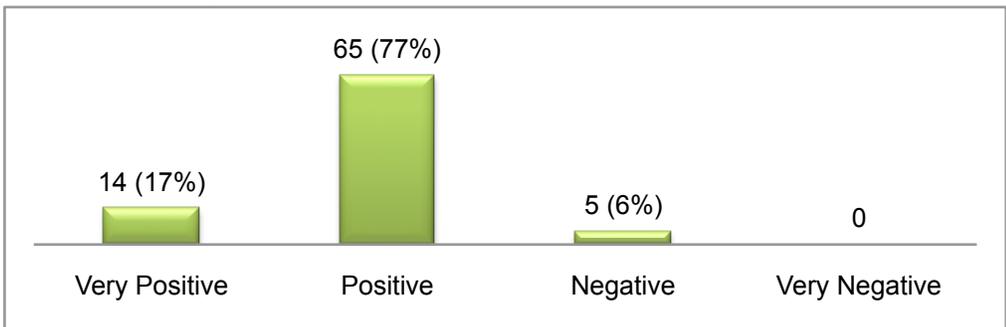
### 4. Which grade are you in?



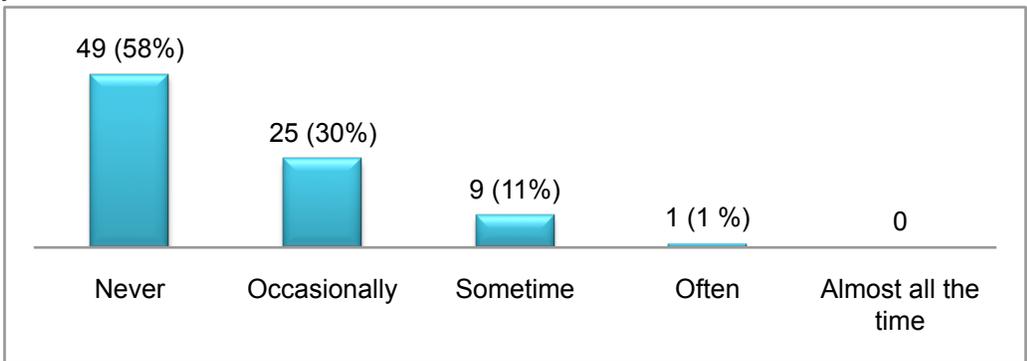
5. What is your major?



6. When you think about all the classes you have taken at UMB, has your experience in the classroom been;



7. How frequently have you felt that a professor treats you differently than other students because you are Asian American?

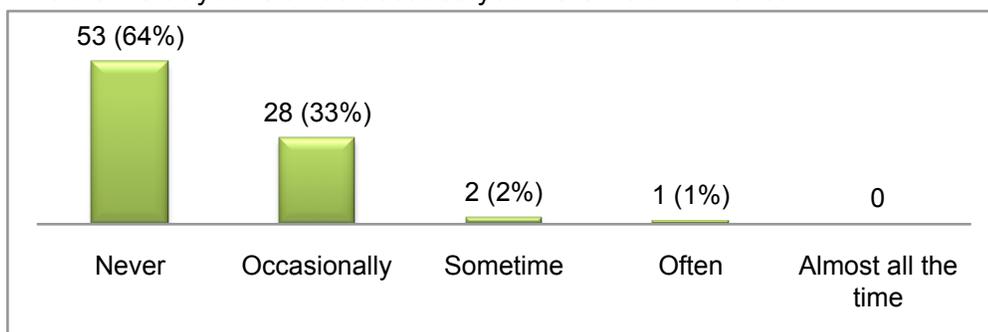


8. If this has happened to you, can you describe that experience?

- #35, 30, 25. Others assume don't speak & write English well
- #31, 26. Not fluent in English so professor is impatient to answer
- #28, #5. Higher expectations because Asian
- #12, 3. Racist comment about Asians by teacher
- #14. Not fluent so can't communicate well with teacher and class

- #40. Others don't care about Asians cause they don't speak English
- #24. Ignored because Asian. Answered only white students
- #1. Singled out because Asian
- #41. Gave all Asians same grade, and lower grade
- #39. Judged differently because Asian
- #11. Professor not able to say name, asked to change name

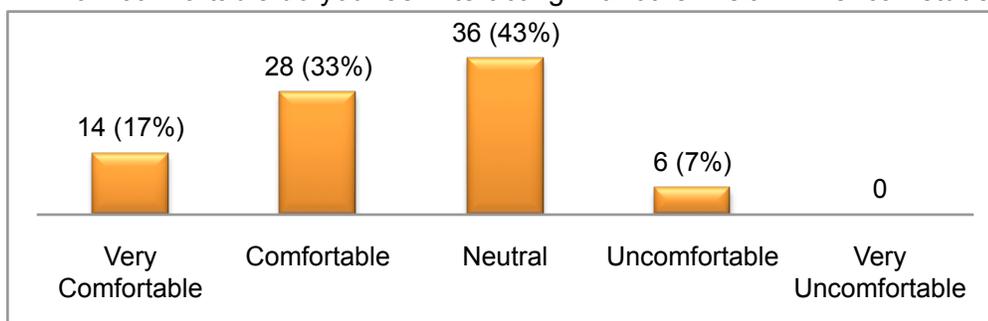
9. Have you ever had any negative classroom experiences such as feeling discriminated, alienated, invisible... that you felt was because you were Asian American?



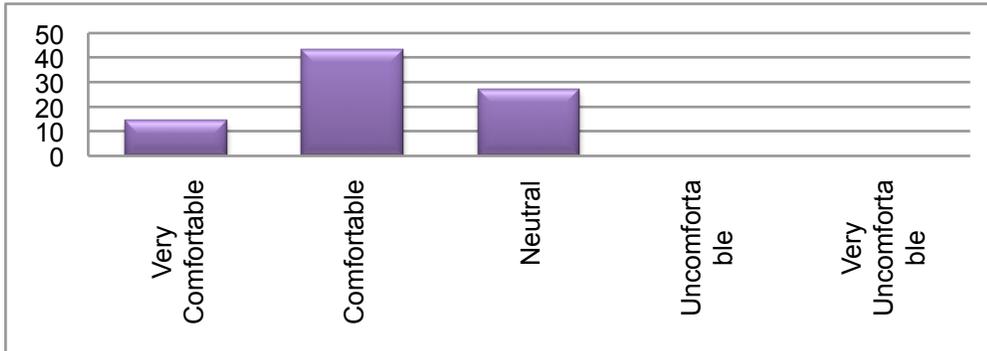
10. If you have, could you describe that experience?

- #9, 10, 20. When not many other Asians in class, invisible to other students and teacher.  
Feel alienated
- #2, 3. Stereotypes against Asians
- #9. Professor asked about sensitive Asian political question just because Asian
- #32. AsAm experience not being heard in general despite being part of UMB community
- #41. Some teachers don't feel like teaching Asians
- #14. Language and cultural differences
- #22. When english not good, other students don't want to talk
- #23. Other student's making comment about ethnicity
- #24. Other student's making fun of language and culture, assuming they are chinese  
(not)
- #25 assume they are immigrant when not

11. How comfortable do you feel interacting with other Asian American students in classes?



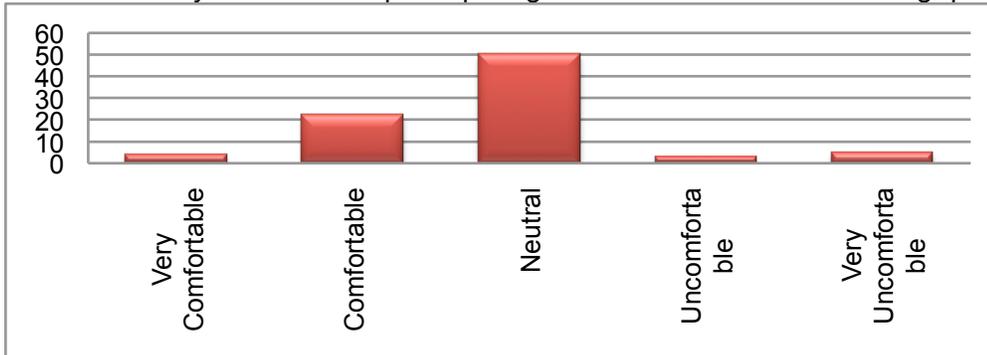
12. How comfortable do you feel interacting with students who are not Asian American in classes?



13. What makes you feel comfortable or uncomfortable in these interactions?

- #11. 13., 16, 17, 19, 20, 22, 24, 12, 6, 3, 2, 38, 30, 29. Feels no difference
- #15, 7, 1, 37. Embarrassed with accent/speaking wrong
- #38, 35. Used to diversity more than mono-culture environment
- #21, 33 . Speaking to non-Asians easier. Asians less comfortable because language difference with other Asians
- #10, 28. Sharing commonalities (like identity as students) makes conversation with anyone easier
- #25, 13. Nice environment, great professors
- #27. Cliques
- #26. Other non-Asian students seem interested in Asian countries, making friendship easier
- #32. Prefer meeting new people of different backgrounds
- #5. Prefers practicing English (finds speaking native language not as good for her)
- #1. Just feels more comfortable with Asian students
- #36. Own negative stereotypes about non-Asians (stingy, gossipy..)
- #31. Feels Americans don't want to talk with Asians

14. How do you feel about participating in class discussions or asking questions?



15. If you have ever felt uncomfortable participating in discussions or asking questions in a particular class, what was it that made you feel uncomfortable?

- #35, 36, 2, 7, 9, 24,1, 27 . Afraid of sounding "stupid"/being wrong
- #29, 33, 34, 38, 17. Shy/nervous predilection, Prefer to keep to self until necessary to talk
- #12, 13,15,26. Can't think of relevant response for class discussion (because language problem)
- #28. Conflicting belief systems
- #31. In groups, Americans don't seem to want to discuss with Asian students
- #32. Own perception that Asians don't have as much say, so uncomfortable to speak up among non-Asians
- #40. Afraid will speak out wrong language by accident (Chinese instead of English)
- #4. Prefer to listen than talk
- #5. Don't know classmates well, therefore harder to participate
- #6. Don't understand concepts of discussion
- #8. Feeling others won't have patience with non-native English speaker
- #11. Asian students when voicing opinion likely to be "talked over" by non-Asian when non-Asian disagree
- #16. Uncomfortable when open response class without hand raising

16. If you've ever felt uncomfortable, what would allow you to feel more comfortable to ask questions or voice an opinion in class?

- #13, 6, 5, 2. Spend more time with classmates inside/outside class
- #23, 16, 36 . If classes require you to raise hand (instead of free speak)
- #12, 41, 37, . Profs should provide more encouragement, comfort
- #27, 40, 38, . Small group discussions instead of big class discussions
- #20, 35. If mandatory/everyone had to speak up
- #17, 31. Speaking to professor after class or by email
- #34, 33 Training on speech/communication skills for AsAm students
- #1. If teacher was less aggressive
- #24. If not everybody looked at her when she spoke
- #20. Being more familiar with people in class
- #15. Writing responses in rather than speaking out
- #11. Profs shouldn't make Asian students feel like they are different

17. If English is not your primary language, do you feel that this has been a barrier to understanding class content? a. Yes b. No c. Does Not Apply

(N/A)

18. If Yes, What could help you more in understanding class content?

#39, 40, 10, 26. Using easier words, slower talk, allow fuller explanations to make it easier to understand

#15, 22,1. More outside reading/studying of class content

#37, 18. Having more powerpoint slides, lecture recordings so everything can be available and read outside class instead of writing everything down/effecting listening to teacher

#31. Talk more with professors and classmates (in/out of class)

#8. More handouts (similar to above?)

#26, Allow translator in class

#7. More afterschool help (discuss with classmates, teacher)

19. Are there any other changes in the classroom that could help you have a better classroom experience?

#20, 11, 38. Have a class dedicated to getting to know other students better (background, nationalities, etc..)

#40, 31. Have teacher give extra concern, help to those who can't speak english well

#28. Pushing AsAm students to build confidence through group discussions, presentations...

#1. Depends on me working, studying harder

#25. More group/class interactions (not just lecture)

#13 Have professor write more on blackboard

#9. Have professor lower expectations on Asian students (not expecting to always have answer)

#5. Try to break down stereotypes (through in class or general education)

#2. Smaller class sizes

#41. More diversity in class to get to know more differences

#36. More group projects

#35. Make participation mandatory or don't pick on anyone

#10 Have professor take more time to explain concepts and teach at slower pace

#17. Eliminating presentations and discussions in front of class