

5-9-2013

Immigrant Brides in Taiwan: New Land, New Hope?

YuWen Chen
Boise State University

Immigrant Brides in Taiwan: New Land, New Hope?

YuWen, Chen

Department of Bilingual Education, Boise State University

Mentor Professor: Dr. Claudia Peralta



Agenda

1



Background

2



Purpose

3



Literature Review

4



Methodology

5



Findings

6



Discussion

7



Limitation

8



Further Study



Background

Definitions:

Bride Immigrants/Bride Mothers/ Foreign Brides/
Foreign Spouses

New Taiwanese Children (NTC)



Background

Research Motivation:

Interaction with Mexican immigrants in the U.S
& refugees in Boise

Teaching Experience (worked with New Taiwan Children) in
Taiwan



Background

Background History in Taiwan:

Transnational Marriage





China

Vietnam

Taiwan

Philippines

Indonesia

MYANMAR

THAILAND

CAMBODIA

MALAYSIA

BRUNEI

MALAYSIA

SINGAPORE

South China Sea

Philippine Sea

Purpose

- To learn the bride immigrants' roles in Taiwan as mothers in the community
- To learn others in the field of international migration how bride mothers have learned to navigate new adapted culture in Taiwan



Literature Review

Transnational Marriage in Taiwan

Bride Immigrants [foreign Brides] in Taiwanese Community

Education for New Taiwanese Children



Literature Review

Transnational Marriage in Taiwan

- In these two decades, there has been an increase in transnational marriage
- Bride immigrants from women from Southeast Asia or inner rural areas of Mainland China

(Chin & Yu, 2008; Wang & Chang, 2002).



Literature Review

Transnational Marriage in Taiwan

- According to the Department of Population, Ministry of the Interior, Taipei, Taiwan during 2003 to 2005 reported,
- 92% female of foreign brides married Taiwanese men.
- The majority of foreign brides from Southeast Asia: Vietnam 69%; Indonesia 15%; the Philippines 6.5%; Cambodia 3.5%

(as cited in Jones & Shen, 2008, p. 14-15).



Literature Review

Transnational Marriage in Taiwan

Why do Taiwanese men marry foreign spouses rather than Taiwanese women?

Economical Status: The capitalistic Society

Educational Level



Literature Review

Transnational Marriage in Taiwan

- In the past Taiwanese women: were submissive and were financially dependent on men
- Modern Taiwanese women:
 - pursue higher education,
 - become economically independent modern women
 - marry in the later age or decide not to marry

(Liao 2009)



Literature Review

Transnational Marriage in Taiwan

- Educational Level of Southeast Asia foreign spouses:

graduated from senior high school (48%), junior high school (26%) and college (8%)

(as cited in Chung, 2009, p. 44).



Literature Review

Transnational Marriage in Taiwan

Matchmaker Agencies [Marriage Brokers]

- Cross-border marriages: introduction arranged through friends or relatives, or through matchmaker agencies.

(Wang & Chang, 2002)



Literature Review

Transnational Marriage in Taiwan

Matchmaker Agencies [Marriage Brokers]

- Arranged marriages: corporate interests rather than 'love marriage'

(Charsley & Shaw 2006, p. 338).



Literature Review

Transnational Marriage in Taiwan

Matchmaker Agencies [Marriage Brokers]

- Create an imbalance in power between Taiwanese men and foreign spouses in a global capitalistic society

(Hsia, 2010, p. 135-136).



Literature Review

Bride Immigrants [Foreign Brides] in Taiwanese Community

The bride immigrants might have difficulties:

- language proficiency,
- different cultural background and values of life

(Mo & Lai, 2010; Chiou, 2008; Wu, 2006; Pan, 2004, et al., 2005).



Literature Review

Bride Immigrants [Foreign Brides] in Taiwanese Community

These difficulties may affect the way the bride immigrants educate their children,

- lack social supports,
- cultural acculturation,
- medical
- childcare knowledge
- religious differences and
- economic independence

(as cited in Fang, 2012, p. 8-9).



Literature Review

Bride Immigrants [Foreign Brides] in Taiwanese Community

For example: Role Position Dilemma

- Jenkins (2004) mentioned, “identity involves knowing who we are and it influences our interaction with others in our daily lives” (as cited in Chang, 2009, p. 12).



Literature Review

Bride Immigrants [Foreign Brides] in Taiwanese Community

For example: Role Position Dilemma

- self-identity during their lifespan, and this also influences the New Taiwanese Children
- how they identify themselves and understand their position in the current society

(Chang, 2009, p. 13).



Literature Review

Bride Immigrants [Foreign Brides] in Taiwanese Community

For example: Imbalance Relationship

- Matchmaker agencies: purchase behavior
 - reveal the role of female and male inequalities
 - influence bride spouses' views of their positions in the host country

(Chang, 2004).



Literature Review

Education for New Taiwanese Children

Media's Negative Report

- New Taiwanese Children lack communication and social skills
- the learning ability is delayed compared to that of Taiwanese children in the school

(Ling, 2007).



Literature Review

Education for New Taiwanese Children

Scholars' Assumptions

- Brought immigrants' language limitation,
- life custom and
- less formal education

→ influence their confidence to support children's school assignment

(Yan & Chang, 2009; Chiou & Ho, 2008).



Literature Review

Education for New Taiwanese Children

Scholar's Assumptions

New Taiwanese Children:

- low language proficiency level,
- learning difficulties in the school, negative behavior,
- low academic achievement,
- confusion of self-identities
- and acculturation of cultural differences

(as cited in Fang, 2012, p. 12).



Literature Review

Education for New Taiwanese Children

Scholar's Research Results

- Chung (2009), previous research broke the negative of stereotype of New Taiwanese Children's on their academic performance.
- Their learning performance is in the normal distribution, some are excellent, some are in the middle and others are low (p. 49).



Literature Review

Education for New Taiwanese Children

Scholar's Research Results

New Taiwanese Children:

- have high learning motivation and
- positive attitudes toward their life exploration.

NTC of their parents also provide varieties of learning resources for their children

(Chung, 2009, p. 13).



Literature Review

Education for New Taiwanese Children

Needed supports from outside resource

33.8% of NTC did not get supported in their family for their school assignments because 69.1% of NTC's father are busy with work & 33.7% of bride mothers have language limitation

The Department of statistics, Ministry of Education of Taiwan in 2005 reported about the investigation of NTC's afterschool assignment support.

(as cited in Chung, 2009, p. 42).



Research Design

- Qualitative Research
- Ethnographic Tools:
informal and semi-structured interviews : 1~1.5 hours
& reflective journals



Participants

Afterschool care program: Mr. Wang

Three mothers of New Taiwanese Children (NTC) from Vietnam: Tunz Mei, Shiou Jen, Yin Yin

A mother of New Taiwanese Children (NTC) from Mainland China: Xiao Yang

A husband of bride immigrant spouse, and of a New Taiwanese Child (NTC)

- 
- **Total of 6 participants**
(To protect the participants' privacy, alias names will be used in this study)

Participants

A Coordinator of the afterschool care program: Mr. Wang

- To understand Mr. Wang view of the performance of NTC who enrolled in his program.
- The service of the afterschool care program: provide K1~K6 students homework assistance, implemented strategies to improve academic performance & English & art classes

- NTC: Taiwanese Children= 2:10



Participants

- Purpose of interviewing the bride mothers:

To learn how they educate and interact with their children and what their community lives are like in the Taiwanese community, and to learn bride mothers' expectation of their lives in Taiwan.



Participants



A Mother of New Taiwanese Children (NTC) from Vietnam:
Tunz Mei

Ages	Year of coming to Taiwan	Education	Occupation	NTC Children
32	2001 (13 years)	High School	housewife	1 boy (the 3rd. grade) ; 1 girl (the 6 th grade)

Participants



A Mother of New Taiwanese Children (NTC) from Vietnam:
Shiou Jen

Ages	Year of coming to Taiwan	Education	Occupation	NTC Children
42	2001 (13 years)	High School	housewife	1 boy (the 2ed. grade); 1 girl (the 5 th grade)

Participants



A Mother of New Taiwanese Children (NTC) from Vietnam:
Yin Yin

Ages	Year of coming to Taiwan	Education	Occupation	NTC Children
36	1999 (13 years)	Elementary School	Housewife+help husband's store (lottery store)	1 boy (the grade 5 th)

Participants

Chaunghua



A Mother of New Taiwanese Children (NTC) from Mainland China:
Xiao Yang

Ages	Year of coming to Taiwan	Education	Occupation	NTC Children
36	1999 (11 years)	High school (drop off)	Own breakfast restaurant and bakery stand	2 boys (the 4th grade; the 1 st grade)

Participants

A husband of bride spouse, and of a New Taiwanese Child (NTC)

- To understand his view of education and interaction with his foreign bride and his child.
- Education Level: Junior High School
- Age: 43
- Occupation: the owner of a lottery store & fortuneteller (Suan Ming Shih)



Data Collection

- Informal and semi-structured interviews :
1~1.5 hours & reflective journals
- Audio records



Interview Questions

For the teacher and coordinator of the afterschool care program

(安親班老師及主任)

Name 化名:

Age 年齡:

Teaching Experience 教學經歷:

Can you share a little about yourself?

請您介紹您自己。

Can you describe the schedule and activities at the afterschool program of the New Taiwanese Children?

請您描述本園所的學生(新台灣之子)在園所活動的情形。

Can you tell a little bit about the NTC (social skills, language performance)?

請您描述您的學生(新台灣之子)在園所社交能力和語言表現。

Can you describe the expectations you have for the NTC? 請您描述您對此學生(新台灣之子)的期許。

Can you describe how you communicate with the parents of the New Taiwanese Children?

請您描述您通常如何與新台灣之子的家長溝通?

What are some challenges you encounter when you communicate with parents of

NTC? 您曾遇過哪些與新台灣之子的家長溝通上的困難?

What are some challenges you encounter when you work with your students (New Taiwanese Children)?

與學生(新台灣之子)互動中，您在教學上曾經遇到哪些困難?

Interview Questions

For the group interview of bride mothers

新住民媽媽 (團體面談)

Name 化名:

Age 年齡:

Can you share a little bit about yourself? 請您介紹您自己。

Can you tell me where are you from and describe your experience living in your country? (Date, places.)

您從哪裡來? 請您談談您在母國的生活情況? (時間及地方)

Can you describe your educational experiences in your own country?

請您描述您在母國的教育經驗。

What is your attitude toward living in Taiwan?

對於居住在台灣, 您的生活態度為何?

How is your community life in Taiwan? 請您談談在台灣的生活情形。

What were some of the challenges you encountered in the community of Taiwan? 您在台灣曾經遇過哪些困難?

Can you describe the role that your family/friends/local agencies in Taiwan play in your life? 您認為您在家庭, 朋友, 或仲介機構中扮演的角色為何? 請描述。

Can you describe what you do with your children at home? 請您描述您跟孩子在家的互動情形。

What are your educational goals for your children? 您對孩子的教育目標為何?

Interview Questions

For the bride mother 新住民媽媽

Name 化名:

Age 年齡:

Can you share a little bit about yourself? 請您介紹您自己。

Can you tell me where are you from and describe your experience living in your country? (Date, places.)
您從哪裡來? 請您談談您在母國的生活情況? (時間及地方)

Can you describe your educational experiences in your own country?
請您描述您在母國的教育經驗。

What is your attitude toward living in Taiwan? 對於居住在台灣, 您的生活態度為何?

How is your community life in Taiwan? 請您談談在台灣的生活情形。

What were some of the challenges you encountered in the community of Taiwan?
您在台灣曾經遇過哪些困難?

Can you describe the role that your family/friends/local agencies in Taiwan play in your life?
您認為您在家庭, 朋友, 或仲介機構中扮演的角色為何? 請描述。

Can you describe what you do with your children at home? 請您描述您跟孩子在家的互動情形。

What are your educational goals for your children? 您對孩子的教育目標為何?

Interview Questions

For the bride immigrant's husband (New Taiwanese Children's father)

外籍配偶之丈夫（新台灣之子之父親）

Name 化名：

Age 年齡：

Can you share a little bit about yourself? 請您介紹您自己。

What are some of the challenges you encountered in the community after marrying a bride immigrant? 娶了外籍太太後，在生活中您曾經遭遇到哪些困難？

Can you describe the role that you play in your family?
請您描述在家中扮演的角色為何？

Can you describe what you do with your children at home? 請您描述您跟孩子在家的互動情形。

What are your educational goals for your children? 您對孩子的教育目標為何？

Data Analysis

Databases

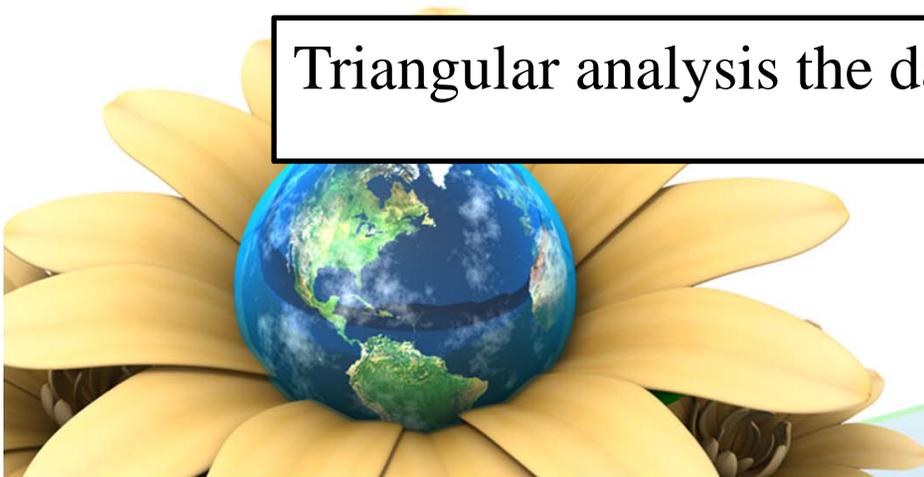
(Transcription, interview logs, the investigator's own document, and reflective memos)



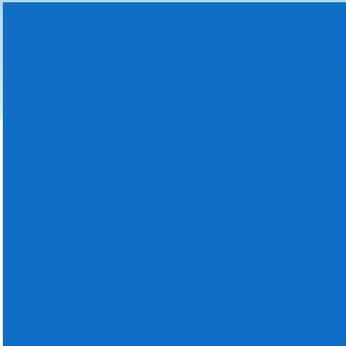
Code and analyze single
interview data



Triangular analysis the data from the all data



Data Analysis



Findings

All parents think that afterschool care program is important

There is a close relationship between NTC and Vietnamese bride mothers

Bride mothers have different opportunity/expectation for their lives depending on their country of origin



Finding

The Importance of the Role of Afterschool Care Programs

EXAMPLE1

(Quote from the transcription and the data was translated from Mandarin Chinese into English, Mr. W: Mr. Wang)

Mr. W: I treat every kid the same and equal whatever their ethnicity because I don't want other Taiwanese students to use different eyes to look at NTC. They get along well in my center. Taiwanese kids in my center know NTC's mothers can speak different languages.

Mr. W: However, communication with bride mothers is important since they are unable to read the school documents in Mandarin. I usually explain to them in detail when they come to the center to pick up their kids. Although those bride mothers are unable to help their kids with school homework, they still are concerned about them. For example, they emphasize building kinship with their kids. NTCs and their mothers are like good friends.

Finding

The Importance of the Role of Afterschool Care Programs

EXAMPLE2

(Quote from the transcription and the data was translated from Mandarin Chinese into English, V. Mei: Mei from Vietnam & V. Jen: Jen from Vietnam)

V. Mei: (Talking about her children) They are sweet kids and my good friends. They finish their homework and study in the afterschool program. If they don't know how to do the homework, the afterschool teacher usually helps them. They are good students. I don't need to worry about their homework. I don't force them to study. As long as they are good and don't get in trouble, I am proud of them.

V. Jen: My daughter usually helps my young son with his homework. My daughter likes to study and she is a good model for my son. They finish their homework in the afterschool care program.

V. Jen: My daughter got full grades on the mid-term exam and got a reward of \$100 NT dollar (Equaling 3.5 US dollars) in the afterschool program. My daughter shared scholarship with her brother as an encouragement. They know I cannot recognize Chinese characters, so sometimes they read aloud to me in Mandarin Chinese.

Finding

The Importance of the Role of Afterschool Care Programs

EXAMPLE3

(Quote from the transcription and the data was translated from Mandarin Chinese into English, V. Yin: Yin from Vietnam & Mr. B: Yin's husband)

V. Yin: My son goes to the afterschool care program and finishes his homework there. He likes English. My husband and I send him to the Children English Language Learning Center. I don't know how to help my son with his school homework, either Mandarin Chinese or English. Therefore, my husband helps him out.

Mr. B: My son cannot focus on his homework at home so I send him to the afterschool program. The afterschool teacher watches him do homework and study. Since he is a 5th grader, the math is much harder for me. Sometimes I don't know how to help him with his math homework because the way I learned is different from current curriculum. Therefore, I send him to the afterschool care program. I don't know much English, but my son likes English so much. Whenever he comes back from English class, he reviews lessons and reads aloud. I pretend I understand it. I'm happy to see that he enjoys learning English.

Finding

The Relationship between NTC and Bride Mothers

EXAMPLE4-1

(Quote from the transcription and the data was translated from Mandarin Chinese into English, three bride mothers are from Vietnam, V. Mei, V. Jen. and V. Yin. and a bride mother from Mainland China, C. Yang.)

The narratives of three bride mothers from Vietnam:

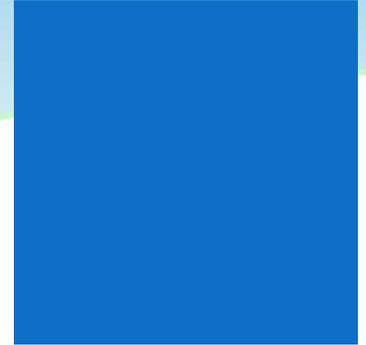
V. Mei: I don't have any plan for my future. I hope my two kids can be healthy and happy forever. They are my best friends in Taiwan. They are my hopes.

V. Jen: Since my husband is a fisherman, sometimes he is not at home for a few months. I live with my husband's parents and my two kids. Sometimes I have different opinions from my husband's mother. We try our best to communicate and get along well. I am happy to be with my two kids. We talked and shared a lot. I don't have any plan for my future either. I just hope my two kids will be good and healthy.

V. Yin: I'm proud of my son. He is a smart boy. I'm happy with my life here. I'm glad to help with my husband's store. ; I hope my son can find his interest and pursue his dream. I will be very proud of him. As for me, I don't have any plan for my future. I hope I can take care of my husband forever.

Finding

The Relationship between NTC and Bride Mothers



EXAMPLE4-2

(Quote from the transcription and the data was translated from Mandarin Chinese into English, three bride mothers are from Vietnam, V. Mei, V. Jen. and V. Yin. and a bride mother from Mainland China, C. Yang.)

The narratives of a bride mother from Mainland China:

C. Yang: I am busy with my restaurant and don't have time to take care of my two kids. My husband takes them to math classes in the afterschool program. They usually finish their homework in the afterschool program. ; I hope I can save money and provide my kids to have a higher education. It's a pity that my two kids seem not to understand how much I love them. I wish I could have time to be with them, but I have to work. If I don't work and save money now, I cannot help my kids to have a better life. I don't want to always rely on my husband.

Finding

Differences of bride mothers' life expectation between Mainland China & Vietnam

EXAMPLE5-1

(Quote from the transcription and the data was translated from Mandarin Chinese into English, three bride mothers are from Vietnam, V. Mei, V. Jen. and V. Yin. and a bride mother from Mainland China, C. Yang.)

The narratives of three bride mothers from Vietnam:

V. Mei: I know a few Vietnamese here, but we don't have time to hang out. We all have our own family that we need to take care of. We usually greet each other when we run into the market or grocery stores; My husband has treated me well and he loves kids as well. I'm happy my life is here. Sometimes I am homesick, but the airfare tickets are too expensive for me.

V. Jen: My situation is the same as V. Mei. I don't hang out with other Vietnamese because I'm busy with taking care of my family. But, I'm happy that there are more and more Vietnamese coming. We have Vietnamese grocery stores now. I can buy Vietnamese ingredients and cook my home dishes. I also hope I can go back with my two kids to visit. But, you know...if three people go together, the flight tickets are expensive. It's hard for us to go back to visit because my two kids are busy with their homework and school.

Finding

Differences of bride mothers' life expectation between Mainland China & Vietnam

EXAMPLE5-2

(Quote from the transcription and the data was translated from Mandarin Chinese into English, three bride mothers are from Vietnam, V. Mei, V. Jen. and V. Yin. and a bride mother from Mainland China, C. Yang.)

The narratives of three bride mothers from Vietnam:

V. Yin: I went to Mandarin Chinese classes in the community for two semesters. There were Vietnamese, Filipinos and Thai in classes. However, they moved the classroom to where it is a little far from my home in the third semester. Besides, my husband is handicapped. I want to help at my husband's shop. Therefore, I did not go to the Mandarin Chinese class any more; I know some Vietnamese women here, but I don't know them very well. Some of them don't have happy marriages so they seem to be jealous of me. They once invited me to hang out, but I didn't like the conversation they had. They gossiped. I think my husband and my son are my best friends.

Finding

Differences of bride mothers' life expectation between Mainland China & Vietnam

EXAMPLE5-3

(Quote from the transcription and the data was translated from Mandarin Chinese into English, three bride mothers are from Vietnam, V. Mei, V. Jen. and V. Yin. and a bride mother from Mainland China, C. Yang.)

The narrative of a bride mother from Mainland China:

C. Yang: I have a group of good friends. Some are my customers in my restaurant. We became good friends. It's interesting that my restaurant becomes a gathering place. We usually meet once a week in the evening. Friends bring food or desserts and we talk. We usually have heart to heart talks. I'm happy that I have a group of good friends. My husband and I sometimes have quarrels. I was down. I talk to my friends here or called my parents, and then, I feel better.

Discussion

Bride Immigrants' Life Adjustment in Taiwan:
Go Beyond Language Empowerment

Different nations of Bride Immigrants' Life
Expectations: Vietnam and Mainland China

Bridge of Community Supports for Bride Immigrants
& NTC



Discussion

Bride Immigrants' Life Adjustment in Taiwan:
Go Beyond Language Empowerment

- Language barrier
→the limitation to expand the circles in the community
- Taiwanese government provides Chinese Language Learning Program: time is inflexible and lacks integration of bride immigrants' home cultures
- TransAsia Sisters Association (TASAT): literacy development with critical thinking (Paulo Freire's critical pedagogy), values homeland culture and embraces multicultural society & Book published, documentary presenting to let Taiwanese know more about them.



Discussion

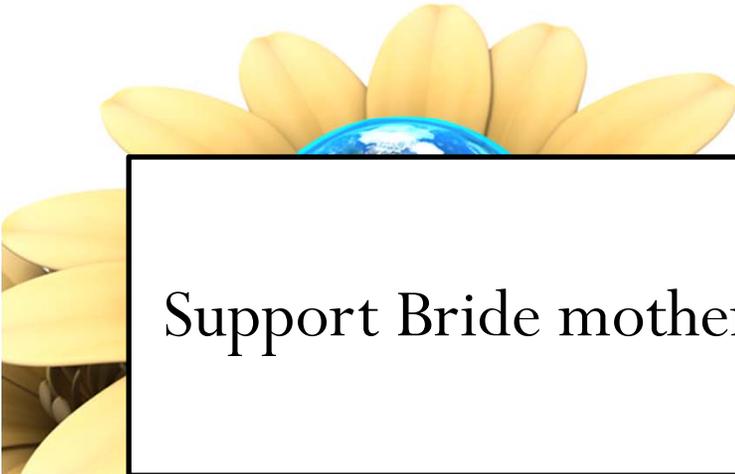
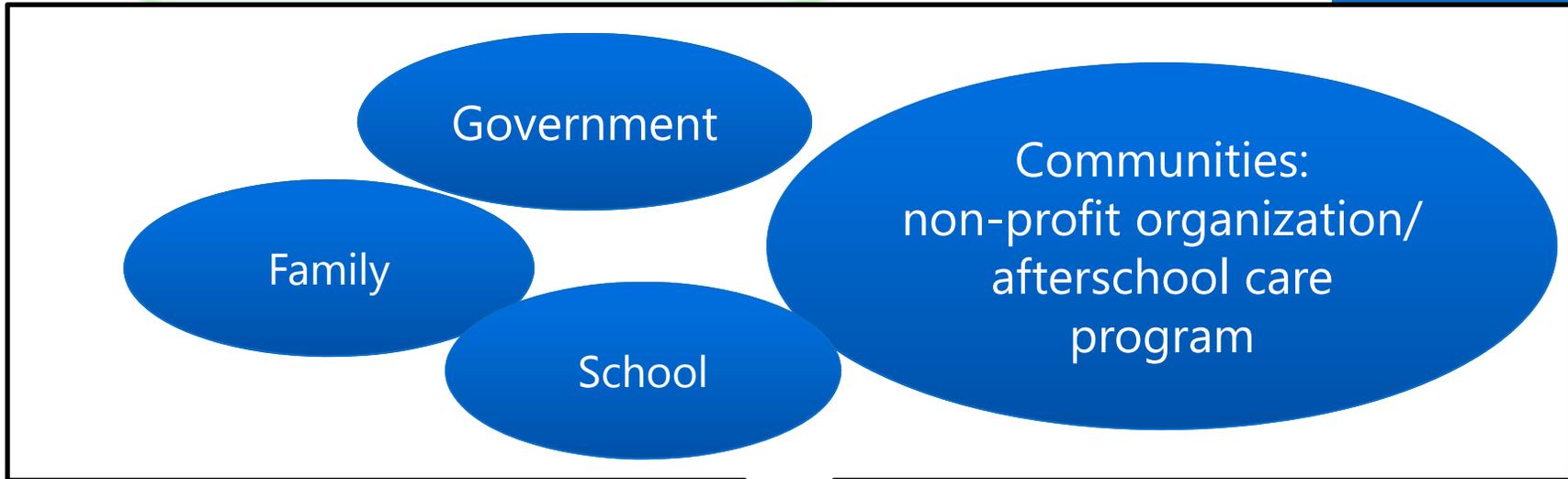
Different nations of Bride Immigrants' Life Expectations:
Vietnam and Mainland China

- Vietnamese bride mothers: language and cultural differences:
 - + spend more time with children and close to their children
 - limitation to expand circles in the community
- Chinese bride mothers: similarity of language and culture:
 - + expand circles in the community
 - + run their business to fulfill lives
 - do not have time to be with children



Discussion

Bridge of Community Supports for Bride Immigrants & NTC



Support Bride mothers' life adjustment & role transition

Implication of the Study

- Voices of NTC and father
- Observe NTC in school and afterschool
- Work with community



Further Study

- To learn how bride immigrants self esteem and acculturation shifts across time-longitudinal study
- To continue the study including research on students identity and /or school, community, home life
- To work with bride immigrants in TASAT through literacy circle to see how they develop literacy skills



Acknowledgements



Q&A



Thank you! 謝謝!

