



2016-12-01

What, Why, and How Much?: The Integration of Culture in the Secondary Foreign Language Classroom

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What, Why, and How Much?: The Integration of Culture in
Secondary Foreign Language Classrooms

Danielle Patricia Lynn Turcotte Asay

A thesis submitted to the faculty of
Brigham Young University
in partial fulfillment of the requirements for the degree of
Master of Arts

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ABSTRACT

What, Why, and How Much?: The Integration of Culture in Secondary Foreign Language Classrooms

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Master of Arts

Culture is an integral part of the FL classroom, yet teachers often face difficulties when incorporating it into their curricula. This survey study gathered data from teachers of many different languages, including ASL, all at the secondary level in the state of Utah. The study attempts to describe how secondary FL teachers view the role of culture in language teaching. It also details which models, means, or methods teachers use to communicate culture to their students, as well as the amount of culture included in their lesson planning, instruction, and assessment. Factors that contribute to more culture inclusion in the secondary classroom are also discussed.

Findings from this study support previous research in the field, but also reveal particular definitions, insights, and dilemmas. These ideas form a basis to suggest pedagogical implications and further research for an effective model of culture integration for the FL teaching profession.

Keywords: Culture, foreign language teaching, language teaching methodology, language proficiency, Standards for Foreign Language Learning, World-Readiness Standards for Learning Languages, ASL

ACKNOWLEDGEMENTS

There are countless people without whom this project, and my master's degree, would not have been possible. First, I want to thank my family, especially my husband Michael, for his patience during this long process. It would have been a lot easier to not carry, deliver, and raise three tiny humans during the five years it took to complete my degree, but Ryan, Matthew, and Claire have taught me that teaching is my calling both in the home as well as in the professional world. I love them all so.

Thank you to Dr. Martinsen, who is the only person I could fathom to also have the patience and humor required to chair my thesis committee and support me along this journey. Dr. Bateman and Dr. Erickson deserve my gratitude as well for their valuable insight into my study and concerning culture teaching. It was a pleasure to work with all three of these men, and all of the other professors and staff associated with the Center for Language Studies.

To Bethany and Anne, you helped me conceive this idea and cheerlead me when I most needed it. Jason and Jeremy, you helped me with math and statistics, and I am very grateful. Family, friends, and neighbors – thank you for the many hours spent supporting me or playing with my children so that I could attend classes or write this paper. I will not forget that kindness.

A very special thank you goes to my mother, Pat, for her help during the final month of my thesis work. She relieved me of most of my parenting obligations so that I could finally wrap things up, and without her willingness to see a need and step forward, I do not know when I would have found the time or energy needed to complete this.

Lastly, I want to thank the teachers who participated in my study for their responses, and also you for reading this and therefore contributing to the profession. Let us all continue to work together work to expand our knowledge base and perfect our teaching practices.

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CHAPTER 1: INTRODUCTION

Statement of the Problem

Teaching a foreign language (FL) is a unique challenge because of the complexity of language itself. A foreign language teacher is not limited to a single subject domain; instead, the teacher must develop students' skills in reading, writing, listening and speaking, all the while giving students some idea of the contexts and cultures in which the FL is used. There is so much to accomplish that it is often difficult for foreign language teachers to prioritize and determine what to teach and how.

Unfortunately, many FL teachers choose to favor linguistic forms in the classroom, isolating these language structures from their communicative contexts. As a result, culture is also relegated to the sidelines. Although this issue of imbalance between linguistic and cultural elements has been addressed repeatedly, culture remains subservient to language in FL teaching methodologies (Byrd, et al., 2011; Omaggio Hadley, 2001; Stern, 1983). Walker and Noda (2000) state that “nothing has been discussed more and with less effect than the relationship between language and culture” (p. 187), and this idea holds true today.

Incorporating culture into foreign language learning and teaching is not simply a fine addition or desirable supplement to the classroom. Culture and language are inseparable, because it is the cultural context that gives us a framework through which we interpret language and the world around us (DeCapua & Wintergerst, 2004). Previous research and personal experience show that many classroom language activities are conducted in a “cultural vacuum” (Klein, 2004, p. 282); however, the four skills of language learning (speaking, listening, reading, and writing) are “integrally and inseparably connected with cultural context” (Christensen & Warnick, 2006, p.11).

Despite this critical relationship between language and culture, FL teachers struggle to integrate culture into their curricula. Most teachers have a desire to teach culture (Klein, 2004; Ryan, 1994), but there are a number of reasons why teachers struggle to fulfill this desire. One significant problem is the lack of a clear definition for what “culture” is, meaning teachers are unsure exactly what they should be teaching in the first place (Brooks, 1968). Teachers also claim that they do not have time to teach culture, because they must focus on developing students’ linguistic competency (Byrd, 2011; Seelye, 1997; Social Science Education Consortium, 1999). Teachers may also be unsure how, or with what methodology, to teach culture (Byrd, 2011); or even more challenging, how to assess the culture that they have taught (Omaggio Hadley, 2001). Non-native teachers may also feel inadequate because there is so much with regard to the target culture that they do not understand themselves (Seelye, 1997). Finally, teachers may also have to contend with student attitudes when it comes to culture teaching (Mantle-Bromley, 1992).

There are no simple, easy answers to these concerns, but efforts are being made to increase the role of culture in the FL classroom; specifically, in light of the *Standards* movement of the 1990s, which adopted culture as one of the “5 Cs” for foreign language learning (*Standards for Foreign Language Learning*, 1996, 1999, 2006, 2015). The fourth edition of the *Standards* now include progress indicators for each level of language learning, however this recent document was published after the data for this study were gathered. Gone are the days when culture was referred to as extraneous or a fifth skill (Damen, 1987); however, “traditional practices have been remarkably robust and resilient to the forces of change” (Klein, 2004, p. 3).

Research Questions

Owing to the fact that culture is so important in foreign language teaching, yet teachers are still struggling to incorporate it, there remains the question of what *is* taking place in language classes today? This study will examine the types of culture being taught in secondary FL classrooms and the extent to which it appears therein, and why. The following questions guide the study:

- 1) Through which means or methods is culture taught in secondary foreign language classrooms?
- 2) Which conceptualizations or models of culture learning are foreign language teachers using in their instruction?
- 3) To what extent is culture incorporated into secondary teachers' foreign language curricula, including planning, instructional time, and assessment?
- 4) What factors affect foreign language teachers' decisions regarding culture teaching?

CHAPTER 2: REVIEW OF RELATED LITERATURE

Descriptions of Culture

As previously mentioned, two of the barriers to teaching culture in the foreign language classroom are that teachers are unsure of what exactly culture is and how to teach it to their students. The first call for a clear definition of culture as it applies to the field of foreign language teaching came over forty years ago (Brown, 1968). Since then, many different definitions and approaches to culture instruction have been proposed with varying degrees of success.

Most of the common approaches seem to move forward with teaching “culture” without a clear definition of the construct. Galloway (1985) describes four typical approaches to culture instruction. First, there is the Frankenstein approach, which takes bits and pieces of culture from here and there. The 4-F approach focuses on folk dances, festivals, fairs, and foods, whereas the Tour Guide approach deals mainly with identification of monuments, rivers, and cities. The “By-the-Way” approach emphasizes sharp differences and sporadically sprinkles bits of daily behaviors throughout instruction. These approaches are not inherently poor, yet they usually mean that the treatment of “culture” is limited to food, songs, maps, and games in most foreign language classrooms. These methods lack the deliberate thought, clear definition, and balance that will make culture teaching meaningful and effective for students, especially by connecting it to the target second language (L2).

When it comes to defining culture, a number of different classifications have been offered. One familiar definition distinguishes between “little-c” culture, or details dealing with everyday life and popular culture, and formal, “Big-C” culture, which emphasizes the famous people and the great art, literature, and music of a society (Omaggio Hadley, 2001; Paige, et al.,

2003). Yet culture may be more than either Big- or small-c, as DeCapua and Wintergerst describe:

Culture is pervasive, all-encompassing, and inescapable. The images and messages we receive and transmit are profoundly shaped by our culture. It is the framework through which we understand and interpret the world around us, in that it provides the context for a group of people to understand and interpret the world around them. (2004, p. 9)

The *Standards for Foreign Language Learning* (1996, 1999, 2006) propose considering three aspects of culture (3 “Ps”) when teaching: the products a society produces; the practices, or patterns of social interaction of a society; and finally the perspectives, or the meanings and attitudes a society has. According to the *Standards*, effective cultural instruction comes when the relationships between these three Ps are explored. Most of the recent studies researching culture in the foreign language classroom have examined culture through this lens of products, practices, and perspectives (Byrd et al., 2011; Klein, 2004; Moore, 1996). Most recently, “Sample Progress Indicators” from the new version of the *Standards* (2015) can be used in the classroom to provide “examples of learners using language to investigate, explain, and reflect on the three Ps of Culture (practices, products, and perspectives)” (p. 72).

Another possibility for defining culture divides it into three categories: achievement, informational, and behavioral (Hammerly, 1982). Achievement culture includes the “hallmarks of a civilization” (Walker, 2010, p. 13), including the artistic and literary accomplishments of a society (Hammerly, 1982). Informational culture includes the facts that educated native speakers know about their society. This knowledge may include the information that a society values (Walker & Noda, 2000), in addition to more general knowledge about a society’s history, geography, heroes and villains, etc. This type of culture is important for students to understand

so they are not perceived as too ignorant when they participate in the target culture (Hammerly, 1982). Behavioral culture deals with the knowledge needed to navigate everyday life, and it is argued that this subset of culture is what foreign language programs should focus on since behaviors are so closely tied to communication (Christensen & Warnick, 2006; Hammerly, 1982).

Walker (2010) argues that all three of Hammerly's definitions of culture are important to FL students; however, achievement and informational cultures are typically more valuable after students have attained some kind of proficiency in the target language. Initially, the emphasis should be placed on behavioral culture. However, Hammerly believed that behavioral culture should go beyond merely a cognitive knowledge of how members of the target culture behave (1982). Instead, learners need to know how to act; they need "performative knowledge" of the behavioral patterns of the culture (Hammerly, 1982). This concept of a "performed culture" was expanded and reintroduced by Walker and Noda (2000), who provide a method to accomplish these performances in the FL classroom. They encourage turning "knowledge about" the target culture into a situated "knowledge of" the culture, where students can engage with members of the target culture (Walker & Noda, 2000, p. 188). Learning should shift, just as in a grammar lesson, from talking about the "rules" to applying them in context.

This emphasis on *doing* rather than just taking about, or shifting from "knowledge about" to "knowledge of," is reflected in how we evaluate students' language abilities. Most teachers desire their students to become communicative – even "proficient" – in the L2. One way to measure language proficiency is in terms of the Proficiency Guidelines established by the American Council on the Teaching of Foreign Languages, or ACTFL. These guidelines focus on

“what individuals can do with language...in real-world situations in a spontaneous and non-rehearsed context” (ACTFL, 2012, p. 3).

Because these guidelines consider how students perform in real-world situations, proficient language users must be able to effectively negotiate a given situation “in a manner acceptable and appropriate to native speakers of the language” (Swender & Vicars, 2012, p. 1). Thus, the guidelines acknowledge, at least in part, the essential relationship between language and culture. The research in this area has yet to suggest whether teachers also acknowledge this relationship by what they are doing in their classrooms. As Klein (2004) stated, “Given the many constraints that teachers are under and their repeatedly avowed lack of preparation for culture teaching, it is not at all surprising that their practices do not live up to the noble goals that they have set for themselves” (p. 274).

Because proficiency seems to be the overarching aim of foreign language instruction in the present day, it is easy to see how teachers can become overwhelmed by everything they must impart in order to accomplish this goal, and how culture therefore becomes an addendum to the language curriculum. There are many approaches to and beliefs about teaching culture, and there is likely no one right answer concerning how best to do it – other than agreeing that teaching some type of culture using some sort of methodology is certainly preferable to teaching no culture at all. Although we do not yet know which culture teaching methodologies are most common in FL classrooms, we do have a small idea of how much emphasis culture receives in the classroom.

Time Spent on Culture

Strasheim (1981), using data collected by Moskowitz (1976) and Nerenz (1979), projected that only 10% of instructional time was spent on teaching culture. Since the 1970s, the

amount of culture teaching in FL classrooms has increased. Moore (1996) reported that 26% of the 210 foreign language teachers she surveyed claimed that all of their classes contained culture. Sixty percent of respondents said that there was culture in more than half of their lessons, 8% said culture was in less than half of their lessons, and 6% did not teach culture at all. Moore found there to be a significant relationship between years of teaching experience and the frequency of teaching culture.

Moore's study came at the advent of the *Standards for Foreign Language Learning*, but it seemed that the adoption of Cultures as one of the goal areas of the *Standards* should increase the amount of time spent on culture in the classroom as teachers reevaluated their existing curricula to align it to the *Standards*. In 1999, the Social Science Education Consortium conducted a survey of 1566 modern language teachers that confirmed such a supposition. Whereas Moore's study in 1996 reported 26% of teachers integrated culture into every one of their classes, the SSEC study found that figure increased to 46% in 1999, and that another 32% of teachers taught culture at least once a week. Although these results are very promising, neither Moore nor the SSEC can tell us what type of culture is being taught or the extent to which it is incorporated in each lesson.

Similar Cultural Research to the Proposed Study

In their extensive literature review of culture in language education, Paige et al. (2003) suggested that although numerous calls for classroom-based research have been made, we still do not know very much about what really goes on in FL teachers' minds pertaining to their instructional beliefs and decisions, or in their classrooms, referring to their instructional methodologies and practices. This is especially true when it comes to the teaching of culture in the FL classroom – which according to Paige et al. (2003) is possibly because of the more recent

focus on the language proficiency movement, or perhaps due to a difficulty in understanding and therefore researching the goal of culture learning.

Whatever the reason behind this lack of classroom-based knowledge, there have been a few studies conducted concerning culture in the FL classroom that pertain to the present study. For her doctoral dissertation, Ryan (1994) investigated the relationship between university-level teachers' beliefs concerning culture and their classroom practices. Ryan's case study of six English teachers in Mexico found that teachers' beliefs did appear in their classroom practices, but only "minimally, episodically and spontaneously" (p. 231). Culture entered the curriculum, but mainly in "brief," "encapsulated" comparisons between the target and native cultures that were "frequently seen as talking 'off the subject'" (p. 231). Klein reported similar findings from the case study she conducted for her 2004 doctoral dissertation, remarking heavily on the disparity between belief and practice, and even saying that teachers affirmed the inextricable link between language and culture, "yet clarification of how this relationship might work caused great frustration at times" (p. 271).

Moore (1996) looked at how 210 Upstate New York teachers taught culture, especially in light of the "new" *Standards for Foreign Language Learning* and their framework of products, practices, and perspectives. Moore discovered that time constraints seemed to explain teachers' culture teaching methodologies, and that this meant teachers focused more on facts, or products and practices, than on perspectives. This finding was also supported in later case studies conducted by Jernigan and Moore (1997), and by Klein (2004). Moore (1996) also found that teachers received most of their culture instruction from reading notes in textbooks or authentic materials.

The SSEC's 1999 national survey of modern language teachers investigated the amount of time high school FL teachers devote to culture in their courses, as well as the culture content covered in those courses and the strategies and materials used. The SSEC report concluded that although culture teaching was on the rise among language teachers, there still remains a large gap between theory and practice. Notwithstanding this disparity, over 80% of teachers reported that they felt prepared to teach culture well and in line with the national *Standards*.

Following up on whether or not teachers feel prepared to teach culture as outlined in the *Standards*, Byrd examined twenty FL teacher methods course syllabi in his 2007 doctoral dissertation. His findings show that little time is devoted to preparing teachers to teach culture, and “confirm the assumptions made by the profession that preservice teachers lack direct instructional strategies on cultural pedagogy” (p. vii). This idea was confirmed in 2011 when Byrd et al. published the results of their survey of 415 world language teachers and 64 teacher educators concerning the role of culture in the classroom and the “motivators and barriers in maintaining culture knowledge” (p. 4). Byrd et al. additionally confirmed that of the three dimensions of culture included in the *Standards* (1996, 1999, 2006), “perspectives” is the most difficult for teachers to incorporate into their classrooms. Teachers again cited time constraints, as well as lack of funding, as the two most significant barriers to the teaching of culture.

The impact of the *Standards* (1996, 1999, 2006, 2015) was again studied in 2011 by the American Council on the Teaching of Foreign Languages (ACTFL), and findings concerning culture were published in the reports *A Decade of Foreign Language Standards: Impact, Influence, and Future Directions* (2011a) and *A Decade of Foreign Language Standards: Impact, Influence, and Future Directions: Survey Results* (2011b). Among these findings are three areas of “greatest” impact of the *Standards*: “using the three modes of communication and

making communication meaningful; shifting from learning about the language into focusing on communicative teaching; and using the target language as the means of instruction and making it comprehensible” (p. 40). Three areas of “less impact than expected” are: the Cultures, Comparisons, and Communities goal areas; “preparing students to use the language for real-world purposes beyond the classroom and increasing students’ interest in continuing their learning beyond the courses they take”; and teaching the goal areas of the *Standards* as “separate entities” instead of interconnected (p. 40).

The limited amount of international research has also reported similar findings to those previously mentioned, specifically concerning the mismatch of culture teaching beliefs versus classroom practice (Gonen & Saglam, 2012) and limitations to culture teaching (Gonen & Saglam, 2012; Young & Sachdev, 2011).

Although the body of research on culture in the foreign language classroom is slowly growing, the call for more research by Paige et al. (2003) is still relevant. The present study differs from past research by either collecting new information, specifically referring to the more comprehensive categorization of the culture being taught in FL classrooms, or by addressing some of the limitations of previous studies, namely that teachers may have reported what they thought researchers wanted to hear (Byrd, 2011; Klein, 2004). Additional details on the methods of the present study will be discussed in Chapter 3.

CHAPTER 3: METHODOLOGY

As previously stated, the focus of this study is to describe how culture is taught in secondary foreign language classrooms, including how teachers conceptualize culture and how they incorporate it into their curricula. In this chapter, I will explain the methods used to conduct the study and describe the study's participants. I will then describe the sources from which data were collected and the procedures employed to gather and analyze those data.

Explanation of the Methodology

After investigating the existing research on culture teaching and defending a thesis prospectus to my committee, this project was presented to the Institutional Review Board at Brigham Young University for approval, which was granted for one year and then renewed for two additional years. This survey study was conducted using a mixture of both quantitative and qualitative research methods, since different types of data are suitable for different tasks, and because researchers should naturally use whichever methods they need to answer their research questions, as is the case with real life problems where data is not generally divided (Gorard, 2012).

Participants

Criteria for Inclusion in the Study

Secondary (middle or junior high and senior high school) foreign language teachers (part of full time) from throughout the state of Utah were invited to participate in this study. Survey participants were voluntarily recruited through an email from their public district-level world language supervisors, or other colleagues, including myself (a former French teacher in Utah's Alpine School District). Select charter and private school teachers were also invited to participate through email by colleagues involved with the Utah Chapter of the American Association of

Teachers of French or the Utah Foreign Language Association, or by myself. Participants were not financially motivated or compensated for their contributions to this study; however, I did offer to share the results of my research with them for their personal improvement and classroom implementation.

Sample

The survey was sent to about 500 potential respondents over the course of a month and a half and 94 total responses were received, with 69 participants completing the entire survey, or a response rate of 13.8%. Of the sixty-nine participants who completed the survey, all of them were secondary teachers in Utah, with a mixture of different characteristics and experiences. Only one teacher taught sixth grade (at a charter school), while 48% taught 7th (N=33), 57% taught 8th, 59% taught 9th, 48% taught 10th, 46% taught 11th, and 43% taught 12th grade. This was a fairly even distribution of junior high and high school teachers throughout the grades, with one middle school teacher included (the charter school teacher, who also teaches 7th and 8th grades). Concerning charter schools, there were only two teachers of charter schools and two from a private school. The remaining were public school teachers, and 23 respondents, or 36%, were from Alpine School District; 20% were from Davis; 17% from Granite; 11% from Jordan; 3% each (N=2) were from Box Elder, Cache, Canyons, and Murray; and 2% each (N=1) were from Park City and Salt Lake City school districts. It is likely that more participants responded from Alpine School District because I was previously employed in that district.

Of this group of 69 participants, 37% taught French and 35% taught Spanish. Additionally, 16% taught German, 9% taught ASL, 4% taught Chinese, 3% (or two participants) taught Japanese, and one teacher taught Russian. It is likely that more French teachers responded, even though there is a higher proportion of Spanish teachers than French teachers in

the state, because French is the subject which I taught and my name was likely recognized. These languages were taught on a variety of different levels, but the majority of respondents (87%, or 59 participants) taught Levels 1 and 2. Seven people also taught an introductory or exploration of foreign languages class, 37 taught Level 3 (54%), 13 taught Level 4 (19%), five taught Level 5, seven taught Advanced Placement, five taught Concurrent Enrollment, and four taught “other” (teacher aid advisement, Spanish Immersion 8th Grade, Conversational Spanish, and SS1/SS2 [this likely refers to a split level Spanish class]). The large majority of respondents instruct their classes on a yearlong basis, although one teacher has a two trimester course, another teacher teaches a one semester course, three teachers teach a one trimester course, and three teachers teach a one term course. These courses are taught in schools using a mixture of block (68%) and traditional schedules (32% [includes one modified block count]).

The teachers who participated in this study have a variety of educational backgrounds and years of experience. The respondents are certified teachers, although three individuals did indicate that they were still in the process of becoming certified at the time they participated in the survey. Thirty-six percent of teachers received their certification prior to 1996 (the advent of the *Standards*), and the rest of the teachers dispersed rather evenly between the years of 1996 and 2013. Four teachers (6%) are additionally certified by the National Board for Professional Teaching Standards. These participants have a large spread of teaching experience, including 26 veteran teachers (15+ years of experience) and 4 first-year teachers. The majority of the participants (32%, or 22 teachers) fell within the 4-10 year experience category.

Not only are the study participants very experienced, they are very educated as well. Eighty-three percent of respondents have completed more than a Bachelor’s degree, with 25% holding a Master’s degree and one respondent having a Doctoral degree. These teachers also

indicated that they regularly participate in professional development opportunities, and 77% are members of professional organizations (predominantly the Utah Foreign Language Association, to which 89% of respondents belong).

These teachers learned their foreign languages and gained exposure to their languages' target cultures through a limited number of routes. Four teachers are native speakers of the L2, whereas 63% said they learned their language in college, and 34% said they learned their language in K-12 schooling. Another large percentage learned their language or supplemented their learning by immersion, either through an LDS mission (56%), a study abroad/internship (28%), or a non-academic residence abroad (16%). All but one of the participants of this study have had contact with one of the target cultures for the languages they teach, and most have had considerable experiences with the culture. Ninety-three percent of respondents report having spent more than three months in the target culture, and 71% have spent more than a year and a half residing therein.

Data Sources

Survey data were collected through an online questionnaire (see Appendix A), using Qualtrics software. Teachers consented to participate in the study by agreeing to the terms listed at the beginning of the survey. The questionnaire was thirty-five items in length and asked multiple-choice questions, Likert scale questions, rank-order questions, and open short-answer questions. The questionnaire took teachers approximately 15-20 minutes to complete, and upon completion teachers were asked for an additional piece of information to help the researcher better understand the foreign language classroom, if they wished to provide it: an emailed/uploaded copy of their Level 1 course syllabus or disclosure document. Nine teachers

attached their syllabi, and the findings from both the survey and the syllabi will be presented in detail in Chapter 4.

Data Analysis

This survey study used both quantitative and qualitative means of data analysis for all thirty-five of the items on the questionnaire, including optional attachments (Item 33: Syllabus or Disclosure Document). Findings from many of the selected response items of the questionnaire provided me with the demographic data needed to describe the sample surveyed and test for correlative factors that affect culture teaching through multiple regression analyses using SPSS software. The remaining selected response items were submitted to descriptive statistical analyses, such as mean and variance. Open-ended questionnaire data and course syllabi were grouped and analyzed quantitatively as well; however, I also identified patterns and themes using open coding, along with the constant-comparative method of qualitative data analysis (Maykut & Morehouse, 1994).

The data gathered for all 69 participants are described in the following chapter using both prose and graphic elements. Although I originally planned to discuss findings for all 69 respondents together, differences in aspects of the language learning classroom emerged between the spoken-language teachers and ASL teachers. For example, ASL teachers do not have multiple “target culture regions” (such as France, Martinique, Québec, etc.), and do not have the same objectives for teaching the four skills of language learning as do their German-teaching peers. For this reason, ASL teachers are included in the first section of the chapter treating the definitions of culture, but are not mentioned again until a separate ASL section near the end of Chapter 4.

CHAPTER 4: FINDINGS

Chapter 3 outlined how data were collected and analyzed. Chapter 4 will summarize the key findings from those data, as they relate to the four research questions:

- 1) Through which means or methods is culture taught in secondary foreign language classrooms?
- 2) Which conceptualizations or models of culture learning are foreign language teachers using in their instruction?
- 3) To what extent is culture incorporated into secondary teachers' foreign language curricula, including planning, instructional time, and assessment?
- 4) What factors affect foreign language teachers' decisions regarding culture teaching?

Defining Culture

This study seeks to understand how culture is integrated into the secondary foreign language classroom, so it is therefore necessary to report first what teachers believe "culture" is. When asked the open-ended question, "From your perspective, please define *culture* as it pertains to foreign language teaching," a mix of responses were received. Some were shorter and simpler, for example: "Honestly, I have no idea how to answer that question;" "Very important, main reason why kids take a language;" and "Way of life for people who live in the country." Other descriptions were lengthier and more complex, and a selection of them appear in Table 1 (bold emphasis added).

Table 1

Selection of Respondents' Definitions of "Culture" as It Pertains to FL Teaching

Definition
Culture can be a context in which the language learning takes place. It can deepen the students' understanding of the language and its patterns/uses.
Culture includes history (events, causes, consequences, implications, and modern evidence of), behaviors, values, and norms, that are necessary for students to understand the perspective of the "foreign" group and required in order to be able to function successfully while immersed in the target culture environment.
Culture is a way of life. It is everything about the language that isn't the words and structure itself including mannerisms, daily life, special holidays and celebrations, food, etc. Culture is an essential part of learning a language. The culture and the language are intertwined and inseparable. The language is the culture and the culture is the language.
'Culture' is part of any foreign language and the catalyst [sic] for students [sic] commitment in learning the foreign language. I think that a student's interest level in culture will directly impact that student's motivation and commitment to learn said language.
Culture is part of everything we do as people , from the way we use our mouths to pronounce words to the kinds of foods or sports or music or art we like. It includes how we structure our school days and how close we stand to each other in lines...."
Customs, languages, values, traditions, and lifestyles of a particular group of people. When teaching language, one must explain culture values to understand the why behind the language.
Teaching culture is giving the students insight about the daily life in another country. It gives them another perspective and shows that there isn't a "right way." It also gives the students an idea about how to use the language appropriately.
the [sic] culmination of all things associated with the target group/culture

Culture can, of course, be described in various ways, but three quarters of respondents agreed that it is interconnected with and important to language teaching. Of the 69 participants, 67 defined "culture" as it pertains to foreign language teaching from their own perspectives, and when the data from this question were coded and categorized in detail, the frequency of appearances in responses for specific terms or ideas was recorded. Study participants valued lifestyle, customs and traditions, behaviors, attitudes and beliefs, perspectives and understanding, history, geography and places of interest, and products (specifically, food, music, art, and literature), as the most important aspects of culture to the foreign language classroom. A broader categorization of these concepts from participants' definitions of "culture," with their accompanying frequencies of use, can be seen in Table 2.

Table 2

Frequent Terms Describing “Culture” in FL Teaching Provided by Respondents

Cultural Term or Idea	Frequency of Appearance in Definitions
products	38
holidays/norms/traditions	30
practices	27
perspectives	19
daily life/lifestyle	23
pragmatics/the inseparable cultural context of language use	23
beliefs	18
history	15
geography/monuments/places	12
groups/people	7
important or required to know for travel to the culture	4
stories/superstitions	4
“all aspects that would help students have an accurate idea of what the target culture is all about”/“culmination of all things associated with the target group or culture”/“everything that relates to the target language”	3
“language structures of the places using the language I teach”/“languages (of a particular group of people)”/“expressions of the language and its people”	3
Big-C and little-c culture/‘high culture’	2
“catalyst [sic] for learning commitment”/“why kids take a language”	2
realia/‘authentic resources’	2
staying in the target language	2
current events	1
education	1
knowledge	1
sports	1

Research Question 1: How Is Culture Taught in Secondary FL Classroom?

In class, the teachers subscribe to many different teaching styles and methodologies.

There were 66 respondents for this question, but as described at the end of Chapter 3, I discounted the six ASL teacher respondents until the end of the chapter. Study participants were asked to briefly describe, in a step-by-step fashion, a typical lesson in their own foreign language classrooms. Only 17 of those responses explicitly mentioned the word(s) “culture,” “cultural,” or “culturally based.” Another two responses expressed teaching cultural principles without actually mentioning “culture” or its derivative words, and five responses may have alluded to teaching culture through media use.

Of the 60 (non-ASL) respondents, the following lesson elements were emphasized by teachers as typical to their instruction:

Table 3

Elements of a Typical Lesson Mentioned in Prose by Respondents

Typical Lesson Elements Used By Teachers	N of Teacher Users	% of 60 Respondents
Starter, warm up, or review at beginning of class	45	75
Practice activities or worksheets to reinforce concepts introduced or highlighted during the class period	39	65
Lesson or presentation on new topic or content	27	45
Writing activities	17	28
Assessment, usually formative and informal	16	27
Partner or small group work	14	23
Student-centered speaking activities	14	23
Explaining and assigning homework or study goals	12	20
Music or song use	11	18
Listening activities	9	15
Game use	8	13
Reading activities	8	13
Video clip use	6	10

Teachers also vary in their use of the target language during class. Whereas some teachers favor a total immersion experience, others spend more of their time communicating with students in the students' native tongue (English). When asked on which occasions teachers use English in their classrooms, with the possible responses of *never* (1), *occasionally* (2), *often* (3), and *all the time* (4), “cultural explanations and discussions” had the highest mean (2.78 out of 4), indicating that teachers speak English to teach culture more than any other element of their teaching. After culture, teachers used English most for “grammar instructions and clarifications” (2.75), “other” (mentioning TPRS and extra credit stories, 2.67), “explaining assignments” (2.56), “classroom management” (2.49), “test review and preparation” (2.41), and finally “general content instruction” (2.24). Although polarizing approaches to the balance of L1 and L2 used in the classroom exist, these teachers were fairly evenly spread. With exception to the “other” category, which only 6 participants used, the standard deviations for these questions fell

between 0.58 and 0.8, so there was not much variance to the responses. The SD for just the culture option of the question was 0.74, meaning that for the 63 respondents, 34 said they use English “often” to explain culture, 17 said they use it “occasionally,” 9 said they use it “all the time,” and only 3 said they never use English to explain or discuss culture. These findings mean that more than two-thirds of participants are using English often or all of the time to teach culture.

But how, other than mostly in English, are secondary students typically acquiring cultural knowledge and perspectives? Results related to this question are included in Table 4. Media use is most common, as are stories from the teacher. This is consistent with my personal experience both as a teacher and as an observer in many language classes. It is interesting to note that no teachers mentioned field trips as a method of acquiring culture, because some local teachers do use them, but perhaps they were not mentioned because the question specified how students acquire culture “in your classroom.”

Table 4

Sources of Classroom Cultural Input

Type of Input	N of Teacher Users	% of 63 Respondents
Films/Video Clips/Target Language Commercials	22	35
Teacher Self (Personal Stories and Tidbits)	21	33
Readings/Print Media Besides Textbook	15	24
Experiential Learning/Celebrations/Cooking	14	22
Online Websites and Resources	12	19
Specifically Planned Culture Lessons/Lectures/Focus	12	19
Music/Songs	11	17
Classroom Discussion	11	17
Slideshows/Presentations	9	14
Textbooks and Their Associated Resources	8	13
Realia/Cultural Capsules	7	11
Projects/Reports/Essays Assigned to Students	6	10
Guest Speakers	6	10
Unspecified “Activities”	6	10
Print or Film News/Current Events	5	8
Unspecified “Authentic Materials”	5	8
Culture Taught “In Association With Language Goals”	5	8
Culture Taught Through Idioms/Usages of the Target Language	4	6
Culture Taught Through “Lesson Material” or Tie-Ins	4	6
Paintings/Photos/Images	3	5
Language Club Activities	2	3
Worksheets/Print Handouts	2	3
Video Conference (Skype) “With Students From the Foreign Country”	1	2

Research Question 2: Which Models of Culture Learning Are Teachers Using?

When asked with which linguistic or cultural models or standards of teaching the participants were “*very* familiar,” fifty-six of the 63 non-ASL teachers responded. Teachers were able to select multiple options, and chose an average of 2.04 paradigms each. Of the 56 respondents, 89% (N=50) reported that they were very familiar with the 5 Cs of the *Standards* (Communication, Cultures, Connections, Comparisons, and Communities). Only a few teachers were familiar with more specific cultural models. See Table 5 for the complete breakdown.

Table 5

Very Familiar Cultural Frameworks to Respondents

Terms or Models	N of Teacher Users	% of 63 Respondents
Communication, Cultures, Connections, Comparisons, Communities	50	89
Products, Practices, Perspectives	24	43
Big-C and little-c Cultures	17	30
Surface vs. Deep Culture	9	16
Performance/Performed Culture	7	13
Achievement, Behavioral, and Informational Cultures	5	9
Olympian Culture, or Culture MLA vs. Hearthstone Culture, or Culture BBV	1	2
Other (Nothing Specified)	1	2

More specifically concerning what is being taught in these language classes, 38% of the 63 survey respondents (N=24) indicated that the guidelines they use most in their classrooms to help plan their instruction are district-level benchmarks. Another 21% (N=13) of teachers use the state core curriculum standards in lesson planning, while 19% (N=12) use the ACTFL proficiency guidelines, 13% (N=8) use the scope and sequence of their chosen textbook, only 3% (N=2) use the *Standards*, an additional 2 teachers (3%) use departmental essential questions, and 1 respondent each (2% each) uses either no standards (“I set my own curriculum”) or other (“Utah State University standards” for concurrent enrollment). See Figure 1 for a graphic representation of this breakdown. For those teachers who use the scope and sequence of their textbooks, or who responded that they use any textbooks in their teaching, the big names from major academic publishers are most often used. Of the 63 non-ASL teachers who completed the survey, only 26 regularly use a textbook and an additional 6 teachers occasionally use texts for certain activities or for reference/ideas.

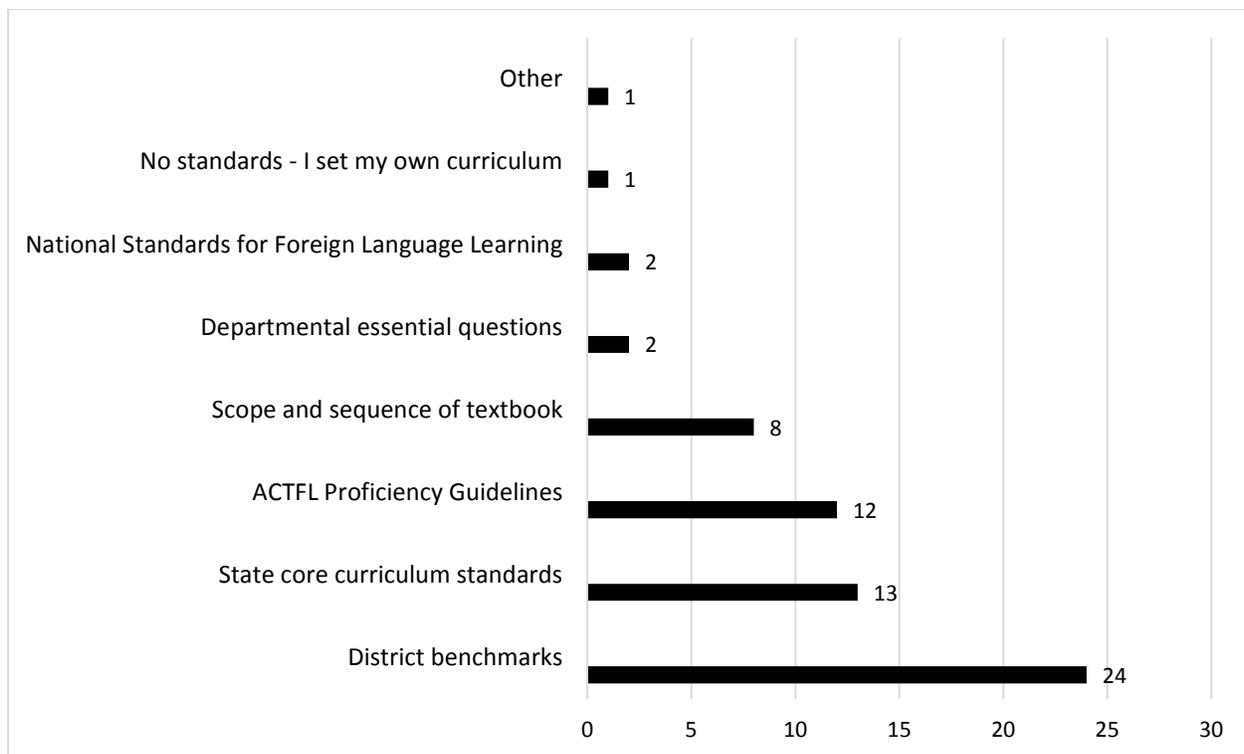


Figure 1. Number of respondents using which guiding documents for their curricula

Research Question 3: How and to What Extent Is Culture Incorporated in Class?

Given teachers' beliefs in the importance of culture, rather little planning and instructional time is spent addressing it. Nine syllabi were submitted to me as an additional data source to analyze for culture inclusion. All nine "disclosure documents" mentioned culture, and on average it (or a derivative word) was mentioned four times per document. Of the syllabi examined, four mentioned culture as a fifth skill, and two described culture in terms of the 5 Cs (or in one case, just 3 Cs were mentioned). Two more documents had little mention of culture, except to alert parents that specific "culture days" would happen from time to time throughout the semester. The final syllabus also mentioned a culture day, but integrated the theme of culture more fully throughout the document, even stating: "The purpose of this French course is to expose students to French culture while giving them a grasp of the basic fundamentals of the language." Overall, it is my opinion from examining these disclosure documents and from personal experience in the

field, that teachers will generally remember to include the importance of culture when talking about language learning; however, actually integrating it into the classroom proves more challenging.

When asked which category best describes the instructional time teachers devote to the teaching of culture – a question borrowed exactly from Moore’s 1996 study – the 63 non-ASL teacher respondents indicated that 56% (N=35) included culture “in less than half of my lessons (-50%)”; 33% (N=21), included culture “in more than half of my lessons (50-75%)”; 10% (N=6), included culture “in all my lessons (100%)”; and 2% (N=1), did not include culture “in any of my lessons (0%).” These findings will be compared with those of the 1996 study in Chapter 5.

Of this “culture” that teachers are including in their classes, respondents were asked to report on which elements of culture teaching they spend most of their instructional time. Most teachers selected two featured elements, as there were 121 responses for the 63 participants. Thirty-eight percent of teachers (N=24) chose comparisons of the target and native cultures as what they spend most of their time on when teaching culture. The other commonly included cultural elements were: cultural practices (knowledge of what to do, when, and where), the teacher’s own experiences of being in the target culture, the tangible products of the target culture, and the expressive products of the target culture (literature, art, music, dance, songs). See Figure 2 for more detail.

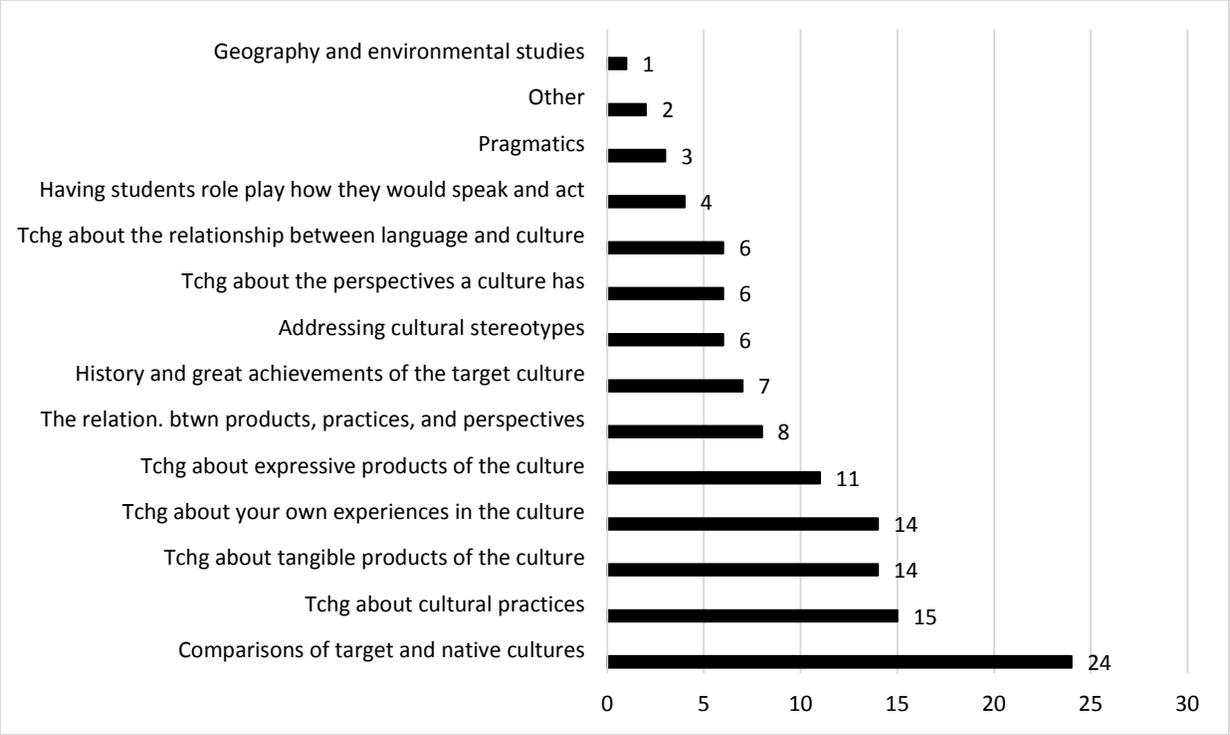


Figure 2. Leading cultural elements on which respondents spend most instructional time.

Respondents could choose only one or two options.

Another interesting question to explore when discussing teaching “culture” is which of the many possible target cultures is being taught? A German teacher, for example, may have an easier time deciding to teach solely the typical culture of German-speakers from Germany, but a Spanish teacher could focus his or her classes on the cultures of Spain, Mexico, Chile, Puerto Rico, or any mixture of many different culture regions. Of the 63 respondents surveyed, 32% (N=20) selected “I teach 2-3 different target regions, but I focus mainly on one” and another 30% (N=19) selected “I teach 4-5 different target regions, but I focus mainly on one or two.” Four teachers selected “Other (please specify),” and while two of the teachers explained that they didn’t fully understand the question, the other two comments were on opposite ends of the spectrum: “We have a 3 year [sic] rotation so that a student who studies all 3 years will be

introduced to all 22 different Spanish-speaking countries” and “I do not purposefully include culture instruction in my lessons.” The responses can also be seen in Figure 3.

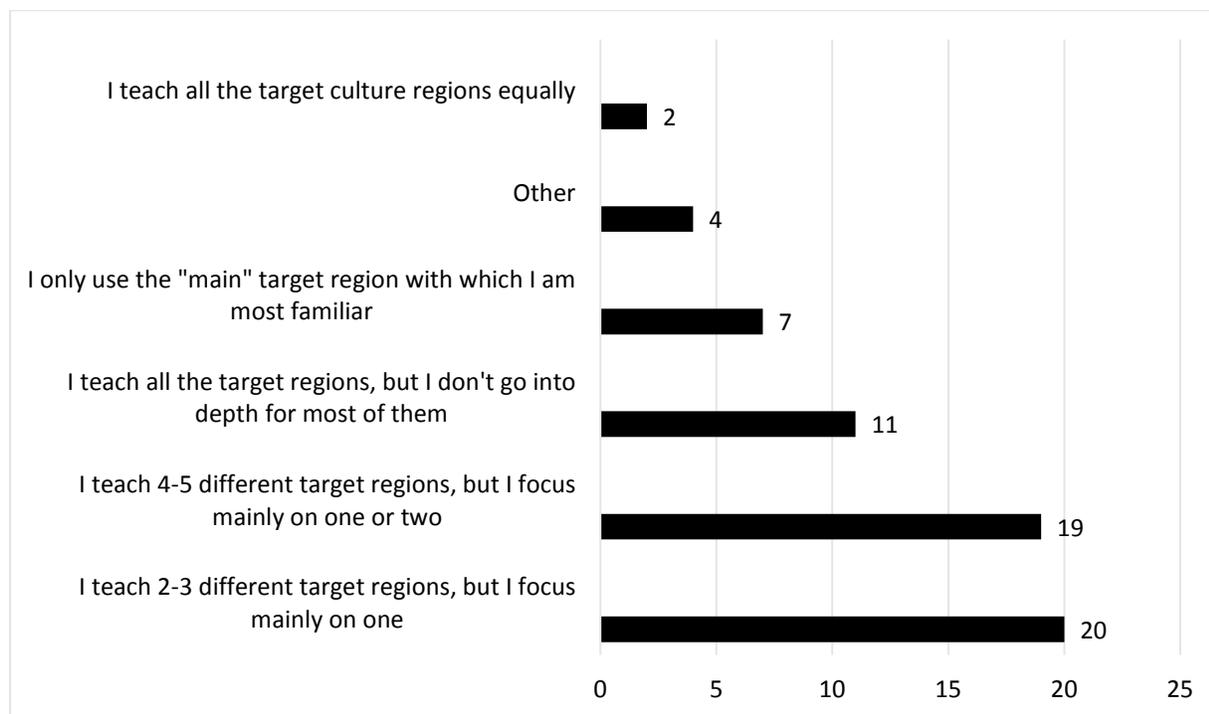


Figure 3. Number of respondents including which target culture regions in their lessons

“Did we do anything important yesterday?” is a question that teachers often hear from students who have missed class. What they usually mean by asking this question is, “Did we learn anything that is going to be on the test?” This too-familiar exchange illustrates that many students, and also some teachers, value only that classroom material that will be assessed. Therefore, although culture instruction is happening in foreign language classrooms, I wanted to know if it was being “valued” through assessment. Of the 62 responses received, 14 teachers said they do not assess culture. One respondent said simply “yes,” implying that culture is assessed, but did not specify how. Twenty-five teachers said that they do assess culture, but very informally. Another 14 teachers said they do a mixture of informal and formal assessments, although the “formal assessments” are usually just a few questions on existing quizzes or tests.

Finally, 8 participants responded that they do assess culture formally through test questions, presentations to the class, or comparative writing assignments.

Six of the 62 respondents mentioned that including culture in assessments is only necessary when it helps with language performance, and 3 other respondents noted ideas such as the following: “Culture to me doesn’t have to necessarily be assessed. I don’t think everything has to be assessed. To me, proficiency in the language (mostly speaking) is my focus,” and “I don’t usually assess culture..... [sic] we mostly experience it.”

Research Question 4: Which Factors Affect Culture Inclusion?

Perhaps one reason for a lack of culture in foreign language classrooms is because teachers feel uncomfortable teaching it (see ACTFL, 2011b). From my personal classroom experience, I tended to lean toward things that were of particular interest to me, and things with which I felt very familiar and prepared to teach. However, the respondents of this survey seemed very comfortable with almost all aspects of teaching, including culture. See Figure 4 for a visualization of their comfort levels for different topics.

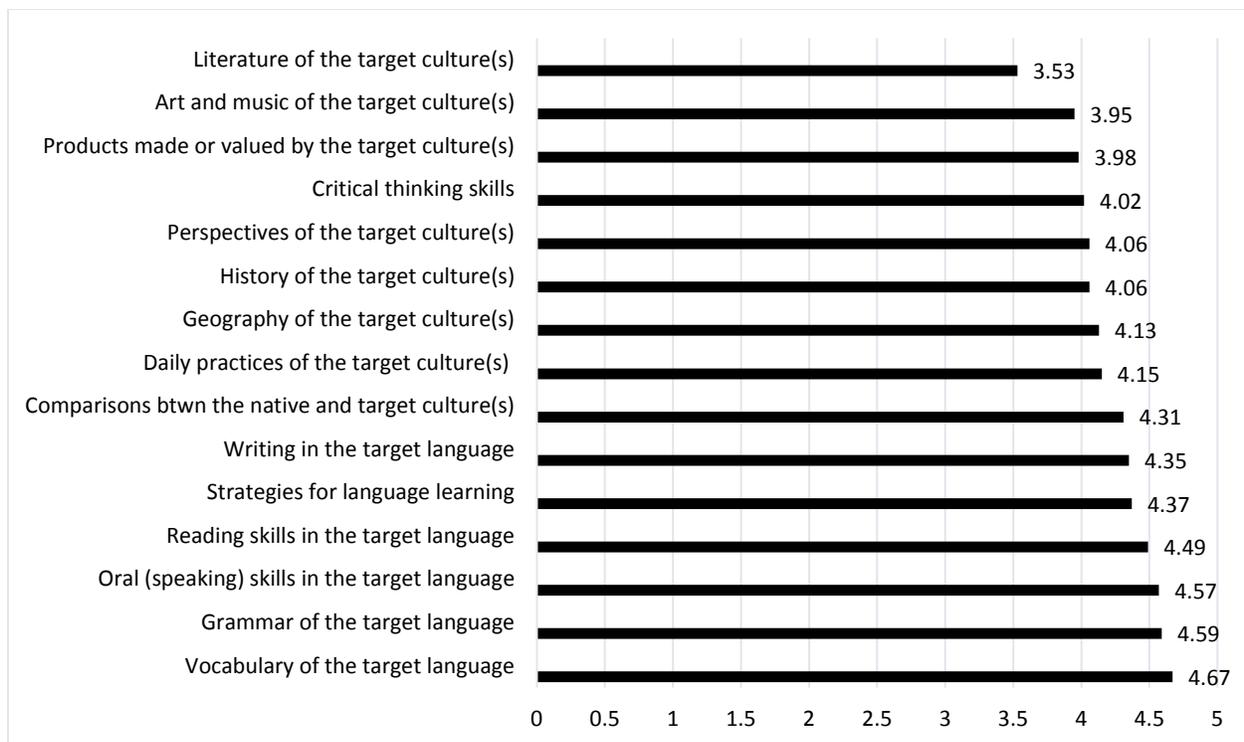


Figure 4. Mean comfort level of respondents for teaching certain classroom elements on a scale of 1 to 5, where 1 is “Not at all comfortable” and 5 is “Extremely comfortable.”

From Figure 4, one can see that teachers are most comfortable teaching the vocabulary of the target language ($M = 4.67$), then grammar ($M = 4.59$), oral (speaking) skills ($M = 4.57$), reading skills ($M = 4.49$), strategies for language learning ($M = 4.37$), and writing ($M = 4.35$). Only then do our first cultural components appear, comparisons between the native and target culture(s) and daily practices of the target culture(s), with means of 4.31 and 4.15, respectively. The subjects that teachers were least comfortable teaching were literature of the target culture(s) ($M = 3.53$), art and music of the target culture(s) ($M = 3.95$), products made or valued by the target culture(s) ($M = 3.98$), critical thinking skills ($M = 4.03$), history of the target culture(s) ($M = 4.06$, $SD = 0.87$), perspectives of the target culture(s) ($M = 4.06$, $SD = 0.69$), and geography of the target culture(s) ($M = 4.13$).

Although personal comfort level may be a deterrent for teaching culture, it was not the largest preventer, according to teacher respondents. The 63 participants were asked to select the one most likely factor that prevents them from teaching culture in their classrooms. The results are illustrated in Figure 5.

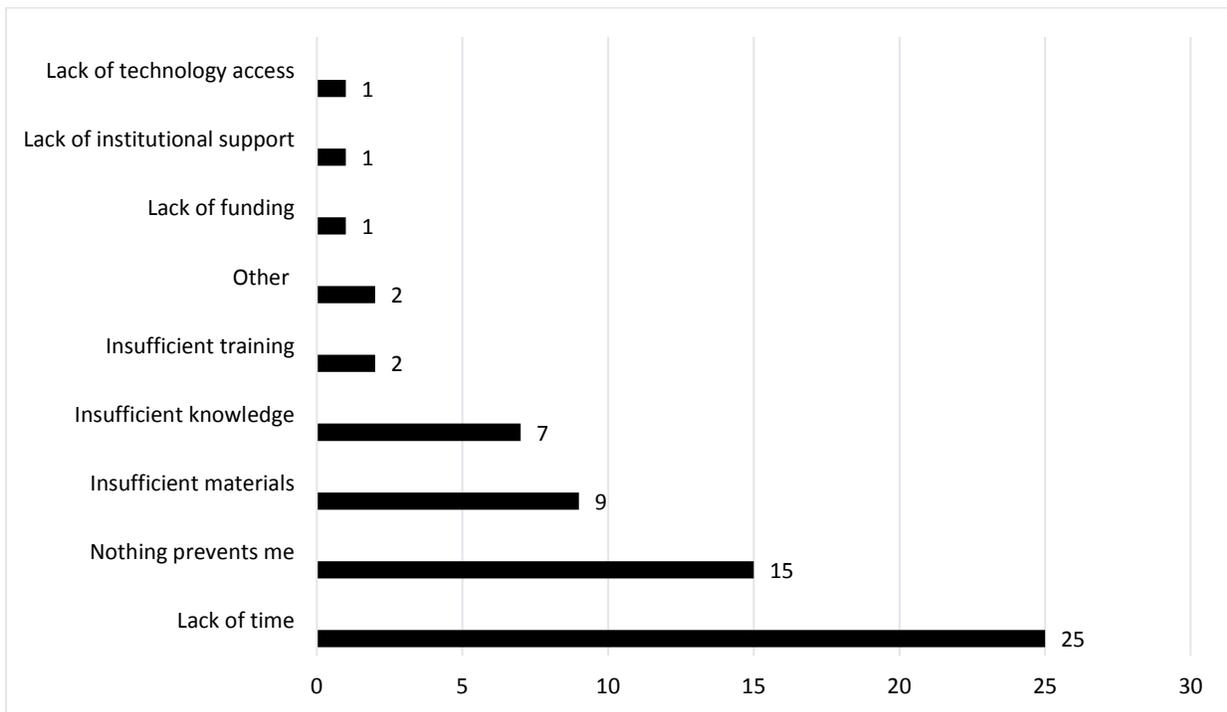


Figure 5. Factors preventing classroom culture teaching by number of respondents

The teachers who selected “Other” in Figure 5 specified that “staying in the target language with lower level classes” and “a heavier emphasis on language” are the factors most preventing them from teaching culture. However, the largest percentage of teachers described “lack of time” as being the element that deters them most from teaching culture. The next highest group of teachers chose “nothing prevents me.” If two-thirds of survey respondents fall into these two categories, then what are they teaching most, and who is responsible for making that choice?

Respondents were also asked to select one response to answer what motivates their decisions most when it comes to setting their curricula. Of the 63 respondents, 41% (N=26) chose “District/State Standards,” and another 41% chose “What I believe is best for my students.” The complete breakdown of teacher responses is seen in Figure 6.

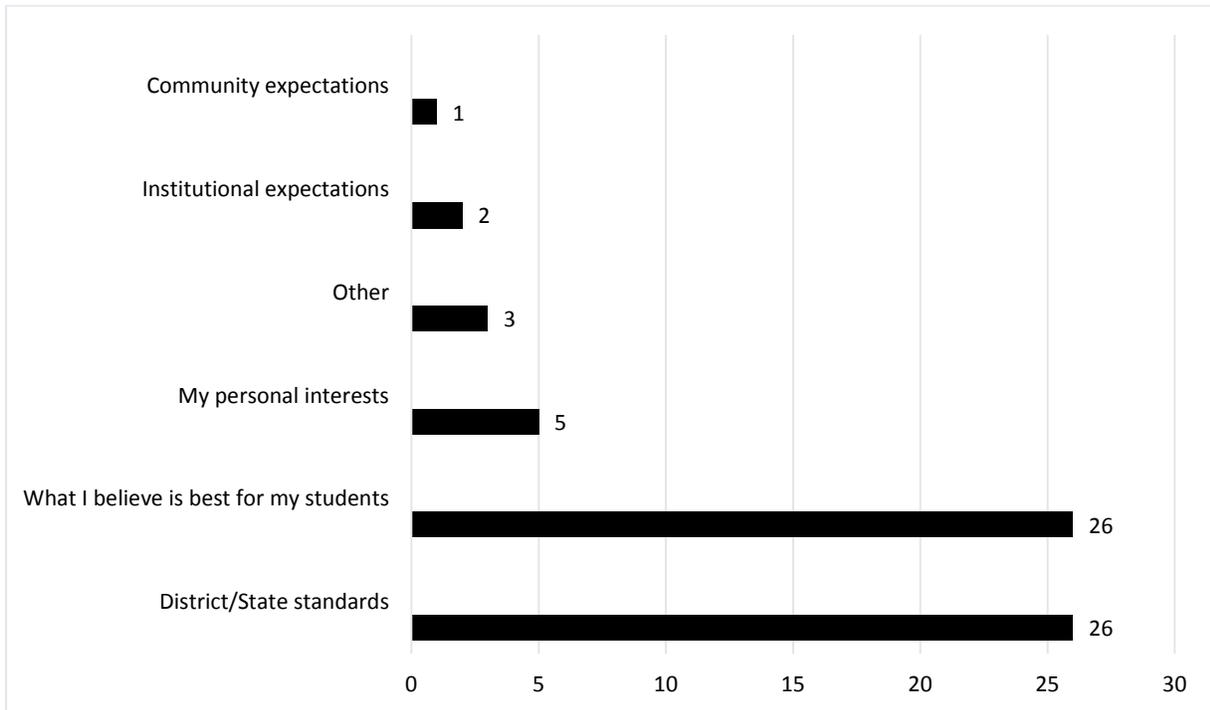


Figure 6. Factors motivating FL curricula choices by number of respondents

The factors mentioned in Figure 6 are what help the teacher respondents shape their classroom curricula; however, I wanted a more in-depth view of what teachers were doing in class. I therefore asked participants a series of questions to rank their top four components of the language classroom in order of: importance to themselves, instructional time spent, planning time spent, and how much technology they use in the classroom. I sought to determine if any cultural classroom components would rank in teachers’ “Top 4” lists, and as is described with more detailed statistics in Appendix B, the top four components of the language classroom in all categories were purely linguistic – not one of the cultural options ranked in the “Top 4” for any

of these questions. The most common elements chosen for overall importance, amount of instructional time, amount of planning time, and amount of technology used were: “teaching and practicing speaking in the target language,” “teaching the vocabulary of the target language,” “teaching listening comprehension in the target language,” and “teaching the grammar systems of the target language;” however, there was one case where “teaching reading in the target language” substituted for “teaching listening comprehension in the target language” when teachers ranked on what they spent most of their planning time.

ASL Findings

The six respondents who teach American Sign Language (ASL) were not included for most portions of Chapter 4 because of differences inherent to the language they teach; however, they deserve their own mention, especially as ASL teachers are included in Utah schools’ World Language departments. According to Wilcox at the University of New Mexico (1991), ASL is a “fully developed human language,” and ASL teachers recognize the importance of teaching culture alongside language, considering “foreign language study necessarily involves learning about the values, world view, and way of life – the culture – of a group of people” and that “Deaf culture is now recognized and studied by anthropologists, ethnographers, folklorists, and others interested in culture and cross cultural communication” (“ASL as a Foreign Language Fact Sheet”). From my research, I found that ASL teachers may place greater emphasis on culture teaching than teachers of spoken languages, based on survey responses and a statistically significant correlation found between the amount of culture reportedly included in each lesson and ASL teachers. In the next few paragraphs, findings from the ASL teachers will be explored, and in the following section of this chapter, other correlations between survey participants and culture teaching will be mentioned.

The ASL teachers who participated in this study made up 8.7% of the survey respondents, and they had as much education and experience as their spoken-language counterparts. On the whole, they responded on par with their colleagues with no noteworthy differences found for their definitions of “culture” as it pertains to language teachers, for their typical classroom lesson descriptions, for how students typically acquire culture in the classroom, for the use of the target language in class, for what motivates their curricula choices, and even for their demographic information. However, ASL teachers were more comfortable teaching every facet of the target language, including the cultural, except one: geography, which does not pertain to ASL as it does to other languages since, as one participant described, “deafness is everywhere,” and also ASL is used mostly throughout the U.S.A. and in some parts of Canada. ASL teachers’ overall comfort teaching their language is 4.73 out of 5 (where 5 is “extremely comfortable”), whereas spoken-language teachers’ comfort is 4.22. If that score is broken down into linguistic versus cultural elements, ASL teachers’ comfort teaching the linguistic portions of their content is a full 5 compared to 4.53 for teachers of other languages, and these scores are markedly higher than those found for both ASL and spoken-language teachers’ comfort levels when teaching aspects of culture in the classroom, with those means being 4.6 and 4.02 respectively. These numbers signify that teachers feel more comfortable with linguistic content and instruction than cultural content and instruction, but that ASL teachers feel the most comfortable of all language teachers.

Perhaps because of their comfort in teaching culture, 83% (N=5) of ASL teachers reported that nothing prevents them from teaching it, so subsequently 33% (N=2) said they include culture in all of their lessons, 50% (N=3) include it in half of their lessons, and 17% (N=1) include culture in less than half of their lessons (but none of the ASL teachers reported not

including culture in any of their lessons). This finding was higher than for any other subgroup or demographic descriptor. When asked what cultural element ASL teachers spend most time teaching, 67% (N=4) chose addressing cultural stereotypes. All six of the ASL teachers also reported that they assess culture in the classroom both informally and formally, and they use more written assignments than their spoken-language peers (likely because their students are able to write in English). When asked on what they spend most of their culture teaching time, 67% (N=4) selected “addressing cultural stereotypes.” From written responses and from the rank order questions I asked, it became clear that culture teaching, especially concerning the perspectives of those who live in the target culture, is very important to ASL teachers. Cultural elements were selected more frequently to be included in ASL teachers’ “Top 4” for importance, instructional time, planning time, and technology use in the classroom. Although no cultural elements beat out the linguistic elements in any of these “Top 4” categories for spoken-language teachers, “Teaching the perspectives of those who live in the target culture(s)” ranked second, with a mean of 3.25 and standard deviation of 1.26, for ASL teachers’ ranking of which components of the language classroom use the most technology (PowerPoint presentations, foreign content websites, helpful applications for study and assessment, etc.).

Study Correlations Between Variables

In an effort to discover if any relationships exist that could help find predictors of culture inclusion for the foreign language classroom, I performed correlations, as well as two multiple regression analyses. The two dependent variables used for these measures were: 1) The inclusion of culture in which percentage (100%, 50-75%, -50%, 0%) of the respondent’s foreign language lessons (Item 16), and 2) The mention of “culture” or one of its derivative words in the respondent’s written description of a typical lesson (Item 9). I hypothesized that certain

independent variables concerning demographic information such as when teachers completed their teacher training, how many years they have been teaching, how much education they have, how often they participate in professional development, how much time they have spent visiting or living in the target culture, if they use state core standards to set their curriculum, which language they teach, which levels they teach, and for which district they work, among other variables, may have an effect on how familiar teachers are with culture teaching or how much they integrate culture into their classrooms. These correlations can be seen in the Table 6.

Table 6

Matrix of Correlation Between Variables (* indicates significance at the 0.05 level, ** indicates significance at the 0.01 level.)

Pearson Correlation	High % Cult.	Cult. in Item 9	Year Grad.	Years Tchg	Highest Dgree	District A	District B	Uses Core	High Pro Dev	ACTFL Membr	Time in TC	ASL Tchr	Fren. Tchr	Germ. Tchr	Span. Tchr	High Levels
High % Cult.	1															
Cult. in Item 9	.248*	1														
Later Year Graduated	-.289*	-0.174	1													
# of Years Teaching	.266*	0.111	-.834**	1												
Highest Degree	0.211	.311*	-.257*	.362 **	1											
Member of District A	-0.132	0.038	0.157	-0.128	-0.168	1										
Member of District B	.254*	0.055	-0.13	0.066	0.176	-.314**	1									
Uses State Core	.328 **	0.193	-0.106	0.074	-0.008	0.162	-0.069	1								
High Pro. Dev. Involvement	0.183	0.073	-0.137	0.089	0.236	0.06	0.188	0.105	1							
ACTFL Member	0.234	0.047	-0.214	0.141	0.2	0.039	-0.119	-0.003	.290*	1						
Time in Target	0.069	-0.125	0.032	-0.051	0.056	-0.021	0.144	0.039	0.145	0.228	1					
ASL Teacher	.259*	0.007	0.132	-0.212	0.026	0.214	0.143	.299*	.242*	0.101	0.222	1				
French Teacher	0.068	0.177	-0.178	0.163	0.216	0.027	0.158	-0.088	0.149	0.108	-0.058	-0.237	1			
German Teacher	0.028	.435**	-.264*	.283*	0.161	0.019	-0.088	0.115	0.009	0.119	-.276*	-0.137	-0.169	1		
Spanish Teacher	-0.191	-.355**	0.152	-0.13	-0.198	-0.081	-0.163	-0.142	-0.196	0.013	0.009	-0.23	-.435**	-.241*	1	
Teaches High Levels	0.148	-0.002	-0.191	.296*	0.124	0.14	-0.104	-0.079	0.033	.326*	0.034	-0.079	0.179	-0.05	-0.053	1

These correlations show that there is not a strong relationship between the highest level a teacher teaches, or actually with any particular level taught (those individual correlations were also run but are not included in the matrix), and the amount of culture included or mentioned in the teacher's practice. The correlations calculated also show that there is not a statistically significant relationship between high culture inclusion and higher professional development involvement, or even between more time spent in the target cultures and the amount of culture taught in class.

There were a few relationships shown in the Table 6 that are worth mentioning, however. The two dependent variables correlated with each other with a p value of 0.05, which means that there is a statistically significant relationship between those teachers who self-reported to include culture in a high percentage of their lessons and those teachers who thought to mention culture as one of the elements in their prose description of one of their typical classroom lessons. Also, there was a negative relationship ($p = 0.05$) with the year teachers finished their teacher training with the first dependent variable, meaning that teachers who graduated longer ago are more likely to include culture in a higher percentage of their lessons. Teachers are also more likely to include culture if they have more years of teaching experience, teach ASL (as mentioned previously), and if they are members of a particular school district, District B. Teachers are also very likely ($p = 0.01$) to include more culture if they use the State Core standards to guide their curriculum, and German teachers were much more likely to mention culture in their prose lesson description, whereas Spanish teachers were very significantly less likely to mention culture in their typical classroom lessons.

Based on these correlations, I decided to run a multiple regression analysis to determine if there exist certain predictive factors for higher classroom culture inclusion. The results of two

different models with different dependent variables are in Tables 7 through 10. Both of these models were selected based upon the strength of the correlations identified in Table 6, and also based on a backward regression analysis determined by SPSS software.

Table 7

Results of the Multiple Regression Analysis 1

Constant	Predictor variables	<i>r</i>	<i>r</i> square	Adjusted <i>r</i> square	Std. error of the estimate	Sig. of <i>F</i> change
Percentage of culture included in lessons	Year completed teacher training, uses state core standards, ACTFL member, school district B	.532	.283	.217	26.28018*	.005

*Note: Including four-digit years (i.e. 1997) with the other data sets made the std. error of the estimate much higher.

Table 8

Variables That Did Not Meet Significance to Enter Regression 1.

Predictor variables	Partial correlation	Probability
Highest lane or degree obtained	.545	.094
ASL teacher	.316	.155

Table 9

Results of the Multiple Regression Analysis 2

Constant	Predictor variables	<i>r</i>	<i>r</i> square	Adjusted <i>r</i> square	Std. error of the estimate	Sig. of <i>F</i> change
Mentioned culture in prose description of typical lesson	Highest lane or degree obtained, uses state core standards, French tchr, German tchr	.561	.315	.251	.40608	.002

Table 10

Variables That Did Not Meet Significance to Enter Regression 2

Predictor variables	Partial correlation	Probability
ACTFL member	.597	-.082
Spanish teacher	.367	-.139

From tables 7 through 10, one can see that the year teachers completed their training, the highest lane or degree of education they reach, whether or not they use state core standards to guide their curricula, if they are ACTFL members, if they work in school district B, and if they teach French or German can all have a contributing effect to increased culture awareness and inclusion in classroom lessons. These findings will be discussed in more detail in Chapter 5.

Conclusion

This chapter focused on the findings of this survey study in five different areas: defining culture, describing how culture is taught in class, identifying which models of culture learning teachers use, exploring how or to what extent culture is incorporated in class, and examining the factors that affect teachers' inclusion of culture. The following chapter will further discuss these findings.

CHAPTER 5: DISCUSSION

Chapter 4 described the findings from the analysis of the survey data gathered in this study. Chapter 5 will attempt to provide answers for the study's four research questions. This chapter will also suggest the pedagogical implications that these findings may have on language and culture teaching, and it will propose topics of further research to be explored.

This study explored the following research questions:

- 1) Through which means or methods is culture taught in secondary foreign language classrooms?
- 2) Which conceptualizations or models of culture learning are foreign language teachers using in their instruction?
- 3) To what extent is culture incorporated into secondary teachers' foreign language curricula, including planning, instructional time, and assessment?
- 4) What factors affect foreign language teachers' decisions regarding culture teaching?

Research Questions 2 and 4: The What and the Why

Recall that Brooks (1968) identified the lack of a clear definition for what "culture" is as an obstacle to its inclusion in the FL classroom. Since 1968, the idea of culture has continued to grow in definition, importance, and approaches to its teaching. This study found, as others have before (see Klein, 2004; Ryan, 1994), that most teachers do value teaching culture and view it as integral to language learning; however, it does not rank as one of the most important elements of their classrooms and it does not receive the planning, instructional, or assessment time that the four skills (speaking, listening, writing, and reading) do. This confirms the idea that culture remains subservient to language in FL teaching methodologies (Byrd, et al., 2011; Omaggio Hadley, 2001; Stern, 1983).

In this study, teachers defined culture as it pertains to the FL classroom mostly in terms of the tangible products, daily practices, and unique perspectives of the group(s) of people who speak the target language, and also of the pragmatics of speaking that language in its cultural context. Specific emphasis was given to holidays, norms, and traditions in teachers' definitions, perhaps because these are some of the easiest things to integrate into the classroom, especially if teachers tend toward the more haphazard "Frankenstein" and "4-F" models of teaching culture (Galloway, 1985), or use select "culture days" to convey their cultural content to students. Byrd et al. (2011) and ACTFL's report *A Decade of Foreign Language Standards: Impact, Influence, and Future Directions* (2011a), stress that cultural perspectives are the most difficult to include in the classroom, partially because they involve more planning time and effort, and the present study suggests that teachers do not spend much time planning for culture teaching: of all the aspects of the FL classroom, culture topics performed worst when teachers were asked to rank classroom elements in order of planning time spent (see Appendix B).

The framework of cultural products, practices, and perspectives is something that 43% of this study's respondents reported close familiarity with, and 89% of teachers were also familiar with culture as one of the 5 Cs of the *Standards*. These findings support the SSEC's statement from their 1999 study that over 80% of teachers are prepared to teach culture effectively and in line with the national *Standards for Foreign Language Learning*. However, in their companion report to the study mentioned in the previous paragraph, ACTFL (2011b) stated that although 89% of their study participants – the same percentage of teachers that is reported in the present study – are familiar with the 5Cs, fewer are actually implementing those goal areas into the classroom. In fact, *A Decade of Foreign Language Standards: Impact, Influence, and Future Directions: Survey Results* asserts:

The Cultural Framework with the 3 Ps is neither taught nor assessed by a sizeable number of teachers. Yet this framework could provide a very powerful notion of how to work with culture in ways that students and teachers would find accessible. Where could culture be taught to increase teacher comfort with it? (p. 7)

This quotation suggests that teachers shy away from teaching culture because of their comfort level teaching it. Supporting other research done in this field, however, the present study revealed that it is not only comfort level that prevents teachers from including more culture in their classrooms. In fact, study participants reported relatively high levels of comfort ($M=4.02$ on a scale of one to five) with teaching the cultural elements of the FL classroom, although they were more comfortable teaching the linguistic components of the FL. Additionally, only 14% of teachers in this study cited lack of knowledge or training as having an effect on their inclusion of culture, rather stating that either lack of time (40%) or nothing (25%) prevents them. This research partially supports that of Byrd et al., who found that the two largest barriers to culture teaching were lack of time and insufficient funding. In the present study, only one participant selected lack of funding, but those participants in Byrd's research did not have the option to choose "nothing prevents me" as a deterrent. Given that teachers chose school district or state standards (41%) and what they personally believe to be best for their students (41%) as the factors that most motivate them when it comes to setting their curricula, and because no cultural elements ranked above linguistic ones in respondents' "Top 4" lists for importance in their classrooms, it appears that many teachers are choosing what to value and are limited by their own choices. Perhaps due to the (speaking) proficiency focus in the field of FL teaching of recent years, teachers feel the need to relegate culture to the sidelines because there just is not enough time and it is not the "real" focus of the language classroom. My personal anecdotal

experiences in schools support this mood, as do the comments of one respondent, who in the questions and comments section at the end of the survey, expressed this problem:

The new curriculum for foreign language that [School District A] is trying to implement is VERY light on culture. It's all about teaching real skills - reading, writing, speaking, and listening. There are few given resources or materials or help with how and what to teach about culture. It's sad because without good cultural materials and direction from above, culture slips through the cracks - there's just very little time to teach it.

Whether it is due to teachers' own decisions or whether the responsibility lies elsewhere, as is suggested in the previous quotation, there are certain factors that can help predict whether or not a teacher is more likely to integrate culture into the classroom. Interestingly, although comfort level certainly contributes to the ease of teaching (ACTFL 2011b), it does not necessarily contribute to the amount of culture teaching, as no significant relationship was found between those who are native speakers or have spent extensive time in the target culture and the inclusiveness of culture in their teaching practices. There also was not a significant relationship found between high professional development involvement and increased culture teaching, but it is more likely for teachers to integrate culture into their curriculum if they are ACTFL members, or if they hold a higher degree or lane of education, which factors likely contribute to the teachers' knowledge of the field and best teaching practices.

Further, there is a significant relationship between those respondents with more years of teaching experience, along with the collinear variable of those who completed their teacher training longer ago, and a higher amount of culture included in the classroom. These predictors of culture inclusion support the research of Moore (1996), who found that more years of teaching experience correlate with a higher percentage of classes taught containing culture. With the

adoption of the *Standards*, it may have been expected that newer teachers who are fresh out of their methods classes – where 91% of methods teachers report covering the *Standards* with the 3P framework of the Cultures goal (ACTFL, 2011b) – would be more likely to include culture in their classrooms. From my personal experience, the ACTFL survey results, and this study, this seems to be an example of “talking the talk” but not “walking the walk.” Many new teachers have such a steep learning curve and so much to plan and do in the first few years, that it likely takes a veteran teacher with years of fine-tuning his or her curriculum to be able to ‘remember’ or ‘make time’ to effectively integrate culture into their language instruction.

Other specific groups and guidelines can affect culture inclusion as well, and this variability is illustrated by one school district, District B, being a significant predictor of higher culture in the classroom. I suspect this would be the result of a focus, through in-services or stricter adherence to culture-rich benchmarks, on culture teaching in that area. The use of Utah state core standards also predict higher classroom culture teaching to a statistically significant degree, as does the language one teaches – but not the level. Level 1 teachers are just as likely to include culture as Level 4 or 5 teachers; however, as one respondent commented, “staying in the target language with lower level classes” is one deterrent to culture teaching. The treatment of target language use in culture teaching, and other findings concerning how students actually receive cultural information and experiences in the FL classroom, are presented in the following section.

Research Questions 1 and 3: The How and the How Much

The results of this study found that culture *is* taught in secondary foreign language classrooms, but through a wide variety of means and methods – there is no standardized approach. Teachers’ treatment of culture is as widespread as both their familiarity with different

models of culture teaching and the factors that contribute to its inclusion in the classroom, but analysis of the data uncovered important trends.

First, culture is typically taught in the students' native language (English). When asked, 67% of study participants indicated that they use English "often" or "all the time" to teach cultural topics, and "cultural explanations and discussions" had the highest score for teachers' English use, meaning that it is taught in English more than any other element of language courses, even grammar clarification. This finding supports ACTFL's (2011a) research; however, ACTFL's report states: "Given the importance in the standards of using the target language in the classroom, teachers indicate that they use the target language at least 90% of the time or more in most of their classes" (p. 11). Perhaps the emphasis placed by the *Standards* on teaching in the target language has further made culture learning inaccessible to both teachers and students due to linguistic restraints: if teachers must use the target language at least 90% of the time, little room is left to teach cultural perspective to beginning level students. Because culture is inseparable from language, and language learning must take place in context, perhaps more resources need to go toward teaching strategies for integrating culture alongside communication in beginning language classes.

Another finding for culture teaching in the FL classroom is the somewhat random inclusion of culture in teachers' curricula. The findings of this study suggest that if culture is present, it is typically not pre-planned, which leads to poor learning objectives and not much instructional time, with little assessment for understanding. It also ranks lower on teachers' "Top 4" lists for technology use; however, film clip and video use is one of two primary methods through which culture content is conveyed to students. This indicates some level of preparation on the teacher's part; however, the other source of cultural input for students is the teacher's

personal anecdotes – something more in line with the “By-the-way” approach to teaching culture (Galloway, 1985).

What do these personal stories and film clips teach students? Most likely they teach comparisons of the target and native cultures, as participants reported that to be the aspect of culture teaching on which they spend most of their instructional time. Considering the common modes of transmitting cultural content to students, it’s unsurprising that cultural practices and the teacher’s own experiences of being in the target culture rank highly too. This brought up the idea that teachers might only teach the culture of the target region with which they are most familiar. Although ACTFL’s (2011a) report hinted at this concern, the present study confirmed that a majority of teachers focus mainly on one or two regions, although they will cover topics from as many as five.

With all of the possible cultural content that exists, it is difficult to select what to include and how often to include it. One item in the present study was copied directly from Moore’s 1996 study of 210 language teachers in Upstate New York. Moore found that 26% of respondents included some culture in every lesson, 60% said that there was culture in more than half of their lessons, 8% taught culture in less than half of their lessons, and 6% did not teach culture at all. Altogether, 86% of teacher respondents included culture in more than half of their lessons. The sample size of the present study is only a third of what Moore’s was, and the teachers are from Central Utah rather than Upstate New York; however, participants were asked the exact same question from Moore’s study with the following results: 12% of respondents included culture in all of their lessons, 35% had culture in more than half of their lessons, 52% taught culture in less than half of their lessons, and 1% (1 teacher) did not teach culture at all. All

together, only 47% of teachers included culture in more than half of their lessons, which is a marked drop from the 1996 study.

This lower percentage of culture inclusion could be contributed to myriad factors, but one possible explanation is that the advent of the *Standards* in 1996 did not increase the amount of culture taught in FL classrooms, but rather shifted the focus to interpersonal, interpretive, and presentational modes of communication. Culture was allowed to be viewed as less important, especially with the push to spend 90% of class time in the target language. As mentioned in Chapter 2, ACTFL stated in their 2011a report that the area of greatest impact from the *Standards* was: “using the three modes of communication and making communication meaningful,” while “the impact seems to be marginal in the Cultures goal area and minimal in Connections, Comparisons, with the least impact in Communities” (p. 40).

Limitations of the Study

As discussed in the previous section, this study yielded meaningful findings, however it has a number of limitations that affect its generalizability and reliability.

Generalizability

The 69 participants of this study are self-selected. The response rate for the questionnaire used to gather data was 13.8%, but it is possible that those participants who took the time to complete the survey might be more interested in research, culture, or professional development; therefore, the participants of this study may not be a representative sample. Furthermore, although the sample size was great enough to see important patterns emerge and find significant relationships between data, it was not so large or diverse as to generate conclusions that can be applied to the field of FL teaching at large. Participants for this study were recruited from only one state, and 84% of respondents came from four school districts in three counties of North

Central Utah.

Validity and Reliability

The data collected in this study were analyzed thoroughly and rigorously, and triangulated wherever possible; however, there were still three areas of data collection and analysis that could have issues with validity or reliability. First, although items were carefully prepared, the survey was not adequately piloted to ensure that the data gathered would accurately answer the research questions, and be easy to analyze. Furthermore, many questions required teachers to self-report data such as in how many of their lessons include culture, and what a typical lesson in their classroom looks like. Respondents may have had difficulty with a) being well enough aware of culture and other classroom teaching elements to report them, and b) not falling prey to the trap of telling the researcher what is believed to be the “right” answer. Measures were taken to ask for more information than was necessary on certain items in order to elicit a less targeted – and hopefully more accurate – response. Finally, the analysis of the descriptive survey responses was based on my own interpretation, due to the nature of collecting data through a survey. The reliability of the analysis was weakened because no member checking occurred, meaning that I did not seek feedback from the respondents to verify survey findings.

Pedagogical Implications: Culture in Secondary FL Classrooms

Concerning the integration and implementation of culture in the foreign language classroom, the following themes from this study can influence thinking and practice in the profession:

1. Culture inclusion should be viewed as necessary to effective language instruction.
2. Culture teaching should be made meaningful through preparation, adequate treatment, and valid assessment.

3. Culture integration should be supported through worthwhile resources and ample professional development opportunities.

The Role of Culture

It is impossible to communicate effectively in the target language without proper understanding of the practices and perspectives of those who speak that language. Culture is inseparable from language and, as many teachers in this study affirmed, should be the context in which the linguistic features are learned. Therefore, it is paramount to first understand what culture is and the models and frameworks that can be used to help create an environment in which the language can be taught in its cultural context. In this global world, it is no longer sustainable to teach language structures in isolation, and the framework set forth by the *Standards* (1996; 1999; 2006) of relating cultural products and practices to cultural perspectives is as good a guide as any. The Frankenstein and “By-the-way” models of yore are not enough to give students an accurate understanding of life and interlocation in the target culture – more focus must be given to the topic that teachers agree is integral to language learning. Whatever the reasons teachers give for not prioritizing culture in the classroom, it *is* feasible to incorporate culture in foreign language classes with no expense to speaking, listening, writing, or reading tasks: culture will actually facilitate students’ communicative learning and language proficiency.

Planning for Culture Teaching

For the most benefit to students and teachers alike, cultural content must be planned with clear objectives and presented in the classroom through means suitable to the student population. As students are given goals for linguistic and communicative tasks, so should they be given culture learning goals – and assessed on those goals. The *Standards* have helped move state and district standards away from scant mentions of culture as a fifth skill to a more integrated

approach, and the scopes and sequences of recent textbooks have followed suit. A story from the teacher and a music video or map are not sufficient for students to understand the 3Ps of the target culture(s). In this technological era, there are innumerable resources for conveying cultural topic and for performing and experiencing with cultural content. Teachers should make an effort to familiarize themselves with multiple aspects of the target cultures, and revise their units and lessons to include cultural benchmarks or performance indicators, as well as specific methods for helping students achieve proficiency that is made up of both cultural comprehension and communicative competence.

Instructional Resources for Culture

As stated in the previous two sections, teachers must teach culture alongside language and they need to do it in an effective manner. This does require effort and even expertise from teachers, and with all of the other demands on their time and attention, teachers need tried and true strategies for successful culture instruction. There are many book chapters, articles, and web pages treating this topic; however, it is difficult to select from the masses what information is the best researched and most valuable for instructional implementation. It would be ideal for district supervisors to provide a list of cultural resources for teachers to use; but more importantly, inservice training must be given to address culture integration in foreign language classrooms. Workshops, inservices, peer observations, and other forms of active professional development must be paired with the literature to show teachers best practices, and from the findings of this study, it is suggested that individual districts can have a large impact on transforming educators' classrooms through specific foci on topics and skills in FLL.

Suggestions for Future Research

There is always a need for more research in the field of foreign language teaching, as practitioners are constantly searching for new methods to help students and teachers succeed in learning goals. Paige et al. (2003) performed an extensive literature review of culture in FL teaching and called for more research on the topic, but the call is still relevant. More is known concerning culture's importance and instruction today than a decade ago; however, there are still many questions concerning how best to align culture and language in the classroom. Findings from the present study exposed, among others, two main areas that require further exploration.

First, classroom observations are needed to further assess the amount and types of culture teaching occurring in secondary foreign language classes. Surveys are great tools because they are able to provide researchers with large quantities of data quickly and with little effort; however, study respondents must self-report data concerning their teaching, and they may or may not represent their beliefs and classroom practices accurately (stated vs. revealed preference). Classroom observations measuring culture would improve the quality of the data available on the topic and would provide additional insight into effective methods and strategies.

Second, research needs to be done concerning the efficacy of using the L1 to teach culture rather than the L2. Is it better to include more cultural topics in beginning language classes, but to discuss them in English? Or is it better to keep culture instruction in the L2, but limit what is able to be taught? Strategies for treating this problem should be researched and disseminated.

Conclusion

This study has explored secondary foreign language teachers' definitions of culture as it pertains to the field of FL teaching. The models and methodologies with which teachers are familiar, the guidelines teachers use to plan their instruction, and the importance and time spent

on teaching different elements of the FL classroom were investigated. I found that most teachers believe in the necessity of including culture in language teaching, but have difficulty incorporating it in their lessons and struggle to prioritize it alongside linguistic components of the language classroom in terms of time and importance. Pedagogical implications for these findings were outlined in the discussion of this study.

Certain factors that predict the inclusion of culture in foreign language classes were identified in the present study also. Teaching experience, education level, language taught, ACTFL membership, and school district membership, all contributed to models of higher culture integration in teachers' lessons. Language level taught, professional development involvement, amount of time spent in the target culture, among other possible predictors, did not have a significant relationship with teachers' culture teaching. These ideas were compared with previous research in the field, and then I suggested areas for future research.

In summary, although a further investigation of culture as it pertains to foreign language teaching is needed, this study contributes to the current understanding of what teachers believe concerning culture, which types of culture are taught in the classroom, how students receive cultural content, how much culture instruction is given, and why certain factors contribute to or hinder the integration of culture in secondary language classes.

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APPENDICES

Appendix A: Survey Questionnaire for Utah Secondary Foreign Language Teachers

Culture in the Secondary FL Classroom

Q35 This survey is part of a research study being conducted by Danielle Asay, MA candidate in Second Language Teaching at Brigham Young University and former French teacher in Utah's Alpine School District, exploring the role of culture in secondary foreign language classrooms. The study is the focus of a master's thesis being mentored by Dr. Rob Martinsen, assistant professor of Spanish Pedagogy at BYU. You are invited to participate in this survey because you are currently teaching a foreign or world language course in the state of Utah, or in another state.

Your participation in this study will require you to complete the following survey consisting of approximately 30 items (mostly multiple choice with a few short answer questions). The survey should take no more than 15-20 minutes to complete. Your participation in this study will be anonymous and you will not be contacted again in the future. The survey involves minimal risk to you. You can benefit from participation by becoming a more reflective teacher. This study can also help the teaching profession better understand how much culture is involved in the foreign language classroom, and why.

Your participation is completely voluntary. Even if you agree to complete the survey, you do not have to answer any question that you do not wish to answer. If you have further questions about this project, or if you have a research related problem, you may contact Danielle Asay at dtasay@gmail.com or Dr. Rob Martinsen, at rob.martinsen@byu.edu.

If you have any questions about your rights as a research participant, you may contact the IRB Administration at A285 ASB, Brigham Young University, Provo, UT, 84602; irb@byu.edu; (801) 422-1461. The IRB is a group of people who review research studies to protect the rights and welfare of research participants.

By selecting "I agree" below, you affirm that you have read and understand the above consent terms and are willing to have your responses recorded for use in this study. Furthermore, you agree that you desire of your own free will to participate in the study. Thank you for your help!

- I agree

Q1 Do you live in Utah?

- Yes
- No

Q2 Select the grade level(s) you currently teach.

1. Grade 6
2. Grade 7
3. Grade 8
4. Grade 9
5. Grade 10
6. Grade 11
7. Grade 12

Q3 Which foreign language(s) do you currently teach?

8. American Sign Language
9. Arabic
10. Chinese
11. French
12. German
13. Greek
14. Hebrew
15. Italian
16. Japanese
17. Korean
18. Latin
19. Portuguese
20. Russian
21. Spanish
22. Other (please specify) _____

Q4 What course level(s) do you currently teach?

23. Exploratory (FLEX)
24. Level 1
25. Level 2
26. Level 3
27. Level 4
28. Level 5
29. Advanced Placement
30. Concurrent Enrollment
31. Other (please specify) _____

Q5 Please select the duration of the *majority* of the foreign language courses you teach.

- Term
- Trimester
- Semester
- Yearlong
- Other (please specify) _____

Q6 Please select your school's schedule model.

- Traditional
- Block
- Other (please specify) _____

Q7 Which standards or benchmarks do you use *most* to guide your teaching? (Select only one response.)

- ACTFL Proficiency Guidelines
- Departmental essential questions
- District benchmarks
- National Standards for Foreign Language Learning
- State core curriculum standards
- What is outlined in the scope and sequence of my textbook
- No standards - I set my own curriculum
- Other (please specify) _____

Q8 Which textbook(s) do you use in your language courses, if any?

Q9 In a brief, step-by-step fashion, please describe a typical lesson in your foreign language classroom.

Q10 From your perspective, please define "culture" as it pertains to foreign language teaching.

Q11 How do your students *typically* acquire cultural knowledge and perspectives in your classroom?

Q12 How do you *typically* assess your students' culture learning?

Q13 For the following items, please indicate how much you use the students' native language (English) in the classroom.

	Never	Occasionally	Often	All of the Time
Classroom management	•	•	•	•
Cultural explanations/discussion	•	•	•	•
Explaining assignments	•	•	•	•
Grammar instructions/clarifications	•	•	•	•
General content instruction	•	•	•	•
Test preparation/review	•	•	•	•
Other (please specify)	•	•	•	•

Q14 When you teach *culture*, on what do you spend *most* of your instructional time? (Please select only one response, two if needs be, but not more.)

32. Addressing cultural stereotypes
33. Comparisons of the target and native cultures
34. Geography and environmental studies
35. Having students role play to demonstrate how they would speak and act in the target culture
36. History and great achievements of the target culture
37. Pragmatics (how students would use certain constructions in the target language if they were actually in the target culture)
38. Teaching about the expressive products of the target culture (literature, art, music, dance, songs)
39. Teaching about the tangible products of the target culture (food, dress, objects)
40. Teaching about cultural practices (knowledge of what to do, when, and where)
41. Teaching about the perspectives (ideas and attitudes) a target culture has
42. Teaching about the relationship between language and culture
43. Teaching about the relationship between cultural products, practices, and perspectives
44. Teaching about your own experiences of when you were in the target culture
45. Other (please specify) _____
46. Other 2 (please specify) _____

Q15 Which target culture regions do you include in your lessons?

- I only use the 'main' target region with which I am most familiar
- I teach 2-3 different target regions, but I focus mainly on one
- I teach 4-5 different target regions, but I focus mainly on one or two
- I teach about all of the target regions, but I don't go into much depth for most of them
- I teach all of the target culture regions equally
- Other (please specify) _____

Q16 Which category best describes the instructional time you devote to the teaching of culture?

- Included in all my lessons (100%)
- Included in more than half of my lessons (50-75%)
- Included in less than half of my lessons (<50%)
- Not included in any of my lessons (0%)

Q17 With which of the following terms are you *very* familiar?

47. Achievement, Behavioral, and Informational Cultures
48. Big-C and little-c cultures
49. Communication, Cultures, Connections, Comparisons, Communities
50. Performance/performed culture
51. Products, Practices, and Perspectives
52. Olympian culture, or culture MLA vs. Hearthstone culture, or culture BBV
53. Surface vs. Deep culture
54. Other (please specify)
55. Other 2 (please specify)

Q18 How comfortable do you feel teaching the following items in your classroom?

	Not at all comfortable	Somewhat uncomfortable	Neither comfortable nor uncomfortable	Somewhat comfortable	Extremely comfortable
Art and music of the target culture(s)	•	•	•	•	•
Comparisons between the native and target culture(s)	•	•	•	•	•

Critical thinking skills	•	•	•	•	•
Daily practices of the target culture(s)	•	•	•	•	•
Geography of the target culture(s)	•	•	•	•	•
Grammar of the target language	•	•	•	•	•
History of the target culture(s)	•	•	•	•	•
Literature of the target culture(s)	•	•	•	•	•
Oral (speaking) skills in the target language	•	•	•	•	•
Reading skills in the target language	•	•	•	•	•
Strategies for language learning	•	•	•	•	•
Vocabulary of the target language	•	•	•	•	•
Writing in the target language	•	•	•	•	•
Perspectives of the target culture(s)	•	•	•	•	•
Products made or valued by the target culture(s)	•	•	•	•	•

Q19 What is *most likely* to prevent you from teaching culture in your classroom? (Select only one response.)

- Nothing prevents me
- Insufficient knowledge
- Insufficient materials
- Insufficient training
- Lack of funding
- Lack of institutional support
- Lack of technology access
- Lack of time
- Other (please specify) _____

Q20 What motivates your decisions *most* when it comes to setting your curriculum? (Select only one response.)

- Community expectations
- District/State standards
- My personal interests
- Institutional expectations
- What I believe is best for my students
- Other (please specify) _____

Q21 Drag and drop your top 4 components of the language classroom to rank them *in order of importance* to you when teaching a foreign language course. (You only need to select your top 4 components; #1 means most important.)

- _____ Classroom business
- _____ Oral assessment of the target language
- _____ Teaching comparisons between the target and native cultures
- _____ Teaching the daily practices of the target culture(s)
- _____ Teaching the grammar systems of the target language
- _____ Teaching history and geography of the target culture(s)
- _____ Teaching listening comprehension in the target language
- _____ Teaching the perspectives of those who live in the target culture(s)
- _____ Teaching reading in the target language
- _____ Teaching and practicing speaking in the target language
- _____ Teaching the vocabulary of the target language
- _____ Teaching writing in the target language
- _____ Written assessment of the target language
- _____ Other (please specify)

Q22 Drag and drop your top 4 components of the language classroom to rank them *in order of instructional (class) time spent* in your foreign language courses. (You only need to select your top 4 components; #1 means most time spent.)

- _____ Classroom business
- _____ Oral assessment of the target language
- _____ Teaching comparisons between the target and native cultures
- _____ Teaching the daily practices of the target culture(s)
- _____ Teaching the grammar systems of the target language
- _____ Teaching history and geography of the target culture(s)
- _____ Teaching listening comprehension in the target language
- _____ Teaching the perspectives of those who live in the target culture(s)
- _____ Teaching reading in the target language
- _____ Teaching and practicing speaking in the target language
- _____ Teaching the vocabulary of the target language
- _____ Teaching writing in the target language
- _____ Written assessment of the target language
- _____ Other (please specify)

Q23 Drag and drop your top 4 components of the language classroom to rank them *in order of planning time spent* in your foreign language courses. (You only need to select your top 4 components; #1 means most time spent.)

- _____ Classroom business
- _____ Oral assessment of the target language
- _____ Teaching comparisons between the target and native cultures
- _____ Teaching the daily practices of the target culture(s)
- _____ Teaching the grammar systems of the target language
- _____ Teaching history and geography of the target culture(s)
- _____ Teaching listening comprehension in the target language
- _____ Teaching the perspectives of those who live in the target culture(s)
- _____ Teaching reading in the target language
- _____ Teaching and practicing speaking in the target language
- _____ Teaching the vocabulary of the target language
- _____ Teaching writing in the target language
- _____ Written assessment of the target language
- _____ Other (please specify)

Q24 Drag and drop your top 4 components of the language classroom to rank them *in order of how much technology you use* (PowerPoint presentations, foreign content websites, helpful applications for study and assessment, etc.) to teach them in your foreign language classroom. (You only need to select your top 4 components; #1 means most use of technology in instructional materials.)

- _____ Classroom business
- _____ Oral assessment of the target language
- _____ Teaching comparisons between the target and native cultures
- _____ Teaching the daily practices of the target culture(s)
- _____ Teaching the grammar systems of the target language
- _____ Teaching history and geography of the target culture(s)
- _____ Teaching listening comprehension in the target language
- _____ Teaching the perspectives of those who live in the target culture(s)
- _____ Teaching reading in the target language
- _____ Teaching and practicing speaking in the target language
- _____ Teaching the vocabulary of the target language
- _____ Teaching writing in the target language
- _____ Written assessment of the target language
- _____ Other (please specify)

Q25 If you live in Utah, in which school district do you teach?

- (Charter School)
- (Private School)
- Alpine
- Beaver
- Box Elder
- Cache
- Canyons
- Carbon
- Daggett
- Davis
- Duchesne
- Emery
- Garfield
- Grand
- Granite
- Iron
- Jordan
- Juab
- Kane
- Logan
- Millard
- Morgan

- Murray
- Nebo
- North Sanpete
- North Summit
- Ogden City
- Park City
- Piute
- Provo City
- Rich
- Salt Lake City
- San Juan
- Sevier
- South Sanpete
- South Summit
- Tintic
- Tooele
- Uintah
- Wasatch
- Washington
- Wayne
- Weber
- Other

Q26 What is the highest degree or lane of education you have achieved?

- Bachelor's degree
- Bachelor's +20 semester hours
- Bachelor's +37
- Bachelor's +50
- Bachelor's +70
- Master's degree
- Master's +20
- Master's +37
- Doctoral degree

Q27 In what year did you complete your teacher training/certification?

- Prior to 1980
- Between 1980 and 1990
- Between 1991 and 1995
- 1996
- 1997
- 1998
- 1999
- 2000
- 2001
- 2002
- 2003
- 2004
- 2005
- 2006
- 2007
- 2008
- 2009
- 2010
- 2011
- 2012
- 2013
- My teacher training is ongoing
- I am not a certified teacher

Q28 Please indicate how many years you have been teaching a foreign language.

- Current student teacher/intern
- Less than 1 year
- 1-3 years
- 4-10 years
- 11-15 years
- 16-20 years
- 20+ years

Q29 In which of the following professional development opportunities do you <i>regularly</i> participate? (Select all that apply.)

56. Attend departmental or in-service trainings (as a job requirement)
57. Attend professional conferences and workshops
58. Member of professional organization(s)
59. National Board Certification
60. Read professional journals
61. Read blogs/websites about professional topics
62. Read newspaper or magazine articles about professional topics
63. Read social media on professional topics
64. Take graduate/continuing education courses
65. Other (please specify) _____

Q30 Of which professional organizations are you currently a member? (Select all that apply.)

66. American Association of Teachers (AAT) of _____ (Language)
67. American Council on the Teaching of Foreign Languages (ACTFL)
68. Southwest Coalition of Language Teachers (SWCOLT)
69. Utah Education Association/National Education Association (UEA/NEA)
70. Utah Foreign Language Association (UFLA)
71. Other (please specify) _____

Q31 Please select the *primary* ways in which you learned the language(s) you teach. (Select all that apply.)

72. I am a Native Speaker
73. College/University
74. K-12 Schooling
75. LDS Mission
76. (Non-Academic) Residence Abroad
77. Study Abroad/Internship
78. Television
79. Other (please specify) _____

Q32 How long have you spent (visiting, studying, or living) in a culture of the target language you teach?

- I have never been to a target culture of the language I teach
- Less than one month
- 1-3 months
- 4-10 months
- 11-18 months
- 19 months-3 years
- More than three years

Q33 If you are interested in helping the researcher more fully answer her research questions, please upload (or email to dtasay@gmail.com) a copy of your syllabus/disclosure document for the lowest level of the language(s) you teach (Level 1 preferred, if applicable). This information will remain completely anonymous and will only be used for the purposes of this research study.

Q34 If you are interested in directly receiving the results of this study, please provide your email address below.

Q36 Thank you so much for your participation in this study! If there is anything that you feel needs clarification, or if there is anything else that you would like to share regarding culture in the foreign language classroom, please leave your comments or questions below.

Appendix B: Rank Order (“Top 4”) Question Statistics

Q 21 Rank your top 4 components of the language classroom *in order of importance* to you when teaching a foreign language course. 1 means the most important.

- There were 61 respondents for this question.
- A lower mean indicates a higher ranking.
- Values are rounded to two decimal places.
- A preserved mean is used for this question; all response options after the top 4 selected per respondent were given a value of 5.

FL Classroom Component	Mean	Standard Deviation	Variance	Min	Max
Speaking in the TL	2.08	1.36	1.84	1	5
Vocabulary of the TL	3.15	1.71	2.93	1	5
Listening Comprehension in the TL	3.38	1.49	2.21	1	5
Grammar Systems of the TL	4.18	1.22	1.48	1	5
Reading in the TL	4.23	1.04	1.08	1	5
Writing in the TL	4.3	1.07	1.14	1	5
Oral Assessment of the TL	4.59	0.84	0.33	2	5
Perspectives of those who live in the TC	4.77	0.78	0.61	1	5
Comparisons between the TC and NC	4.8	0.57	0.33	2	5
Written Assessment of the TL	4.85	0.6	0.36	1	5
Classroom Business	4.85	0.65	0.43	1	5
Daily Practices of TC	4.9	0.4	0.16	3	5
Other (please specify)	4.92	0.53	0.28	1	5
History and Geography of the TC	5	0	0	5	5

Q 22 Rank your top 4 components of the language classroom *in order of instructional (class) time spent* in your foreign language courses. 1 means the most important.

- There were 61 respondents for this question.
- A lower mean indicates a higher ranking.
- Values are rounded to two decimal places.
- A preserved mean is used for this question; all response options after the top 4 selected per respondent were given a value of 5.

FL Classroom Component	Mean	Standard Deviation	Variance	Min	Max
Speaking in the TL	2.3	1.38	1.91	1	5
Vocabulary of the TL	2.7	1.65	2.71	1	5
Listening Comprehension in the TL	3.46	1.49	2.22	1	5
Grammar Systems of the TL	4.03	1.4	1.97	1	5
Reading in the TL	4.34	1.05	1.1	1	5
Writing in the TL	4.43	0.97	0.95	1	5
Classroom Business	4.67	0.85	0.72	1	5
Oral Assessment of the TL	4.74	0.7	0.5	2	5
Comparisons between the TC and NC	4.82	0.47	0.22	3	5
Written Assessment of the TL	4.82	0.47	0.22	3	5
Daily Practices of TC	4.87	0.56	0.32	2	5
Perspectives of those who live in the TC	4.9	0.44	0.19	3	5
Other (please specify)	4.92	0.53	0.28	1	5
History and Geography of the TC	5	0	0	5	5

Q 23 Rank your top 4 components of the language classroom *in order planning time spent* in your foreign language courses. 1 means the most important.

- There were 59 respondents for this question.
- A lower mean indicates a higher ranking.
- Values are rounded to two decimal places.
- A preserved mean is used for this question; all response options after the top 4 selected per respondent were given a value of 5.

FL Classroom Component	Mean	Standard Deviation	Variance	Min	Max
Speaking in the TL	2.97	1.64	2.69	1	5
Vocabulary of the TL	2.86	1.69	2.84	1	5
Grammar Systems of the TL	3.93	1.4	1.96	1	5
Reading in the TL	4.07	1.38	1.89	1	5
Listening Comprehension in the TL	4.12	1.27	1.62	1	5
Writing in the TL	4.31	1.04	1.08	1	5
Written Assessment of the TL	4.41	1.18	1.38	1	5
Oral Assessment of the TL	4.46	0.97	0.94	2	5
Classroom Business	4.68	1.02	1.05	1	5
Daily Practices of TC	4.76	0.84	0.7	1	5
Comparisons between the TC and NC	4.78	0.59	0.35	3	5
History and Geography of the TC	4.8	0.71	0.51	2	5
Perspectives of those who live in the TC	4.93	0.37	0.13	3	5
Other (please specify)	4.93	0.52	0.27	1	5

Q 24 Rank your top 4 components of the language classroom *in order of how much technology you use* (PowerPoint presentations, foreign content websites, helpful applications for study and assessment, etc.) to teach them in your foreign language classroom. 1 means the most important.

- There were 58 respondents for this question.
- A lower mean indicates a higher ranking.
- Values are rounded to two decimal places.
- A preserved mean is used for this question; all response options after the top 4 selected per respondent were given a value of 5.

FL Classroom Component	Mean	Standard Deviation	Variance	Min	Max
Vocabulary of the TL	2.53	1.6	2.57	1	5
Listening Comprehension in the TL	3.26	1.53	2.34	1	5
Speaking in the TL	3.9	1.41	1.99	1	5
Grammar Systems of the TL	4.28	1.25	1.57	1	5
Comparisons between the TC and NC	4.31	1.14	1.31	1	5
History and Geography of the TC	4.31	1.3	1.69	1	5
Reading in the TL	4.43	1.04	1.09	1	5
Perspectives of those who live in the TC	4.5	1.16	1.34	1	5
Daily Practices of TC	4.67	0.89	0.79	1	5
Oral Assessment of the TL	4.72	0.81	0.66	1	5
Writing in the TL	4.74	0.58	0.34	3	5
Written Assessment of the TL	4.79	0.69	0.48	1	5
Other (please specify)	4.79	0.89	0.8	1	5
Classroom Business	4.88	0.59	0.35	1	5