



# An Examination of Culture Knowledge: A Study of L2 Teachers' and Teacher Educators' Beliefs and Practices

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**Abstract:** *Historically, culture has not been emphasized as much as linguistic features in the teaching of second languages, but the introduction of the National Standards has provided an opportunity for a shift in this trend. This study surveyed 415 world language teachers and 64 teacher educators about the extent to which the culture standard is a focus of teaching and the motivators and barriers in maintaining culture knowledge. Using descriptive statistical analysis, survey results suggest that both groups share some concerns, motivations, and barriers to teaching culture, but they also differ in significant areas. The article concludes with some potential implications for teacher education programs as well as suggestions for continued professional development for teachers related to culture knowledge.*

**Key words:** *culture, professional development, Standards, survey results, teacher education*

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## Introduction

Teaching culture in the second language (L2) classroom can be challenging for teachers at all levels of instruction. This can be especially true for K–12 L2 teachers. Teachers at these levels face challenges preparing, teaching, and assessing culture, which is particularly critical in a time where more pressure is being placed on K–12 districts and universities to maintain and grow language programs. One of the challenges to teaching culture is the ability to learn and maintain culture knowledge. Teachers are often left to their own devices to find cultural resources, instructional strategies, and frameworks for the teaching of culture. Recently, however, the *Standards for Foreign Language Learning in the 21st Century* (National Standards, 2006) movement has reshaped how L2 teachers approach the teaching of language and culture in the classroom.

This is true for the area of culture, which in the past has suffered in comparison to linguistic elements of the classroom. Historically, culture has not been given the prominence it deserves within language curriculum, methodologies, and instructional techniques. In 1983, Stern stated that a balance between the two features of language study is difficult to achieve, either stressing linguistic forms, which in turn ignore the people who use the language, or emphasizing cultural matters, which fails to draw attention to linguistic form, making the language “superficial and unserviceable” (p. 191). Despite efforts in the field to create this balance, culture has never quite achieved the status that linguistic forms have over the years in regard to teaching methodologies.

In response to the call of L2 educators (Crawford-Lange & Lange, 1984, 2001; Met, 2004; Schulz, Lalande, Dykstra-Pruim, Zimmer-Lowe, & James, 2005; Stern, 1983) to make culture a more meaningful part of the L2 classroom, the present investigation is part of a study conducted by the Professional Development Board (PDB) of the LangSource Project of the National Foreign

Language Center at the University of Maryland (<http://www.langsource.umd.edu>) in association with ACTFL. It was the Board's charge to examine how pre-service foreign language teachers are prepared to teach culture and how in-service teachers are teaching culture.

## Review of Related Literature

In the 21st century, the Standards Movement provides an overarching and unified framework that situates culture as a primary component of language learning; however, this has not always been the case. A historical examination of the place of culture within teaching methodologies sheds light on the current status of culture in today's L2 classrooms and L2 methods courses.

### *Evolution of Cultural Instruction*

Over the years, the foreign language profession has sought out the ideal method to teach learners an L2. Because some of the early methodologies of choice lacked a cultural component, the integration of culture into the curriculum has suffered from a delayed start. A summary review of the evolution of the teaching methodology with reference to culture sheds light on why culture has been so long neglected.

From approximately 1800 to the early 1900s, students studied foreign languages almost solely through the Grammar-Translation Method (Mitchell & Vidal, 2001; Omaggio-Hadley, 2001; Stern, 1983). Initially, the method was used with the classical languages, Latin and Greek, but it was also adopted as a method for teaching modern languages when the latter were introduced into school curricula. In this teaching methodology, culture was equated to the literature students read as the fundamental course content and ultimate goal for understanding a language (Allen, 1985).

Developed as an oppositional methodology to the Grammar-Translation Method, the Direct Method emerged as a significant force in foreign language methodology from

around 1890 to 1930. This method focused instruction on the development of speaking skills, emphasizing proper pronunciation. This Direct Method kept the L2 learner in the here-and-now, often using classroom objects to guide language learning. Grittner (1996) stated that during this period culture was attended to mainly through pictures—textbook illustrations of great historical figures, churches, castles, cities, and everyday life. Typically, these cultural items were unrelated to the linguistic focus found in the texts (Grittner, 1996). These types of cultural information were too superficial to be described as authentic cultural artifacts; however, they represented a step toward authenticity of daily cultural interactions. The Direct Method did not require specialized education on the part of the teacher to learn to teach culture to the students, nor did it move the profession as a whole to seek out methods for teaching culture.

In the 1950s, culture occurred so infrequently in the curriculum that Nostrand (1988) reported, “The contention that . . . [teachers] ought to include the cultural context in their courses aroused their anger. They not only saw little need for this added burden, they were afraid of it” (p. 29). Soon, however, world events would cause this philosophy of instruction to change.

Late in this decade and borrowing heavily from Bloomfield’s American Structuralism and behavioral psychology, the Audiolingual Method (ALM) heavily influenced L2 instruction (Stern, 1983). This method relied on B. F. Skinner’s theories promoting habit formation through stimulus-response activities, such as drills, and overlearning language patterns (Omaggio-Hadley, 2001; Stern, 1983). A major goal of this method was to prepare learners to enter the target culture(s); therefore, the study of culture and the preparation of students to deal with the daily tasks of living in the target culture with some level of sociolinguistic appropriateness were mandatory (Brooks, 1971). This method trained students to react to specific cultural situations in appropriate ways so that they would

avoid social blunders (Benseler & Schulz, 1980). Many pre-service and in-service education courses were restructured during this period to prepare future and practicing teachers to use ALM in the classroom (Schulz, 2000; Smith, 2000). ALM flourished during the 1960s, and the prior feelings of anger and fear toward teaching culture gave way to more positive ones (Nostrand, 1988). Student language learning demands led to more comparisons of lifestyles between and among cultures than in learning just the language and/or the literature. Due to the behaviorist underpinning, students learned culture in a memorized manner that promoted cultural learning as facts. Indeed, culture during this time period was quite often viewed as a fifth “modality” of language, alongside reading, writing, listening, and speaking, and teachers often felt that it could be taught following the same pattern drill-type thinking that dominated the teaching of its modality counterparts.

Much time and money had been poured into the development and commercialization of ALM. Practitioners and stakeholders had expected to see great improvements in student learning. When these results did not materialize, other methods of teaching languages were sought out and the 1970s saw a “diversification of methodologies” (Mitchell & Vidal, 2001, p. 30). Most often these various methodologies, like their predecessors, did not emphasize the teaching of culture.

During this period, psychology was moving in a different direction (Martinez, 2010). Whereas behavioral psychology dictated much of what was included in ALM, cognitive psychology, with its emphasis on the thinking processes, contended that learning is more complex than simply responding to stimuli. Another significant school of psychology, humanistic psychology, posited that the learner’s affective needs require attention as well as his or her intellectual ones. Various foreign language teaching methodologies based upon these two schools of thought were developed

during this decade, such as the Cognitive-Code Method, the Natural Approach, and Communicative Language Learning (Omaggio-Hadley, 2001; Stern, 1983). Each of the various methods developed addressed the teaching of culture but generally continued to place it in a subordinate position to the new, emergent means to teach and learn linguistic features of the target language.

### *National Standards, Foreign Language, and Culture*

The 1980s witnessed the development of a proficiency movement (Grosse, 1993). Due in part to the diversified approaches to language teaching, there emerged a growing criticism of language education and its varying outcomes. By the end of the 1980s, the *Strength Through Wisdom* report lamented the state of L2 learning in America and called for a “common yardstick” to be established (Omaggio-Hadley, 2001, p. 11). In response to this call, ACTFL established the proficiency guidelines for all the modalities of L2 learning (Omaggio-Hadley, 2001). The Guidelines are independent of any curriculum; they are based upon experiential rather than theoretical foundations and contain a series of descriptors for each level of language ability. Due to the nature of these descriptors, one specific methodology was not deemed necessary to teach language skills. A significant drawback of the Guidelines was that the committees who created them were unable to establish guidelines for culture.

The Guidelines laid a foundation for the Standards Movement in the 1990s (Phillips, 1999). This movement traces its history back to the Reagan administration’s *A Nation at Risk* (U. S. Department of Education, 1983) report that recommended that college-bound students study 4–6 years of an L2 because “a foreign language introduces students to non-English speaking cultures, heightens awareness and comprehension of one’s native tongue . . .” (p. 26). Later, the Bush administration developed

the America 2000 project (later re-named Goals 2000 by the Clinton administration) that emphasized five core subject areas (English, math, science, history, and geography) of educational reform for the country. ACTFL, with the aid of other L2 professional organizations, labored in 1992 to establish the Standards to make foreign languages part of the core curriculum in American education (Omaggio-Hadley, 2001).

The Standards Project developed the National Standards for FL Learning, which consist of Communications, Cultures, Connections, Comparisons, and Communities, collectively known as the 5 Cs. These Standards outline the content of instruction for L2 teaching. As Phillips (1999) stated, “The standards framework does not prescribe an instructional approach or methodology. Instead, it reflects more broadly conceived purposes and objectives for language study for all the nation’s students” (p. xii). This shift away from a prescribed methodology allowed for instructors to assess their own teaching situation and adjust instruction accordingly. Most important with regard to culture, it was identified as a foundational component in foreign language learning, superseding skills development (National Standards, 2006; Peterson & Coltrane, 2003). Three of the five recently revised National Standards deal directly with culture:

#### **Cultures: Gain Knowledge and Understanding of Other Cultures**

Standard 2.1: Students demonstrate an understanding of the relationships between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

#### **Connections: Connect with Other Disciplines and Acquire Information**

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available

through the foreign language and its cultures.

**Comparisons:** Developing Insight Into the Nature of Language and Culture  
Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. (National Standards, 2006)

### *A Common Definition of Culture and Obstacles to Professional Development*

The present study focuses on Standard 2 of the National K–12 Standards for Foreign Language Learning, which is aimed at helping “students understand a different language *on its own terms*” (National Standards, 2006, p. 47; emphasis in original). This Standard deals with both the tangible and intangible aspects of a society, as demonstrated in Figure 1 (from National Standards, 2006, p. 47).

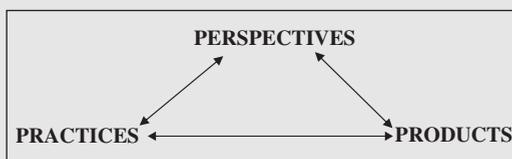
Practices are defined as the patterns of behavior that are accepted by a society (National Standards, 2006, p. 50). They are the knowledge that members of that society have that dictates what, when, and where to perform specific tasks. Products are what a society creates, both tangible (e.g., music, literature, dwellings) and intangible (e.g., oral tales, rituals, art) (National Standards, 2006, p. 51). Finally, perspectives are the underlying ideas, attitudes, meanings, and values that explain why a society performs its practices and creates its products (National Standards, 2006, p. 51). Some-

times the underlying “why” of a product or practice is readily identifiable, but not always. Sometimes the historical significance of the perspective is no longer embraced by the culture. Through language comparisons and contributing dimensions of the remaining 5 C’s, students gain an even greater insight from their language learning experiences.

The introduction of the Standards has influenced how teachers approach teaching. Scebold and Wallinger (2000) pointed out, “At last there is a useful framework of anticipated content knowledge and skills upon which to build models for articulation from elementary school to college” (p. 3). Before the Standards, early studies conducted by Moskowitz (1976) and Nerenz (1979) estimated that only 10% of time in the L2 classroom was dedicated to culture. Since the introduction of the Standards, the Social Science Education Consortium’s 1999 study of 1,566 secondary L2 teachers indicated that 42.8% of those surveyed integrated language study with culture on a regular basis (p. 26). More recent surveys conducted by the Center for Applied Linguistics reported that, increasingly, 83% of K–12 secondary school teachers of foreign languages reported instructional and curricular alignment with the National K–12 Standards for Foreign Language Learning, which identify communication and cultures as central themes (Rhodes & Pufahl, 2010, p. 6). In addition to increased exposure to the Standards at professional conferences, the latest textbook content and ancillary materials are also aligned with the Stan-

**FIGURE 1**

#### **Common Definition of Culture: Products, Practices, Perspectives**



dards (Kauchak & Eggen, 2008). The inclusion of the Standards in the field of L2 teaching and learning has provided a continued emphasis on the importance of culture and has supported the ongoing effort to reach the entire network of L2 teachers and educators.

Despite these efforts, the teaching and learning of culture remains a thorny issue. The implementation of cultural learning into the classroom curriculum is passionately debated in the profession of L2 teaching (Jarvis, 1977; Omaggio-Hadley, 2001; Stern, 1983). K–12 L2 teachers continue to struggle to find time to teach culture for various reasons. Their jobs require them to juggle the demands of multiple course preparations, to administer federally mandated assessments that do not focus on L2 learning, to teach dictated curricula, to perform noninstructional tasks, and to deal with the basic complexity of teaching and the challenge of having too much to do with too little time in general (López-Gómez & Albright, 2009; Met, 2008; Social Science Education Consortium, 1999). In addition, Mantle-Bromley (1992) suggested that teachers often must deal with student attitudes when it comes to teaching culture. L2 students have reported that the process of learning another culture can challenge their notions of their own culture, which can be an uncomfortable experience if not mediated by an experienced teacher (Dahl, Clementi, Heysel, & Spender, 2007; Gu, 2010).

Along with the multifaceted issues of culture within the L2 classroom, teacher education in general (Labaree, 2004; Watzke, 2003) and foreign language teacher education in specific (Bernhardt & Hammadou, 1987; Schulz, 2000; Vélez-Rendón, 2002) are rife with complex issues of how to prepare prospective teachers for their craft. A survey of teachers educated prior to the induction of the Standards cited their L2 teacher preparation programs as emphasizing literature with some, often little, precedence given to areas such as geography and history that provide insights

into perspectives around culture (Social Science Education Consortium, 1999). In his examination of 20 L2 methods course syllabi, Byrd (2007) found that, overall, little time is devoted to the study of how to teach culture. Sixty percent of the instructors in his study allowed for less than 10% of the total course time to teaching prospective teachers how to teach culture, with the lowest percentage being 2.4% of course time; another 20% only dedicated between 10 and 20% of the L2 methods course to teaching how to teach culture (pp. 109–110). Wilbur (2007) had similar findings in her examination of foreign language methods syllabi, stating that while the teaching of culture was represented in 22 of 32 syllabi, culture knowledge was not an evident component of the students' course grade or evaluation. Wilbur noted that "culture appeared to be a sideline experience" (p. 90). Similarly, Grosse (1993) discovered that less than half of the 157 foreign language syllabi in her study showed any inclusion of culture in the L2 methods course and that the average time spent on the teaching of culture amounted to less than one week of the course. In general, culture remains an overlooked component of most methods courses.

It is not surprising that due to minimal coverage of culture in teacher education programs teachers may lack the background knowledge that can connect practices and products to perspectives (Schulz, 2007). The beginnings of this background knowledge development can and should take place in the pre-service education of L2 teachers. Likewise, Schulz emphasized that teachers may benefit from better pre-service instruction on how to make comparisons between the first or native culture (C1) and the second or target culture (C2). She called for a revamping of teacher education programs to provide prospective teachers with historical, social, and political insights and to encourage teachers to critically examine significant cultural issues.

In a sense, pre-service teachers seem to lack opportunities to fully explore the

depth of culture knowledge while students in colleges of education. Through coursework and experiences, pre-service teachers begin to develop their teacher knowledge base (Wing, 1993). Shulman's (1987) long-standing model of teacher knowledge encompasses content knowledge, pedagogical content knowledge, and pedagogical knowledge, among other categories. Not only do prospective teachers need to begin developing cultural subject matter knowledge (Lafayette, 1993), but they also must be able to transform that knowledge for teaching (Cochran, DeRuiter, & King, 1993). Ultimately, teacher educators are responsible for guiding pre-service teachers in developing skills for problem solving, asking good questions, and acquiring knowledge about how languages and culture are learned in the classroom (Wing, 1993). With a well-rounded skill set, the pre-service teachers are left to their own devices to acquire, maintain, and learn to teach cultural awareness and knowledge. This task is complicated by issues such as the immense quantity of cultural information available (Lafayette, 1993), the fact that culture is in a continual state of flux (Crawford & McLaren, 2003), and the challenge in teaching culture to students who have not previously been exposed to cultural scenarios (Crawford & McLaren, 2003). With this said, time devoted to developing a cultural skill set during pre-service teacher education is crucial to future success in the L2 classroom.

### *Research on Professional Development*

As the foreign language profession advances a common framework with the Standards for language instruction and learning, best practices must be developed by linking research, theory, and practice (Phillips, 1999). The shift of focus in the L2 profession from methodologies of teaching languages, which often diminish the role of culture, to methodologies directed toward the Standards has implications for the preparation of L2 teachers to teach culture.

The researchers therefore seek to answer the following research questions:

1. To what extent are culture and the framework of products, practices, and perspectives a focus of learning to teach a foreign language as reported by teacher educators and L2 teachers?
2. What are the motivators and resources for maintaining culture knowledge for L2 teachers and teacher educators?
3. What are the barriers to maintaining culture knowledge for L2 teachers and teacher educators?

## **Methods**

Based on this review of literature, the study investigated the prevalence of a framework based on the Standards' (National Standards, 2006) three elements of culture (products, practices, and perspectives) in the teaching and learning experiences of teacher educators and K-12 teachers. The research team was particularly interested in motivators and barriers to teaching and learning and whether each of the three elements of culture was equally experienced across participants.

### *Participants*

Participants in the study were members of ACTFL during fall 2006 and spring 2007. Four hundred and fifteen teachers and 64 teacher educators from various elementary, middle, and secondary schools, as well as community colleges, colleges, and universities around the world, completed a survey specific to their current teaching placement at the time of the study.

The teacher educators represented an extensive array of experiences and characteristics. The majority of teacher educators taught at a university (46.9%) or a four-year college (12.5%) (see Table 1). Most teacher educators (31.3%) earned their first college degrees between 1966 and 1975, with the second largest group (28.1%) having earned their initial degrees

TABLE 1

<b>Institution Level (Current Position)</b>				
Institutions	Teacher Educators (N = 64)		Teachers (N = 415)	
	<i>f</i>	%	<i>f</i>	%
<b>K–12 Education</b>				
District/Diocesan	5	7.8	4	1.0
Elementary School	0	0	25	6.0
Middle School	1	1.6	39	9.4
Junior High School	0	0	8	1.9
High School	3	4.7	177	42.7
<b>Higher Education</b>				
Community College	2	3.1	10	2.4
Four-Year College	8	12.5	27	6.5
University	30	46.9	49	11.8
<b>Gov./Agency/Business</b>				
Government Agency	0	0	2	.5
Business/Company	1	1.6	2	.5
Non-Degree Institution	0	0	1	.2
Other	2	3.1	6	1.4
No answer	12	18.8	65	15.7
Total:	64	100	415	100

between 1986 and 1995 (see Table 2). Although many languages were represented, 67.2% of teacher educators were native English speakers, followed by native French speakers (9.4%) (see Table 3). Among the languages taught by teacher educators, the most common proved to be Spanish (56.3%), English as a Second Language (ESL) (45.4%), and French (43.8%) (see Table 4). The teacher educators sampled came from various regions from the United States, with no region representing more than 25% of the respondents (see Table 5).

Similar to the teacher educators, the L2 teachers also represented a variety of back-

grounds and attributes. The majority of L2 teachers taught at the high school level (42.7%), with some at the junior high/middle school level (11.3%) and a few at elementary schools (6.0%) (see Table 1). The L2 teachers were somewhat more evenly distributed in their first degrees. Most of them (62.8%) earned their initial degrees between 1966 and 1995. However, the largest single group of participants (27.2%) reported having earned their first degree between 1996 and 2007 (see Table 2). Approximately 71% of the teachers reported that they were native English speakers, while Spanish was the second largest group (11.8%) (see Table 3). Similar to

**TABLE 2****Year of First Degree Obtained**

Year	Teacher Educators (N = 64)		Teachers (N = 415)	
	<i>f</i>	%	<i>F</i>	%
1945–1955	1	1.6	0	0
1956–1965	5	7.8	17	2.4
1966–1975	20	31.3	84	20.2
1976–1985	7	10.9	91	21.9
1986–1995	18	28.1	86	20.7
1996–2007	7	10.9	113	27.2
No Answer	6	9.4	24	5.8
Total:	64	100	415	100

the teacher educators, 63.9% of L2 teachers stated that they taught Spanish, while 38.8% taught French and 25.3% taught ESL

(see Table 4). The L2 teachers sampled were also spread across many regions of the country (see Table 5).

**TABLE 3****First (Native) Language**

Language	Teacher Educators (N = 64)		Teachers (N = 415)	
	<i>f</i>	%	<i>f</i>	%
Arabic	1	1.6	3	0.7
Chinese	1	1.6	6	1.4
English	43	67.2	295	71.1
French	6	9.4	17	4.1
German	2	3.1	8	1.9
Italian	1	1.6	4	1.0
Japanese	0	0	7	1.7
Portuguese	1	1.6	3	0.7
Russian	0	0	1	0.2
Spanish	3	4.7	49	11.8
Other	2	3.1	6	1.4
No Answer	4	6.3	16	3.9
Total:	64	100	415	100

TABLE 4

Languages	Language(s) Taught			
	Teacher Educators (N = 64)		Teachers (N = 415)	
	<i>f</i>	%	<i>f</i>	%
Arabic	2	3.1	3	0.7
Chinese	5	7.8	11	2.7
ESL	29	45.4	110	25.3
French	28	43.8	161	38.8
German	15	23.4	60	14.5
Italian	5	7.8	22	5.3
Japanese	3	4.7	15	3.6
Latin	3	4.7	19	4.6
Portuguese	3	4.7	4	1.0
Russian	4	6.3	10	2.4
Spanish	36	56.3	265	63.9
Other 1	7	11.2	20	4.8
Other 2	1	1.6	2	0.4
Total:	141*	220.8*	702*	168*

\*Total frequency and percentage exceed the total population due to multiple answers available.

### *Survey Instrument Development and Piloting*

To accomplish the goal of examining how pre-service teachers are taught to teach culture, members of the PDB designed, piloted, and administered two surveys: one for practicing teachers and one for teacher educators (see Appendixes A and B). Participants self-identified into one of these two groups on the introductory page of the online survey and were directed to the appropriate survey based on their response.

While constructing the surveys, the researchers were quite concerned with the importance of validity. The PDB first considered content validity with a review of arguments in the literature, an examination

of existing surveys, and careful planning of the questions. Content validity refers to the degree that the content found in the surveys matches the theoretical construct under study (Brown, 2001). In fall 2005, all members of the PDB contributed potential survey items from the research literature on culture knowledge and instruction. Items for the survey suggested by members were examined and re-examined to determine if they would meet the needs of the project. The PDB discarded items that did not accomplish this goal. Likewise, members combined similar items in order to reduce the length of the survey.

Content experts reviewed the questions on the survey in November 2005 at the national conference of ACTFL in Baltimore,

**TABLE 5****Institution Location by Region (Current Position)**

Regions*	Teacher Educators (N = 64)		Teachers (N = 415)	
	<i>f</i>	%	<i>f</i>	%
Northeast	16	25	95	22.9
Midwest	15	23.4	90	21.7
South	11	17.2	78	18.8
West	8	12.5	68	16.4
Abroad	3	4.7	9	2.2
No Answer	11	17.2	75	18.1
Total:	64	100	415	100

\*Regions were divided according to U.S. Census Bureau data (retrieved September 24, 2008, from [http://www.census.gov/geo/www/us\\_regdiv.pdf](http://www.census.gov/geo/www/us_regdiv.pdf)).

Maryland. Board members conducted a special meeting, inviting the general membership of ACTFL to attend and provide feedback. These experts confirmed the appropriateness of the questions, answers, and categories on the survey and provided feedback on areas such as ambiguity, wording, and relevance of the questions and categories. Further, ACTFL members received pilot surveys during other sessions, such as the meeting of the Teacher Educator Special Interest Group (SIG), as did others who were interested in providing feedback. Generally, comments given to the latter group were sent to the PDB members via e-mail. Based on the feedback from this conference, members made revisions.

With the revisions in place, the PDB created the instrument in an online survey format and uploaded it to a shared server for additional revision and piloting. In spring 2006, colleagues of the PDB who had expressed an interest at the prior ACTFL conference reviewed the online survey. In addition to provided response items, "other" category responses and short-answer questions allowed participants to provide specific feedback. At the end

of the survey, an essay comments box allowed for suggestions and criticisms from participants in a broader manner. PDB members examined comments from these volunteers and made revisions to the survey instrument.

The PDB also considered the face validity of the instrument to ensure that it appeared to be valid and professional. Along with the format of existing instruments (Becker, Ravitz, & Wong, 1999; Cummings, 2005; Levy, 1997), the panel of experts reviewed the design of the survey at the 2005 ACTFL conference. The panel made comments on the instructions, alignment, proximity, look of the check-boxes, drop-down versus radio button design, and color contrast.

The resultant teacher educator survey consisted of 26 items divided into five sections: (1) Teaching and Work with Pre-service and In-service Teachers, (2) Professional Development Beliefs, (3) Professional Development Practices, (4) Participant Information, and (5) Course or In-service Syllabus & Student/Client Contacts. The teacher survey consisted of 28 items divided into four sections: (1) Where and when did

you learn to teach culture? (2) Professional Development, (3) Teaching Philosophy and Practice, and (4) Participant Information.

### *Publicizing the Survey*

In fall 2006, PDB members sent requests to complete the survey to ACTFL membership through several solicitation steps. First, in October 2006, ACTFL delivered an announcement of the availability of the surveys via an electronic newsletter on two separate occasions, providing a link to the survey in the e-mail. Second, ACTFL members learned that the survey was available from a link on ACTFL's homepage at <http://www.actfl.org> from October 2006 to the end of March 2007. Third, at the November national convention of ACTFL in Nashville, Tennessee, the PDB actively solicited the general membership to participate in the survey. In addition, time was allotted during a session of the Teacher Educator SIG for the PDB to report initial findings and to encourage ACTFL members to take the survey. Similar encouragement was offered during appropriate sessions, such as individual sessions conducted by or attended by individual members of the PDB. Finally, in January 2007, ACTFL once again promoted the surveys in the publication *The Language Educator*. The surveys were available to ACTFL members of ACTFL through the end of March 2007.

### **Data Analysis and Results**

Data analysis focused on how the different groups described (1) the extent and framework of products, practices, and perspectives from a focus of learning to teach foreign languages; (2) the motivators and resources for maintaining culture knowledge; and (3) the barriers to maintaining culture knowledge. Comparisons of the simple means of each area derived from 5-point Likert scales (where 1 is the lowest score and 5 is the highest score) demonstrated where the two groups' beliefs and reported resources were similar and where they differed.

Tables 6–9 summarize the results of the statistical analyses addressing the research questions. The researchers conducted a *t* test on each of the answers given by teacher educators and teachers in order to compare the difference between the means of both groups. In addition, the researchers performed two analyses of variance (ANOVA) to understand if there was a statistically significant difference within these groups on the means reported for the three dimensions of culture (see Tables 6 and 7).

### *Effort in Maintaining Culture:*

#### *Perspectives*

Table 6 presents response means to the amount of effort involved in the maintenance of the three basic components of culture knowledge as defined by the National Standards (National Standards, 2006): products, practices, and perspectives. There was no significant difference between the amount of effort that teachers and teacher educators placed in the maintenance of their culture knowledge (both of their means fell within the low or high range of "some emphasis" on the Likert scale). A one-way ANOVA tested for differences among the three dimensions of culture within each group of participants. The within-group comparison found that maintenance of culture differed significantly across the three dimensions, with cultural perspectives reported as taking more effort to maintain than the other dimensions (teacher educators  $F(2) = 2.549$ ,  $p < .1$ ; teachers  $F(2) = 2.47$ ,  $p < .1$ ).

#### *Differences in Perspectives Among Teachers and Teacher Educators*

Table 7 outlines the extent to which each dimension of culture was emphasized in the professional practices of teacher educators and the way in which the teachers perceived how these dimensions were carried out in their pre-service preparation programs. Whereas teacher educators rated perspectives highest in terms of emphasis in their preparation of L2 teachers ( $M = 3.69$ ), teachers reported that this aspect of culture

**TABLE 6****Effort Involved in the Maintenance of Components of Culture Knowledge**

Components	Teacher Educators (N = 64)		Teachers (N = 415)		t
	M	(SD)	M	(SD)	
Cultural Products (tangible products: literature, art, crafts, song, dance, etc.)	3.33	1.19	3.54	0.99	-1.55
Cultural Practices (knowledge of what to do, when, and where)	3.60	1.06	3.43	1.05	1.24
Cultural Perspectives (ideas and attitudes)	3.78	1.17	3.59	1.06	1.32
Significance within groups (one-way ANOVA)	.081*		.085*		
F value	2.549		2.470		

Scale: 1 = no emphasis, 2 = only a little emphasis, 3 = some emphasis, 4 = considerable, but not primary emphasis, 5 = primary emphasis.

\* $p < .10$

was least emphasized in their pre-service courses ( $M = 3.08$ ). The difference between these two means was statistically significant at the  $p < .05$  level ( $t(344) = 3.49$ ). The within-group comparisons mirrored these results. There was no significant difference within the means reported by teacher educators regarding the emphasis they placed in their courses across the three cultural dimensions in teaching. However, the within-group comparison of the teachers group showed that the means for products ( $M = 3.41$ ), practices ( $M = 3.15$ ), and perspectives ( $M = 3.08$ ) were significantly different from the teachers' point of view as to how they were prepared to teach culture ( $F(2) = 0.01$ ,  $p < .05$ ). These findings suggest a disparity of perceptions among teacher educators and teachers regarding the emphasis given to cultural perspectives in methods courses.

Despite some shared perceptions of receiving limited emphasis on cultural

perspectives throughout the methods courses of their teacher preparation programs, teachers indicated spending considerable amounts of time in their own classrooms on cultural practices ( $M = 4.01$ ), cultural perspectives ( $M = 4.00$ ), and expressive products, such as art or music ( $M = 3.98$ ). As seen in Table 10, the findings also suggest that teachers emphasize connections among cultural perspectives, practices, and products ( $M = 3.82$ ) as well as tangible products like food or dress ( $M = 3.81$ ) only occasionally in their classrooms. Cultural connections may be another area less emphasized during methods courses.

#### *Influence of Standards on Teacher Educator Practices*

The results of the different aspects, components, and factors involved in the process of acquisition and maintenance of culture,

**TABLE 7**

**Emphasis on Culture in Pedagogical Practices of Teacher Educators vs. Pedagogical Activity Requirements of Teachers Reported During Teacher Education Courses**

Components	Teacher Educators (N = 64)		Teachers (N = 182)**		t
	M	(SD)	M	(SD)	
Cultural Products (tangible products: literature, art, crafts, song, dance, etc.)	3.34	1.09	3.41	0.96	-0.53
Cultural Practices (knowledge of what to do, when, and where)	3.38	1.22	3.15	1.20	1.30
Cultural Perspectives (ideas and attitudes)	3.69	1.18	3.08	1.20	3.49*
Significance within groups (one-way ANOVA)	0.183		0.01*		
F value	1.713		4.657		

\* $p < .05$  Scale: 1 = no emphasis, 2 = only a little emphasis, 3 = some emphasis, 4 = considerable, but not primary emphasis, 5 = primary emphasis.

\*\*The sample in this analysis indicates the teachers who were enrolled in a teacher preparation program. Those who were not enrolled were prompted to skip this question of the survey.

culture knowledge, and culture teaching can be seen in Tables 8 and 9. The first section of Table 8 portrays the aspects that motivated teachers and teacher educators to maintain their culture knowledge. Although the results varied greatly between and within each of the items, it can be noted that colleagues ( $t(458) = 3.48, p < .05$ ), curriculum components ( $t(463) = 2.28, p < .05$ ), and the National Standards ( $t(451) = 4.35, p < .05$ ) were significantly greater motivators for teacher educators to maintain their culture knowledge than they were for teachers. Along the same lines, responses regarding the resources that influence the focus participants gave to culture in their pedagogical practices indicated a statistically significant difference

between teachers and teacher educators. Teacher educators were more greatly influenced by the National Standards ( $t(440) = 8.66, p < .05$ ), local standards from school districts ( $t(426) = 6.29, p < .05$ ), NCATE/ACTFL Standards ( $t(438) = 7.61, p < .05$ ), and state standards ( $t(433) = 7.79, p < .05$ ) than teachers. On the other hand, personal experiences were deemed to be of significant influence in the practice of teachers ( $t(73.435) = -3.30, p < .05$ ) rather than in that of teacher educators. These findings suggest that the Standards are seen as a greater resource and motivator to maintain culture knowledge for teacher educators than for teachers, whereas personal experiences are more valuable to teachers. See Table 8 for more information.

**TABLE 8****Motivators and Resources for Maintaining Culture Knowledge**

Components	Teacher Educators ( <i>N</i> = 64)		Teachers ( <i>N</i> = 415)		<i>t</i>
	<i>M</i>	( <i>SD</i> )	<i>M</i>	( <i>SD</i> )	
Motivators to maintain culture knowledge:					
Interest in culture	4.58	0.64	4.68	0.59	-1.23
Students	4.11	0.85	4.22	0.86	-0.88
Current events	4.06	0.92	—	—	—
Personal travel	4.03	1.16	4.17	1.20	-0.82
Curriculum	3.58	0.97	3.25	1.06	2.28*
National Standards	3.30	1.35	2.53	1.28	4.35*
Colleagues	3.28	1.11	2.72	1.17	3.48*
Travel with students	2.56	1.45	2.96	1.62	-1.79
License renewal	1.60	0.92	1.57	0.97	0.20
School district	—	—	1.80	1.04	—
Other	4.20	1.78	3.48	1.89	0.79
Resources that influence the focus on culture teaching:					
Personal experiences	4.31	0.74	4.64	0.61	-3.30*
Personal research	4.22	0.96	4.44	0.85	-1.81
National Standards	4.04	1.17	2.61	1.21	8.66*
NCATE/ACTFL Standards	3.86	1.21	2.58	1.22	7.61*
State standards	3.70	1.33	2.37	1.23	7.79*
Institutional programmatic needs	3.59	1.07	2.61	1.30	6.21*
Textbook	3.18	0.88	3.05	1.14	0.84
Local school districts	2.93	1.35	1.94	1.08	6.29*
Other	4.00	1.67	3.19	1.90	0.96

\* $p < .05$ . Scale: 1 = lowest value or category, 5 = highest value or category.

### *Barriers in Funds, Time, and Resources*

Both groups highlighted the lack of funds and lack of time as primary barriers to maintaining their culture knowledge. A lack of resources was also a minor barrier

to both groups, although K-12 teachers placed significantly more importance on this aspect ( $t(462) = -2.26, p < .05$ ). Table 9 outlines the barriers encountered by teachers and teacher educators as they attempted to maintain their culture knowledge.

TABLE 9

## Barriers to Maintaining Culture Knowledge

Components	Teacher Educators (N = 64)		Teachers (N = 415)		t
	M	(SD)	M	(SD)	
Barriers to the maintenance of personal culture knowledge:					
Lack of time	3.56	1.09	3.58	1.09	- 0.16
Lack of monetary funds	3.37	1.12	3.68	1.17	- 1.95
Lack of resources (books, satellite connection, etc.)	2.22	1.14	2.62	1.27	- 2.26*
Too much information	2.22	1.10	2.12	1.10	0.70
Unsure how to represent all cultures	1.98	1.04	2.11	1.14	- 0.81
Limited Internet availability	1.34	0.75	1.55	0.94	- 1.95
Other	3.66	1.63	2.96	1.62	0.96

\* $p < .05$ . Scale: 1 = not a barrier, 2 = minor barrier, 3 = occasionally a barrier, 4 = significant barrier, 5 = primary barrier

## Discussion

### *Differences in Perspectives*

The first research question asks: To what extent are culture and the framework of products, practices, and perspectives a focus of learning to teach a foreign language as reported by teacher educators and L2 teachers? Teacher educators and teachers differed significantly in their perception of emphasis on the perspectives aspect of culture in their L2 methods course. According to the data from these surveys, teachers felt that the instructors from their L2 teacher education programs stressed culture products and practices more frequently than perspectives. This finding supports Schulz's (2007) suggestion that pre-service teachers report that they are not provided with the opportunity to develop the skills needed to examine the perspectives underlying products and practices in a sufficient enough manner to teach them effectively to students once the teacher has left the teacher education program. In the present study,

the self-reported data from in-service teachers show that teachers rated somewhat lower than teacher educators the concept of teaching the connections among the perspectives, products, and practices. This point re-emphasizes the findings of the survey conducted by the Social Science Education Consortium (1999), where teachers indicated that they spend the least amount of time teaching the relationships among these aspects of culture. Perhaps teachers feel that they have not been given the skills to do so effectively in their teaching. However, elsewhere in the current survey, the teachers listed practices, perspectives, and expressive products as the areas where they devote most of their culture-related classroom time. As a general outcome, the respondents seemed to be reporting that they provide their students with all the sub-parts of culture but may need support with their integration. Teacher educators need to address this as an area of focus in their L2 methods course for

**TABLE 10****Amount of Time Teachers Spend on These Topics When Teaching About Culture**

Topics	Teachers (N = 415)	
	M	SD
Cultural practices (knowledge of what to do, when, and where)	4.01	.790
Cultural perspectives (ideas and attitudes)	4.00	.827
Expressive products (literature, art, music, dance, songs)	3.98	.857
Connections among cultural perspectives, practices, and products	3.82	.912
Tangible products of the culture (food, dress, objects)	3.81	.879
Geography and environment	3.67	.782
History	3.61	.863
Other (N = 21)	2.76	1.76

Scale: 1 = never used, 2 = rarely used, 3 = occasionally used, 4 = frequently used, 5 = used all the time.

pre-service teachers. Similarly, the profession can address ways of tying these sub-parts together in conference sessions and in-service workshops. These arenas need to provide pre- and in-service teachers the opportunities to critically examine various cultural issues with an eye toward identifying underlying insights that can tie the 3 Ps together (see Schulz, 2007).

It is interesting to note that teachers reported that cultural perspectives were the least emphasized aspect of culture teaching from their pre-service programs but that they played an important role in their own classrooms. Lafayette (1993) suggested that one major source of teacher knowledge comes from the experience of teaching the subject (p. 128). Although at-work experience is a good and useful knowledge source, it can be enhanced through more explicit teaching in the pre-service setting (Byrd, 2007). Teacher educators can move beyond the traditional methods of teaching culture for their prospective teachers. For instance, when designing a culture capsule assignment in a methods class, pre-service

teachers can be shown how to expand the task to include a class discussion or written essay that allows their future students to examine the possible underlying causes of the products or practices highlighted within the capsule.

### *Motivations for the Teaching of Culture*

The second research question reads: What are the motivators and resources for maintaining culture knowledge for L2 teachers and teacher educators? Little previous research has been done in the area of motivators of L2 teachers for the teaching of culture. Broadly speaking, Liston (2004) suggested that many teach due to their interest and excitement in a specific content area and want to share it with others. The present study indicates that both teachers and teacher educators rated their own interest in culture as the most important motivator for maintaining culture knowledge. These are generally people who have experienced other cultures firsthand (Social

Science Education Consortium, 1999). This finding was also reflected in both groups' second-highest motivator category: personal travel. L2 teachers seemed to be motivated to share their enjoyment of learning about the culture with others. Hall and Davis (1995) and McGinnis (1994) indicated in their respective studies that a major factor that motivates foreign language students is an interest in learning about the target culture. This, therefore, makes an ideal match. On the other end of the spectrum, the lowest area of motivation reported in this study for both groups was license renewal. Although K–12 L2 teachers are required to have a firm grasp on culture for initial licensure (Interstate New Teacher Assessment and Support Consortium, 2002), perhaps most teachers and teacher educators realize that state licensure agencies do not require knowledge of a target culture as a major factor for renewing that license. A recommended outcome is for the L2 profession to lobby for increased emphasis on the skills of teaching culture in licensure renewal, as they are crucial to the success of the foreign language teacher.

### *Influence of the Standards on Teachers as a Motivator*

The Standards in their various forms (i.e., district, NCATE/ACTFL, state, and national) seemed to carry differing importance for each group. In all instances, the teacher educators rated the Standards higher as a resource for maintaining their culture knowledge than the teachers. Similarly, teacher educators also viewed the Standards as a more valuable resource to influence cultural teachings than did teachers. One possible reason for this discrepancy is the teacher educators' tendency to focus on research in their jobs. This group may spend more time in their service, research, and teaching reviewing the L2 Standards and may be more cognizant of the Standards as a motivating force. However, K–12 teachers may be less likely to do research and, possibly due to a lack of focus on

re-licensure policies, they may not focus on reviewing the Standards on a regular basis. Similarly, the distracters of the K–12 situation, such as allocations for professional development, may draw this group's attention away from this resource (see Schulz, 2007).

### *Allocated and Funded Professional Development*

The final research question asks: What are the barriers to maintaining culture knowledge for L2 teachers and teacher educators? The results on this question also showed a high level of congruence between the two groups. Lack of funding and adequate time were consistent across the two groups as the major barriers to the teaching of culture.<sup>1</sup> Other studies have found that financial and time barriers influence the teaching of culture (Mantle-Bromley, 1992; Met, 2008; Social Science Education Consortium, 1999). Teacher educators and teachers alike may not earn enough to allow them to travel sufficiently, either to target cultures or to conferences, as frequently as they feel is necessary to maintain their culture knowledge. Likewise, teachers and teacher educators may suffer from a lack of time, in large part due to the demands of their respective assignments. This finding points to the continued need for dedicated professional development experiences that engage both sets of educators, either as a priority in allocated professional development plans or in new funding requests. Consistent with this finding, a 2008 survey conducted for ACTFL found that teachers' most pressing needs in support of the teaching of languages was professional development based on best practices (National Research Center for College & University Admissions, 2008). This literature and the results of the present study point to a specific need for organized and funded opportunities to provide time for teacher educators and teachers to learn more about the complexities of cultural teaching and assessment. It would also seem that these opportunities must be

provided close to the teachers' and teacher educators' workplaces. These opportunities could include language camps with a significant portion of the time focused on maintaining culture knowledge, effective workshops geared toward culture learning, and an increase in local or regional conferences, emphasizing sessions on how to teach culture.

### *Organizing Resources for Effective Instruction*

Both teacher educators and teachers listed limited Internet access and an uncertainty of how to represent all cultures as the least problematic barrier in maintaining culture. Various studies (Bernhardt & Kamil, 1997; Cummings, 2008; Moore, Morales, & Carel, 1998) have demonstrated that when teachers have access to technology, including Internet access, they therefore have access to cultural information. It is also encouraging to realize that teacher educators and teachers feel that they are able to represent the spectrum of cultures that are tied to their target language. Recent literature has focused on how teachers can work with this multiplicity of culture knowledge to effectively organize and deliver instruction (see Abrams, Byrd, Moehring, & Boovy, 2006; Byrd & Wall, 2009; Kuttenberg, 2003).

### **Limitations and Future Research**

Limitations to the present study must be considered. First, there are interpretive limitations of this study. All the respondents were members of a professional association, ACTFL, and may be more aware of the Standards Movement and more involved in culture teaching.

Furthermore, the instrument is limited in that the results are reported and not observed. Participants may feel that they should report what they "believe" should be believed. It would be difficult to ascertain whether or not participants were candid.

The purpose of this study is to contribute to the current understanding of culture teaching and culture knowledge development. Future research is needed to further explore not only this complex area of teacher knowledge, but also its manifestation in colleges of education and foreign language classrooms across the country. A comparative methods classroom and L2 classroom understanding of the teaching of culture and which aspects of culture are learned and acquired by students is a complex and challenging endeavor and one that deserves further inquiry. In addition, a better understanding of the stages of cultural teacher knowledge and the current state of cultural instruction would also merit further investigation.

### **Conclusion**

The results of this study point to several areas of needed development in the profession. Both teacher educators and teachers identified perspectives as the most challenging cultural dimension to maintain over products and practices. The profession needs to address this need and support pre-service teachers, in-service teachers, and teacher educators to deepen their understanding of cultural perspectives and continue developing their cultural teacher knowledge base. Understanding underlying cultural attitudes and beliefs and knowing how to teach them is a challenging task and one that deserves more professional attention.

Further, although teacher educators and teachers share several motivators in pursuing and disseminating culture knowledge, the Standards, as a resource upon which to draw, must become a more significant factor in renewing teaching licenses. If L2 licensure continues to de-emphasize the teaching and learning of culture, this underlying message may influence classroom practices and student learning. An examination of L2 teaching licensure in relation to culture is vital to the continued integration of culture in L2 teaching.

Finally, the issues of time and money continue to be a problem for L2 educators at all levels in maintaining culture knowledge. It would be worthwhile to collaborate to find better ways to make this knowledge accessible to all to better meet students' needs.

With the introduction of the Standards and the ability to focus on how culture knowledge can be transmitted in the classroom, the profession continues to advance in the teaching and learning of culture. However, much remains to be done to reach the balance between linguistic and cultural elements addressed by Stern more than 30 years ago (1983). Examination and action on the finding of this study may aid the profession in reaching the goal of effectively merging the cultural and linguistic demands of the L2 classroom.

## Note

1. Teacher educators and teachers rated most high the "other" category for question on barriers. Although teacher educators rated it highest and had the opportunity to report specifically what the barrier was, only five of the 64 participants provided this information. Three reported that institutions (local, state, and national) did not provide support, financial or through workshops. One participant felt that the term *culture* was too big of a construct to define easily. The final participant cited family responsibilities as a hindrance. Four of these responses (including family responsibilities) could be tied directly into financial matters or time. The results showed a similar pattern for teachers in the "other" category.

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**APPENDIX A**
*Teacher Survey—ACTFL 2006*

Part I. Where and how did you learn to teach culture? The following section focuses on your teaching background and preparation. Your responses are sought as a practicing language teacher.

1. Are you a teacher of a world language?

Yes No

2. Please take a moment to recall where you *first experienced* as a language student, the formal teaching of the culture of your target language. Was it in a (please select one):

- a. High school foreign language class
- b. College language or literature course
- c. College cultural studies course
- d. In-service program
- e. Other

3. When/If you were enrolled in a teacher preparation program, were you required to design cultural pedagogical activities? Please check all that apply:

Yes, it was part of my methods course requirements

Yes, it was part of my student-teaching experience

No, I was never instructed on how to teach my target language culture—skip to question 5

The teaching of culture was an optional experience but not required in my preparation program—skip to question 5

I was not enrolled in a teacher preparation program—skip to question 6

4. If you answered YES to question 3, please indicate the extent of emphasis of each cultural aspect in the pedagogical activity requirements for your teacher preparation courses.

a. **Cultural Products** (tangible products—literature, art, crafts and song, dance) take:

No course emphasis	A little course emphasis	General course emphasis	A large course emphasis	Primary course emphasis
-----------------------	-----------------------------	----------------------------	----------------------------	----------------------------

b. **Cultural Practices** (knowledge of what to do, when, and where) take:

No course emphasis	A little course emphasis	General course emphasis	A large course emphasis	Primary course emphasis
-----------------------	-----------------------------	----------------------------	----------------------------	----------------------------

c. **Cultural Perspectives** (ideas and attitudes) take:

No course emphasis	A little course emphasis	General course emphasis	A large course emphasis	Primary course emphasis
-----------------------	-----------------------------	----------------------------	----------------------------	----------------------------

5. Indicate the extent to which the following people have influence on your preparedness to teach culture.

No influence	A little influence	General influence	A large influence	A primary influence
--------------	-----------------------	----------------------	----------------------	------------------------

- a. College literature instructor
- b. College language instructor
- c. College cultural studies instructor

- d. College teaching methods instructor
- e. In-service facilitator
- f. K-12 cooperating teacher
- g. My high school teacher
- h. K-12 teaching colleague
- i. Other 1
- j. Other 2

**Part II. Professional Development.**

**6. Please indicate how important it is for teachers to maintain culture knowledge:**

Not at all important	Not very important	Somewhat important	Important	Very important
-------------------------	-----------------------	-----------------------	-----------	-------------------

**7. Please indicate how much effort (if any) is involved in your maintenance of the following components of culture knowledge:**

- a. **Cultural Products** (tangible products—literature, art, crafts and song, dance) take:  

No effort to maintain	Little effort to maintain	Effort to maintain	A lot of effort to maintain	Very much effort to maintain
--------------------------	------------------------------	-----------------------	--------------------------------	---------------------------------
- b. **Cultural Practices** (knowledge of what to do, when, and where) take:  

No effort to maintain	Little effort to maintain	Effort to maintain	A lot of effort to maintain	Very much effort to maintain
--------------------------	------------------------------	-----------------------	--------------------------------	---------------------------------
- c. **Cultural Perspectives** (ideas and attitudes) take:  

No effort to maintain	Little effort to maintain	Effort to maintain	A lot of effort to maintain	Very much effort to maintain
--------------------------	------------------------------	-----------------------	--------------------------------	---------------------------------

**8. Please indicate the extent to which the following motivate you to maintain your own culture knowledge.**

- |                     |                       |                       |                     |                       |
|---------------------|-----------------------|-----------------------|---------------------|-----------------------|
| Not a<br>motivation | A small<br>motivation | General<br>motivation | Large<br>motivation | Primary<br>motivation |
|---------------------|-----------------------|-----------------------|---------------------|-----------------------|
- a. Colleagues
  - b. Curriculum
  - c. Interest in culture
  - d. License renewal
  - e. National Standards
  - f. School district
  - g. Students
  - h. Travel with students
  - i. Personal travel
  - j. Other

**9. Please indicate the extent to which the following resources influence the focus on culture teaching you use in the classroom.**

- |                 |                       |                      |                      |                        |
|-----------------|-----------------------|----------------------|----------------------|------------------------|
| No<br>influence | A little<br>influence | General<br>influence | A large<br>influence | A primary<br>influence |
|-----------------|-----------------------|----------------------|----------------------|------------------------|
- a. National Standards
  - b. Local district standards
  - c. NCATE/ACTFL Standards



12. Please indicate the extent to which the following are barriers to the maintenance of your culture knowledge.

- | Not a<br>barrier   | Minor<br>barrier | Occasionally<br>a barrier | Significant<br>barrier | Primary<br>barrier |
|--|------------------|---------------------------|------------------------|--------------------|
| a. Lack of monetary funds                                |                  |                           |                        |                    |
| b. Lack of resources (books, satellite connection, etc.) |                  |                           |                        |                    |
| c. Lack of time  |                  |                           |                        |                    |
| d. Limited Internet availability                         |                  |                           |                        |                    |
| e. Too much information                                  |                  |                           |                        |                    |
| f. Unsure how to represent all cultures                  |                  |                           |                        |                    |
| g. Other 1   |                  |                           |                        |                    |
| h. Other 2   |                  |                           |                        |                    |

### Part III. Teaching Philosophy and Practice

13. Below are several topics that teachers address in teaching about culture. Indicate the amount of time you spend teaching them in your classes.

- | Never<br>used   | Rarely<br>used | Occasionally<br>used | Frequently<br>used | Used all<br>the time |
|---|----------------|----------------------|--------------------|----------------------|
| a. Geography and environment  |                |                      |                    |                      |
| b. History  |                |                      |                    |                      |
| c. Tangible products of the culture (food, dress, objects)          |                |                      |                    |                      |
| d. Expressive products (literature, art, music, dance, songs)       |                |                      |                    |                      |
| e. Cultural practices (knowledge of what to do, when, and where)    |                |                      |                    |                      |
| f. Cultural perspectives (ideas and attitudes)                      |                |                      |                    |                      |
| g. Connections among cultural perspectives, practices, and products |                |                      |                    |                      |
| h. Other 1  |                |                      |                    |                      |
| i. Other 2  |                |                      |                    |                      |

14. Which of the following statements *best* reflects the place of culture in your curriculum?

- Each semester I teach two or three units that incorporate culture.
- I periodically incorporate culture-based lessons when time allows.
- Every lesson I teach integrates culture with language learning.
- I always integrate culture learning with language learning lessons.

15. In what classes do you devote the most time to the study of culture? Check only one.

- Introductory courses
- Advanced courses
- I give equal treatment to culture in all my classes.

16. Listed below are several skills and attitudes related to the learning of culture. Please indicate how important each of these outcomes are according to your teaching beliefs.

- | Not<br>important | Less<br>important | Important | Most<br>important |
|------------------|-------------------|-----------|-------------------|
|------------------|-------------------|-----------|-------------------|

I hope my students will . . .

- a. Reflect on their own culture through the study of the target culture
- b. Recognize the role their own cultural values play in shaping attitudes towards other cultures

- c. Appreciate similarities and differences between their own culture and the target culture
- d. Recognize and analyze how language reflects culture
- e. Adopt alternative views of seeing and living in the world
- f. Develop and use the skills needed to solve cross-cultural challenges

**17. Which statement best reflects how you assess cultural learning?**

- I create a separate exam to test culture knowledge.
- I include a section on my exams on a cultural topic.
- Cultural issues are blended into language exams, not separately assessed.
- I do not test culture knowledge.

**18. Which of the following types of assessments do you use to determine cultural learning? Select all that apply.**

- | Form of Assessment                          | in English | in Target Language |
|---|------------|--------------------|
| a. Multiple-choice or other objective tests |            |                    |
| b. Essay tests or other writing assignments |            |                    |
| c. Research papers or portfolios            |            |                    |
| d. Other 1                                  |            |                    |
| e. Other 2                                  |            |                    |

**19. Which range below best reflects the weight you give culture learning in determining students' grades in each marking period? Select one.**

- I do not assess culture learning
- 1–10%
- 11–20%
- 21–30%
- more than 30%

**Part IV. Participant Information.** This section requests information on your current position and education, your language background, and contact information.

**20a. Primary Current Position 1:** Please complete the following for the position for which you are *currently* employed.

- I am retired; the following information applies to my last position of employment:
- a. Institution name
  - b. Institution location (city, state, ZIP)
  - c. Number of years at this position
  - d. Position title
  - e. Institution level
  - f. Institution type

**20b. Current Position 2 (if applicable):** Please complete the following for the position for which you are *currently* employed.

- a. Institution name
- b. Institution location (city, state, ZIP)
- c. Number of years at this position
- d. Position title
- e. Institution level
- f. Institution type

**21a. Undergraduate Degree 1: Please enter the graduation date, major, minor, and teaching certification or endorsement area as applicable.**

- a. Year of degree
- b. Institution
- c. Degree
- d. Majors
- e. Minors
- f. Teaching certification or endorsement area (include grade levels)

**21b. Undergraduate Degree 2 (if applicable): Please enter the graduation date, major, minor, and teaching certification or endorsement area as applicable.**

- a. Year of degree
- b. Institution
- c. Degree
- d. Majors
- e. Minors
- f. Teaching certification or endorsement area (include grade levels)

**21c. Graduate Degree 1 (if applicable): Please enter the graduation date, major, minor, and teaching certification or endorsement area as applicable.**

- a. Year of degree
- b. Institution
- c. Degree
- d. Majors
- e. Minors
- f. Teaching certification or endorsement area (include grade levels)

**21d. Graduate Degree 2 (if applicable): Please enter the graduation date, major, minor, and teaching certification or endorsement area as applicable.**

- a. Year of degree
- b. Institution
- c. Degree
- d. Majors
- e. Minors
- f. Teaching certification or endorsement area (include grade levels)

**21e. Are you certified to teach your language by the following agencies? Please select one:**

- National Board for Professional Teaching Standards (NBPTS) World Languages other than English
- Both my state and NBPTS
- My state
- My state, and I am a candidate for the NBPTS
- None of the above

**22. Please check ALL languages for which YOU provide or have provided instruction.**

- Arabic
- Chinese
- ESL
- French

German  
 Italian  
 Japanese  
 Latin  
 Portuguese  
 Russian  
 Spanish  
 Other:  
 Other:

**23. Please enter the name of your first language.**

First Language:

**24. Please help us understand your current teaching assignment.**

**Language(s) Level(s) Years Taught**

a. Select one:

Level 1    Level 4

Level 2    Level 5

Level 3    AP/IB

Select one:

1–5 years    6–10 years    11–15 years    16–20 years    more than 20 years

b. Select one:

Level 1    Level 4

Level 2    Level 5

Level 3    AP/IB

1–5 years    6–10 years    11–15 years    16–20 years    more than 20 years

c. Select one:

Level 1    Level 4

Level 2    Level 5

Level 3    AP/IB

1–5 years    6–10 years    11–15 years    16–20 years    more than 20 years

**25. Have you studied or traveled in the culture of the target language?**

Yes    No

**26. If yes, how much cumulative time (approximately) have you studied or traveled in the target culture?**

Less than 6 months	More than 6 months but less than 2 years	More than 2 years but less than 5 years	More than 5 years but less than 10	More than 10 years
-----------------------	--	---	--	-----------------------

**27. Name and Electronic Contact (optional): If you are interested in receiving the results of this survey, please provide the following information.**

First name:

Last name:

E-mail:

**28. Please submit your survey by clicking the “Submit” button. Thank you!**

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**APPENDIX B***Teacher Educator Survey—ACTFL 2006*

**Part I. Teaching and Work with Pre-service and In-service Teachers.** The following section focuses on the content and context of the teaching of culture. Your responses are sought as a professional engaged in the pre-service and in-service preparation of foreign language teachers.

1. Are you a teacher educator—one who develops pre-service and in-service teachers?

Yes No

2. Do you provide specific instruction on the teaching of culture to pre-service and in-service teachers?

Yes No

3a. **Format:** Please indicate the types of courses and/or formats in which you teach pre-service and in-service teachers. (check all that apply)

Foreign/second language methods course

Course on the teaching of culture

Assessment of languages course

Pre-service teacher workshop

In-service teacher workshop

Informal presentations to groups of teachers focused on the teaching of culture

Formal mentoring of foreign language teachers

Conference presentations to foreign language educators

Preparation and dissemination of materials on the instruction of foreign languages

Other

3b. **Student or Teacher Audience:** Please indicate the Student or Teacher Audience for the courses in which you teach pre-service and in-service teachers. (check all that apply)

Undergraduate (students only)

Graduate (students only)

Both undergraduate and graduate (students only)

In-service teachers (any graduate level)

Colleagues or other faculty

Other

4. Which best describes the background of your student or teacher audience?

**Ethnic background of students:**

Predominantly Asian

Predominantly Hispanic

Predominantly white

Mixed ethnically

5. What is the location of the primary institution where your instruction takes place?

Urban

Suburban

Rural

6. Considering the entirety of your work preparing and sustaining teachers of foreign languages, please indicate the extent to which the teaching of culture is emphasized.

In the entirety of my work, culture receives:

No emphasis	Only a little emphasis	Some emphasis	Considerable, but not primary emphasis	Primary emphasis
-------------	------------------------	---------------	--	------------------

7. Please indicate the extent to which you emphasize these aspects of cultural literacy in the entirety of your work with pre-service and in-service teachers.

a. Cultural Products (tangible products—literature, art, crafts and song, dance) take:

No Emphasis	Only a little emphasis	Some emphasis	Considerable, but not primary emphasis	Primary emphasis
-------------	------------------------	---------------	--	------------------

b. Cultural Practices (knowledge of what to do, when, and where) take:

No emphasis	Only a little emphasis	Some emphasis	Considerable, but not primary emphasis	Primary emphasis
-------------	------------------------	---------------	--	------------------

c. Cultural Perspectives (ideas and attitudes) take:

No emphasis	Only a little emphasis	Some emphasis	Considerable, but not primary emphasis	Primary emphasis
-------------	------------------------	---------------	--	------------------

8. When suggesting sources from which pre-service or in-service teachers may draw for information for teaching culture, to what extent do you recommend the following?

Never	Rarely recommend	Occasionally recommend	Frequently recommend	Always
-------	------------------	------------------------	----------------------	--------

- Attend local, state, or national conferences
- Films from the target culture
- Internet to locate cultural material
- Interact with local heritage communities
- Realia (objects, tools, and artifacts) from the culture
- Listen to personal stories of others from the target culture
- Radio from the target culture
- Read cultural materials in textbooks
- Read newspapers and magazines from the target culture
- Read pedagogical articles related to culture
- Speak with native speakers
- Still images such as photographs and slides
- Take academic coursework in literature, culture of language
- Television broadcasts
- Travel abroad
- Research topics related to culture
- Visit museums or other cultural attractions
- Collaborate with peers
- Other 1
- Other 2

9. Please indicate the extent to which the following resources influence the focus on culture you employ as a teacher educator.

No influence	A little influence	General influence	A large influence	A primary influence
--------------	--------------------	-------------------	-------------------	---------------------

- National Standards
- Local district standards

- c. NCATE/ACTFL Standards
- d. State standards
- e. Textbook
- f. Personal experiences
- g. Personal research
- h. Institutional programmatic needs
- i. Other 1
- j. Other 2

10. Do you teach specifically the *assessment* of culture?

Yes No

11. If you answered YES to number 10, please indicate the extent to which the following tools for the assessment of culture are important to your work with pre-service and in-service teachers.

- | No<br>importance               | A little<br>importance | General<br>importance | Great<br>importance | Primary<br>importance |
|--------------------------------|------------------------|-----------------------|---------------------|-----------------------|
| a. Creating rubrics            |                        |                       |                     |                       |
| b. Designing portfolios        |                        |                       |                     |                       |
| c. Designing traditional tests |                        |                       |                     |                       |
| d. Performance assessment      |                        |                       |                     |                       |
| e. Other 1                     |                        |                       |                     |                       |
| f. Other 2                     |                        |                       |                     |                       |

**Part II. Professional Development Beliefs.** This section focuses on your beliefs regarding the maintenance and strengthening of culture knowledge.

12. Please indicate how important you believe it is for teacher educators to maintain culture knowledge (your knowledge about target cultures).

- |                  |                       |           |                   |
|------------------|-----------------------|-----------|-------------------|
| Not<br>Important | Somewhat<br>important | Important | Very<br>important |
|------------------|-----------------------|-----------|-------------------|

13. Please indicate how much effort (if any) is involved in your maintenance of the following components of culture knowledge.

- |   |                                |                               |                                       |                                     |
|---|--------------------------------|-------------------------------|---------------------------------------|-------------------------------------|
| a. <b>Cultural Products</b> (tangible products—literature, art, crafts and song, dance) take: |                                |                               |                                       |                                     |
| No effort<br>to maintain  | A little effort<br>to maintain | General effort<br>to maintain | Considerable<br>effort to<br>maintain | Tremendous<br>effort to<br>maintain |
| b. <b>Cultural Practices</b> (knowledge of what to do, when, and where) take:                 |                                |                               |                                       |                                     |
| No effort<br>to maintain  | A little effort<br>to maintain | General effort<br>to maintain | Considerable<br>effort to<br>maintain | Tremendous<br>effort to<br>maintain |
| c. <b>Cultural Perspectives</b> (ideas and attitudes) take:                                   |                                |                               |                                       |                                     |
| No effort<br>to maintain  | A little effort<br>to maintain | General effort<br>to maintain | Considerable<br>effort to<br>maintain | Tremendous<br>effort to<br>maintain |

14. Please indicate the extent to which the following motivate you to maintain your own culture knowledge.

Not a motivation	A small motivation	General motivation	Large motivation	Primary motivation
a. Colleagues				
b. Curriculum				
c. Interest in culture				
d. License renewal				
e. National Standards				
f. Current events				
g. Students				
h. Travel with students				
i. Personal travel				
j. Other				

Part III. Professional Development Practices. This section focuses on your practices regarding the maintenance and strengthening of culture knowledge.

15. Indicate the extent to which you use the following to compile and document your own culture knowledge.

Never used	Rarely used	Occasionally used	Frequently used	Used all the time
a. Books and reading				
b. Bookmark Web sites				
c. Capture video				
d. Collect photographs				
e. Collect realia (objects, artifacts or tools) from the target culture				
f. File journal articles				
g. Scrapbook				
h. Take photographs or pictures				
i. Share stories or anecdotes				
j. Other				

16. Indicate the extent to which you use the following to maintain your own culture knowledge.

Never used	Rarely used	Occasionally used	Frequently used	Used all the time
a. Attend local, state, or national conferences				
b. Books and reading				
c. Films from the target culture				
d. Internet to locate cultural material				
e. Interact with local heritage communities				
f. Visit museums or other cultural attractions				
g. Listen to personal stories of others from the target culture				
h. Realia (objects, tools, and artifacts) from the culture				
i. Radio from the target culture				
j. Read cultural materials in textbooks				
k. Read newspapers and magazines from the target culture				

- l. Read pedagogical articles related to culture
- m. Read popular books or literature
- n. Speak with native speakers
- o. Still images such as photographs and slides
- p. Take academic coursework in literature, culture of language
- q. Television broadcasts
- r. Travel abroad
- s. Research topics related to culture
- t. Other

17. Please indicate the extent to which the following are barriers to the maintenance of your culture knowledge.

- | Not a<br>barrier   | Minor<br>barrier | Occasionally<br>a barrier | Significant<br>barrier | Primary<br>barrier |
|--|------------------|---------------------------|------------------------|--------------------|
| a. Lack of monetary funds                                |                  |                           |                        |                    |
| b. Lack of resources (books, satellite connection, etc.) |                  |                           |                        |                    |
| c. Lack of time  |                  |                           |                        |                    |
| d. Limited Internet availability                         |                  |                           |                        |                    |
| e. Too much information                                  |                  |                           |                        |                    |
| f. Unsure how to represent all cultures                  |                  |                           |                        |                    |
| g. Other   |                  |                           |                        |                    |

**Part IV. Participant Information.** This section requests information on your current position and education, the language backgrounds of yourself and your students or clients, and contact information.

18a. **Primary Current Position 1:** Please complete the following for the position for which you are *currently* employed.

I am retired; the following information applies to my last position of employment

- a. Institution name
- b. Institution location (city, state, ZIP)
- c. Number of years at this position
- d. Position title
- e. Institution level
- f. Institution type

18b. **Current Position 2 (if applicable):** Please complete the following for the position for which you are *currently* employed.

- a. Institution name
- b. Institution location (city, state, ZIP)
- c. Number of years at this position
- d. Position title
- e. Institution level
- f. Institution type

19a. **Undergraduate Degree 1:** Please enter the graduation date, major, minor, and teaching certification or endorsement area as applicable.

- a. Year of degree
- b. Institution
- c. Degree
- d. Majors

- e. Minors
- f. Teaching certification or endorsement area (include grade levels)

**19b. Undergraduate Degree 2 (if applicable): Please enter the graduation date, major, minor, and teaching certification or endorsement area as applicable.**

- a. Year of degree
- b. Institution
- c. Degree
- d. Majors
- e. Minors
- f. Teaching certification or endorsement area (include grade levels)

**19c. Graduate Degree 1 (if applicable): Please enter the graduation date, major, minor, and teaching certification or endorsement area as applicable.**

- a. Year of degree
- b. Institution
- c. Degree
- d. Majors
- e. Minors
- f. Teaching certification or endorsement area (include grade levels)

**19d. Graduate Degree 2 (if applicable): Please enter the graduation date, major, minor, and teaching certification or endorsement area as applicable.**

- a. Year of degree
- b. Institution
- c. Degree
- d. Majors
- e. Minors
- f. Teaching certification or endorsement area (include grade levels)

**19e. If applicable, please enter any additional endorsements, credentialing, and certifications:**

- 1. Year of endorsement
- 2. Type of endorsement

**20. Please check ALL languages for which YOU provide or have provided instruction.**

- Arabic
- Chinese
- ESL
- French
- German
- Italian
- Japanese
- Latin
- Portuguese
- Russian
- Spanish
- Other:
- Other:

**21. Please enter the name of your first language.**

First Language:

**22. Please check ALL languages taught by your students or clients receiving cultural instruction.**

Arabic  
Chinese  
ESL  
French  
German  
Italian  
Japanese  
Latin  
Portuguese  
Russian  
Spanish  
Other:  
Other:

**Part V. Course or In-service Syllabus and Student/Client Contacts.**

**23. Name and Electronic Contact (optional):** If you are interested in receiving the results of this survey, please provide the following information.

First name:  
Last name:  
E-mail:

**24. To complete this study on how foreign language teachers are taught to teach culture, would you be willing to be contacted for a copy of your syllabus in the future? If yes, please be sure to provide your e-mail address in Question #23.**

Yes No

**25. As a comprehensive survey project, we would like to administer a similar instrument to a selection of your students or clients whom you have taught in the *past three years*. Please list the name and e-mail address of up to five students or clients so that they might be contacted and surveyed.**

a. Name:	E-mail:
b. Name:	E-mail:
c. Name:	E-mail:
d. Name:	E-mail:
e. Name:	E-mail:

**26. Please submit your survey by clicking the “Submit” button. Thank you!**

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