

Teaching Culture in U.S. Foreign Language Classrooms: Meeting Goals of Intercultural Competence?

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Abstract

The *National Standards for Foreign Language Learning* seeks to prepare U.S. students to be “culturally equipped to communicate successfully in a pluralistic American society and abroad” (American Council on Foreign Language Learning, 1996). Each of the five areas, *Communication, Culture, Connections, Communities, and Comparisons*, articulates a goal related to the culture and there is at least one cultural sub-standard under each of the other goal areas (Galeano, 2013). Even with such a stated focus on preparing students to function in a multicultural, multilingual world, language teaching, or focusing on the grammatical elements of the target language, continues to be prioritized in U.S. foreign language classrooms. This study analyzes whether U.S. teachers continue to present information about target cultures at the surface level or whether they lead students to a deeper understanding of how cultural products, practices, and perspectives are related. It also examines whether or not teachers who have spent time living or studying abroad approach the teaching of culture differently from those who have not.

Keywords: Culture, classroom, K-12 learners, national standards for foreign language learning, perspectives

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1. Impact of Study Abroad on Foreign Language Teachers toward Teaching Culture

Although culture has been placed in a central role in U.S. foreign language curricula, teachers implement a wide range of methodologies and practices as they teach about culture in foreign and second language classrooms (Galeano, 2013). Within the language teaching profession itself, the teaching of culture has been elevated to a central role within the curriculum and an overarching focus has been placed on the development of intercultural skills with the goal of preparing learners to function within any given culture (Phillips, 2003). U.S. foreign language teachers, however, can vary drastically in terms of the types of personal cultural experience they carry with them into the classroom. Whereas some teachers may have had a myriad of opportunities to live and interact in the subcultures of the target languages they teach, others may have learned about culture primarily through literature or in a classroom setting, and due to their limited intercultural experiences may over simplify and generalize its complexity.

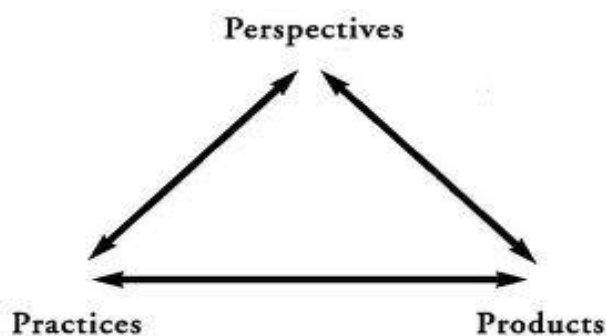
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The *National Standards for Foreign Language Learning* seek to prepare U.S. students to be “culturally equipped to communicate successfully in a pluralistic American society and abroad” (NSFLL, 1996). Each of the five areas, *Communication, Culture, Connections, Communities, and Comparisons*, articulates a goal related to the culture and there is at least one cultural sub-standard under each of the other goal areas (Galeano, 2013). According to Phillips (2003), the broad goal of teaching culture is to have students “gain knowledge and understanding of other cultures” (164). The standards that fall under the culture goal specify that students should demonstrate awareness of a) the relationship between practices and perspectives, and b) the relationship between the products and perspectives of target cultures (Phillips, 2003). According to the standards, foreign language teachers should facilitate learners' ability to understand the way given cultural products and practices are related to the belief systems of those who use them.

Practices are defined as, “patterns of behaviour accepted by a society” (NSFLL, 1996) and refer basically to behavioural norms in a given culture. Products are tangible items used by a culture or non-tangible concepts or ways of doing things (NSFLL, 1996). The standards establish a link between products, practices and perspectives, or underlying belief systems of a culture. This relationship is often represented in the triangle diagram of products, practices and perspectives. Such a framework scaffolds teachers' abilities to understand that “culture” is a multifaceted concept in which these components are all related (Cutshall, 2012).

Figure 1. Visual Representation of the Relationship between Cultural Practices, Products and Perspectives (NSFLL, 1996).



The assumption that the teaching of language is inseparable from the teaching of culture has been present in language teaching literature for decades since Brooks (1964) and Seelye (1894). Despite the fact that this focus on culture has long been present, and has been incorporated into the standards since 1996, foreign language courses that put a primary emphasis on language remain prevalent (Damen, 2003). When “culture” is incorporated into foreign language classrooms it is often still addressed at the surface level and only cultural products are presented ...and even the presentation of these artifacts occurs as a supplement to the language curriculum (Castro, Secu, & del Carmen Méndez García, 2004; Cutshall, 2012; Crawford and McLaren, 2003; Galeano, 2013; Kramsch, 2006). An urgent need for American students to understand worldviews currently exists (Kramsch, 2006) and foreign language curricula must focus on more than just linguistic elements. Language teachers today must change the notion that teaching a new language or culture is simply helping students translate their reality into a simple word in a new language (Durocher, 2007; Lange, 1998; Jordan & Walton, 1987) and find ways to facilitate student ability to develop the tools to analyze and understand new cultures. In order to arrive at such an understanding, teachers must move beyond the traditional classroom methods where teaching culture involves “imparting facts and information” about the target culture (Shrum & Glisan, 2010).

2. Marginalization of Culture in the Curriculum

Explanations for why culture maintains a marginalized position within many language curricula have been identified in the literature. First of all despite the fact that teachers may be aware that there is more to “teaching” culture than presenting facts, when they obtain an instructional position they may resort to teaching foreign languages in the same way they were taught (Castro, Sercu, & del Carmen Méndez García, 2004). Next, teachers may assume that students will become culturally competent as an incidental result of learning a language (Schultz, 2006). Another explanation for the lack of emphasis on teaching about culture is that foreign language teachers themselves have limited to no experience abroad (Cutshall, 2012, Shrum & Glisan, 2010, Kramsch, 2005). Teachers also stray from meeting objectives related to culture because the relationship between language and culture is unclear for learners (Shrum & Glisan, 2010). Finally, although the standards emphasize an integrated approach, textbooks continue to present culture in small sidebar notes which simply result in reinforcing stereotypes (Cutshall, 2012). “Lack of stated goals and outcomes, absence of curricular organization, deficient or non-existent assessment tools, and unfocused learning strategies are some of the major reasons why culture learning has not been successfully included in language instruction” (Lange, p. 274, 2003).

3. Process vs. information acquisition approaches to teaching culture

Within the foreign language classroom the traditional approach to teaching culture has been the dissemination of factual information about target cultures (Shrum & Glisan, 2010). Historically, instead of addressing the complexities of culture and its relationship to all aspects of everyday life and language, second language textbooks have presented “cultural tidbits” emphasizing similarities or differences between the background of the learners and the target populations (Damen, 2003). In an attempt to encourage learners to accept their cultural counterparts, second language textbooks often homogenized cultures presenting, “pictures of happy, well-scrubbed, blue-jeaned folk drinking Coca-Cola in scenes that might be found in Dallas, Madrid or Paris” (Damen, 2003, p. 75). Culture’s relative importance to the linguistic aspects of language curriculum is evident in the positioning of cultural information in contained “boxes at the end of the lesson” (Damen, p. 74). This approach can be problematic when students actually try to deal with individuals from any given cultural or subcultural background who differ from the homogenized version presented in textbooks in a myriad of complex ways.

In contrast to this traditional “information acquisition” approach in which teachers relay cultural facts and demographic information to learners, the *perspectives, practices, products* paradigm presented within the National Standards is a “constructivist approach to learning about culture in which learners construct their views of culture through social interaction and interpersonal communication” (Shrum & Glisan, 2010, p. 156).

Language educators have called for a process based approach to teaching culture that recognizes that it is impossible to relay all possible information about any cultural group because of subcultural and individual complexities (Smith, Paige, & Steglitz, 2003). Unlike traditional approaches that seem to generalize across cultures, a process based approach recognizes vast disparities in perceptions, value systems and worldviews and assumes that different groups creatively meet their needs in distinct ways. In order for language learners to understand cultural differences, they must understand their own cultures and then interpret the behaviors of others “from the perspective of the culture being studied” (Smith, Paige, & Steglitz, p. 112, 2003).

Fundamental learning processes incorporated into a model of language teaching in which culture is the core of the curriculum would include the following three aspects: “the learners’ exploration of their own culture; 2) the discovery of the relationship between language and culture, and 3) the learning of the heuristics for analyzing and comparing cultures (Paige, Jorstad, Siaya, Klein, & Colby, 2003).

Bennet (1986) proposed the “Developmental Model of Intercultural Sensitivity (DMIS). According to this model “intercultural competence is.... the ability to recognize oneself operating in cultural context, the identification and appreciation of cultural differences, and the development of general strategies for adapting to cultural difference” (Bennett, Bennett, & Allen, 2003, p. 246.). Such a model does not prepare students to interact in a single target culture, but provides instruction so that students can develop the means to understand any given differing cultural contexts in which they need to function. According to this model, individual learners can progress from an ethnocentric to an ethnorelevant stage as they learn about others. In the ethnocentric stage, in which people “people unconsciously experience their own cultures as central to reality” there are three phases: denial, defense, and minimization (Bennet, 1986). In the state of *denial* individuals live in culturally isolated groups and do not consider that there could be other ways of meeting needs that differ from their own. At the *defense* stage there is understanding that cultural differences exist however these differences may be perceived as threatening. During the *minimization* phase of ethnocentrism, people assume that all humans are similar however these comparisons are made based on their own cultural perspectives.

As an individual moves toward an ethnorelevant stage, or stage in which “people consciously recognize that all behaviour exists in cultural context, including their own,” they recognize the restriction their own perspective places on their experience and seek out cultural difference as a way of enriching their own reality and as a means to understand others” (Bennett, 2003, p.243). Bennet defines three phases of ethnorelevance which include: acceptance, adaptation and integration. In the acceptance phase, individuals are able to accept that different cultural contexts can lead to different behaviours. During *adaptation* people are able to consciously differentiate behaviour in order to participate more fully in a second culture. As part of the *integration* phase a person begins to consider the ability to understand events or practices within their cultural context as part of their own personal identity, which becomes less fixed and more fluid.

A process based approach to teaching culture would provide students with the tools to move to an ethnorelevant stage of cultural understanding. The DMIS process based model presents culture “not as the acquisition of content or a body of knowledge, but rather the ability to shift cultural perspective” (Bennet, 2003, p.252). The goal for teaching culture within such a model would include helping students develop the ability to understand their own cultures so they can become beings who understand those they come in contact with from a variety of cultures. This model deems the understanding of cultural differences as imperative “for the development of cultural awareness” (p. 253).

Purpose:

This study examines contemporary K-12 U.S. foreign language teacher attitudes about teaching culture by addressing the following two questions:

1. Do teachers think it is more important to teach universal aspects of culture or to teach students how different belief systems result in different cultural practices and products?
2. Do teachers think it is as important to teach culture as it is to teach language?
3. Do opinions about teaching culture of teachers who have spent time studying, teaching and living abroad differ from those of teachers who have not had experience abroad?

These questions are designed to examine current perceptions of actual teachers in U.S. foreign language classrooms in an attempt to understand their alignment with the ACTFL’s National Standards for Foreign Language Learning.

4. Method

In order to answer the research questions about teacher attitude toward teaching culture, a survey instrument was designed that consisted of two parts (Appendix A). The first section was a series of Likert-type items in which participants were asked to rate how strongly they agreed with a series of twenty statements about language teaching. A five point scale was used with *Strongly Disagree* being

the lowest possible rating and *Strongly Agree* as the highest. These statements were designed to gauge the teachers' opinions on different aspects of or approaches to teaching culture.

In addition to the Likert items, participants were asked to rank 16 learning objectives according to their perceived order of importance. Objectives ranged from teaching about grammatical structures, presenting cultural artifacts, and facilitating student understanding of the relationship between cultural practices, products and belief systems.

US K-12 Foreign Language Teachers were identified through school district websites from different regions throughout the United States. Selected teachers were emailed an invitation to participate and 113 participants responded to the online survey. This sample exceeded the required sample needed for power of a moderate effect.

The Likert-type items were placed into subscales for comparison. To explore possible differences that may exist between the survey subscales, t-tests were performed to analyze if specific differences occurred across participants' ratings with respect to the five survey subscales. Analyses revealed that ratings were significantly different across subsets of survey scales. To explore possible differences that may exist between the survey subscales, t-tests were performed to analyze if specific differences occurred across participants' ratings with respect to the five survey subscales (see Table 1). Analyses found that ratings were significantly different across subsets of survey scales. Once significant differences were established participant data was disaggregated so that teachers who had what they considered "significant time living or interacting abroad" were separated from those who had not in order to see if these groups revealed differences in their beliefs about teaching culture.

4. Results

Likert data items were grouped into categories for a means analysis which revealed that as a group, these practicing teachers agreed more strongly with the statements prioritizing teaching the similarity of cultures ($M=4.98$) than with the statements related to prioritize teaching about cultural differences that are based on belief systems ($M=4.73$). In reference to the goal area of "teaching culture" practicing teachers rated the objective of linking products, practices and perspectives lower ($M=4.72$), than statements about presenting artifacts alone. When asked to rate both statements about language teaching and the teaching of culture, teachers agreed more strongly with statements asserting that their primary objective was to teach students linguistic components of a language ($M=4.36$) than to statements about the priority of teaching about language and how it is linked to culture ($M=4.21$). Specifically, differences were found between students' ratings on subscale 1 *teaching similarity of cultures* ($M=4.98$, $SD=2.33$) and subscale 2 *teaching about cultural differences* ($M=4.73$, $SD=4.26$); $t(1, 113) = 20.55$, $p<.05$], subscale 3 *linking products, practices and perspectives* ($M=4.72$, $SD=6.24$) and subscale 4 *presenting practices and products alone* ($M=4.73$, $SD=4.26$); $t(1, 113) = 8.09$, $p<.05$], and subscale 5 *teaching how language is linked to culture* ($M=4.22$, $SD=9.04$) and subscale 6 *linguistic components* ($M=4.36$, $SD=.85$); $t(1, 113) = 4.99$, $p<.05$].

Table 1. Comparison of Subscales Means Analysis

Similarity of Cultures M= 4.98	vs.	Cultural Differences M=4.73
Students should compare other cultures to examine how they are similar.		Students should understand that other cultures have different beliefs.
Students should understand that people from different cultures are inherently alike.		Students should understand different belief systems guide ways of thinking.
Students should compare other cultures with their own.		
Link Practices and Products to Perspectives M=4.72	vs.	Practices and Products M=4.73
Students should understand how cultural products and artifacts are related to a belief system.		It is important to share cultural artifacts with students such as food, clothing, and holidays.
Students should understand why culture clashes occur.		Students need to understand basic demographics about the country they are studying.
		Students should know about the architecture and buildings of the target culture.
Linking Language and Culture M=4.21	vs.	Linguistic Components M=4.36
Culture should be a major part of the foreign language curriculum.		My primary responsibility is to teach students to use language in grammatically correct ways.
Students should recognize that cultural beliefs are obvious in language use.		

The second section of the survey asked participants to rank a series of learning objectives. Instructions for this section specified that teachers were to “number the following learning objectives in the order in which you would consider these skills most important to teach with #1 as the *most important* item and #16 being the *least important* item.

To analyze the section ranking objectives, mean scores were calculated for each individual objective. Then objectives were grouped into related subgroups and an average was calculated for each group. Group means fell into the following order from most important to least important objectives to meet in the foreign language classroom: 1) Objectives related to Language (m=5.96); 2) Objectives related to Comparing cultures similarities (m=7.46); 3) Objectives related to understanding cultural differences (8.29); 4) “traditional” approaches toward teaching culture (9.56); and 5) objectives related to understanding underlying belief systems of other cultures and how they are related to practices and products (9.59).

Table 2. Results of Ranking of Learning Objectives

Objectives	Individual Rank	Subgroup Rank
Subgroup: Language for Language		5.96
Be able to interact with members of the target culture to accomplish specific tasks	5.61	
Use language in a grammatically correct way	6.3	
	5.61	
Subgroup: Compare		7.46
Compare other cultures with their own to see how the cultures are similar	5.13	
State ways in which people from all over the world are inherently alike.	8.13	

Identify instances in which their counterparts all over the world do the same types of things	9.13	
Contrast		8.29
Contrast other cultures with their own to see how they differ	6.04	
Articulate how other cultures and subcultures have very different beliefs that they do	8.96	
Analyze the reason culture clashes occur in a given situation	9.89	
Traditional		9.56
Identify representative architecture and/or famous buildings from the countries they will be studying	11.56	
Provide basic demographic information about countries where their target language is spoken.	10.22	
Identify traditional cultural artifacts such as clothing, food and holidays.	8.49	
Demonstrate interest in learning about other cultures by participating in periodic culture day activities.	8.0	
Belief Systems		9.59
Demonstrate understanding of instances in which peoples' belief systems guide their actions and ways of thinking.	9.74	
Explain how a particular product or artifact is related to the belief systems of a group of people	11.16	
Give examples of instances in which a given culture's beliefs are reflected in the language that they use.	7.87	

Teachers who answered "Yes" to the question "Have you spent significant time living, studying or working in the target culture you teach" were disaggregated from the whole group so their responses could be considered. Analysis of variance (ANOVA) were conducted to determine specific differences between participants who had lived abroad and participants who had not lived abroad in regards to their ratings for each survey subscale. As displayed in Table 1 below, results demonstrated statistically significant differences across the two groups of participants' ratings for subscale 1 $F(1, 112) = 3.45, p < .05$; subscale 2, $F(1, 112) = 2.83, p < .05$; subscale 4, $F(1, 12) = 2.83, p < .05$, and subscale 6 $F(1, 112) = 3.34, p < .05$, but not for subscale 3 or subscale 5.

Table 3: Means, Standard Deviations, and F-Test Analysis by Participants

Variables	Lived Abroad	Did Not Live Abroad	F-value
Subscale 1	4.88 (.63)	4.42 (.64)	3.45*
Subscale 2	4.17 (.89)	3.88 (.81)	2.83*
Subscale 3	3.98 (.8)	5.33 (8.6)	1.32
Subscale 4	4.17 (.89)	3.88 (.79)	2.83*
Subscale 5	3.92 (.70)	4.59 (6.40)	.44
Subscale 6	4.73 (.63)	4.42 (.64)	3.34*

* $p < .05$, ** $p < .01$, *** $p < .001$

5. Discussion

Analysis of survey and ranking items both reveal similar findings. First, teacher participants rated objectives related to language teaching as highest in importance. Within the Likert scale items teachers on average agreed more strongly that it was important to teach the grammatical aspects of language than to teach about culture or the relationship between language and culture. These findings are consistent with studies that suggest foreign language teachers continue to “focus on the explanation and practice of targeted language forms and the treatment of culture.... tasks as “throw in activities” (Warford & White, 2012, p. 400). On both types of items, priority was given to the teachers teaching of cultural similarities over the teaching of cultural differences. This finding suggests that teachers may be promoting the homogenization of cultures as they attempt to “foster empathy” for members of the target culture (Damen, 2003, p. 75) .

Both measures also revealed teachers' perception that presenting cultural practices and products was more important than facilitating student understanding of the ways underlying belief systems impact cultural practices and products. For the Likert scale items, teachers prioritized items such as sharing artifacts such as food, clothing and holidays, demographic information, and architecture. As they ranked learning objectives, those related to traditional methods for teaching culture were ranked higher than those related to teaching students to analyze how belief systems are related to cultures, those deemed important by the national standard. Warford & White (2012) claim that “mainstream language instruction... continues to be custodially concerned with the four F’s treatment of culture learning” defined by Kramsch (1991) as “food, folklore, festivals and facts”(p. 412). Findings on both measures support this claim.

Ratings of teachers who identified themselves as having spent significant time living or working abroad were significantly stronger than those who did not in respect to teaching about cultural similarities (M= 4.88), differences (M= 4.17) and teaching about cultural products, practices and perspectives (M=4.17) and teaching linguistic components of language (M= 4.73). However spending time abroad did not result in a significant difference in the ways that participants agreed about the importance of linking products, practices and perspectives or teaching about the relationship between language and culture.

Data presented in this study suggest that despite national attempts to integrate it into foreign language curricula, the teaching of culture may not yet be fully integrated in classroom practice. Although according to Phillips (2003), the 1996 National Standards for Foreign Language Learning’s attempted to “refocus teachers’ attention upon culture as the core that so it may become the central outcome of students learning,” this goal appears yet to have been achieved (p. 163). The continued prioritization of linguistic objectives by classroom foreign language teachers along with a continued presentation of culture in a traditional information acquisition approach impedes K-12 foreign language learners from meeting this objective.

Data revealing that students who have spent significant time abroad do not differ significantly in terms of their perception of the importance of teaching students to understand how cultural artifacts, behaviors and belief systems differ suggests that simply spending time in the target culture is not enough to internalize the link between perspectives, products and products and the relationship between language and culture.

Future research should seek to understand the impact that teacher or preparation programs have on teacher understanding of the relationship between practices, products and perspectives. Phillips (2003) explains that history and/or civilization courses have historically been included as required courses in teacher preparation programs in order to meet standards for teaching about the target culture. Often ACTFL/NCATE certified programs use assessments from this course as evidence of meeting ACTFL standards related to the teaching of culture. However these courses have predominantly had a focus on the history of the target culture, literature and fine arts and have not focused on teaching the process of developing cross cultural understanding (Phillips, 2003). Study abroad programs are believed to lead students to the development of intercultural competence.

Findings reported here, however, do not show that teachers who have spent time abroad have significantly different opinions about teaching students to understand the complexities related to developing intercultural competence.

Future research should focus on how teacher preparation programs and study abroad programs or other programs that require students to interact with members of the target culture in different settings can explicitly scaffold teacher candidates' abilities to understand the link between cultural belief systems and cultural artifacts and language and culture.

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APPENDIX A

“Teacher Attitudes toward Teaching Culture” survey

Teaching Culture

Page 2

Please read the statements on this page and indicate how much you agree or disagree by choosing one of the five choices.

The following is a key for your responses:

1 = Strongly Disagree; 2 = Disagree; 3 = Neither Agree nor Disagree; 4 = Agree; 5 = Strongly Agree

2. I want my students to learn that people from all over the world are all inherently alike.

1 = Strongly Disagree; 2 = Disagree; 3 = Neither Agree nor Disagree; 4 = Agree; 5 = Strongly Agree

	1	2	3	4	5
Response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. I think it is important to share traditional cultural artifacts with students such as clothing, foods, and holidays.

1 = Strongly Disagree; 2 = Disagree; 3 = Neither Agree nor Disagree; 4 = Agree; 5 = Strongly Agree

	1	2	3	4	5
Response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. I plan to teach students about representative architecture and/or famous buildings from the countries they will be studying.

1 = Strongly Disagree; 2 = Disagree; 3 = Neither Agree nor Disagree; 4 = Agree; 5 = Strongly Agree

	1	2	3	4	5
Response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. My primary responsibility is to teach students to use language in grammatically correct ways.

1 = Strongly Disagree; 2 = Disagree; 3 = Neither Agree nor Disagree; 4 = Agree; 5 = Strongly Agree

	1	2	3	4	5
Response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. I will try to teach my students that their counterparts all over the world do the same types of things they do.

1 = Strongly Disagree; 2 = Disagree; 3 = Neither Agree nor Disagree; 4 = Agree; 5 = Strongly Agree

	1	2	3	4	5
Response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Students need to know how to use language to get things done in different contexts where the target language is spoken.

1 = Strongly Disagree; 2 = Disagree; 3 = Neither Agree nor Disagree; 4 = Agree; 5 = Strongly Agree

	1	2	3	4	5
Response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. My students should be able to explain how a particular product or artifact is related to the belief systems of a group of people.

1 = Strongly Disagree; 2 = Disagree; 3 = Neither Agree nor Disagree; 4 = Agree; 5 = Strongly Agree

	1	2	3	4	5
Response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. My students should be able to analyze the reasons that cause culture clashes to occur in a given situation.

1 = Strongly Disagree; 2 = Disagree; 3 = Neither Agree nor Disagree; 4 = Agree; 5 = Strongly Agree

	1	2	3	4	5
Response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. My students should be able to recognize a given culture's beliefs that are obvious in the language that they use.

1 = Strongly Disagree; 2 = Disagree; 3 = Neither Agree nor Disagree; 4 = Agree; 5 = Strongly Agree

	1	2	3	4	5
Response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Students should have opportunities to interact with members of the target culture over the course of the language class.

1 = Strongly Disagree; 2 = Disagree; 3 = Neither Agree nor Disagree; 4 = Agree; 5 = Strongly Agree

	1	2	3	4	5
Response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. My students should be aware that other cultures and subcultures have very different beliefs than they do.

1 = Strongly Disagree; 2 = Disagree; 3 = Neither Agree nor Disagree; 4 = Agree; 5 = Strongly Agree

	1	2	3	4	5
Response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. My students should compare other cultures with their own to see how the cultures differ.

1 = Strongly Disagree; 2 = Disagree; 3 = Neither Agree nor Disagree; 4 = Agree; 5 = Strongly Agree

	1	2	3	4	5
Response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Culture should be a major integrated part of my foreign language curriculum.

1 = Strongly Disagree; 2 = Disagree; 3 = Neither Agree nor Disagree; 4 = Agree; 5 = Strongly Agree

	1	2	3	4	5
Response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. I think it is great to have a culture day once per week or once per month.

1 = Strongly Disagree; 2 = Disagree; 3 = Neither Agree nor Disagree; 4 = Agree; 5 = Strongly Agree

	1	2	3	4	5
Response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. My students should compare other cultures with their own to see how the cultures are similar.

1 = Strongly Disagree; 2 = Disagree; 3 = Neither Agree nor Disagree; 4 = Agree; 5 = Strongly Agree

	1	2	3	4	5
Response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Students should know basic demographic information about countries where the target language is spoken.

1 = Strongly Disagree; 2 = Disagree; 3 = Neither Agree nor Disagree; 4 = Agree; 5 = Strongly Agree

	1	2	3	4	5
Response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. My students should understand that belief systems guide personal actions and ways of thinking.

1 = Strongly Disagree; 2 = Disagree; 3 = Neither Agree nor Disagree; 4 = Agree; 5 = Strongly Agree

	1	2	3	4	5
Response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. My students need to understand their own cultures.

1 = Strongly Disagree; 2 = Disagree; 3 = Neither Agree nor Disagree; 4 = Agree; 5 = Strongly Agree

	1	2	3	4	5
Response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teaching Culture

20. Number the following learning objectives in the order in which you would consider these skills most important to teach with #1 being the *MOST IMPORTANT ITEM* and #16 being the *LEAST IMPORTANT* item.

Students will be able to:

Rank the items below, using numeric values starting with 1.

state ways in which people from all over the world are all inherently alike.

identify instances in which their counterparts all over the world do the same types of things they do.

identify traditional cultural artifacts with students such as clothing, foods, and holidays.

identify representative architecture and/or famous buildings from the countries they will be studying.

explain how a particular product or artifact is related to the belief systems of a group of people.

articulate how other cultures and subcultures have very different beliefs than they do.

demonstrate understanding of instances in which people’s belief systems guide their actions and their ways of thinking.

give examples of instances in which a given culture’s beliefs are reflected in the language that they use.

articulate an understanding of their own cultural practices, products and perspectives.

compare other cultures with their own to see how the cultures are similar.

contrast other cultures with their own to see how the cultures differ.

analyze the reason culture clashes occur in a given situation.

use language in a grammatically correct way.

provide basic demographic information about countries where their target language is spoken.

demonstrate interest in learning about other cultures by participating in periodic “culture day” activities.

interact will be able to interact with members of the target culture to accomplish specific tasks.