

A Survey of Teachers' Integration of Culture in Secondary Foreign Language Classrooms

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Abstract

This survey study gathered data from 63 secondary school teachers of six different foreign languages in the state of Utah. The study describes how secondary FL teachers viewed the role of culture in language teaching, the models and methods they used to teach culture, and their attention to culture in their lesson planning, instruction, and assessment. Factors associated with greater or lesser attention to culture as an element of the curriculum are also discussed.

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The survey found that although most teachers were comfortable teaching culture and were familiar with Cultures as one of the “five C’s” of the World-Readiness Standards for Learning Languages (2015), they devoted much less time and energy to culture than to language skills; they struggled to emphasize cultural perspectives; and they tended to address cultural topics in English rather than in the target language. Possible reasons for these findings are discussed, as well as implications for preservice and inservice teacher development and for future research.

Introduction

In recent decades it has become a truism in the literature on foreign language (FL) teaching that culture is inherent in language and vice-versa, and that languages ought not to be taught in isolation from the cultures that use them. For the better part of a century, sociolinguists, anthropologists, and language educators have examined the connections between language and culture and have concluded, among other things, that the way a given language encodes experience makes aspects of that experience more salient for users of the language (Whorf, 1940); that a given language embodies cultural realities as its users employ it to create meanings that are understandable to their group (Kramsch, 1998); and that the loss or extinction of a given language is associated with a loss of cultural identity among groups associated with the language (Fishman, 2001).

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In the FL teaching profession, early efforts to integrate culture with language instruction by authors such as Nostrand (1967) and Seelye (1974) were strengthened by the proficiency movement of the 1980s, with a proliferation of books, chapters, and articles with titles such as “Toward Cultural Proficiency” (Allen, 1984), *Culture Learning: The Fifth Dimension in the Language Classroom* (Damen, 1987), and *Toward a New Integration of Language and Culture* (Singerman, 1988). This movement gained momentum in the 1990s with the publication of the *Standards for Foreign Language Learning* (1996), which included Cultures as one of five goal areas for instruction. Authors began to claim a place for “culture as the core” of the language curriculum (Paige, Lange, & Yerushova, 1999). In Europe, the influential work of Byram and colleagues included a monograph entitled *Teaching-and-Learning Language-and-Culture* (Byram, Morgan, & colleagues, 1994), with a hyphenated title intended to emphasize a commitment to the integration of these elements.

Paradoxically, despite persistent calls from the language teaching profession for teachers to make culture learning an integral part of language learning, studies continue to report that language teachers struggle to incorporate culture in their lessons, and that culture remains subservient to language in FL teaching classrooms (Byrd, Hlas, Watzke, & Valencia, 2011; Hadley, 2001; Klein, 2004). Researchers have advanced multiple explanations for teachers’ lack of emphasis on culture. Teachers may be unsure how to go about addressing cultural issues (Byrd et al., 2011) or how to assess culture learning (Hadley, 2001). Teachers sometimes claim that they do not have time

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to teach culture because they must focus on developing students' language proficiency (Byrd et al., 2011; Seelye, 1997; Social Science Education Consortium, 1999). Teachers who are L2 speakers of the target language may feel inadequate because they are not cultural insiders or have not spent time living in the target culture (Seelye, 1997; Social Science Education Consortium, 1999). In addition, teachers may have to contend with indifferent or negative student attitudes in regard to culture learning (Mantle-Bromley, 1992). Walker and Noda (2000) summarize the mismatch between the profession's goals and classroom realities by asserting that "nothing has been discussed more and with less effect than the relationship between language and culture" (p. 187).

Evolving Conceptualizations of Culture and Culture Learning

One of the greatest challenges in integrating language and culture instruction has been the multiple and evolving conceptualizations of what culture is and what the goals for culture learning should be. In the Grammar-Translation Method of the late nineteenth and early twentieth centuries, as well as in the Reading Method that prevailed from the 1930s through the 1950s, the goal for culture learning was to give students access to great literary masterpieces. The equation of culture with literature gave way in the 1960s to an emphasis on anthropological and behavioral culture (Allen, 1985), which in turn led to the proposal of various systems for classifying culture and goals for culture learning. Brooks (1968) proposed dividing culture into five categories, of which he asserted that "patterns of living" was the most important for students to learn. Brooks (1975) further distinguished between what he called *formal culture* (the arts and societal institutions), and *deep culture* (behaviors and values), corresponding roughly to what came to be known as "Big C" culture and "little c" culture. Nostrand and Nostrand (1970) proposed additional goals for culture learning, divided into nine categories that comprised not only culturally correct behaviors but also the ability to explain cultural patterns. Seelye (1974, 1993) proposed his own set of goals, which he eventually refined down to six areas that included helping students to develop an interest in culture learning, to recognize the effects of social and situational variables on cultural behaviors, and to research and evaluate cultural generalizations. Although these theoretical frameworks represented significant advances in the teaching of culture, they tended to view cultures as static entities comprised of classifiable facts that were teachable (Paige, Jorstad, Siaya, Klein, & Colby, 1999), reflecting the thinking of the time.

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With the advent of the proficiency movement and the Communicative Language Teaching (CLT) movement of the 1980s came calls for the integration of culture with language teaching, along with proposed curricular and instructional models for accomplishing this (e.g., Allen, 1985; Crawford-Lange & Lange, 1984; Lafayette, 1988). As part of the initial development of the *ACTFL Proficiency Guidelines* for speaking, listening, reading, and writing, an attempt was made to

develop guidelines describing progressive levels of cultural “proficiency.” A draft of these guidelines was quickly withdrawn, however, in response to criticism that the Novice through Advanced levels focused exclusively on appropriate cultural behaviors, neglecting the cognitive and affective domains of culture learning (Allen, 1985).

The affective domain received increased attention in the late 1980s and 1990s, with authors such as Robinson (1985), Mantle-Bromley (1992), and Byram and Morgan (1994) calling for language teachers to accept the challenge of promoting positive attitudes toward members of other cultures and of guiding students to reflect on their own cultures and cultural identities. This period also saw an increased emphasis on culture learning as a developmental process. Bennett’s (1986) Developmental Model of Intercultural Sensitivity described the stages through which culture learners progress, ranging from *ethnocentricity* (where people unconsciously experience their own cultures as central to reality) to *ethnorelativity* (where people recognize that all behavior, including their own, exists in a cultural context). Other influential models emerging in the 1990s included Byram’s (1997) Model of Intercultural Communicative Competence, which proposed teaching and assessing five areas of cultural competence: *knowledge, attitudes, skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness*. Fantini (1999) proposed a somewhat simpler model comprised of three main components: *attitudes* (the affective domain), *skills* (the behavioral domain), and *knowledge* (the cognitive domain), circumscribed by an additional dimension, *awareness* of the self as a cultural being. To these dimensions, Paige et al. (1999) added an important distinction from the field of intercultural training: the need for both *culture-specific learning*, or the acquisition of knowledge and skills relevant to a specific target culture, and *culture-general learning*, or knowledge and skills that are generalizable across cultures, including an understanding of the culture learning process and coping strategies for cross-cultural adjustment.

The 1990s also saw the release of the *Standards for Foreign Language Learning* (1996, 1999, 2006), re-released in their fourth edition as the *World-Readiness Standards for Learning Languages* (2015). The *Standards* emphasize three aspects of culture: the *products* a society produces; the *practices*, or patterns of social interaction of a society; and the *perspectives*, or the beliefs, attitudes, and values of a society. A number of studies in the past two decades have examined culture teaching through this lens (e.g., Byrd et al., 2011; Klein, 2004; Moore, 1996).

An additional development from the 1990s through the present has been an influx of postmodern thought on culture theory, with an emphasis on the subjective nature of culture (Meadows, 2016). Kramsch (1993) asserted that members of given cultures have subjective views of their own culture and of other cultures, and advocated for the creation of a “third space” in which learners can take both an insider’s and an outsider’s perspective on their own and other cultures. More recently, Kramsch (2014) has pointed out that globalization has called into question the notion of the link between one national language and one national culture, the concept of “native speakers,” and the notion of “foreign” in FL teaching, as individuals increasingly move between languages and cultural groups. Kramsch (2006) proposed replacing the notion of communicative competence with *symbolic competence*, a theoretical construct that views language as “not just items of vocabulary or communication strategies,

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but embodied experiences, emotional resonances, and moral imaginings” (p. 251). In light of the subjective nature of culture, authors such as Kramsch (2006, 2014), Sercu, Méndez García, and Castro Prieto (2005), and Garrett-Rucks (2016) have called for a constructivist approach to culture, highlighting the role of learners as meaning-makers as they participate in intercultural interactions.

Most recently, in 2017, the National Council of State Supervisors for Languages and the American Council on the Teaching of Foreign Languages expanded on the cultural content of the Standards by jointly releasing the NCSSFL-ACTFL Can-Do Statements for Intercultural Communication (2017). The Can-Do Statements map cultural proficiency onto language proficiency levels, ranging from Novice through Distinguished, by describing students' competencies in two broad areas: (1) investigating products and practices to understand perspectives, and (2) interacting in another culture.

Perhaps the developments of the past six decades in regard to culture teaching and learning may be summarized as evolving from a view of culture as knowledge and skills that may be objectified to a view of culture as a meaning-making process (Robinson-Stuart & Nocon, 1996). Unfortunately, theoretical advances in conceptualizing culture learning, and even professional recommendations such as those outlined in the *Standards*, have been slow to find their way into FL classrooms, as discussed below.

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Research on Culture Teaching in FL Classrooms

Especially since the release of the first edition of the *Standards* in 1996, researchers have increasingly demonstrated an interest in how FL teachers integrate culture into their courses. Moore (1996) examined how 210 Upstate New York teachers taught culture, especially in light of the “new” *Standards* and their framework of products, practices, and perspectives. Moore discovered that time constraints seemed to explain teachers' culture teaching methodologies, which led to more focus on facts, or products and practices, than on perspectives. Later studies by Hoyt and Garrett-Rucks (2014), Jernigan and Moore (1997), and Klein (2004) also found that teachers' lessons tended to lack emphasis on cultural perspectives.

The Social Science Education Consortium's (SSEC) 1999 national survey of 12,000 FL teachers investigated the amount of time high school teachers devoted to culture in their courses, the cultural content covered in those courses, and the strategies and materials used. The SSEC report concluded that although culture teaching was on the rise among language teachers, there still remained a large gap between theory and practice, and that teachers devoted less time to the relationships between cultural products, practices, and perspectives than to any other aspect of culture teaching. Nevertheless, over 80% of teachers reported that they felt well prepared to teach culture in line with the *Standards*.

Following up on whether or not teachers feel prepared to teach culture as outlined in the *Standards*, Byrd (2007) examined twenty FL teacher methods course syllabuses in his doctoral dissertation, and concluded that “pre-service teachers lack direct

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instructional strategies on cultural pedagogy” (p. vii). This finding was subsequently confirmed when Byrd et al. (2011) published the results of their survey of 415 world language teachers and 64 teacher educators concerning the role of culture in the classroom and the “motivators and barriers in maintaining culture knowledge” (p. 4). Byrd et al. additionally confirmed that of the three dimensions of culture included in the *Standards*, “perspectives” was the most difficult for teachers to incorporate into their classrooms. Teachers cited time constraints and lack of funding as the two most significant barriers to the teaching of culture.

The impact of the *Standards* was again studied in 2011 by the American Council on the Teaching of Foreign Languages (Phillips & Abbott, 2011a, 2011b). Among their findings were three areas of greatest impact of the *Standards*: “using the three modes of communication and making communication meaningful; shifting from learning about the language into focusing on communicative teaching; and using the target language as the means of instruction and making it comprehensible” (p. 40). Three areas of “less impact than expected” were the Cultures, Comparisons, and Communities goal areas; “preparing students to use the language for real-world purposes beyond the classroom and increasing students’ interest in continuing their learning beyond the courses they take;” and teaching the goal areas of the *Standards* as “separate entities” instead of interconnected elements (p. 40).

International research on teaching culture in the classroom has yielded similar findings to those previously mentioned: a mismatch between culture teaching beliefs and classroom practice (Gonen & Saglam, 2012) and limited attention to culture (Gonen & Saglam, 2012; Young & Sachdev, 2011).

Although the body of research on culture in the foreign language classroom is growing, the call for additional research by Paige et al. (1999) is still relevant. The present study builds on previous research by expanding the scope of the research questions and by specifically targeting foreign language teachers in the state of Utah, who share a common state core curriculum for world languages based largely on the NCSSFL-ACTFL Can-Do Statements.

The Present Study

As previously stated, the focus of this study was to describe how culture is taught in secondary foreign language classrooms, including how teachers conceptualize culture and how they incorporate it into their curricula. We specifically posed the following research questions:

1. What methods or techniques do secondary foreign language teachers use for teaching culture?
2. What conceptualizations or models of culture learning do teachers use in their instruction?
3. To what extent do teachers incorporate culture into their curricula, including planning, instructional time, and assessment?
4. What factors affect teachers’ decisions regarding culture teaching?

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Participants

Secondary-school foreign language teachers, both part- and full-time, from throughout the state of Utah were invited to participate in this study. Voluntary survey participants were recruited through an e-mail from their school district world language supervisors. Select charter and private school teachers were also invited to participate through e-mail. Finally, some foreign language teachers invited colleagues to participate. Participants were not financially motivated or compensated for their contributions to this study; however, the authors did offer to share the results of the research with them for their professional improvement and classroom implementation.

The survey, found in its entirety in the Appendix, was sent to approximately 500 potential respondents over the course of a month and a half. Ninety-four responses were received, with 69 teachers completing the entire survey, for a response rate of 13.8%. There was a fairly even distribution of junior high and high school teachers throughout the grades: 1% (one teacher) taught sixth grade, 48% seventh grade, 57% eighth grade, 59% ninth grade, 48% tenth grade, 46% eleventh grade, and 43% twelfth grade. Of the 69 participants, only two taught at charter schools and two at a private school. The distribution of languages was as follows: 37% French, 35% Spanish, 16% German, 9% American Sign Language (ASL), 4% Chinese, 3% Japanese (two teachers), and 1% Russian (one teacher).

It is likely that more French teachers responded, even though there is a higher proportion of Spanish teachers than French teachers in the state, because French is the subject taught by one of the authors and her name was likely recognized. These languages were taught on a variety of levels, but the majority of respondents (87%, or 59 participants) taught Levels 1 and 2. Seven people taught an exploration of foreign languages class, 37 taught Level 3 (54%), 13 taught Level 4 (19%), and five people taught Level 5. Seven teachers reported that they taught Advanced Placement and five indicated they taught Concurrent Enrollment courses in which students simultaneously receive high school and college credit. The large majority of respondents instructed their classes on a year-long basis, although one teacher had a two- trimester course, another teacher taught a one-semester course, three teachers taught a one- trimester course, and three teachers taught a one-term course.

Survey respondents had a variety of educational backgrounds and years of experience. Sixty-six respondents were certified teachers, whereas three individuals indicated that they were in the process of becoming certified at the time they participated in the survey. Thirty-six percent of the teachers received their certification prior to 1996 (the advent of the *Standards*), and the rest of the teachers were dispersed rather evenly between the years of 1996 and 2013. Four teachers (6%) were additionally certified by the National Board for Professional Teaching Standards. Participants had a wide range of teaching experience, including 26 veteran teachers (15+ years of experience) and four first-year teachers. Thirty-two percent, or 22 teachers, fell within the 4-10 year experience category.

Not only did the study participants have a wide range of teaching experience, but they had a considerable amount of educational experience as well. Eighty-three percent of respondents had completed more than a bachelor's degree, with 25% holding a master's degree and one respondent having a doctoral degree. The respondents also

indicated that they regularly participated in professional development opportunities, and 89% claimed membership in the Utah Foreign Language Association.

These 69 teachers gained knowledge of their second language and culture in a variety of ways. Four teachers were native speakers of the L2, whereas 63% said they primarily learned their language in college, and 34% said they learned their language primarily in K-12 schooling. Another large percentage learned their language or supplemented their learning by immersion, either through a religious mission (56%), a study abroad program or internship abroad (28%), or a non-academic residence abroad (16%). All but one of the participants of this study had had contact with one of the target cultures for the languages they teach, and most had had considerable experiences with the culture. Ninety-three percent reported having spent more than three months living in the target culture, and 71% had spent more than a year and a half in-country.

Sources of Information

Survey data were collected through an online questionnaire using Qualtrics software. Teachers consented to participate in the study by agreeing to the terms listed at the beginning of the survey. The questionnaire contained 35 items, including multiple-choice questions, Likert scale questions, rank-order questions, and short-answer questions. The questionnaire took teachers approximately 15 to 20 minutes to complete, and upon completion, teachers were invited to upload a copy of their Level 1 course syllabus or classroom disclosure document. Nine teachers attached documents, and data from both the survey and the uploaded documents contributed to the findings.

Data Analysis

The study used both quantitative and qualitative means of data analysis. The selected response items of the questionnaire provided demographic data needed to describe the participants and test for factors related to culture teaching through multiple regression analyses using SPSS software. The remaining selected response items were submitted to descriptive statistical analyses, such as frequencies, means, and standard deviations. Responses to open-ended questionnaire items, as well as the cultural content of course syllabuses, were analyzed using open coding (Maykut & Morehouse, 1994). Similar responses were grouped into categories, and the number of responses in each category was tallied.

Although we originally planned to discuss findings for all 69 respondents together, differences in aspects of the language learning classroom emerged between the spoken-language teachers and ASL teachers. For example, ASL teachers do not have the same objectives for teaching the four language skills as do their foreign language-teaching peers. For this reason, responses from the six ASL teachers were excluded from the analysis of the data.

Results

This section addresses key findings relating to each of the four research questions, followed by correlation and regression analyses of variables related to teachers'

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inclusion of culture in their teaching. Due to space limitations, only the responses to selected survey items are included in this discussion.

Research Question 1: What Methods Do Teachers Use for Teaching Culture?

Study participants were asked to briefly describe, in a step-by-step fashion, a typical lesson in their own foreign language classrooms. Of the 60 teachers who responded to this question, only 17 explicitly mentioned the word(s) “culture,” “cultural,” or “culturally based.” Although this does not necessarily indicate that these teachers did not incorporate culture, it does suggest that they may not explicitly think of culture as a key component of their lessons. Another two responses expressed teaching cultural principles without actually mentioning “culture” or its derivative words, and five responses mentioned the use of media, which may or may not have contained cultural content. Lesson elements emphasized by teachers as typical to their instruction are shown in Table 1.

Table 1. Elements of a Typical Lesson Mentioned in Open-ended Responses

Typical lesson elements used by teachers	Number of mentions	Percent of respondents
Starter, warmup, or review at beginning of class	45	75
Practice activities or worksheets to reinforce concepts introduced or highlighted during the class period	39	65
Lesson or presentation on new topic or content	27	45
Writing activities	17	28
Assessments, usually formative and informal	16	27
Partner or small group work	14	23
Student-centered speaking activities	14	23
Explaining and assigning homework or study goals	12	20
Music or songs	11	18
Listening activities	9	15
Games	8	13
Reading activities	8	13
Video clips	6	10

Teachers also varied in their use of the target language during class. When asked on which occasions teachers use English in their classrooms, with the possible responses of *never* (1), *occasionally* (2), *often* (3), and *all the time* (4), “cultural explanations and discussions” had the highest mean ($M = 2.78$, $SD = 0.74$), indicating that teachers speak English to teach culture more than any other element of their teaching. In terms of frequencies of responses, 17 teachers said they use English “occasionally,” 9 said they use it “all the time,” and only 3 said they never use English to explain or discuss culture. These findings indicate that more

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than two-thirds of participants used English often or all the time to teach culture.

But how, other than mostly in English, are secondary students typically acquiring cultural knowledge and perspectives? Responses from the 63 teachers who answered this question are summarized in Table 2. Media use is most common, as are stories from the teacher. It is interesting to note that no teachers mentioned field trips as a method of acquiring culture, as some local teachers do use them, but perhaps they were not mentioned because the question specified how students acquire culture “in your classroom.”

Table 2. Sources of Classroom Cultural Input

Type of input	Number of mentions	Percent of respondents
Films / video clips / target language commercials	22	35
Teacher (personal stories and tidbits)	21	33
Readings / print media other than textbook	15	24
Experiential learning / celebrations / cooking	14	22
Online websites and resources	12	19
Specifically planned culture lessons / lectures / focus	12	19
Music / songs	11	17
Classroom discussion	11	17
Slide shows / presentations	9	14
Textbooks and their associated resources	8	13
Realia / culture capsules	7	11
Projects / reports / essays assigned to students	6	10
Guest speakers	6	10
Unspecified “activities”	6	10
Print or film news / current events	5	8
Unspecified “authentic materials”	5	8
Culture taught “in association with language goals”	5	8
Culture taught through idioms / usages of the target language	4	6
Culture taught through “lesson material” or tie-ins	4	6
Paintings / photos / images	3	5
Language club activities	2	3
Worksheets / handouts	2	3
Video conference (Skype) “with students from the foreign country”	1	2

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Research Question 2: What Models of Culture Learning Do Teachers Use?

One survey item asked teachers with which models of culture learning they were “very familiar,” allowing them to select multiple options from a list. Fifty-six teachers responded to this item, choosing a mean of 2.04 paradigms each. In retrospect, this item was somewhat problematic, as it failed to include postmodern conceptualizations of culture that are less easily encapsulated in specific “models,” and thus may not have provided a thorough or accurate representation of teachers’ knowledge. Nevertheless, the item did provide a measure of teachers’ familiarity with the conceptualization of culture in the *Standards*.

Of the respondents, 89% (N=50) reported that they were very familiar with the 5 Cs of the *Standards* (Communication, Cultures, Connections, Comparisons, and Communities), although curiously, only 43% (N=24) indicated familiarity with the “products, practices, perspectives” of the Cultures goal area of the *Standards*. Only a few teachers were familiar with other cultural models (see Table 3).

Table 3. Cultural Frameworks with which Respondents are Very Familiar

Terms or models	Number of mentions	Percent of respondents
Communication, Cultures, Connections, Comparisons, Communities	50	89
Products, practices, perspectives	24	43
Big-C and little-c cultures	17	30
Surface vs. deep culture	9	16
Performance / performed culture	7	13
Achievement, behavioral, and informational cultures	5	9
Olympian culture / culture MLA vs. hearthstone culture / culture BBV	1	2
Other (nothing specified)	1	2

In response to the question “Which standards or benchmarks do you use *most* to guide your teaching?”, 38% of respondents (N=24) indicated that the guidelines they use most in their classrooms to help plan their instruction are district-level benchmarks. Another 21% (N=13) of teachers use the state core curriculum standards in lesson planning, while 19% (N=12) use the ACTFL Proficiency Guidelines, 13% (N=8) use the scope and sequence of their chosen textbook, only 3% (N=2) use the *Standards*, an additional two teachers (3%) use departmental essential questions, one respondent (2%) uses no standards (“I set my own curriculum”), and one uses concurrent enrollment standards from a university. Additionally, only 26 of the 63 respondents regularly use a textbook, and an additional six teachers occasionally use textbooks for certain activities, for reference, or to get ideas.

Research Question 3: To What Extent Do Teachers Incorporate Culture in the Classroom?

Given teachers' stated beliefs in the value of culture learning, surprisingly little planning and instructional time is spent addressing it. Nine teachers accepted the invitation to upload their syllabus or disclosure document with their survey response. All nine mentioned culture, and culture or a derivative word was mentioned four times per document on average. Of the documents examined, four mentioned culture as a fifth skill, and two described culture in terms of the "5 Cs." Two more documents made little mention of culture, except to state that specific "culture days" would happen from time to time throughout the semester. The final syllabus also mentioned a culture day, but integrated the theme of culture more fully throughout the document, stating: "The purpose of this French course is to expose students to French culture while giving them a grasp of the basic fundamentals of the language."

In terms of planning for instruction, culture fared poorly in comparison with other elements of the curriculum. When asked to rank the top four components of their classroom in order of planning time spent, the components receiving the most planning time were speaking, with a mean ranking of 2.67 (note that a lower mean signifies a higher ranking), vocabulary (2.86), grammar (3.93), reading (4.07), listening (4.12), and writing (4.31). Cultural elements were ranked at the bottom of the list, namely daily practices of the target culture (4.76), comparisons between the target culture and the native culture (4.78), history and geography of the target culture (4.80), and perspectives of those who live in the target culture (4.93).

When asked which category best describes the instructional time teachers devote to the teaching of culture—a question borrowed exactly from Moore's (1996) study—6 respondents (10%) indicated that they include culture "in all my lessons," 21 (33%) "in more than half of my lessons," 35 (56%) "in less than half of my lessons," and one teacher (2%) did not include culture "in any of my lessons."

Respondents were also asked to report on which elements of culture teaching they spend most of their instructional time and were allowed to select up to two options from those listed. The most commonly selected response was comparisons between the target cultures and students' own cultures (see Figure 1, next page).

In response to the open-ended question "How do you *typically* assess your students' culture learning?," 14 teachers (23%) said they do not assess culture. One respondent said simply "yes," implying that culture is assessed, but did not specify how. Twenty-five teachers (42%) said that they do assess culture, but very informally. Another 14 teachers (23%) said they do a mixture of informal and formal assessments, although the "formal assessments" are usually just a few questions on existing quizzes or tests. Eight participants (13%) responded that they assess culture formally through test questions, presentations to the class, or comparative writing assignments.

Six respondents (10%) mentioned that including culture in assessments is only necessary when it helps with language performance, and three other respondents expressed ideas such as the following: "Culture to me doesn't have to necessarily be assessed. I don't think everything has to be assessed. To me, proficiency in the language (mostly speaking) is my focus," and "I don't usually assess culture . . . we mostly experience it."

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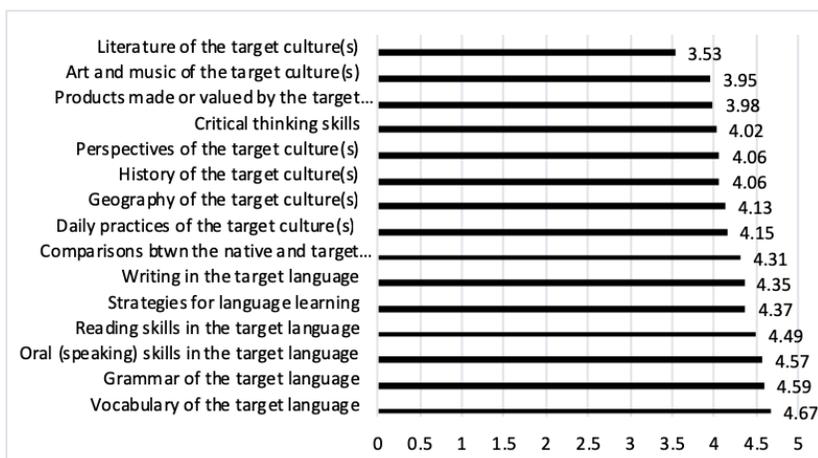


Figure 1. Cultural elements on which respondents spend most instructional time.

Research Question 4: What Factors Affect Teachers' Decisions Regarding Culture Teaching?

Some research suggests that the teaching of culture reflects teachers' degree of comfort with their cultural knowledge and experience, and that teachers without experience in the target culture may find it difficult to teach (Phillips & Abbott, 2011b; Social Science Education Consortium, 1999). In the present survey, most respondents seemed comfortable with almost all aspects of teaching, including culture; however, teachers on average were relatively less comfortable teaching cultural components than other topics, as shown in Figure 2 on the following page. Teachers were most comfortable teaching the vocabulary of the target language, followed by grammar, speaking skills, reading skills, strategies for language learning, and writing. Only then do cultural components appear, including comparisons between the native and target culture(s) and daily practices of the target culture(s). The subjects that teachers were least comfortable teaching were primarily culture-related, including literature, art and music, products, history, perspectives, and geography of the target culture(s).

Participants were also asked to select the single factor most likely to prevent them from teaching culture in their classrooms. Twenty-five teachers (40%) selected "lack of time" as being the element that deters them most from teaching culture, followed by "insufficient materials" (n=9, 14%) and "insufficient knowledge" (n=7, 11%). Fifteen teachers (24%) selected "nothing prevents me." The remaining response options were selected by two or fewer participants.

Respondents were also asked, "What motivates your decisions most when it comes to setting your curriculum?" Of the 63 respondents to this question, 26 (41%) chose "District/state standards," and another 26 chose "What I believe is best for my students." Five respondents (8%) selected "My personal interests," with the remaining response options selected by three or fewer participants.

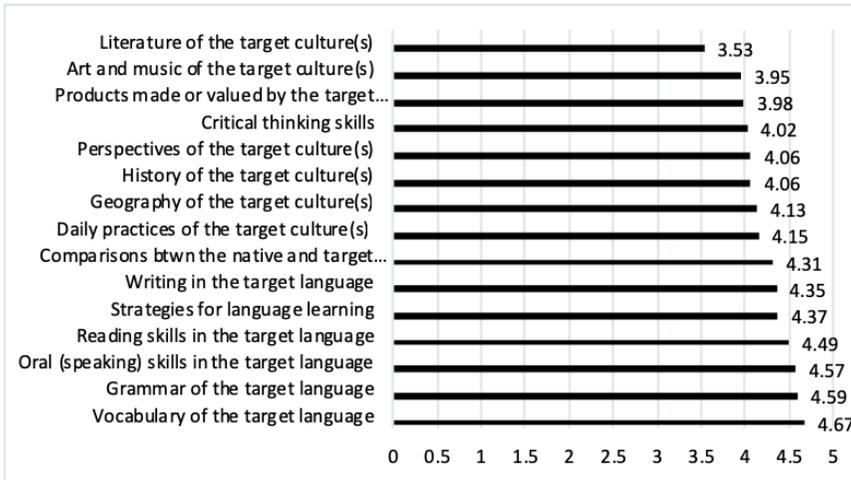


Figure 2. Mean comfort level for teaching specific curricular elements. (Scale: 1 = “Not at all comfortable”; 5 = “Extremely comfortable”)

Correlation and Regression Analyses

In an effort to discover any relationships that could help to explain teachers’ inclusion or non-inclusion of culture, we performed two multiple regression analyses. We hypothesized that certain characteristics or behaviors of teachers might be related to how much they integrate culture into their classrooms. As an initial step, we performed a series of correlations among survey variables. Worth mentioning is the negative relationship between the year that teachers finished their teacher training and percentage of lessons including culture, $r(61)=-.289, p < 0.05$, meaning that teachers who graduated longer ago were more likely to include culture in a higher percentage of their lessons. Teachers were also more likely to include culture if they had more years of teaching experience ($r=.266, p<.05$), and if they were members of a particular school district, District B ($r=.245, p<.05$). Teachers were even more likely to include culture if they used the state core standards to guide their curriculum ($r=.328, p<.01$).

Based on these correlations, we decided to run a multiple regression analysis to determine if certain factors predict a greater amount of culture inclusion in the classroom. The results of two models with different dependent variables are in Tables 4 and 5. Both of these models were based on a regression analysis using SPSS software.

Tables 4 and 5 show that the year teachers completed their training, the highest level of education they reached, whether or not they used state core standards to guide their curricula, if they were ACTFL members, if they worked in District B, and if they taught French or German, all contributed to increased emphasis on culture (although again, differences among teachers of different languages should be interpreted with caution due to the limited sample size).

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Discussion

Research Questions 1 and 2: Methods and Models of Culture Teaching

The results of this study found that teachers do attend to culture to some extent in their teaching, but through a wide variety of means and methods – there is no standardized approach. However, analysis of the data uncovered other important trends.

Table 4. Results of Multiple Regression Analysis 1

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

Table 5. Results of Multiple Regression Analysis 2

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

First, culture is typically taught in the students' native language (English). Of the study participants, 67% indicated that they use English "often" or "all the time" to teach cultural topics, and "cultural explanations and discussions" had the highest score for teachers' English use, meaning that culture is taught in English more than any other element of language courses, even grammar. Clearly, this finding raises questions about the assumed inseparability of language and culture, which this study is unable to answer but which certainly merit further investigation (see, for example, Risager's 2006 extensive work on this topic).

Regarding the presence of culture in the curriculum, the study found that teachers' inclusion of culture appears to be somewhat random. These findings suggest that if culture is present, it is typically not pre-planned, which generally leads to less instructional time and little assessment of culture learning. The use of film clips and video as primary methods through which cultural content is conveyed does indicate some level of preparation on the teacher's part, as do personal anecdotes related by the teacher, which the study identified as the other main source of cultural input for students. However, there was little indication that the use of these resources was part of any coherent plan for teaching and assessing culture.

Another potential cause for concern is the percentage of lessons in which teachers reported including cultural content. Whereas Moore's (1996) study found that 86% of teachers reported including culture in more than half of their lessons, in the present study that figure was only 47%. This apparent decline in culture inclusion could be related to multiple factors (including the limited sample size of the present study), but one possible explanation is that the advent of the *Standards* in 1996, with their focus on interpersonal, interpretive, and presentational modes of communication, as well as ACTFL's recommendation that teachers use the target language 90% of the time or more, may have contributed to a decrease in culture teaching: if teachers must use the target language at least 90% of the time, and if they feel the need to teach culture in English, they may feel that teaching culture detracts from time spent focusing on proficiency in the target language. This hypothesis seems to be supported by Phillips and Abbott's (2011a) report that the area of greatest impact from the *Standards* was "using the three modes of communication and making communication meaningful," whereas "the impact seems to be marginal in the Cultures goal area and minimal in Connections, Comparisons, with the least impact in Communities" (p. 40).

Regarding models of culture learning used by teachers, 89% of teachers recognized culture as one of the "5 Cs" of the *Standards*, and 43% of teachers reported familiarity with the framework of cultural products, practices, and perspectives. These results dovetail with the findings of Phillips and Abbott (2011b). In both studies 89% of participants were familiar with the "5 Cs," but a lesser percentage were actually implementing those goal areas into the classroom.

Research Questions 3 and 4: Attention Given to Culture in the Curriculum

This study found, as others have before (e.g., Klein, 2004), that although most teachers claim to value teaching culture and view it as integral to language learning, it does not receive the planning, instructional, or assessment time that the four skills do. This finding reaffirms the conclusions of other studies that culture remains subservient to language in foreign language classrooms (Byrd et al., 2011; Hadley, 2001; Klein, 2004).

The study also confirmed the results of previous research indicating that teachers find cultural perspectives challenging to address (Byrd et al., 2011; Hoyt & Garrett-Rucks, 2014; Phillips & Abbott, 2011a; Social Science Education Consortium, 1999), partially because they involve additional planning time and effort. The present study also suggests that teachers devote relatively little of their scarce planning time to culture: of all the aspects of the FL curriculum, culture topics were ranked lowest of time spent planning.

Contrary to some previous research, the present study suggested that teachers' comfort level may not be the primary factor preventing them from including more culture in their classrooms. In fact, participants reported relatively high levels of comfort with teaching cultural elements of the FL classroom, even though they were more comfortable teaching linguistic components of the FL. Additionally, only 14% of teachers cited a lack of knowledge or training as having an effect on their inclusion of culture. Forty percent of the participants stated that lack of time

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was the greatest obstacle. This finding partially supports that of Byrd et al. (2011), who identified a lack of time as an obstacle to culture teaching, although it may be argued that if teachers truly prioritized culture, they would find time to include it.

It appears that an additional obstacle to culture teaching may be a lack of emphasis on culture in state and district standards. Teachers chose school district or state standards (41%) and what they personally believe to be best for their students (41%) as the factors that most influence their curricula. In addition, no cultural elements ranked above linguistic ones in respondents' "Top 4" lists for importance in their classrooms. These two findings suggest that culture receives less curricular emphasis than language. The authors' own experiences in schools support this finding, as do the comments of one respondent, who in the questions and comments section at the end of the survey, wrote:

The new curriculum for foreign language that [School District A] is trying to implement is VERY light on culture. It's all about teaching real skills—reading, writing, speaking, and listening. . . . It's sad because without good cultural materials and direction from above, culture slips through the cracks.

Despite the relative lack of emphasis on culture at state and district levels, there are certain factors that help predict whether a teacher is likely to integrate culture into the classroom. It is interesting to note that no significant relationship was found between being an L1 speaker of the target language or having spent time living in the target culture and the inclusion of culture in teaching, nor was a significant relationship found between high involvement in general professional development (PD) and increased culture teaching (although this may not apply to PD focusing specifically on culture, as suggested in the case of teachers from District B as discussed below). On the other hand, teachers were more likely to integrate culture into their curriculum if they were ACTFL members, held a higher degree, or had a higher level of education—factors that likely contribute to a knowledge of effective teaching practices.

Furthermore, there was a significant relationship between years of teaching experience and the amount of culture included in the classroom. This finding echoes those of previous studies (Moore, 1996; Social Science Education Consortium, 1999), which found that more years of teaching experience correlated with a higher percentage of classes taught containing culture. It may be that many new teachers have so much to learn, plan, and do in the first few years that it takes them years of fine-tuning the curriculum to be able to effectively integrate culture and language instruction.

Other variables can affect culture inclusion as well, as illustrated by the fact that teachers in District B were more likely to include culture in the classroom than teachers in other districts. We suspect this to be the result of a focus, through in-service training or culture-rich benchmarks, on culture teaching in that district. The use of state core standards was also a significant predictor of emphasis on culture, but not the level taught. Level 1 teachers were just as likely to include culture as Level 4 or 5 teachers; however, as one respondent commented, "staying in the target language with lower level classes" is one deterrent to culture teaching.

Limitations of the Study

External Validity

One major limitation of the study was the low response rate (13.8%). The participants who took the time to complete the survey were a self-selecting sample and may therefore not be representative of the population. Furthermore, participants were recruited from only one state, and 84% of respondents came from four school districts in three counties of the state. These factors clearly limit the generalizability of the findings.

Internal Validity

The survey required teachers to self-report data such as how many of their lessons include culture, and what a typical lesson in their classroom looks like. Teachers' perceptions of the percentage of their lessons that include culture may not correspond exactly with their actual teaching practices, which suggests the need for additional research relying on actual classroom observations. In addition, as is the case with most surveys, our survey instrument itself was imperfect. For example, in asking teachers to rate their inclusion of culture separately from language skills, the survey did not allow for the possibility (and likelihood) that reading and listening materials, as well as speaking and writing activities, may have included cultural content. In addition, as previously mentioned, the item intended to assess teachers' familiarity with various cultural models did not adequately account for more recent process-oriented conceptualizations of culture learning, nor did it include the *NCSSFL-ACTFL Can-Do Statements for Intercultural Communication* (2017), which had not yet been released when the survey was constructed. Perhaps most importantly, the survey neglected to ask teachers what their goals were for culture learning, and what knowledge, skills, attitudes, and awareness they aimed to help their students develop. Future surveys would do well to give consideration to these factors.

Pedagogical Implications and Recommendations for Future Research

Clearly, the FL teaching profession still has a long way to go in regard to the teaching of culture. In a sense, this study raises more questions than it answers: Why have decades of emphasis on teaching culture not translated into greater emphasis on it in the classroom? Can certain aspects of culture be taught independently from language, and if so, which ones? How can we help teachers move beyond a view of culture as

Clearly, the FL teaching profession still has a long way to go in regard to the teaching of culture.

a static, monolithic set of facts to be taught toward a conceptualization of culture as a dynamic process of learning to understand the perspectives of others and to better understand oneself? Unfortunately, this study provides no definitive answers to these questions. However, in light of the finding that teacher preparation, professional development, and experience can influence the way teachers approach culture, we would like to conclude with several broad suggestions for inservice and preservice teacher development, which also have implications for future research agendas.

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With regard to inservice training, some local school districts are beginning to incorporate an emphasis on culture as expressed in the *Can-Do Statements*, which holds promise for an increased focus on culture. However, the findings of this study suggest that an even more effective approach would be to incorporate culture as a central part of the curriculum at the district level. It is interesting to note that the Utah core curriculum for world languages affords a central role to culture; however, given that teachers apparently rely more on district documents than state documents in their planning, school districts may need to provide models, curricula, and sample lessons and assessments integrating culture with language teaching.

With regard to preservice training, we would argue that in order to improve the quality of teacher preparation, the profession first needs a better understanding of how teacher educators conceptualize culture and culture learning. It is quite possible that many teacher educators are continuing to address the teaching of culture in the same ways that they themselves learned it decades ago. Teacher educators may not be familiar with newer professional documents such as the *NCSSFL-ACTFL Can-Do Statements*, nor with postmodern conceptualizations of culture, with their emphasis on process as opposed to content and on culture as dynamic and personal as opposed to static and monolithic.

With regard to preservice training, we would argue that in order to improve the quality of teacher preparation, the profession first needs a better understanding of how teacher educators conceptualize culture and culture learning.

In regard to the latter point, we would argue that one obstacle to the implementation of postmodern approaches to teaching culture is the relative complexity and abstract nature of the literature on such approaches. The meanings of terms such as *symbolic competence* (Kramersch, 2006) and *social semiotic practices* (Garrett-Rucks, 2016) are probably not self-evident to many teacher educators, and certainly not to most teachers. Although the “overproduction of complexity” called for in culture teaching by authors such as Kramersch (2006, citing Gumbrecht, 2004) may accurately reflect the many-faceted nature of intercultural communicative competence in an era of globalization, the very complexity of such approaches raises questions as to how teacher educators can effectively prepare teachers to implement them in the classroom instead of merely resorting to static representations of culture and fact-based culture teaching.

One activity that has shown promise in this regard is ethnographic interviews conducted by students with individuals from other cultural backgrounds. Research has demonstrated the potential for personal interviews to break down stereotypes and develop intercultural understanding and cultural self-awareness (Bateman, 2004; Hoyt, 2016; Roberts, Byram, Barro, Jordan, & Street, 2001; Robinson-Stuart & Nocon, 1996). One strength of these interviews is that they align with the current view of culture as a dynamic process of negotiation between individuals who hold a variety of values and ideologies (Kramersch, 2006), and they highlight “the centrality of discourse and dialogue in all human meaning-making” (Garrett-Rucks, 2016, p. 38). Other promising activities that involve interpersonal interaction include online peer

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discussions (Garrett-Rucks, 2013); wikis and Pinterest (Mitchell, 2016); study abroad blogs (Lee, 2012); project-based learning (Kean & Kwe, 2014); and service learning (Guglani, 2016).

Despite the promise of such activities, one limitation of nearly all research literature on culture teaching is that it reports on studies conducted at the postsecondary level, with little or no guidance as to how teachers might generalize the findings to the K-12 level, especially in light of young learners' limited language skills and developing cognitive abilities. Furthermore, although there exists a growing number of non-research articles on culture teaching geared toward K-12 teachers, such articles are often difficult to locate; for example, ACTFL's *The Teacher Educator* has devoted several issues to the teaching of culture (Jan 2014; Aug/Sept. 2015; Jan/Feb 2018), but the content of these issues cannot be found through standard online search procedures because the periodical is unindexed.

We would argue that parallel to the need for bridging cultural gaps between members of different language groups, communities, and countries, there exists a need for bridging cultural gaps between theory and practice, between K-12 and postsecondary levels, and between teachers and teacher educators. Preservice courses for language teachers must not only address the theoretical aspects of intercultural communicative competence, but must also help teachers develop techniques and activities for applying these theories. Equally importantly, there exists a critical need for more collaborative research between teacher educators and teachers, conducted at the K-12 level, which would take into account the realities and challenges of teaching young learners in public school settings. And, we would add, there is a need for universities to acknowledge the legitimacy of such research when considering faculty members for promotion and tenure.

We conclude with a quote from Seelye (1993), which still holds true today:

In the final analysis, no matter how technically dexterous a student's training in the foreign language, if the student avoids contact with native speakers of that language and lacks respect for their world view, of what value is the training? Where can it be put to use? What educational breadth has it inspired? (p. 21)

In light of the potential for culture learning to expand worldviews and enhance learners' understanding of others and of themselves, we believe that continued investigation of the role of culture in language learning is more than worth the challenges.

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Appendix: Survey Questionnaire for Secondary Foreign Language Teachers

- Q1 Do you live in the state of Utah?
- Q2 Select the grade level(s) you currently teach.
- Q3 Which foreign language(s) do you currently teach?
- Q4 What course level(s) do you currently teach?
- Q5 Please select the duration of the *majority* of the foreign language courses you teach.
- Term
 - Trimester
 - Semester
 - Yearlong
 - Other (please specify) _____
- Q6 Please select your school's schedule model.
- Traditional
 - Block
 - Other (please specify) _____
- Q7 Which standards or benchmarks do you use *most* to guide your teaching? (Select only one response.)
- ACTFL Proficiency Guidelines
 - Departmental essential questions
 - District benchmarks
 - National Standards for Foreign Language Learning
 - State core curriculum standards
 - What is outlined in the scope and sequence of my textbook
 - No standards - I set my own curriculum
 - Other (please specify) _____
- Q8 Which textbook(s) do you use in your language courses, if any?
- Q9 In a brief, step-by-step fashion, please describe a typical lesson in your foreign language classroom.
- Q10 From your perspective, please define "culture" as it pertains to foreign language teaching.
- Q11 How do your students *typically* acquire cultural knowledge and perspectives in your classroom?
- Q12 How do you *typically* assess your students' culture learning?
- Q13 For the following items, please indicate how much you use the students' native language (English) in the classroom. (Never – Occasionally – Often – the time)
- Classroom management
 - Cultural explanations/discussions
 - Explaining assignments
 - Grammar instructions/clarifications
 - General content instruction
 - Test preparation/review
 - Other (please specify) _____

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

- Addressing cultural stereotypes
- Comparisons of the target and native cultures
- Geography and environmental studies
- Having students role play to demonstrate how they would speak and act in the target culture
- History and great achievements of the target culture
- Pragmatics (how students would use certain constructions in the target language if they were actually in the target culture)
- Teaching about the tangible products of the target culture (food, dress, objects)
- Teaching about cultural practices (knowledge of what to do, when, and where)
- Teaching about the perspectives (ideas and attitudes) a target culture has
- Teaching about the relationship between language and culture
- Teaching about the relationship between cultural products, practices, and perspectives
- Teaching about your own experiences of when you were in the target culture
- Other (please specify) _____
- Other 2 (please specify) _____

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

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

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

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

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

- Achievement, Behavioral, and Informational Cultures
- Big-C and little-c cultures
- Communication, Cultures, Connections, Comparisons, Communities
- Performance/performed culture
- Products, Practices, and Perspectives
- Olympian culture, or culture MLA vs. Hearthstone culture, or culture BBV
- Surface vs. Deep culture
- Other (please specify)

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Q18 How comfortable do you feel teaching the following items in your classroom? (Not at all comfortable – Somewhat uncomfortable – Neither comfortable nor uncomfortable – Somewhat comfortable – Extremely comfortable)

- Art and music of the target culture(s)
- Comparisons between the native and target culture(s)
- Critical thinking skills
- Daily practices of the target culture(s)
- Geography of the target culture(s)
- Grammar of the target language(s)
- History of the target culture(s)
- Oral (speaking) skills in the target language
- Reading skills in the target language
- Strategies for language learning
- Vocabulary of the target language
- Writing in the target language(s)
- Perspectives of the target culture(s)
- Products made or valued by the target culture(s)

Q19 What is *most likely* to prevent you from teaching culture in your classroom?

(Select only one response.)

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

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

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

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

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

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

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

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

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

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- _____ Teaching the vocabulary of the target language
- _____ Teaching writing in the target language
- _____ Written assessment of the target language
- _____ Other (please specify)

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

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

Q25 If you live in the state of Utah, in which school district do you teach? (select district)

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

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

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

- My teacher training is ongoing
- I am not a certified teacher

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

- Current student teacher/intern
- Less than 1 year
- 1-3 years
- 4-10 years

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- 11-15 years
- 16-20 years
- 20+ years

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

- Attend departmental or in-service trainings (as a job requirement)
- Attend professional conferences and workshops
- Member of professional organization(s)
- National Board certification
- Read professional journals
- Read blogs/websites about professional topics
- Read newspaper or magazine articles about professional topics
- Read social media on professional topics
- Take graduate/continuing education courses
- Other (please specify) _____

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

- American Association of Teachers (AAT) of _____ (Language)
- American Council on the Teaching of Foreign Languages (ACTFL)
- Southwest Conference on Language Teaching
- Utah Education Association/National Education Association
- Utah Foreign Language Association
- Other (please specify) _____

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

- I am a native speaker
- College/university
- K-12 Schooling
- Religious mission
- (Non-academic) residence abroad
- Study abroad/internship
- Television
- Other (please specify) _____

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

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

Q33 If you are interested in helping the researcher more fully answer her research questions, please upload a copy of your syllabus/disclosure document for the lowest level of the language(s) you teach (Level 1

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preferred, if applicable). This information will remain completely anonymous and will only be used for the purposes of this research study.