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Teaching Culture in Foreign Language Classrooms of International Baccalaureate

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Walden University

COLLEGE OF EDUCATION

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Marlene Culpepper

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2015

Abstract

Teaching Culture in Foreign Language Classrooms of International Baccalaureate

Schools

By

Marlene Cabrera Culpepper

MA, Florida State University, 2001

BS, Florida State University, 2000

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

December 2015

Abstract

There is an increasing number of International Baccalaureate programs in the United States that require instruction in an additional language to prepare culturally responsive global citizens, but there is little research on how the teaching of culture is addressed in elementary additional language programs. This study was guided by Vygotsky's and Dewey's social constructivism and investigated how the teaching of culture is integrated in additional foreign language classrooms in the State of Georgia's International Baccalaureate Primary Years Programs (IB PYP). It also investigated how personal, professional, or organizational factors such as values, beliefs, teacher training, or time constraints impact the integration of culture and language. This qualitative multiple-case comparative study examined the experiences of 3 teachers in Georgia who taught in K-5 additional language classrooms, using curriculum maps, student work samples, lesson plans, and semi-structured interviews as the data sources. Data were analyzed using Atlas.ti software and coded using constant comparative methods; the inductive qualitative content analysis included open coding, axial coding, and selective coding. The study findings showed that a variety of factors impact program goals including attitudes, isolation, philosophy, Georgia Standards, and practices of the IB PYP. Findings are applicable to additional language teachers for further discussion on the current state of elementary language programs in Georgia's IB PYP and for informing choices on program design. This study contributed to social change by expanding the body of professional literature in the field of foreign language education and on the issues that affect teachers in additional language classrooms in the IB PYP.

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Dedication

To my family who have endured countless hours of my isolation so that I could focus. To my husband who supported me through this process with patience, love, and support, and to my children who sacrificed time and attention so that I may realize my dream, and to God who gives me the courage and confidence that I need. To my girls, Isabel and Haley, I want to be a living example that no obstacle, no matter how daunting, should stand in the way of realizing your dream and that is the path to success.

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I would like to express my gratitude to the committee members that guided me through this project study, Dr. Elina Lampert-Shepel and Dr. Anju Jolly. I could not have made it through this process without your guidance and encouragement.

My husband, Jim Culpepper, has patiently played the role of "fun dad" to ensure that our girls would not have to miss out on memories as their mother stayed at the house one weekend after another for years until my dream was realized. He has done more than his share of chores and been a constant source of physical and emotional support. With him, I look forward to enjoying every weekend for the rest of our lives together.

I want to thank my mother who has been my cheerleader during this process. She taught me the value of hard work and to face challenges with courage. To my in-laws, I want to say thank you so much for helping to keep our family going, from the carpools to doctor's appointments and meals delivered. To my friend, Dr. Stephaine Sullivan, who I met early on in my Walden experience: Thank you for supporting me throughout this journey. You have inspired me and kept in touch though we are in different parts of the country. Your regular checking on my progress and cheering me on has meant the world to me. Without all of your support, I would not have realized my dream.

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Section 1: The Problem

Introduction

Educating global citizens through an emphasis on the teaching of world languages is a common goal of many governments today (Byram, 2011). Policy documents concerning teaching world languages do not clearly articulate any methodology for doing so (Woodgate-Jones & Grenfell, 2012). The National Standards of Foreign Language Education Project and the American Council on the Teaching of Foreign Language (ACTFL) have established U.S. foreign language goals and performance standards that give equal standing to culture and language in articulating a comprehensive rationale for foreign language education (National Standards of Foreign Language Education Project, 2006). Teaching of culture is one of the five U.S. National Goals for Foreign Language Education (ACTFL, 2000); according to the National Standards Education Project (2006), the integration of culture with foreign language is necessary for mastery of any language. However, there is little extant research on how the teaching of culture is integrated into primary language programs. The purpose of this doctoral project study is to examine how the teaching of culture is integrated in additional foreign language classrooms in the State of Georgia's International Baccalaureate Primary Years Programs.

The International Baccalaureate Organization (IBO) is an internationally recognized organization whose primary focus is to develop global citizens. Its mission is to cultivate young people who are knowledgeable inquirers who help to create a better and more peaceful world through inter-cultural understanding and respect (IBO Strategic Plan, 2004). The IBO's Primary Years Program (PYP) requires that children learn an

additional language between the ages of 7 and 12. This requirement is articulated in the

PYP Monograph (IBO, 2001):

> All students receive instruction in a language other than the language of
> instruction of the school starting by the age of seven at the latest. One of the goals
> of exposing children to languages other than their mother tongue is to provide an
> insight into and an appreciation of other cultures, and an awareness of other
> perspectives. (IBO, 2001, p. 12)

As the number of International Baccalaureate Primary Years Programs (IB PYP) grows

in Georgia, there is an increasing need to study how teachers in IB PYP language

programs address the teaching of culture.

Definition of the Problem

Foreign language instruction in elementary grades (K-5) in Georgia continues to

change due to the rapid growth of IB PYP schools that require student instruction

in additional languages. Davis and Fisk (2006) reported that as the number of IB PYP

schools increases, so does pressure on the IBO to inform schools on how to deal with

program changes that schools must face to implement the program. In 2012, the IBO

listed 24 schools in Georgia, United States of America as authorized or candidate schools

(IBO, n.d.; see Appendix C). Although the percentage of public elementary schools

teaching foreign language in the United States has decreased from 24% in 1997, to 15%

in 2008, the number of International Baccalaureate Primary Years Programs (IB PYP) in

Georgia in 2014, has grown to a total of 24 since 2003 (IBO, 2011; Pufahl & Rhodes,

2011; Zehr, 2009).

There has been little research related to elementary level additional language programs in International Baccalaureate Program since the IB PYP was established in 1997 (May, 2009, Van Vooren, et. al., 2013). Several factors substantiate a need for closer look at the teaching practices in additional (foreign) language classrooms today. Among these, are an increasing number of IB PYPs that require students to receive instruction in an additional language, the IBO's mission to prepare culturally responsive global citizens, and the lack of research data on how language and culture are being integrated into IB PYP additional language classrooms.

Evidence of the Problem at the Local Level

This study collected data from and related to the three foreign language teachers at ABC Elementary School (pseudonym) in Columbus, Georgia. Of these three teachers, only one of them was working in an IB PYP at the time of the study. The additional language program at ABC Elementary uses the Foreign Language Experience Program (FLEX) model, where students are served 45-55 minutes per week. The teacher at ABC Elementary designs curricula based on the principles of the IB PYP. Lessons in the additional language classroom (L2), where Spanish is the language of instruction, center on civic responsibility and the interconnectedness of humans from different cultures.

The teacher's designed program is based on ABC Elementary's IB PYP language policy, which calls for the support of the Units of Inquiry being taught in English, the school's primary language of instruction (L1), classrooms based on six trans-disciplinary themes, and national and state standards for foreign language education. The IB PYP is structured around six trans-disciplinary themes that are meaningful and important to people globally, but not necessarily relevant to the teaching of Spanish. These themes are

developed as programs of inquiry and promote in-depth student investigations into ideas as the process is guided by teachers (IBO, 2011). The problem for the additional language teacher is to manage two equally important demands: (1) designing curriculum links between additional language culture content and the units of inquiry taught in different grade levels throughout the school, and (2) designing and delivering culture lessons while maximizing instructional time on the teaching of the additional language.

The additional language teacher at ABC Elementary works to maximize the inclusion of cultural content in daily instruction. Factors affecting the teaching of culture in this additional language classroom include:

- finding balance between teaching of culture (C2) and providing instruction of the additional language (L2; Furstenberg, 2010; Scarino, 2010);

- deciding whether instruction of cultural content should be delivered in the additional language (L2) or the primary language of instruction (L1), which cultures to include, and what aspects of culture to focus on during instruction. (Boylan, 2012).

Teachers in other IB PYPs in Georgia face similar difficulties when integrating culture with language instruction, but may attribute challenges to other reasons (Durlak & Dupree, 2008, van der Hijden, 2013). The additional language teacher at ABC Elementary expressed a desire to know how other educators in IB PYP, teaching beginning language skills in additional language classrooms, address the teaching of culture within their language classrooms.

Evidence of the Problem from the Professional Literature

Several issues affect the teaching of culture in the additional language classroom in ABC Elementary's additional language classroom. These include:

- knowing how to give equal emphasis to the teaching of culture and the teaching of the language, as called for in The Standards of Foreign Language Learning (ACTFL, 1996, 2006);

- knowing at what age instruction in cultural content should begin;

- knowing whether instruction of cultural content should be delivered in the L2 or the L1;

- knowing which cultures to include, and

- knowing what aspects of culture to focus on during instruction.

I set out to identify issues that influence the inclusion of culture in foreign language instruction. Byrnes (2008) noted the primary challenge faced by language teachers as the comprehensive integration of the culture standard of the National Standards into the educational curriculum. Zhu (2012) suggested that inadequate teacher training negatively impacts the teaching of culture as part of additional language (L2) instruction. Another potential factor is that there are no set criteria on how to integrate the teaching of culture with language instruction including: which cultural aspects to integrate, how they should be presented, and how they should be integrated with language instruction (Byrd, 2007; Zhu, 2012). Perspective can be gained on how and what to teach from examining the historical development of culture education in world language education.

In the year 2000, the United States issued a national call to educate students to become competent world citizens capable of communicating in more than one language (Goals 2000: Partnership for 21st Century Skills, 2004; U.S. Department of Education,

2008). Many national governments aim to improve global citizenship through the teaching of world languages (Byram, 2011), but there is often a lack of clear policy that articulates how goals are to be achieved through instruction (Woodgate-Jones & Grenfell, 2012). Researchers have reported a range of factors that influence the role of teachers in language education including individual, social, and political influences (English & Varghese, 2010; Johnson & Freeman, 2010; Menken & Garcia, 2010; Mohanty, Panda, & Pal, 2010; Shohamy, 2010).

As a result of this unclear language implementation policy, Raymond (2012) argued that the roles teachers construct for themselves are shaped more by their beliefs about language education and the context of their work than by clearly articulated policy. Teachers' beliefs about language education are shaped by their own educational experiences. In 2007, Byrd examined course syllabi for methods employed by additional language teachers and reported that little time is employed in instructing teachers on the teaching of culture (Byrd, 2011). Worton (2010) also found the teaching of culture as lacking in teacher preparation programs and claimed that universities should recognize the importance of inter-cultural and inter-linguistic competencies, and aim to keep courses relevant to meet the needs of students in our globalized world in terms of both content and methods.

At the time of this study little research was available on the practice of teaching culture through elementary foreign language instruction, with a specific research gap concerning the teaching practices of elementary additional language teachers in Georgia's International Baccalaureate classrooms. Cleveland (2007) studied the perceptions and experiences of elementary foreign language teachers in Gwinnett County, Georgia and

concluded that additional research is needed to determine what support materials are needed to aid elementary language teachers with program design. To guide instructional planning at ABC Elementary, I examined Georgia's 22 IB PYP elementary foreign language classrooms to examine the teaching of culture in elementary language programs. In particular, I examined how the teaching of culture, as a component of the National Goals for Foreign Language Education, was addressed in Georgia's IB PYP additional language (L2) classrooms.

To better understand the relationship between the teaching of culture and language, I explored content, timeliness, and teaching strategies for the inclusion of cultural content into second language instruction. A limited number of studies describe the integration of culture with language curricula (Kearney, 2008). Classroom-based research on the teaching of culture has focused predominantly on application outcomes of "theoretical suggestions for culture learning" and has provided little insight on the process of culture learning as part of language learning (Zhu, 2012, p. 21). Zhu (2012) suggested that in order to better understand the integration of the teaching of culture in the context of language education, there needs to be closer analysis of classroom practices. Byram (2011) described analysis and reflection on the psychological and social aspects of a language as creating a link to competence, terming this a cultural nexus. Byram (2011) argued that teachers and learners need to include the practice of reflection on the identity of an individual as a language speaker to truly gain cultural competence. A lack of research in the area of foreign language in the IB PYP creates dilemmas for states, districts, and schools in designing programs that meet the needs of the IB learner and the requirements outlined by state standards.

This study was designed to expand the body of research on IB PYPs. Another outcome of this study was the design of a three-day webinar to engage IB PYP teachers in conversations about the issues they face and to create a community of practice to support these additional language teachers. Research findings on how additional language teachers in Georgia's IB PYP address the teaching of culture with instruction in the L2 help teachers to integrate the requirements of National Standards and IBO PYP for developing foreign language curriculum.

Rationale

The rationale for conducting this study is that a current gap between research and practice in the teaching of culture in Georgia's IB PYP additional language programs presents challenges integrating language and culture instruction in the additional language classroom of the IB PYP. Byrnes (2008) described the integration of cultural knowledge with language development and curricular articulation as the most constant challenges of present-day teaching and learning. Some researchers perceive language and culture as inseparable and an essential part of understanding the culture in which a language is embedded (Byram, 2010; Kramsch, 1993; Palmar & Sharifian, 2007; Schulz, 2007; Zhu, 2012). However, there is little agreement about how to teach culture and no common criteria to guide language instructors on how to integrate culture and language (Byrd, 2007). Zhu (2012) described a lack of consensus among language educators on what aspects of culture to teach, and how to integrate the teaching of culture with language instruction. Byrnes (2008) described the document as notably silent on how the culture goals were to be accomplished. These factors contribute to the current lack of best practices that this study is designed in part to address.

U.S. national initiatives have ignited a movement that is bringing foreign language instruction into the mainstream of K-12 education. Georgia's development of language programs follows a national initiative to prepare students for a globalized work force. The Goals 2000: Educate America Act named foreign language as part of the core curriculum for language education (Phillips & Abbott, 2011). In response, a U.S. national committee of more than 100 educators defined common objectives for language instruction and designed National Foreign Language Standards for all grades.

Designed as a framework for foreign language learning, the national standards consist of five interconnected equally weighted language goals (Wu, Altstaedter & Jones, 2009). These interconnected goals are:

- Communication (to communicate in a language other than English),

- Cultures (to gain knowledge and understanding of other cultures),

- Connections (to acquire information and explore other disciplines through the target language),

- Comparisons (to gain insight into the nature of language and culture), and

- Communities (to participate in multilingual experiences within the classroom and beyond; Wu, 2010).

Teaching culture in foreign language education is a problem encountered by teachers throughout the world (Sun, 2013). According to ACTFL, National Foreign Language Standards do not describe specific course content, nor designate a sequence of study, but are used along with state and local standards and curriculum frameworks to decide the best methods and expectations for students in individual districts and schools (Executive Summary, n.d.).

Critics of the National Standards of Foreign Language Education described the addition of the four goals to language educations primary goal of communicative competence as factors that impede achieving foreign language proficiency (Wu, 2009). In contrast to the trans-disciplinary, inquiry based instructional model preferred by the IB PYP, Wu (2009) argued that students with limited proficiency in the target language cannot adequately gain knowledge from comparing languages, learn about the culture through the foreign language, or explore other disciplines.

Purpose Statement

The purpose of this study was to examine (a) how teaching of culture is integrated in additional (foreign) language classrooms in Georgia's (K-5) modern foreign language programs, and (b) what personal, professional, or organizational factors, such as values, beliefs, teacher training, or time constraints, impact the integration of culture and language in IB PYP foreign language classrooms. This study was designed to add to the limited research available on IB PYP language programs. One outcome of this study was to grow the body of knowledge on the integration of language teaching and the teaching of culture. Another outcome was to ignite a conversation among Georgia's IB PYP additional language teachers to strengthen teachers' self-efficacy, and develop skills through sharing of challenges and perspectives. At the time of this study, the Georgia Department of Education provided a 5-day curriculum model for elementary language learners as part of Georgia Quality Core Curriculum (GADOE, n.d.); however this curriculum model did not include an articulation on the teaching of culture. This study was designed in part to address this and inform state- and district-level educational policy makers and curriculum designers on current practices in Georgia's IB PYP additional

language classrooms. It did so by articulating the experiences of teachers and their needs with regard to the teaching of culture.

Definitions

A number of terms in this EdD project study are used interchangeably or have a variety of connotations. To assist readers, a glossary of key terms used in the study is provided.

Additional language (L2): A language offered in addition to the language of instruction within a school. Due to the complexity of student populations, the additional language may represent a students' second language, third language, native language, or heritage language. For some students, the additional language might be the student's first language or mother tongue. For others the additional language may be the second language, or for those who are multilingual a third or fourth language (Learning additional languages, 2002).

Culture: A system of shared beliefs and experiences passed down through generations that shapes humans' interactions with their environment. The National Standards define culture in the teaching of foreign language as "the philosophical perspectives, the behavioral practices, and the products – both tangible and intangible – of a society" (National Standards in Foreign Language Education Project, 1996, p. 47). This definition of culture was used as the foundation for discussion on the teaching practices of teachers interviewed in this study.

Foreign language: A language other than the native tongue of a people within a geographic area (Saville-Troike, 2012).

Foreign Language in Elementary Schools (FLES): An articulated program designed to develop language proficiency. Initial instruction is focused on speaking skills, cultural knowledge, and an introduction to literacy. These programs combined language learning with instruction in other content areas of the school's curriculum. These programs vary widely in duration and frequency of instructional time, but include instruction for more than 60 minutes per week (Ingold & Wang, 2010).

Foreign Language Exploratory/Experience Program (FLEX): An educational model that introduces cultural awareness and language learning through the teaching of basic vocabulary over a period of instruction between 6 and 9 weeks, or with less than 60 minutes per week throughout the academic year. These FLEX programs are designed to create interest in culture and language and are not designed to be included in an articulated sequence of formal language instruction (Ingold & Wang, 2010).

Globalization: The growing connection among people of the world that transcends geographic, economic, and social boundaries (Razak, 2011).

Immersion: An education model that focuses on teaching of school curricula in the L2 as well as the L1. Programs that use the additional language for more than half of the instruction are considered to be immersion programs (Ingold & Wang, 2010; Lyster & Ballinger, 2011).

Language: A communication system with hierarchical structure and rules that uses symbols and sounds that allow for the articulation of thoughts, feelings, ideas, and experiences. (Goldstein, 2014).

Language 1 (L1): The primary language of instruction within a school or the language used in delivering educational content for the majority of the school day (Saville-Troike, 2012).

Mother tongue: A term used to describe the language used by students at home or outside of the classroom/school environment to include a student's "first language," "native language," "heritage language," and "home language" (IBO: Middle Years Program, 2004).

Second language (L2): A standard linguistic term used to describe the language learned secondary to the first language (Spolsky, 1999). For the purposes of this paper, the term second language will be used interchangeably with the terms foreign language and additional language.

The National Standards: A shorthand term used for the *Standards for Foreign Language Learning in the 21st Century* published by the National Standards in Foreign Language Education Project in 1996 and revised in 1999. These standards are known as the 5Cs and are organized as goals containing two to three content standards each (see Appendix A).

Significance

The significance of the problem lies in the gap in knowledge on the teaching of culture in elementary language classrooms. National goals for the integration of culture education in foreign language instruction in the United States were introduced in 1996 and defined the teaching of culture to be of equal importance with language goals for foreign language education (National Standards, 2006). Yet, there are few resources outlining the integration of culture teaching with language instruction. There is also a gap

in the professional literature on IB PYP additional language instruction. This study

focused on the experiences of additional language teachers in the International

Baccalaureate Primary Years Program because of the growth in the number IB PYP

additional language classrooms and the program's mission of educating global citizens. A

national mandate spelled out in Goals 2000 gave equal emphasis to culture education and

additional language instruction. These goals, coupled with IB PYP emphasis on culture

education and a lack of professional knowledge on how language teaching is integrated

with instruction in the L2, demonstrated a significant need for further study on how the

teaching of culture is integrated with language instruction in Georgia's K-5 modern

foreign language classrooms.

Guiding/Research Questions

Researchers recognized trends in a growing movement in foreign language

education toward equal emphasis of the teaching of culture and language (Arens, 2010;

Lo Bianco, 2003; Malamut, 2011; Tang, 2006). Researchers also identified possible

reasons for a lack of consensus on how the teaching of culture should be integrated with

foreign language education (Durocher, 2007; Piasecka, 2011). The local problem reflects

a gap between knowledge and practice. As a language teacher in an IB PYP program, I

strive to give equal emphasis to the five C's of foreign language (communication,

connections, cultures, comparisons, and communities) as prescribed in the National

Standards of Foreign Language, but finds that there is little professional literature on

teaching practices in elementary foreign language programs, and almost no research on

the teaching practices of additional language teachers in IB PYP programs. This led me

to my first research question: how is culture integrated with language instruction in

additional language classrooms of International Baccalaureate Primary Years Programs in Georgia schools?

The purpose of this study is to grow the body of knowledge needed to address the local problem by examining how the teaching of culture is integrated with language instruction in Georgia's K-5 modern foreign language classrooms. Researchers called for guidance on how to teach culture within the frameworks of today's modern foreign language programs (Tang, 2008; Zhu, 2012). In particular, little research exists that expresses how the teaching of language and culture are integrated into the additional language classrooms in the growing number of IB PYP programs (Alford et al., 2013; Hall et al., 2009). With this research I hoped to guide teachers on methods of teaching culture and language with equal emphasis on each, and possibly inform the Georgia Department of Education on the state of language and culture education as a resource for policy making and curriculum design. To find these answers my second research question asks: what personal, professional, or organizational factors such as values, beliefs, teacher training, or time constraints impact the integration of culture and language in IB PYP foreign language classrooms?

Review of Literature

The research for this literature review included primary and secondary studies and theories referenced in the Walden online library system. Information was acquired from documents and online journal publications through databases including Education Research Complete, Academic Search Complete, Google Scholar, Education Research Information Center (ERIC), Sage, Thoreau, and EBSCOhost. Some sites that were referenced were American Council for the Teaching of Foreign Language (n.d.), Center

for Applied Linguistics (2009, 1997), Georgia Department of Education – CCGPS (n.d.), and International Baccalaureate Organization (n.d.). Research methods and design were guided by Vygotsky (1978/1998), Dewey (1958), Patton (2002), and Creswell (2009). Some key words used to search the literature included *culture, teaching of culture, teaching of language, elementary foreign language, IB PYP, and additional language classrooms.*

Foreign Language Teaching and Additional Language Instruction in the IB PYP

This literature review was organized to gain insight into the factors that influence the teaching of culture and language in the additional language classrooms of Georgia's IB PYP. The frame of reference for this research was the work of social constructivists Lev Vygotsky (1978/1998) and John Dewey (1958). I examined how researchers in the last decade have described the role of culture in learning a foreign language and position of the American Council of Teachers of Foreign Language as articulated in the National Standards of Foreign Language (1996). Georgia's performance standards for the teaching of foreign language are based on the National Standards and therefore provide insight into how culture and language instruction is perceived by educational policy makers in the state. I discuss the evolution of perspectives and instructional focus of language education and the teaching of culture in America, and the role of theoretical and historical factors that have influenced changes.

This leads to a section on foreign language instruction today including recent studies that show a decline in foreign language education at the elementary school level (Rhodes, 2011), and studies that examine possible reasons for this decline (Center for Applied Linguistics, 2008; Durocher, 2007; Estevez, 2011; Johnson, D., Malone, M. E.,

Peyton, J. K., Puhfahl, I., & Rhodes, N., 2009; Powell, Higgins, Aran, & Freed, 2009).

Other studies were noted to expand upon possible reasons for the decline in elementary

foreign language instruction (Wilbur, 2007; Zhu, 2012). For comparison, studies were

cited to shed light on teaching practices in a global context (Aleksandrowicz-Pedich, L.,

Draghicescu, J., Issaiass, D., & Sabec, N. (2003); Arabaski, 2011; Omer & Ali, 2011;

Woodgate-Jones, 2009). The unique issues of IB PYPs were examined as well as the role

of the teaching of an additional language in the PYP to reveal any possible factors that

may present as a common theme in interviewing teachers who all teach in an IB PYP

school.

Theoretical Framework

Social Constructivism

Social interaction is an important basis for meaningful learning in today's

classrooms from a social constructivist perspective. In fact, the ACTFL defined language

and communication to be the essence of what it means to be human and implored the

United States to equip students with the linguistic and cultural skills to communicate in a

diverse American society and overseas (ACTFL, 2010). The interdependence of

experience, culture, and learning is evidenced in the theories of social constructivists such

as Lev Vygotsky (1978/1998) and John Dewey (1958).

Vygotsky and Dewey conceptualized experience or culture as integral

components in the process of human learning (Glassman, 2001). The theories of social

constructivists Vygotsky and Dewey support the goals of this study by articulating the

importance of learning from experience and understanding the role of culture. This study

examined the teaching of culture in Georgia's K-5 additional language classrooms and

looked at how additional language teachers address the teaching of culture in their foreign language classrooms.

Social constructivism stresses the importance of culture and context in understanding what occurs in society, and leads to constructing knowledge from this understanding (Derry, 1999; McMahon, 1997). Social constructivism is grounded in Lev Vygotsky's cultural-historical psychology and presents an argument that learning is a socially constructed and culturally mediated activity (Lampert-Shepel, 2006). John Dewey theorized that individuals learn best by interacting with each other and their environment, and learn by building knowledge based on experiences (Dewey, 1956). As the main theorists influencing this study, it is Dewey's (1916) and Vygotsky's (1978/1998) views on teachers' reflections that shaped the research questions. Both theorists viewed the reflections of teachers as originating and being shaped by the social and historical context of their socio-cultural setting (Lampert-Shepel, 2006). It is the building of knowledge from firsthand accounts of the experiences of individual teachers in Georgia's foreign language K-5 classrooms that may promote future changes in the design of frameworks and curriculum models.

John Dewey's (1997) philosophy of teaching and learning reflected the needs of learners in language classrooms today and is the foundation for progressive educational pedagogy. Dewey perceived experience as synonymous with education (Glassman, 2001). Dewey described education and learning as social and interactive processes, and believed that students learn best in environments where they experience and interact with the curriculum (Dewey, 1997). Dewey argued that knowledge stems from impressions made upon us by natural objects, and that it is impossible to procure knowledge without

the use of objects that impress the mind (Dewey, 1916/2009). Dewey perceived an

individual's social history as "intellectual tools" that serve as reference points to guide a

person in decision making throughout life (Glassman, 2001). Dewey's notion of

perceived experiences as the basis for education lead me to examine the practices of

additional language teachers in Georgia's elementary classrooms.

Dewey regarded experience as a growing attitude of the mind (Dewey, 1910). In

The Child and the Curriculum (1902), Dewey argued for the presentation of educational

content in a way that allows students to relate information to personal experiences, in

order to form meaningful connections with new knowledge. In *Experience and Nature*

(1925), Dewey considered the nature of everyday experiences as defined and changed by

social intercourse and communication. Dewey believed educational institutions to be

places in which to experience meaningful learning and to create social change. His

philosophy of education included "the development of intelligence, the acquisition of

socially useful skills, and the healthy growth of the individual" (Stuckart & Glanz, 2007).

The importance of these ideas was reflected in this study in that it was the

interdependence of culture and language in Dewey's and Vygotsky's theories that formed

a theoretical basis for the study of how culture is taught in Georgia's primary language

programs.

Vygotsky's (1978/1998) sociocultural theory provided the basis on which to

understand the perspectives of K-5 language teachers in Georgia's IB PYP by examining

the relationship between practices, contexts, and perceptions. Vygotsky believed that

human mental functioning is inherently social, or sociocultural, in that it involves socially

organized cultural tools, even when an individual is acting alone (Wertsch & Tulviste,

1992). Vygotsky argued for contextualization in studying people and activities (Swain, Kinnear, & Steinman, 2011). He believed that language plays a critical role in psychological development and that development cannot be separated from culture (Gallagher, 1999). Vygotsky theorized that word meanings within particular societies frame the speakers' understandings of reality, and regarded words as the primary tools for human functioning as the "first and fundamental means of progress." He viewed language as a cultural tool that enables humans to obtain, preserve, and transmit the products of culture (Van der Veer, 1966). Vygotsky regarded the inclusion of cultural tools into human functioning as transformative, and believed that their inclusion alters the mental functions of individuals (Vygotsky, 1981; Wertsch & Tulviste, 1992).

The theories of Dewey (1916) and Vygotsky (1978/1998) influence teacher designed instruction in the Modern Foreign Language classroom at ABC Elementary. Lessons in the additional language classroom are presented in a meaningful context necessitating effective language communication. Meaningful contexts for language acquisition are vital for enduring understanding (Hall, 2010; Schrum & Glisan, 2009). Meaningful contexts are situations relevant to the needs of the learners. The pedagogical philosophy of the IB PYP is founded on the belief that every learning experience should be relevant and meaningful to students and that learning should be the result of trans-disciplinary learning (Making the PYP happen, 2007).

Dewey and Vygotsky (1916/1978/1998) provided a theoretical foundation for the integration of culture as an important element of foreign language education (Glassman, 2001). The idea that knowledge is formed from experience, which can only be

understood in the context of culture, is a strong argument for the marriage of language and culture in foreign language education.

Creswell (2009) stated that humans make sense of their world based on social and historical perspectives, and that meanings are derived in the context of our own culture. By looking at multiple situations through the viewpoints of teachers, an interviewer can gain a comprehensive understanding of how teachers are serving students in Georgia's primary language classrooms, what learning outcomes drive program design, and which resources are used by educators to extend instruction beyond the classroom. Social constructivists theorized that deeper understanding is a direct result of an individual's experiences. In an example of learning from a sociocultural theory perspective, Hall (2010) described how change occurs organically from the context of the learning environment. Hall (2010) noted that effecting change in our classrooms cannot occur from imposing solutions from the outside; rather, change is enabled by nurturing effective practices that are native to our particular contexts. As such, I used interviews and data analysis to create meaning from the personal experiences of study participants (Creswell, 2009; Crotty, 1998). Dewey (1916) described language as the capacity for continuous expansion of one's perception of meanings. I drew from Dewey's approaches to meaning making and Vygotsky's (1978/1998) cultural-historical theory of human development to guide the inquiry process.

The ACTFL (n.d.) described language learning today as knowing how, when, and why to say what to whom. This idea that knowledge is formed from experience which can only be understood in the context of culture is a strong argument for the marriage of language and culture in foreign language education. With the advent of globalization, it is

important to realize that language and culture cannot be separated because language is based on thoughts which grow from assumptions, values, and beliefs (Durocher, 2007). Language is a dynamic system that grows from experiences and is shaped through time by its use (Freeman & Larsen-Freeman, 2008).

Critics of social constructivist theory argue that "sociocultural theorists of second language learning (SLL) do not offer any thorough or detailed view of the nature of language as a formal system" (Mitchell & Myles, 1998, p. 161). Song and Kellogg (2011) stated that Vygotsky's views on the acquisition of foreign language failed to see language as a system and that word meanings do not constitute a formal system. Conversely, in *Thought and Language*, Vygotsky (2012) argued that:

The meaning of a word represents such a close amalgam of thought and language that it is hard to tell whether it is a phenomenon of speech or a phenomenon of thought. A word without meaning is an empty sound; meaning, therefore, is a criterion of a word, its indispensable component. It would seem, then, that it may be regarded as a phenomenon of speech. But from the point of view of psychology, the meaning of every word is a generalization or a concept. And since generalizations and concepts are undeniably acts of thought, we may regard meaning as a phenomenon of thinking. (p. 225) Therefore, Vygotsky (2012) considered language as a system in relation to thought.

In 2007, Muir proposed that although language was a product of culture, there is no implicit relationship between culture and language. Vygotsky (1978/1998), however, recognized language as more than a complex system for sharing information: he believed that once humans learned a language, it became a transformative tool for thinking. Vygotsky (1978/1998) viewed language a means for classification, planning, reasoning,

and reviewing information. As a cultural tool, language affords access to the culture of a group while, in turn, the culture effects a person's thinking. And as language influences thinking, it becomes an avenue for reshaping and redefining the culture itself (Vygotsky, 2012, "Vygotsky and Socio-cultural", 2000). Krauss and Chiu (1998) also suggested that language and cultural are interrelated in that patterns of language are derived from shared meanings and social representations formed within a culture. Through communication, language becomes a medium for the construction of new shared meanings, replacing or altering existing social representations as people communicate and negotiate the meaning of their experiences (Krauss & Chiu, 1998).

This study reflects to what extent culture instruction is integrated with the teaching of language in Georgia's IB PYP additional language classrooms. I examined teacher perceptions through interviews and document reviews to see whether language and culture are treated as interwoven parts of instruction in the additional language classroom, or whether language instruction is focused on the teaching of language as a system with little or no attention given to the perspectives and products as factors that shape the meaning and usage of the language of instruction.

Culture and Learning a Foreign Language

Language and culture are not mutually exclusive, but are dependent on one another because communication is the capacity to use language in a culturally responsive manner (Jensen, Sandrock, & Franklin, 2007). Piasecka (2011) defined language as a primary symbolic system that allows humans to express and to understand their own culture and the culture of others. Brown (2007) described the interconnectedness of culture and language as two entities that cannot be separated without losing the

significance of either. Brown also described language and culture integral parts of a whole, "Language is a part of a culture and culture is a part of the language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture" (pp. 189-190).

The National Standards of Foreign Language Education (1996) stated that students are unable to master a language until they have also mastered cultural contexts in which the language is spoken. It described culture as the behavioural practices, philosophical perspectives, and the intangible and tangible products of a society. Figure 1 illustrates how the relationship between perspectives, practices, and products is articulated as an interconnected triad in the National Standards of Foreign Language. It is used to demonstrate that language, as a practice, cannot be taught without consideration for meanings derived from the attitudes, perspectives, and values of a culture, and the artifacts produced as a result of the culture's practices.

Perspectives

(Meanings, attitudes, values, ideas)

Practices   Products

(Patterns of social interactions)   (Books, tools, foods, laws, music, games)

Figure 1. The National Standards of Foreign Language Learning, 1996, p. 43.

However, the interconnectedness of language and culture is not fully accepted by all theorists or researchers. Wardhaugh (2011) proposed that there are three views regarding the relationship between culture and language. The first is that the structure of a language impacts the manner in which the speaker of a particular language views the world. The second is that the structure of the language influences speakers toward adopting certain views of the world. Thirdly, Wardhaugh (2011) proposed that language and culture are unrelated. Sapir (1968) hypothesized that only certain elements of language such as grammatical systems and behaviors influence the perceptions of language learners and, in turn, affects their attitudes. Sapir (1968) thus presented a theoretical argument for Wardhaugh's first and second analysis of the relationship between language and culture. The constructionist viewpoint also supports these perceptions by arguing the possibility of manipulation of attitudes through the cultural constructs of texts in language education (Tran, 2010). The third is that there is no relationship between language and culture. As Wardhaugh's third view suggested, Muir (2007) did not support the idea of an implicit relationship between language and culture but purported that language is only a cultural product. In education today, the inarguable

place of culture is compromised by a lack of consensus on the role of culture in foreign language curricula and the relationship between the teaching of culture and langugage (Byram 2010; Byrnes 2010; Piasecka 2011).

The Relationship between Language Education and the Teaching of Culture

The relationship between the teaching of culture and foreign language education is complicated by changing perspectives on the purpose of foreign language learning (Lo Bianco, 2003). Foreign language learning has changed throughout the years from a focus on developing linguistic competence to concentrating on intercultural communicative competence (Piasecka, 2011). Developing linguistic competence is the learning of language by focusing on grammatical structures, such as syntax. Intercultural communicative competence (ICC) is the ability to communicate effectively about one's own culture and the culture of others, and competently compare and contrast different cultures. Furstenberg (2010) described culture as being highly complex making it difficult to categorize or classify its components and presenting an enigma for many language teachers, but declared it necessary for foreign language curriculum to make ICC the main objective of any language instruction. In order to understand the degree to which ICC has become the focus of language education in the America, it is imperative to examine the historical integration of culture education in American foreign language instruction.

The Integration of Culture in American Foreign Language Instruction

The teaching of culture has historically been treated as a separate or subordinate element of foreign language education (Scarino, 2010). Furstenberg (2010) described culture as a peripheral component of foreign language instruction, but over the last 20

years economic and technological influences on American culture have brought the teaching of culture to the forefront of foreign language education. Globalization and the entrenchment of the Internet into American culture have shifted the focus of foreign language instruction from linguistic mastery to ICC (Pergum, 2008; Shemshadsara, 2012).

With the advent of globalization, it is important to realize that language and culture cannot be separated because language is based on thoughts that grow from values and beliefs (Durocher, 2007). Reimers (2008) proposed three principles for the basis of global education: Academic (knowledge of world geography, history, and social issues), Action (an ability to communicate, understand, and think in languages other than one's native language), and Affective (understanding and tolerance of cultural differences). To this end, the principles of the IBO reflect a shift in the focus of language education in America today and a growing movement towards improving cultural knowledge (Reimers, 2008).

The integration of culture education into American foreign language instruction has also evolved over the years as a result of theoretical and historical factors. Malamut (2011) suggested that culture education has gained importance as a result of three major theoretical shifts in foreign language education in the United States. The first shift described by Malamut is a change in instructional pedagogy away from instructional focus on syntax and grammar to include instruction in semantics (the meaning and interpretation of words) and pragmatics (the study of language in a social context) (Brittanica Concise Encyclopedia). Byram (2010) attributed this shift in instructional focus to be a direct result of attitudes shaped by world history. Interest in studying the

German language increased in the United States after World War I, as did enrollment in

Middle East language studies after the events of 9-11 (Byram, 2010).

The second shift is a move toward centralizing the inclusion of culture at the core

of world language instruction. Traditionally, curricula focused primarily on listening,

reading, speaking, and writing, treating culture as a separate entity (Malamut, 2011).

Instruction in culture could be divided into two subcategories known as the Big C which

emphasized the culture of fine arts and literature, and the Little C which focused on daily

life and value systems (Tang, 2006). Oral and written communication remained the focus

while cultural instruction was fragmented and taught as a separate entity. The current

trend is to integrate culture and language study that teaches language and culture

together, with a goal of cultural and linguistic literacy (Arens, 2010).

The final shift in the treatment of culture education in America's foreign language

classrooms is the emphasis on the relationship between and within cultures (Malamut,

2011). Researchers began to note the need to make culture instruction more relevant to

the lives and experiences of the students (Tang, 2006). The need for comparisons

between culture one (C1) and culture two (C2) gained support from the American

Council for the Teaching of Foreign Language (ACTFL, 2006), in the presentations of

the National Standards of Foreign Language known as the Five Cs: Communication,

Connections, Culture, Comparisons, and Communities. This strengthened the arguments

of Vygotsky and Dewey that learning occurs in a social context by affirming the

relationship between languages and cultures. Malamut (2011) proposed that ACTFL

Standards help students understand that all language transactions are formed within a

social context that affects how the language is understood. Byrnes (2010) proposed that

in today's global society, comparisons between and within cultures are crucial. Even though the teaching of culture in language education has gained importance throughout the years, political and economic influences on education continue to impact the shape of foreign language instruction today.

Foreign Language Instruction Today

An international paradigm shift of language education to include a focus on the inclusion of culture has been reflected in documents like the Standards for Foreign Language Learning (2006), the Common European Framework of Reference (CEFR, 2001), and the report on Foreign Languages and Higher Education: New Structures for a Changed World (2007) (Byrnes, 2010). In the United States, however, focus on improving performance in other academic areas such as reading and math have retarded the growth of foreign language education as a national movement. The No Child Left Behind (NCLB, 2001) Act focused America's vision of raising standardized test scores for all students in the areas of reading and math. As a result, less time is spent on foreign language instruction. In a survey, Pufahl and Rhodes (2011) found a continued decline in foreign language education in the U.S. Pufahl and Rhodes examined how many schools in the US have foreign language programs. Statistical data collected in a series of national surveys conducted in 1987, 1997, and 2008 showed changes in foreign language instruction over time. Pufahl and Rhodes looked at five areas: types of programs offered, duration of these programs, curriculum and instruction, teacher issues such as certification professional development, and shortages. The percentage of public elementary schools offering instruction in foreign language decreased from 24% to 15%

between 1997 to 2008, following a 7% increase from 1987 to 1997 (17% to 24%) (Pufahl

& Rhodes, 2011).

Powell et al. (2009) examined the influence of NCLB on curriculum and

instruction in rural schools in Maine and Missouri. In this study, a survey was

administered to 76 teachers. In addition to gathering demographic data, survey questions

asked about teacher instructional practices and curriculum decisions after the

implementation of NCLB. The results showed that Maine teachers reported a decrease in

time spent in the arts and foreign language instruction (Powell et al., 2009). Similarly, a

national survey on foreign language education completed by the Center for Applied

Linguistics (2008) showed a divide between a national interest in producing students

equipped for a global work force, and the current state of foreign language instruction in

US schools. Pufahl & Rhodes (2011) reported in their report, *Foreign Language*

Teaching in U.S. Schools: Results of a National Survey, that one-third of respondents

described negative effects of NCLB legislation on programing (p. 34).

In 2008, the Center for Applied Linguistics reviewed a study conducted in 1997

that provided an overview of trends in elementary foreign language instruction in the

United States. The survey included randomly selected samples of principals at

approximately 6% of all public and private elementary and secondary schools in the

United States. The survey was designed to gain perspective on national foreign language

education at the elementary and secondary levels, and to gather information on foreign

language education by state. The study stated that in 1997, most of the elementary and

secondary schools teaching foreign language reported having an established foreign

language curriculum or set of guidelines for their program (70%) but that curriculum was written by the teachers for their own use.

Significant changes have been noted in the pedagogical perspectives in language education in the US. Eaton (2010) conducted meta-analysis of trends in current research on language education. Eaton identified a number of trends as being attitudes of the past including vague promises that couldn't be proven, the myth that learning a language is easy, and authoritative teacher attitudes. Eaton also noted complaints about lack of funding, and the ineffective use of language labs. New approaches replacing previous trends included a requirement for clear evidence of learning; the development of frameworks, benchmarks, and other assessments; and learner centered strategies (Eaton, 2010). Today's teachers demonstrate to funders the worth of their investment in its impact on the community by orally communicating the value of language learning, use of technology, and linking learning language with leadership (Eaton, 2010). This research study is evidence of changing attitudes that formed roadblocks to language learning, and outlines the path for changes in language learning education. However, Arens (2010) emphasized that there is still a need for language learning to be reconceived within an educational framework where culture and language are taught in tandem with a goal of joint cultural (C2) and additional language literacy (L2).

There are a number of possible reasons for the lack of consensus on how to integrate the teaching of culture with language instruction, including the problem that language instructors seldom obtain formal training on how to teach culture (Zhu, 2012). Tang (2006) described the need for teacher proficiency in the culture of instruction, as well as the need for materials that promote cultural connections. Boylan (2012) defined

the teaching of culture as a process that poses unique challenges for teachers by way of its complex and non-static nature. Yajuan (2009) delineated culture into two forms: formal culture and deep culture. Formal culture is the basis of any civilization including its art, history, geography, literature, music, politics, economy, education, philosophy, law, religion, and technology (Yajuan, 2009). Deep culture describes the patterns of behavior, thoughts, beliefs, values, and social customs of a civilization (Yajuan, 2009). In contrast, Arens (2010) described the importance of culture as a process. The difficulty of teaching culture within the context of foreign language instruction goes beyond knowing which cultures to teach and deciding which facts to present. Fiske (2002) suggested that the teaching of culture is a complex process that requires thoughtful inclusion of cultural knowledge; information on the cultural practices of a particular group such as clothing, food, social interactions, community, and cultural awareness; and a reflection on the relationship between cultural practices and languages among cultures. Zhu (2012) reported finding a lack of consensus regarding the integration of language instruction and the teaching of culture. Zhu found a lack of agreement among teaching professionals on what aspects of culture to teach, how these aspects of culture should be integrated with language, and how to integrate language and culture education.

Examining teaching practices in university programs that prepare teachers of world languages can add perspective on the needs of language teachers in Georgia and throughout the US. Zhu (2012) explored how teachers in undergraduate foreign language programs were provided opportunities for learning that culture is taught within a foreign language classroom. In a qualitative study, Wilbur (2007) studied how postsecondary teachers of foreign languages guide future teachers to make connections between theory

and practice. Wilbur's findings suggested that inquiry-based teaching was considered by teacher candidates to be a useful way to incorporate culture studies into foreign language courses.

Examining frameworks and curriculum design in countries outside the US may lead to understanding the perceptions of pre-service teachers on the educational aims of primary modern foreign language (PMFL). Woodgate-Jones (2009) conducted a quantitative study on the alignment of the aims of PMFL with instructional practices of pre-service teachers and tutors. Woodgate-Jones (2009) described the development of modern foreign language instruction in the United Kingdom. He chronicled the creation of the Key Stage 2 Framework for Languages adopted for all schools in 2005. Woodgate-Jones (2009) defined the framework as a comprehensive tool that describes what children should know and understand in order to learn other languages, and that articulates expected levels of mastery by age 11. The rationale for the framework was to contribute to children's growth and development by promoting an understanding of their own culture and that of others. Government policy in the United Kingdom (U.K.) was intended to make modern language learning compulsory for students ages 7-11 beginning in September of 2010, but the coalition government elected in 2010 reframed modern foreign language instruction into an "entitlement," undermining its wide-spread implementation (Woolhouse et al., 2013). Since then, Woodgate-Jones examined the success of foreign language education efforts in the U.K. in 2012, and concluded that issues of culture integration in education pertain to the process of language instruction and that a more comprehensive understanding of the culture of language and pedagogy would need to include a socio-cognitive perspective. Woodgate-Jones (2009) urged

greater focus on developing children's abilities to de-center or compare and contrast, empathize, learn tolerance, and challenge stereotypes instead of learning facts about a target culture. In order to fully comprehend the evolution of culture and language instruction in the United States of America, it is important to examine language and culture instruction in a global context.

Language and Culture in Global Context

The importance of integrating culture education into modern language instruction has been studied throughout the world. Students in today's global knowledge economy need to be educated in culture and languages. Stewart (2007) cited the globalization of economies as a major trend in the 21st century and noted that in 2004 the U.S. Census Bureau reported that one in five U.S. jobs were tied with international trade, and that most U.S. companies expected increased growth in overseas markets. This means that the workforce that we educate today will increasingly require international competence. The importance of advancing cultural understanding and language learning in America was summarized in a 2006 report by the Committee for Economic Development in which it was noted that "It is ever more important that Americans be better versed in cultures, languages, and the traditions of other world regions in order to build a more secure future for our country and the world" (Committee for Economic Development Report, 2006, as cited in Stewart, 2007). The Committee for Economic Development Report (as cited in Stewart, 2007) stressed the need for U.S. corporations and small businesses alike to have employees with knowledge of foreign languages and cultures in order to successfully trade with customers around the globe.

The role of culture in foreign language teaching and learning is a complex phenomenon that continues to be studied by language educators, researchers, and policy makers (Bynes, 2010; Piascecka, 2011). The complexity of the relationship between language and culture stems from the evolution of language instruction from developing linguistic competence through understanding language as a code, to perceiving language as a social practice resulting in ICC (Lo Bianco, 2003; Piasecka, 2011; Scarino, 2010) . To examine the interconnectedness of culture and language, Omer and Ali (2011) conducted a qualitative study to measure student attitudes toward learning a foreign language in the context of culture. Omer and Ali (2011) interviewed Turkish college students in the French Language Teaching Department of Erzincan University regarding the relationship between language and culture. Researchers found that 94% of students agreed that having knowledge of the culture facilitates language learning, improvement of speaking skills was perceived as the greatest benefit of culture-integrated instruction. Levy (2007) described culture as elemental in that people are so deeply embedded and influenced by their own culture from birth that they may fail to recognize how their cultural frame of reference influences interactions with other cultures. Omar and Ali's (2011) research supported this notion, finding that 97% of students studied stated that gaining knowledge of a culture other than that of the their native language is helpful in their daily lives, and that students believed that they would not experience culture shock in situations where they had previously learned about the culture in which they were to immerse themselves. This lends support to Levy's idea that one can only understand in terms of another.

The conceptualization of the evolution of language education into a social practice resulting in ICC is further supported by the increased mobility of people and the age of globalization (Piasecka, 2011). To examine the curricular elements implemented in schools that say they offer a globalized curriculum and are preparing students for the 21st century, Estevez (2011) examined the globalization practices and curriculum of an elementary school in California. Globalized education was referred to in the study as multicultural education, interconnectedness, and cultural awareness (Estevez, 2011). The study provided a direct view into globalization practices in elementary schools in the United States. Like Estevez, Durocher (2007) studied the role of culture in the foreign language classroom. He described the experiences of first-year students in order to study discrepancies between the teaching of language and culture in foreign language departments. Durocher suggested that a number

of factors contributed greatly to a lag between the teaching of language and culture, including theoretical problems, problems of pedagogical modality, time, and teacher training.

Research projects conducted to examine the attitudes of European language teachers towards the teaching of culture (Aleksandrowicz-Pedich, Draghicescu, Issaiass, & Sabec, 2003; Secru, 2005) showed that teachers interviewed expressed positive attitudes towards teaching culture with language instruction, but commonly noted time constraints as limiting their opportunity to do so. Aleksandrowicz–Pedich et al. (2003) conducted attitude surveys of teachers in Cyprus, Estonia, Hungary, Greece, Holland, Iceland, Malta, Poland, Rumania, and Slovenia, while Secru (2005) researched classroom practices and teacher attitudes in classrooms in Belgium, Bulgaria, Greece, Mexico,

Poland, Spain, and Sweden. In these studies, the researchers used open-ended and close-ended questions to examine the content of the cultural education included with language instruction (Aleksandrowicz-Pedich et al., 2003). They noted that cultural content centered on the teaching of customs, traditions, history, geography, popular culture, religion, daily life, art, music, festivals, foods, governments education systems, and patterns of social interactions (Aleksandrowicz–Pedich et al., 2003). Another theme that emerged in comparing these two studies was that language teachers were mainly focused on teaching the culture of the language of instruction (Arabaski, 2011). Examining language instruction in a global context would not be complete without examining the role of the International Baccalaureate Organization as an influence in bringing culture education to the forefront of language instruction.

The Unique Issues of IB PYP

According to Alford et al. (2013), although the number of IB schools continues to increase in the US and aspects of the IB program have been used in designing the nation's common core curriculum, little research has been conducted on instructional facets of the IB program. In the area of additional language instruction, researchers have recognized the issues faced by educators when aligning the IB PYP with state standards. In 2012, the International Baccalaureate Organization reported more than 3,600 IB World Schools in 145 different countries, with 1,439 of those schools in the United States (IBO, 2013).

The Education Policy and Evaluation Center (EPEC) at the University of Georgia completed a study of the efficacy of the International Baccalaureate Primary Years Programs in Georgia. This study included a survey, interviews, focus groups, and

classroom observations. The report included a summary of a study of IB program

efficacy that was completed by a doctoral student at the University of Nebraska. The

EPEC used triangulation to analyze and synthesize findings. Case study data from focus

groups, interviews, and classroom observations were coded by pre-determined themes

and findings were presented in a narrative. The EPEC study provides the quantitative data

needed to justify this study. Empirical data shows that the majority of respondents

considered the alignment of the Primary Years Program curriculum with the Georgia

Performance Standards during the authorization process to be challenging (65.2%) (Hall

et al., 2009). The study noted that state the curriculum is not an option; therefore, schools

must continue to work toward integration of the GPS and the PYP curriculum.

May (2009) used qualitative design and a normative framework based on

Dewey's theory of inquiry to show how students and teachers use inquiry in a low socio-

economic IB elementary school in Georgia. May's study addressed the conditions that

influence inquiry in the school. I conducted observations, interviews, and reviewed lesson

plans and unit planners to examine student and teacher inquiries. The findings revealed a

number of factors that influenced the inquiry-based experience in this IB PYP program

including time constraints, the influence of high-stakes testing, the policy constraints of

Georgia Performance Standards, and difficulty in combining the inquiry-based models of

IB with Georgia Performance Standards.

Additional Language in the IB PYP

Language is the primary symbolic system allows humans to communicate

understanding of our own and other cultures (Piasecka, 2011). Additional language

teachers in the IB PYP instruct in a language other than the primary language of

instruction. For some students, additional language teachers provide instruction in a second or third language, while for others additional language instruction reinforces the language of their mother tongue. The role of additional language teachers is to support the philosophy of the IBO, and to use trans-disciplinary, inquiry-based instruction whenever possible (Davis & Fisk, 2006). Additional language teachers in PYP schools are expected to integrate and support units being taught in the classroom, support student inquiry, and contribute to the development of students as global citizens.

The Role of the Additional Language Teacher in the IB PYP

The theories of Dewey and Vygotsky influence teacher designed instruction in the Modern Foreign Language IB PYP additional language classrooms. The role of the IB PYP language teacher is to integrate language instruction with content instruction that is delivered through inquiry and focuses on developing global citizens. Lessons in this Modern Foreign Language classroom center on civic responsibility and the interconnectedness of humans with their environment. The IB PYP model used in the IB PYP language classroom is structured around six trans-disciplinary themes that are meaningful and important to people everywhere. These themes are developed as programs of inquiry and promote in-depth student investigations into ideas as the process is guided by teachers (IBO, 2011). The themes of inquiry are, Who We Are, How We Express Ourselves, Where We Are in Place and Time, How the World Works, and Sharing Our Planet.

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Implications

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Findings of this study contribute to the body of professional literature on the teaching of culture in elementary language classrooms. The implications for the results of

the study included a three day, on-line collaborative webinar. The findings of this study show how resources are utilized by teachers and how frameworks support the teaching of culture in the elementary language classroom. The research showed how frameworks need to be expanded upon to support the needs of teachers working with program models not specifically supported by the current frameworks (FLEX and immersion). The study also shed light on whether differences in program delivery models impact the type of instruction and frequency of the teaching of culture, and what other factors influence current practices. One outcome to create social change was the development of a webinar to involve teachers in a conversation for the purpose of learning from shared experiences and forming a virtual community of practice that contributes to the body of professional knowledge in the field of foreign language education.

Summary

The final study, "Teaching Culture in Foreign Language Classrooms of International Baccalaureate Schools," was inspired by the needs of a teacher in an IB PYP additional language classroom in Georgia. In 2008, I searched the Georgia Department of Education website and sought guidance from the state's Director of Foreign Language Education on the integration of the teaching of culture with language instruction in the L2. I found that there was a gap in knowledge on how the teaching of culture is integrated with elementary language instruction. I aimed to expand upon the body of professional literature on integration of culture teaching and language instruction in elementary foreign language programs through a qualitative comparative multiple-case study of additional language programs in Georgia's IB PYP.

This study explored the unique experiences of three additional language teachers who must integrate the language goals of the IB PYP with the Georgia Performance Standards and National Standards for the Teaching of Foreign Language through a comparative multiple-case study. I conducted interviews and document analysis to build a thick description of how additional language teachers in Georgia's IB PYP classrooms treat the teaching of culture in their instructional programs. Rich descriptions of individual cases were used to examine themes that emerged across cases studied.

Section 2 provides a detailed description of the research study design, participant selection criteria, and methods of data collection and analysis. This section contains an outline of the methodology that will be used to gain understanding and derive meaning from the teaching practices of foreign language teachers in Georgia's IB PYP in order to create a rich, descriptive picture of how the teaching of culture is addressed in these classrooms.

Section 2: Research Methodology

Introduction

I used a comparative multiple case study design to examine the teaching practices of additional foreign language teachers in the State of Georgia's International Baccalaureate Primary Years Program (IB PYP). A case study enables a researcher to compile a detailed analysis of a person or group in order to make generalizations particularly when the boundaries between the case and context are unclear (Yin, 2011). A multiple case study design was especially appropriate because it increases the amount of data that can be evaluated and helps to shed light on the research question through a cross-case analysis.

Qualitative research methodology offers emergent designs that allow researchers to be flexible and open throughout the data collection process, and to focus on the contexts of individual cases as they shape the perspectives of study participants (Creswell, 2009; Patton, 2002). I selected a qualitative research methodology for this study based on the social constructivist argument that individuals construct varied and multiple meanings from their experiences which suggested that meaning could be derived from participants' reflection on their practices and experiences. I used open-ended questions to allow participants the freedom not only to relay their experiences and share their views on these experiences. I also visited the site where the participants taught in order to gain a better understanding of the context of their experiences and personally gather information in field notes, as suggested by Crotty (1998).

This qualitative study was designed to focus on understanding and deriving meaning from teachers' foreign language teaching practices. The procedures and

methodology used to study the research questions are articulated in the following subsections. The intent of this study was to form a comprehensive picture of how the teaching of culture is integrated with additional language instruction in Georgia's IB PYP to develop a realistic understanding beyond that of what could be gained through statistical analysis. The purpose was to examine how the teaching of culture is integrated in additional (foreign) language classrooms in Georgia's K-5 modern foreign language programs, and to specifically identify personal, professional, or organizational factors such as values, beliefs, teacher training, or time constraints that impact the integration of culture and language in IB PYP foreign language classrooms.

Qualitative Research Design and Approach

A qualitative approach was chosen in order to answer the two research questions. Using a qualitative approach afforded the most effective means of collecting data to provide in-depth views into how additional language teachers in the IB PYP teach culture. One-on-one semi-structured interviews provided the freedom to explore each person's unique experiences, while a comparative multiple-case study enabled me to derive a deeper understanding of the commonalities and differences among these cases.

I conducted a multiple-case comparative study that described the experiences of teachers in K-5 additional language classrooms in Georgia's IB Primary Years Programs using two sources of data: interviews, and field notes taken on examination of documents such as curriculum maps, student work samples, and lesson plans. The research questions that were addressed through this study were:

1. How is culture integrated with language instruction in additional language classrooms of International Baccalaureate Primary Years Programs in Georgia schools?

2. What personal, professional, or organizational factors, such as values, beliefs, teacher training, or time constraints, impact the integration of culture and language in IB PYP foreign language classrooms?

Participants

I identified 24 teachers who worked as L2 teachers in International Baccalaureate Primary Years Program programs in the state of Georgia at the time of the study as potential participants (see Appendix C). This population comprised a unique group of individuals who must work to use the additional language as a vehicle for making real-world connections to what students are learning in their IB Units of Inquiry. Yet, individually, these teachers taught in a variety of schools, districts, and geographic regions with unique experiences and perspectives.

The participants were purposefully selected from the group of teachers identified as having met the case criteria of teaching in a modern foreign language IB PYP classroom in Georgia. A list of elementary school-level IB PYP foreign language programs was compiled from data available through the Georgia Department of Education and the International Baccalaureate Organization Yearbook for 2011 (see Appendix C). The final sample size was determined by taking the number of additional (foreign) language teachers in the IB PYP (24 at the time of this study), removing those whose districts and school administrators were not willing to allow the study in their

school and district, and then removing teachers who were not willing to participate within

approved schools and districts. These additional language teachers in Georgia's IB PYP

(see Appendix C) were sent an invitation to participate (see Appendix D). The teachers

willing to participate in an interview for a semi-structured interview formed a

representative sample of each of three program models used frequently in elementary

foreign language instruction (FLEX, FLES, and immersion).

I could find no similar studies that set a precedent for determining the sample size

of this study. Sandelowski (1995) described determining sample size being a judgment

that should be determined by comparing the quality of the data collected with the uses to

which the data will be put. In the case of this study, the sample size was limited by the

low incidence of teachers of additional language in Georgia's IB PYP and the low

number districts, principals, and teachers that were willing to participate. The final

sample size of three teachers was approved by the Walden Institutional Review Board

(approval #: 12-30-14-0171831, expiration December 29, 2015).

I recruited the participating teachers using purposeful sampling, as this method

generally produces the most information to gain insight and understanding (Merriam,

2009). The selection criterion was based on a representative sampling of the three

program delivery models (FLEX, FLES, and Immersion) found in Georgia. This criterion

was important because each program model had unique features such as purpose and

amount of service delivery time that may impact the inclusion of culture teaching within

the additional language program. Each of the three participants was treated as a single

case. Themes that emerged from a comparison of cases were used in conjunction with

field notes from document samples to synthesize an overview of current practices in Georgia's elementary foreign language classrooms in IB PYP (see Appendix H).

I conducted telephone interviews with the three participants due to the geographic distance between myself (the interviewer) and the participants, and because of the scheduling needs of the participants. To establish a researcher-participant working relationship, I disclosed to participants my current position as an additional language teacher at an IB PYP in Georgia in order to openly discuss with participants the reasons for the study, describe the interview process, and discuss how their time would be invested.

Data Collection

The techniques used for data collection shape what ultimately constitutes the data set for the purpose of research (Dey, 1993, as cited by Merriam, 2009). The data collection in this study was guided by the research questions and the methodology chosen. Data collection was comprised of interviews and documents. As data were collected, they were analyzed by identifying the themes using open coding, axial coding, and selective coding methods. The data were further analyzed to define larger themes, as suggested by Creswell & Plano Clark (2007).

The sequence of data collection began with Stage 1: the solicitation of permissions and consents for the study (see Appendices D and E). During Stage 1, I completed school district applications to conduct research and obtained district permission to conduct the research. I sent letters to principals asking permission to conduct a study within their building and permission was also obtained from the administrators of these schools. Prior to conducting the study, I took into consideration

ethical issues that can arise during different phases of the research, completing the online Ethics Certification course from the National Institute of Health and receiving permission to conduct the study from the Instructional Review Board of Walden University. Upon receiving approval of the research study, I solicited participants in writing with an invitation to participate. These letters informed teachers of the purpose for the study, expected time commitments, how participants would be protected, the role of the researcher in this study, their rights as participants, the confidentiality measures that were taken, that participation was voluntary, and that they had the right to opt out of the study at any point.

In Stage 2, I conducted an interview with three teachers after obtaining their respective principal's permission to participate. I obtained a signed informed consent form from each participant before the telephone interviews were conducted. In this stage, it was important that I establish a rapport with participants based on trust so that they would feel secure in answering questions freely. I opened each conversation with a greeting, and asked them to tell me about themselves. I shared my background with each, and I told them how much I appreciated their input. Weis and Fine (2000, as cited in Creswell, 2012) suggested that researchers establish respectful, supportive relationships with subjects that are free from bias, stereotyping, or the use of labels that can harm participants.

In Stage 3, I visited each teacher's school to examine of document samples. During the site visits, field notes were taken on documentation samples of lesson plans, curriculum maps, and student work samples. In the event that a site visit was not possible because of distance, cost, or scheduling, I solicited document samples from participants

through e-mail, fax, or digital files. The setting for document analysis was determined by the location of willing respondents in the sampling group who met the criteria of teaching in an IB PYP additional language classroom and who represented the three program models identified in the study (FLES, FLEX, and immersion). In this stage of the study, documents were examined and field notes were taken.

Participant's Rights

Participants were ensured of confidentiality. During data collection, I masked the names of participants and their locations of employment by using codes, such as, Teacher A, Teacher B, etc., to represent each school and participant. To ensure confidentiality, all data collected are stored in a locked filing cabinet for 5 years.

Interviews

This study was conducted through interviews with three teachers. I chose a purposeful sampling of teachers working in a variety of program models as additional language teachers in International Baccalaureate Primary Years Programs. Interviews have been defined as conversations with a purpose that allow the researcher to enter into the perspective of another (Dexter, 1970; Merriam, 2009; Patton, 2002). Dexter (1970) described interviews as the most suitable strategy for data collection if it enables the researcher to collect greater amounts of data in a cost effective manner. Merriam (2009) described interviewing as the only way to obtain data in some instances.

One semi-structured interview was conducted with each participant over the phone. Telephonic interviews were necessary due to participants living more than 100 miles from the researcher. In this case, telephone interviews were the most cost-effective and comprehensive means of obtaining detailed information from the interviewees.

Dewey (1916/1966) stated that reflection is an intentional act which leads to discovering connections between actions, consequences, and results that can lead to a continuous cycle. Interviews were designed to encourage teacher reflection on their own practices.

Interviews were conducted by phone using www.freeconferencecall.com, and lasted approximately 45 minutes. I obtained permission to participate in writing from building-level administrators and consent to participate was acquired prior to each interview. The interview was semi-structured and open-ended. The purpose of open-ended interviews is to understand the perspective of the person being interviewed (Patton, 1990). A semi-structured interview includes a set of specific questions designed to illicit particular data from each respondent (see Table 1). I used structured questions presented with flexible wording and order, along with unstructured questions and probes that allowed me to explore ideas presented by the respondent and to explore new ideas (Merriam, 2009). I asked additional questions in order to encourage participants to elaborate on their answers (see Table 1). Interviews were recorded with the permission of participants and transcribed before analyzing. Then, I prepared an interview guide to direct the interview that included a set of structured questions and themes to guide non-structured questions and probes. Throughout the interview I took and reflective to record ideas, thoughts, and observations throughout the interviews.

Patton (2002) suggested that there are six types of questions that can be used to stimulate responses from an interviewee (Merriam, 2009). I used three of Patton's question types as the central and subsequent questions of this study. These were background and demographic questions, opinion and value questions, and experience and behavior questions. In accordance with social constructivist theory, I tried to gain

understanding and create meaning by painting a detailed portrait of K-5 language instruction in Georgia.

A variety of questions were posed in each interview based on the interview protocol. Background and demographic questions were used to understand the types of program models, goals, and the amount of service time allotted for instruction. Participants described the population they serve, their educational background, and the frequency and duration of instruction for their programs. I asked opinion and values questions to expose teachers' perspectives on their needs for curriculum supports, and asked experience and behavior questions to elicit concrete examples of how curriculum is used and how students are assessed. Each teacher described a culture lesson within their classroom (see Appendix H). I transcribed the interviews verbatim to reduce the possibility of researcher bias influencing study findings and reviewed the raw data before it was reviewed and approved by members.

Documents

After the interviews, a sample of documents were selected for each case (teacher) studied to supplement interviews and observations. I used documents to substantiate what teachers shared in their interviews as visible representations of thinking. Student work samples provided practice-based evidence of learning about cultures. The documents examined included work samples, lesson plans, and curriculum maps. I also collected photographs of student work or activities. These documents provided additional information on how language instruction is integrated with the teaching of culture and served as evidence of the relationship between state standards, IB PYP language goals, and foreign language curriculum. I obtained permissions to complete a document review

prior to each site visit. Participants received a written statement of how precautions were taken to remove any identifying information, and how disruptions would be minimized during on-site visits.

Data Analysis

I collected data through one-on-one interviews and the examination of documents. As I examined documents, I took field notes. I conducted one-on-one interviews using semi-structured interviews by phone and analyzed the transcripts. Analyzing by identifying the themes using open coding, axial coding, and selective coding methods enabled me to look for themes. I analyzed data by defining themes to create an in-depth view of the how teachers address culture education in additional language classrooms in the IB PYP.

After analyzing the transcripts, I looked for emergent themes in the recorded interviews using an inductive and comparative analysis strategy. I organized data and analyzed using a case-study database to find specific data during analysis (Merriam, 2009). Content analysis centered on communication of meaning and looking at the frequency and variety of messages. Simultaneously coded and categorized raw data exposed relevant characteristics of the data's content and emergent themes (Merriam, 2009). I grouped patterns in the data or themes into categories and named the categories. Throughout the study, I solicited feedback from participants on interpretations of data collected and conclusions drawn from data collection or data analysis. The goal of this analysis was to identify patterns in the data that can be arranged by their relationships to one another in order to build a grounded theory (Merriam 2009).

I analyzed each case individually in a comprehensive, within-case analysis so that I could examine the contextual variables that affect each case (Merriam, 2009). Then, I used cross-case analysis to explain themes that emerge across cases (Yin, 2008). I developed theories from conceptual descriptions of situations as interpreted by the observer and structured to reveal the theory.

Coding is the process of defining what the data being analyzed are about (Gibbs, 2007). It is the process of identifying different pieces of data that describe a related event and labeling these parts with category names. I used three types of coding in data analysis; open coding (involves the identification, naming, categorization, and description of the case), axial coding (the process of identifying relationships among coded material), and selective coding (the naming of a main theme and relating all other themes to it). Throughout the process of data analysis, I kept a code book to organize data and identify relationships or themes. I organized the codebook by naming the code, naming and numbering the sub-codes, defining the coding terms and noting an explanation of each sub-code. Gibbs (2007) described this process as a means of insuring against "definitional drift" in which codes created at the beginning of a study have different meanings from the data coded later in the study.

In Step 1, I transcribed all oral interviews into written text. Interviewees reviewed printed copies of each transcription for accuracy. I kept notes from each interview in a research journal. I conducted member checks by providing each participant a copy of the report findings, and they were asked to give feedback. Participants were also asked to share their thoughts on the accuracy of the transcriptions and invited to suggest additions,

make corrections, or expand upon statements to more precisely convey their opinions and feelings. I used member checks as a means of validating the accuracy of findings.

In Step 2, I used Atlas.ti (Muhr, 1998) software to analyze and code data using a constant comparative method. It enabled me to search texts by key words, code the data, change, merge, and rename codes without disturbing existing coding and to create visual interpretations of data (Zhang & Wildemuth, 2009). As I collected data, they were analyzed using open coding, and I categorized responses by identifying themes through examination of the text in relation to the research questions (Berg, 2001). I then used axial coding to identify relationships among the data sets, and selective coding to identify a main theme (Gibbs, 2007). Constant comparative method is a procedure by which the researcher compares one piece of data with other pieces of data to identify similarities and differences (Lodico et al., 2010). I used an interpretive model to present the data analysis. In this model, findings are summarized, followed by supporting quotes and a descriptive interpretation.

Step 3 involved repeated examination of the printed copies of the interview responses and coding of prevalent themes. I identified themes from recurrent phrases and shared perceptions within the responses, and examined them for consistency with themes identified in the interview data analysis. I examined the data as a whole to determine if any themes were consistent among all responses. Then, I stored the qualitative data and analyzed it as responses related to components of the research questions (positive factors, negative factors, values, etc.; Berg, 2001; see Appendix H).

In the final step, I reviewed themes to look for meaning and to clarify how they related to the research questions. I looked for overlapping themes and searched for

discrepant evidence during data analysis in an effort to test theories and draw

conclusions. I treated discrepant cases as any other case. In research samples, equal

treatment of all cases, whether typical or discrepant, increases the potential for

generalizability of findings in a study (Cohen, Manion, & Morison, 2011). I did not

generalize findings to all teachers of modern foreign language IB PYP in Georgia due to

the small population sample.

Multiple constructs were used to strengthen validity in this qualitative study.

Patton (2002) stated that triangulation strengthens a study by uniting different methods of

analysis. Collaboration was used to ensure that the people's perceptions were accurately

reflected in the findings. This increased the probability that the research might be viewed

as creditable. As I was transcribing the interviews, I made every effort to ensure that

there were no obvious mistakes in the transcriptions and that there was no "drift" in

definitions of codes (a change in the definition of codes in the coding process, Gibbs,

2007). This was accomplished by using Glaser and Strauss's (1967) constant comparative

method with the codes and by taking notes about the codes and their definitions (Creswell

& Plano, 2007; as cited in Zhang & Wildemuth, 2009).

The internal validity of the study lies in the continuity of how the research

questions were uniformly presented in each interview, and how the variety of responses

from participants led to distinctive open-ended questions that arose from their unique

responses. These spontaneous, secondary questions provided a foundation for the thick

descriptions needed for a comparative multiple-case qualitative research study.

Semistructured, one-on-one interviews limited researcher bias because the interview

questions centered around the research questions, but were born from the research questions.

I used member check to validate findings in this study. Throughout the study, I asked participants to review transcripts, field notes on documents collected, and findings. Peer review was used to discuss conclusions and interpretations with a disinterested peer. The role of the peer reviewer was to challenge me to provide evidence for any interpretations and conclusions, and to act as a devil's advocate who may provide added insights through this process (Johnson & Christensen, 2008). I used inductive qualitative content analysis to find patterns and themes, which were synthesized and approached from a holistic perspective.

Since there are no similar studies from which to derive a coding scheme, the coding schemes were developed inductively from the data (see Appenidix H). Glaser and Strauss (1967) encouraged that the constant comparative method be used throughout this process in order to inspire insights and make differences between categories evident (as cited in Zhang & Wildemuth, 2009). I tested and validated the coding schemes by coding a sample of text, checking for consistency in the coding, and revising the coding rules. Once I determined consistency, I applied the coding rules to all of the text to be analyzed. Because coding occurred simultaneously with data collection, as new themes emerged I added them to the coding manual. After coding all text, I rechecked the coding for consistency and drew conclusions from the coded data. This included drawing conclusions from relationships among categories or patterns that emerged from the range of data. I presented the findings using a combination of thick descriptions of the data and interpretations of my personal understanding of the data. I endeavored to provide a report

that gives the reader a basis for understanding, and to provide sufficient interpretation to enable the reader to understand the description (Patton, 2002).

Assumptions

The focus of this study was on understanding and deriving meaning from the teaching practices of foreign language teachers. As I began this study, I assumed that teachers in Georgia's IB PYP faced very similar challenges with regard curriculum design. I expected that curriculum design and the teaching of culture were strongly influenced by teacher training, program delivery model, and by the guidance and requirements of the Georgia Department of Education and the IBO. These assumptions were not verified in the three interviews conducted. Although the Georgia Department of Education articulates the standards that should be met within each grade level, I found no articulation for how programs with different delivery models, that serve students for significantly varied amounts of contact time per week, should meet all of the standards. I was also unable to verify how teacher training impacts how culture is taught within the classroom or how it influences curriculum design.

Delimitations

The study of how teachers teach culture as part of foreign language instruction is broad, and it is affected by a multitude of factors including, but not limited to, the level of student development or language proficiency, length and duration of language instruction, and prescribed curriculums. The study of culture education within additional language programs could provide a lifetime of research. As such, the purpose of this study was to gain a deeper understanding of how the teaching of culture is integrated in additional foreign language classrooms in Georgia's IB PYP to inform Georgia's

Department of Education of the varied aspects and challenges of these programs. I chose

to delimit this study by structuring the purposeful sample to equally represent FLEX,

FLES, and Immersion programs throughout the state. The sample was derived from the

24 International Baccalaureate Primary Years Programs, reduced by the number of

districts and schools willing to allow for the study to occur in their system/buildings, and

further limited to an equal number of willing participants from the cooperating

systems/schools (IBO, 2011). Delimitations will be further discussed in the limitations

section of this study.

Limitations

The main limitation in the study was that there were only three participants due to

the low number of IB PYP schools in Georgia and the limited number of school districts

and principals that agreed to participate in the study. Additional possible limitations may

have manifested in spite of assurances about confidentiality. Teacher's responses may

have been guarded to prevent presenting themselves or their systems in less than a

positive light. Another possible limitation was in the potential bias of the researcher due

to my experiences as an IB PYP additional language teacher in a Georgia school. In

disclosing my credentials as such, I may have inadvertently influenced the participant's

responses to questions. Another limitation may have been due to question articulation,

perceptions or interpretation of questions, and language barriers. Two teachers

interviewed were speakers of English as a second language and at times requested

clarification on the meaning of questions presented. I provided clarification as needed by

elaborating on what was being asked, or restating a question.

Results and Outcomes

Results of this study present a unique perspective on the variety of ways in which teachers in Georgia's IB PYP additional language classrooms address the teaching of culture. The intent of this study was to develop a broad picture of how the teaching of culture is integrated with additional language instruction in Georgia's IB PYP to grow an understanding of factors that positively and negatively impact the teaching of culture in these programs. The outcome of the research showed that there is a continued need to study how teachers in IB PYP teach culture and the challenges they face.

I interviewed three teachers to identify professional, organizational, and personal factors that impact the integration of culture and language in Georgia's IB PYP foreign language classrooms. Through discussion and reflection, teachers identified factors that influence how culture is addressed in their classrooms. These included program goals, curriculum, beliefs, teacher training, time constraints, teacher values, and the values beliefs of parents, students, and administrators about the importance of teaching culture.

I collected qualitative data to answer two main research questions: (a) how is culture integrated with language instruction in additional language classrooms of IB PYPs in Georgia schools, and (b) what personal, professional, or organizational factors, such as values, beliefs, teacher training, or time constraints, impact the integration of culture and language in IB PYP foreign language classrooms? Through analysis of interviews, these questions were answered and the results are presented in this section.

I conducted one-on-one interviews with three teachers of additional languages in IB PYP programs. I selected participants through a purposeful sampling to include an equal number of participants from each of three program models: FLES (includes instruction for more than 60 minutes per week), FLEX (includes instruction for less than

60 minutes per week), and Immersion (includes instruction for half of the learning day) (Ingold & Wang, 2010). The participants included two teachers of Spanish as an additional language and a Mandarin Chinese teacher. I conducted interviews from my home to minimize distractions, and recorded these interviews through Freeconferencecall.com.

When the interviews were completed, the data were analyzed using Atlas.ti. Each data set was organized using open coding. I wrote coding definitions in a journal to track consistency and used axial coding to examine relationships between responses among interviews. Finally, I used selective coding to identify main ideas by noting recurrent phrases from axial coding.

I designed two research questions to gain a comprehensive understanding of how teachers in Georgia's IB PYP additional language classrooms teach culture. The analysis of the data collected from one-on-one interviews along with the analysis of sample documents provided by each participant to support or expand upon our discussion in the interviews provided the answers to the research questions. In the qualitative data I found answers to the research questions and gained insight on teacher's perceptions of the professional, personal, or organizational factors that impact the integration of culture instruction in their additional language classrooms. The following section summarizes recurrent themes that emerged from the data analysis.

Research Question 1: Culture Integration with Language Instruction

The first research question ("How is culture integrated with language instruction in additional language classrooms of International Baccalaureate Primary Years Programs in Georgia schools?") was answered by examining how culture is taught, IB

influences on culture instruction, and Department of Education influences on teaching the standards. Data indicated that the interviewed teachers felt that there was a strong connection between the teaching of culture and language. One teacher stated, "It is extremely important to make the connection with the culture because the language is not isolated. Our language expresses our culture. Our language expresses who we are." (See Appendix H).

Language and culture are taught in many ways. Qu (2010) described the problem of teaching culture as extending beyond differences in teaching methodology because it is influenced by many factors. I found that the three teachers interviewed described distinct methods of teaching culture, each under a unique set of circumstances that influence program designs. For example, teachers defined varying program goals ranging from vertical articulation with programs throughout their district, to using a transdisciplinary model of instruction that focused using the additional language as a vehicle for the instruction of other academic content. Participants explained how differences in the amount of instructional time impacted program goals and content. During data analysis, the first theme that emerged was "How Culture is Taught."

How Culture is Taught

Changes in teaching and learning are requiring language teachers to become "teachers of culture" who are capable developing students' critical awareness of attitudes and skills that will enable them to communicate efficiently where the target language is spoken (Mazlaveckiené, 2014). Qu (2010) claimed that knowing what aspects of culture to teach and how to teach them are still two problems faced by teachers today. The three teachers interviewed described teaching culture using a variety of cultural teaching

methods. They all described using exposition and explanation in which teachers talk about the geography, literature, art, history, or scientific achievements within their target cultures. Examples given by the teachers described this method used as part of subject teaching, and as part of Units of Inquiry designed expressly to introduce students to certain aspects of the target culture, such as a unit on "Hispanic Heritage Month." In the three cases, cultural information was presented in the students' native language, in the target language, or a mixture of both based on students' language proficiencies and the complexity of the discussion.

For example, Teacher One teaches in a 4th and 5th grade additional language program where students receive instruction in the additional language for approximately 90 minutes per week. Based on the number of hours served, this program is an example of a FLEX (Foreign Language Experience) model in which the goal of the program is to develop receptive and productive oral communication skills, and to develop a positive attitude towards learning about other languages and cultures (Ingold & Wang, 2010). In this district, teachers in the lower grades use a Total Physical Response curriculum to create vertical alignment with the high school curriculum. Teacher One stated that "In TPRS we've been somewhat on our own with culture because it doesn't include much of a cultural piece. So what we've done is try to create some of our own culture units" (see Appendix H).

Qu (2010) stressed that students may form misconceptions if cultural elements and their implications are not addressed in language instruction. Teacher One expressed the importance of teaching culture, and works to supplement the chosen curriculum which is lacking in direct cultural instruction. Teacher One developed Units of Inquiry

with a cultural focus in collaboration with other teachers of special subjects. As an example, Teacher One described how the "Specials" teachers (teachers of art, music, physical education, and languages) authored a Unit of Inquiry that centered on the central idea of "How We Express Ourselves." In this unit, the teachers of special subjects lead off in exploring travel and migration. In Spanish class, students learn about different places of the Spanish speaking world and learn the social, cultural, and communication skills needed to these countries. Culture instruction is presented using the students' native language and in the target language.

In contrast, Teacher Two reported teaching third-, fourth-, and fifth-grade students daily for 45 minute periods. As such, this program can be categorized as a FLES (Foreign Language in Elementary School) program. The instructional focus of this model is to reach beyond developing receptive understanding and basic communication skills to developing conversation skills. Each year, Teacher Two teaches four to five Units of Inquiry that last approximately six months. Teacher Two reported using songs, dances, and role playing in teaching culture lessons. "Now we are learning the food. So during this unit, we learn different phrases, conversations, and about Chinese food," recounted Teacher Two. She also reported using short videos as a springboard for conversations on Chinese culture that is mostly presented in the native language (English), and reported that there are limited resources for teaching Chinese culture.

Finally, the third teacher interviewed described her program as an immersion program in which students receive all-day academic instruction in language A and language B on alternating days. Teacher Three described her program as being "focused on the PYP." In this program, students engage in six 6-week units of inquiry where

language is a vehicle for delivering curriculum content and, as such, the additional

language is taught in a meaningful context.   Since Teacher Three spends half of her time

teaching in the L2, and academic subject content is equally delivered in the L1 and L2,

this program is categorized as an immersion program. The goals of immersion programs

are the development of student cross-cultural competence, academic achievement,

bilingualism, and bi-literacy (Feinauer & Howard, 2014). It is believed that being

immersed in the L2 from early on provides repeated exposure to the language which can

lead to a deeper learning of cultural content (Cohen, 2014).

Teacher Three reported that her students learn culture through the study of PYP

transdisciplinary themes such as who we are, where we are in place and time, how we

express ourselves, how we organize ourselves, and how the world works. Students in this

program experience culture lessons organically as part of the study of a broader theme.

Visible thinking is integrated with content learning, and bulletin boards are used to show

evidence of understanding, and reasoning. Cultural themes are explored through the arts

with subject-matter content (Figure 1). Teacher Three described that program as "always

making connections with what we have," "when students are studying the period of

1820s we study independence of South America: Peru, Colombia, Venezuela" (see

Appendix H). Teacher Three described reading and technology as an integral part of

culture instruction. Teacher Three communicated the importance of using authentic

materials in the program and recounted a number of learning experiences using Skype,

Noodle Tools, Google Tools, and Google Docs, and also reported the IB PYP as the

strongest influence on curriculum design in the program.

Content-based instruction (CBI) as described by Teacher Three is a methodology that has been gaining popularity among teaching professionals. The concept of CBI evolved from the idea that meaningful content grows retention and application of the language being learned through integrating language and content (Evans, 2015). Simply put, as the teaching focus is transferred from language learning into knowledge enriching activities, the knowledge of the L2 will in turn grow. Content-based instruction naturally lends itself to culture education in a manner that blends the teaching of cultural knowledge that is imperative for communicative competency (Evans, 2015).

In summary, the findings of this study showed that there can be a wide variety of methods used to teach culture in the additional language classroom and that the methods employed are determined by a wide range of considerations such as amount and frequency of instructional time, program goals, curriculum focus, etc. With regard to the content taught in culture lessons as observed through document reviews, and as teachers portrayed during interviews, the findings showed that two programs focused culture instruction primarily on the teaching of social customs, geography, holidays, and celebrations. However, the culture lessons of the teachers who used CBI included the same aspects as the others, but also explored relationships between people and their customs, examined authentic literature as a reflection of culture, studied global impacts of historical events, and continuously challenged students to investigate connections between cultures.

IB Influences on Culture Instruction

The second theme showed how study participants identified strongly with the principles and philosophy of the International Baccalaureate on the teaching of the whole

child and "…to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect." ("Making the PYP Happen", 2009). One teacher described teaching culture as, "linking with global competencies, always making connections with what we have (are learning) so that we can relate with what is going on in the world."

All of the teachers interviewed gave examples of culture lessons taught in their classes. Interviewees described teaching culture lessons as part of their Units of Inquiry, but only the teacher of the immersion classroom described culture lessons as part of transdisciplinary instruction in which the focus was not instruction of the target language, but exploration of a larger theme. The FLEX teacher described using standalone units for the subjects, and teaching to a planner designed by specials teachers and used by the entire school. The FLEX teacher described teaching planners centered on the teaching of Chinese language and culture. The FLEX and FLES teachers' units focused on teaching culture through lessons centered on target vocabulary in the additional language. All of the teachers described IB as having a strong influence on the design of their curriculum. Each of the teachers said that they have explored the On-line Curriculum Center (OCC) to research and design planners for their Units of Inquiry, but one stated that they had not used any material found there. Another teacher said that the sample planners on the OCC provided guidance on how the planner should be structured with relation to the main questions. As a result, I would argue that there needs to be further study into what teachers want and need for the IB OCC to be a more useful tool for planning lessons for the additional language teacher.

Georgia Department of Education Influences on Culture Instruction

In Georgia, the IBO and its OCC are not the only resources for teachers of foreign language. Another resource available to teachers is the Department of Education's website (World Languages and Global/Work Force Initiatives, 2015). Updated in 2014, the DOE web-site includes information on Georgia Performance Standards for Modern Foreign Language and Latin, as well as sample thematic units for French, Spanish, German, and Latin, and sample performance assessments, links to Annenberg videos on best practices in World Languages classrooms, and archived webinars on a variety of topics.

Because of the diversity in program design, the content on the DOE website provides limited resources for many teachers of additional language in the IB PYP. Of the three teachers interviewed, only one described the Georgia Standards for Foreign Language Education as a relevant factor for curriculum design and showed evidence through lesson plans provided. One teacher stated, "I have to be honest… I haven't received any direct resources from the Department of Education on Chinese culture or instruction strategies" (see Appendix H).

Another teacher commented:

> Yes, we use the standards, of course, in all of our lesson plans we list the language B standards. That is the one thing I have used off the DOE website. Our students are ahead of what the normal elementary school Spanish student is. So, what they list up there [on the DOE website] for lesson plans is often what might be used in an earlier grade level. Because our students begin in kindergarten, they come to me having had four full years of Spanish and the lessons are too basic. (See Appendix H)

Two of the three teachers reported citing Georgia Performance Standards on their lesson plans. Teacher Three stated that lessons were guided by the IB PYP with a primary focus on attitudes and attributes of IB PYP learners, and that the Georgia Standards did not factor into lesson design. Teacher Three teaches in a privately funded IB PYP school in Georgia, and therefore is not required to address the Georgia Performance Standards.

In conclusion, the three teachers interviewed reported familiarity with Georgia's DOE website, "World Languages Global/Workforce Initiatives," but all agreed that there it contained limited content for them to use to plan culture lessons. The website does not currently include content to specifically support teachers in additional language programs in IB PYP or resources for teaching culture in elementary additional language programs. I would argue that as the number of IB PYP programs grow, there is a need in this community of practice to establish a dialogue to determine content to enhance curriculum design and instruction for teachers in these programs.

Research Question 2: Personal, Professional and Organizational Factors Impacting Culture Education in Additional Language Classrooms

There are many factors that impact the teaching of culture in foreign language classrooms. Many teachers believe that to attain communicative competence, it is not only necessary to study a language, but also understand the conventions, beliefs, customs, and systems of meaning of the countries in which the language is spoken. Teachers identified the following factors (attitudes and perceptions, community support, time, isolation, teacher training and experience) that impact the integration of culture and language in IB PYP foreign language classrooms.

Positive Factors That Influence Culture Teaching

      Communities as a resource. Each participant was asked if there were any factors that positively contributed to the teaching of culture within their language programs. Each of them noted community partnerships as a strong support for teaching culture in their class. Teacher One stated that connections with such outside organizations as the Confucius Institute (a non-profit organization sponsored by the Chinese government) and the Chinese Culture Center of Emory University have been helpful by donating resources and providing cultural experiences. Through these partnerships, students have experienced mask making, Chinese calligraphy, and the art of taking tea. Teacher Two also noted community support as an invaluable resource.

      There is an "open-armed acceptance in the teaching of culture in my community," recounted Teacher Two describing what positively affects the teaching of culture. Teacher Two described the local community as a small, highly educated population that is highly internationally minded. "So, the integration of culture into the program is easier here than anywhere I've ever taught, simply because you have families who are interested in this," shared Teacher Two. Members of the community form the Cultural Arts Committee that brings in presentations to the school that are internationally minded.

      Teacher Three described a school community that has a positive impact on the teaching of culture. Her school community has a varied representation of many cultures from around the world. This lends itself to exposing students to a variety of dialects and vocabulary from different nationalities who speak the same language. Teacher Three described her culture teaching as being, "very rich, the context for our students, and it's amazing how they can relate this culture in every aspect of our curriculum." Teacher

Three has found support in the community from an organization called Fiesta de Libros in Atlanta. For 6 months, students joined others from Atlanta's Hispanic community in a Hispanic mall to share stories and experience the Spanish language and culture hands-on. Teachers interviewed noted both positive and negative factors that impact the teaching of culture within their classrooms.

Obstacles to Culture Teaching

Perceptions. All the teachers noted perceptions as being an obstacle to the teaching of culture and language in their programs. Perceptions are organizing constructs shaped by principles, values, and beliefs. For one teacher, the perceptions of differences between public and private schools created a barrier for forging community partnerships and educational opportunities outside of school. For another teacher, student and parent perceptions towards their ability to learn the additional language created a barrier to learning. Another teacher spoke of wanting to see the additional language program perceived by everyone as an academic subject and not just a "special" subject like art, music, and physical education.

In spite of having a culturally diverse student population that promotes the teaching of culture in the L2 lessons in the immersion program, Teacher Three reported negative perceptions as being a factor that impacted instruction. Teacher Three taught in a private international school where students are not necessarily neighborhood residents. Teacher Three attempted to reach out to neighboring public schools in which Spanish is taught and met with negative assumptions and resistance to learning partnerships because of her school's status as a private school. "Are you trying just to make this because it is good for your school?" she was asked. Teacher Three felt strongly that it is necessary to

create connections with the local community, but due to where the school is located, has been unsuccessful in doing so. She said, "Where our students can express their knowledge, they are just sharing between themselves" (Teacher Three, Interview 1).

Unlike Teacher Three, Teacher Two discussed working toward overcoming obstacles within the teaching profession. Teacher Two would like the teaching of foreign language to be perceived equally as an academic subject along with language arts, math, science, and social studies. Teacher Two explained that separate categorizations can lead to the foreign language program being valued differently or less than other academic subjects. Teacher Two's school is one of many that combines foreign language courses with the arts (music, dance, graphic arts, visual arts), and physical education.

Teacher One reported experiencing negative perceptions within the school from students about the difficulty of learning Chinese. Teacher One stated, "Kids are not very confident, they will just say learning the language is too hard before they even try." Teacher One saw negative perceptions as an obstacle to the teaching of culture and language. It is manifested in students' behaviors, said Teacher One, noting "some kids only behave badly in Chinese class." Teacher One recounted that she also works to overcome negative perceptions about learning Chinese from students' parents. Teacher One reported that some parents do not feel empowered to help students with assignments outside of school and are therefore not as supportive as they could be.

Researchers consider actions and comments such as those described by Teacher One as an obstacle to foreign language learning called anxiety (Horwitz, Horwitz, & Cope, 1986). Horwitz et al.. (1986) believed that negative reactions to foreign language learning to be a product of anxiety caused by the totally foreign culture and language (Lui

& Huang, 2011). These negative perceptions can impact motivation, which is significantly influenced by attitudes (Lui & Huang, 2011). Graham, Macfadyen, and Richards (2012) suggested that research shows that learners' negative perceptions about learning a foreign language are born, in part, from a lack of perceived achievement in the subject.

Isolation

Teacher One reported isolation as an issue that negatively impacts the teaching of culture in the additional language classroom. Teacher One recounted that Chinese teachers at the school are isolated from the support of other faculty members in that they do not know Chinese and cannot reinforce learning outside of the Chinese classrooms. The school itself is isolated in that there are not any other schools that teach Chinese in the community. However, neither of the other teachers interviewed shared similar experiences. The other teachers interviewed teach Spanish, so that makes this case of isolation an outlier. Perhaps the fact that Spanish is the second most widely spoken language in the United States, or that phonemic and writing systems (accents, characters, cognates, dialects, parts of speech, sentence structure, and word order) are so similar to English that it is more easily used beyond the foreign language classrooms may be factors in the lack of isolation noted by two out of three teachers in this study.

Teacher Training and Work Experience

Researchers suggest that in order for teachers of foreign language to adequately teach culture in a way that will result in ICC, teachers need knowledge competencies beyond minimum certifiable competences (state certification). Secru and Badura (2005) stated that for language learners to attain ICC, they need to develop cultural skills,

attitudes, and culturally specific knowledge. This indicates the need for revisions in the competencies of foreign language teachers.

The three teachers had rich and diverse educational backgrounds and personal and professional experiences, which they described as having an impact on lesson planning and delivery. One teacher earned a Bachelor's Degree in China in English and Spanish, and later completed a Master's Program at the University of Georgia. That teacher uses life experiences and firsthand knowledge of Chinese culture to create meaningful lessons for students. Another teacher received a Bachelor's Degree from the University of Georgia and had done post-graduate work through a number of other universities in the US. Although educated in the United States, this teacher gained personal experience with Spanish culture by completing graduate work in Salamanca, Spain. The third teacher interviewed was born and educated in Peru. This teacher holds international certification from the European Council of International Educators. This teacher uses contacts and experiences to extend learning to the global community by exposing students to authors from Peru, book publishers from Guadalajara, Mexico, and Skype sessions with schools in Spain, Peru, Argentina, and Chile. Creating a rapport with Hispanics (Spanish speakers from Spain and its territories) and Latinos (Spanish speakers from North and South America and the Caribbean) throughout the world enables students to learn about the differences in cultural dialects, accents, inflections, and contexts of speech, and gives them authentic experiences interacting with a variety of people who speak the language they are learning and can relate personal experiences with students' topics of interest.

Time Factors

Time factors have a significant impact on additional language program. Research on IB PYP shows that one of the major factors that impact instruction is time (Andrews, 2012; Gosnell-Lamb, 2011; King, 2012; Pushpanadham, 2012). Time not only affects the content and delivery of instruction, but the development of teacher competencies through professional development, planning, and collaboration. Based on a comparison between schedules as described by the teachers and analysis of documents, there appears to be a strong correlation between language proficiency (including cultural knowledge) in an additional language and the number of hours that students are exposed to the language. Data analysis also showed possible correlation between instructional time in the L2, the frequency of culture instruction, and content of culture lessons taught.

Findings Summary

To summarize interview data with relation to the research questions, all of the study participants felt that the principles and mission of the International Baccalaureate were important to the construct of their language programs, and in particular to how culture is taught in their classroom. In examining the first theme that emerged—"how culture is taught"—it was evident that all teachers described teaching culture differently. Where one interviewee taught cross-curricular content in the target language every other day, while another teacher utilized a TPRS curriculum to support the vertical alignment of language classes in her district. Factors that impact the teaching of culture noted in the study included the mission and values of the IB PYP, perceptions, and time constraints.

One teacher taught culture separately from the TPRS language curriculum that has been selected for their program to align with the curriculum of the high school that all of the students in this school will eventually attend. Culture lessons are designed as units

of inquiry in which students learn about the different cultures and customs of the countries that they are studying (see Appendix H). Another teacher described teaching culture as part of organic discussion throughout themed-based lessons. Many of these lessons involve the presentation of the personal experiences of the teacher and incorporate video segments for students to "see" what the instructor is describing. In a different approach, a teacher described cultural lessons evolving as part content-based instruction where the additional language is used as a vehicle for instruction in core subjects such as math, science, and social studies.

In spite of differences in program models and approaches to the teaching of culture, these teachers shared experiences in developing Units of Inquiry and using the IB planners. As a result, all teachers identified with developing units that include a transdisciplinary theme, central idea, key concepts, student-initiated inquiries and actions, summative assessments, and the recognition of IB attitudes and attributes to be discussed in each lesson.

Teacher reflection was also noted as a common practice among the IB teachers interviewed. Each planner (Unit of Inquiry) requires that teachers reflect upon their practices. At the end of each unit, teachers are asked to reflect upon their experiences with planning and teaching each unit and answer questions such as what were the learning experiences that enabled students to: (a) develop an understanding of the concepts identified in "What do we want to learn?" (b) identify how particular attitudes and/or attributes of the learner profile were developed? (c) demonstrate the learning and application of transdisciplinary skills (communication skills, research skills, self-management skills, social skills, and thinking skills) (see Appendix K). In the planners,

these teachers are encouraged to note how learning experiences and assessment strategies were directly connected to language in three aspects: Learning language, learning through language, and learning about language. Teachers unanimously agreed that training in IB practices had been invaluable in planning, executing, and reflecting upon their lessons.

In contrast, when asked which Georgia Department of Education (DOE) resources they utilized to teach culture, all three teachers described using few of the supports available through the DOE's website. One of the teachers noted listing the Georgia Performance Standards on their lesson plans, but all concurred that they had found few resources that related to them as teachers in IB PYPs. One teacher stated that she didn't find any specific information on the website regarding teaching Chinese. Reasons for which these teachers are not connected with the Georgia Department of Education may relate to these teachers' lack of familiarity with the variety of resources available through the DOE, or that the resources available for elementary teachers do not represent the range and variety of programs throughout our state. Or it may be a widespread commonality among teachers of additional languages in Georgia's IB PYP, but more research is needed.

With regard to question two ("What personal, professional, or organizational factors, such as values, beliefs, teacher training, or time constraints, impact the integration of culture and language in IB PYP foreign language classrooms?"), the interview data indicated that teacher training was an important factor in the teaching of culture in additional language classrooms. All three teachers described how their personal and professional experiences in countries where their language of instruction is spoken have been an invaluable resource in their work. All three teachers had training beyond

universities in the United States, and all were trained by the International Baccalaureate Organization. Teachers described the values and beliefs of their school, local, and global communities as both a positive factor and at times, obstacles to teaching about culture. Possible correlations may exist between the make-up of each community described in terms of level of education and acceptance of other cultures. Developing strategies to promote cultural acceptance within schools and communities may be an area that could be explored in conversations with other additional language teachers.

Only one teacher reported a sense of isolation with regards to teaching additional language within her school. This may be a direct result of the language taught by this teacher being a non-Western language that is spoken by few in her school and community. Or it may fall in line with another teacher's belief that language instruction is not considered a core subject and perhaps is not as valued by parents, students, other educators and local communities.

In summary, the key findings in this study are that teachers in Georgia's IB PYP have a variety of factors that impact program goals. At the forefront of curriculum design and culture teaching is the IB program's focus on transdisciplinary, inquiry-based instruction. Constructs including attitudes, isolation, and time constraints were described by each teacher as having some influence on their teaching practices, but none indicated that these were driving forces for instructional design.

Conclusion

This section provided an overview of the qualitative design and findings of this study. In this qualitative research study I focused on understanding and deriving meaning from the teaching practices of additional language teachers in the International

Baccalaureate Primary Years Programs. I conducted a multiple-case comparative study to describe the experiences of teachers in K-5 additional language classrooms in Georgia's IB Primary Years Programs using two sources of data. The research approach was chosen based on the problem under study and goals of the project study. A qualitative multiple-case study was selected for the research design based on socio-constructivist theories of deriving meaning from personal experiences.

In Section One, I documented that there has been little research on how teachers in elementary foreign language programs teach culture and that I could find only one study that addressed how teachers of additional languages in IB PYP teach culture (Lebreton, 2014). I sought answers to questions about how culture is integrated with language teaching and what relationships exist between state standards and IB PYP language goals, and sought to present a rich picture of current conditions for integrating culture and language in the IB PYP foreign language classrooms. The findings of this study will contribute to the body of professional literature on the teaching of culture in elementary language classrooms. The implications for possible project directions include a white paper report to inform the Georgia Department of Education (GADOE), on the state of additional language programs in Georgia's IB PYP, or perhaps a webinar to discuss the findings of this study and promote a dialog among teachers of Georgia's IB PYP will further teacher education on the integration of culture with language education and may promote social change in the teaching practices of IB PYP additional language teachers in Georgia.

From the document analysis I learned that there was a wide continuum in the depth and breadth of culture instruction among cases studied. Lesson plans and

curriculum maps showed that teachers utilized the IB PYP planners in lesson design, which includes the exploration of a concept or idea, student inquiry, and teacher reflection (see Appendix H). Student work samples showed that culture instruction in two programs focused primarily on teaching about the culture (geography, politics, history, and social behaviors) of the country or countries in which the language is spoken. In the third case studied, documents showed that aspects of the culture (geography, politics, history, and social behaviors) of countries in which the language is spoken were incorporated as an extension of learning about global themes such as a period of history, human rights, a genre of literature, etc. (see Figure 1). There were no discrepancies between teacher interviews and the document analysis. The documents supported the teachers' descriptions of how culture was integrated with language learning in their classrooms and added another view into the topic development and subject focus of culture lessons.

Section 3: The Project

Introduction

After discussing my findings and possible projects to effect social change as a result of my study from Walden University, I obtained Institutional Review Board approval (approval #: 12-30-14-0171831) for a 3-day professional development project. I designed this 3-day project with the purpose of creating a dialog among Georgia's teachers of additional languages in the International Baccalaureate Primary Years Program that would affect teaching practices with regard to the teaching of culture (see Appendix A). The overall goals for this project were to shed light on issues faced by teachers of additional languages in Georgia's IB PYP, to strengthen professional practices through collaboration that would lead teachers to examine policies and teaching practices, and to expand perspectives with regard to creating curriculum content and resources for the teaching of culture.

This project was informed by the results of my comparative, multiple-case study, which identified commonalities and differences in the manner in which additional language teachers in Georgia's IB PYP classrooms teach culture. The study from which this project is predicated showed that the issues that impact the teaching of culture in the IB PYP additional language classrooms needs to be studied further. Through interviews and inductive analysis of data, I examined how the principles of the IB PYP and Georgia Performance Standards influence the teaching of culture. The participating teachers identified elements of the IB PYP as the guiding principles for the structuring of their language programs and how culture is taught, in particular, the IB's focus on inquiry and trans-disciplinary learning. Participants described their teaching practices and reflected

on factors that influence what and how they teach. They discussed attitudes that impact program effectiveness and other factors such as community, institutional, and state support for instructional programs.

The development of the webinar component of this 3-day project resulted from teacher interviews and the examination of documents. Data collected evidenced a myriad of factors that affect instruction in additional language classrooms in the IB PYP, as well as the variety of ways in which the teachers interviewed perceived and addressed challenges in teacher culture. The results of this research study showed that the roles of additional language teachers and the methods used for teaching culture were not clearly defined at the participants' institutions. The project that I describe in this section was designed to ignite a conversation with the purpose of clarifying the roles, practices, and needs of additional language teachers in the Primary Years Programs, and to add to the body of professional knowledge in this field among a greater number of professionals who teach languages. A timeline of this project is included in Appendix A.

Literature Review

As part of its mission to develop international mindedness and intercultural understanding, the IB PYP requires that all students study an additional language through transdisciplinary, inquiry-based instruction (Hill, 2012). International mindedness goes beyond the teaching the Five Fs (foods, flags, festivals, fashion, and famous people), according to George Walker, former IBO director (Walker, 2002). International mindedness should include cultural understanding, collaboration, and communication (Walker, 2002). As such, language is an integral part of the educational philosophy of the IB, as seen in the organization's statement that "the role of language is valued as central

to developing critical thinking, which is essential for the cultivation of intercultural awareness, international mindedness, and global citizenship" (IBO, 2011, p. 3).

There is a dearth of information on how language is taught in IB PYP additional language classrooms (Twigg, 2010). Limited research in the area of teaching and learning practices in additional language classrooms in the IB PYP has established that there is a need for additional study into the practices and outcomes for these teachers (Alford et al., 2013; Lebreton, 2014; Van Vooren, 2013).

At the forefront of contextual influences on the teaching practices of additional language teachers is the mission and goals of the IB PYP, which focus on teaching and learning through an inquiry-based model. Van Vooren, Lai, Ledger, Villaverde, and Steffen (2013) used a qualitative case-study approach to identify factors that shape additional language teaching practices in the IB PYP. In this study, the cultivation of international mindedness, the promotion of bilingualism, and resources for additional languages were identified as prominent IB influences on teaching practices (Van Vooren et al., 2013). Twigg (2010) suggested that there is a gap in research on the relationship between the personal and professional characteristics (values, beliefs, philosophy, education and training) of teachers that use inquiry as standard practice in their classrooms and those who are reluctant practitioners of inquiry-based instruction. Twiggs used a narrative approach to study how teachers in the IB PYP perceived personal and professional characteristics to impact their teaching, and found that teachers felt a huge responsibility for PYP implementation. For some teachers, it is a new and overwhelming experience.

Many factors influence the teaching practices of additional language teachers in the IB PYP. Languages are taught very differently with regard to numbers of teaching hours and lesson frequency (IBO, 2004). In a study of additional language teachers in the IB PYP in Paris, France, and Sydney, Australia, Lebreton (2014) found that the mission of additional language teachers was unclear, and that classes were taught very differently with regard to age, number of teaching hours, and lesson frequency. Furthermore, other factors such as community support, attitudes and perceptions, resources, and teacher training significantly impact the program design and curriculum development (Lebreton, 2014). Menken and Garcia (2010) advocated for the need to:

> Bridge the gap between research and practice by exploring the negotiation of language education policies in schools around the world to provide educators with deeper understandings of this process to guide their implementation of language policies in schools and classrooms. (pp. 1-2)

To support additional language teachers in their implementation of IB PYP principles, schools are required by the IBO to formulate Language Policies (IBO, 2011). These language policies should reflect local, regional, and national goals, and should be born from a collective representation of a school's culture (Borman, Wiley, Garcia, & Danzig, 2014; Hult & King, 2011; Moore, 2014).

A language policy is a written document that contains the "language related beliefs or ideologies; language practices, or what people actually do with language; and language management, the conscious and explicit efforts to control the language choices and uses" (McGroarty, 2013, p. 36). Language policies are a reflection of the cultural context in which they are designed, and should be designed by the varied stakeholders

who represent a school (Fee, Lui, Duggan, Arias, & Wiley, 2014). The language policy should connect the frameworks and philosophy of the IB program with school-based initiatives (Fee et al., 2014). Menken and Garcia (2010) stated that effective language policies should be developed with the school and language classroom policies in practice since a school's language policy derives meaning from practice (Johnson & Freeman, 2010). A school's language policy can be viewed as the articulation of the importance of language instruction within a school community, and a reflection of the primary influences that contribute to the context of language instruction. Language policies written with the input of additional language teachers can become a doctrine that supports teaching practices in the classroom, and in turn, the additional language teacher becomes the bridge between policy and practice, affirming the language policy through practice.

Other factors impacting additional language teaching practices include regional and national policies, and economic influences (Tollefson & Tsui, 2004; Walker, Bryant, & Lee, 2014). Teachers in Georgia's IB PYP public schools, such as those in the study population, must reconcile between the mission of the IB PYP and the requirements of state and local systems for the teaching of standards and accountability. In the US, 92% of the IB schools are state-funded and half of the primary schools are in the Title 1 Category (Bunnell, 2011a). As such, teachers in publicly funded programs must balance the goals and requirements of the IBO for teaching additional languages through transdisciplinary, inquiry-based models with the teaching of national and state standards and meeting the accountability measures of both. The IBO requires each school to articulate the mission, role, and process of language instruction in its language policy.

Researchers have described the transdisciplinary, inquiry-based instructional models of the IB program as a primary influence for the design of the National Standards for Foreign Language Education and Common Core (Sparks, 2013). Yet, in a qualitative study on teaching practices of IB PYP additional language teachers, Van Vooren et al. (2013) observed that in six schools studied, a national and local emphasis on testing influenced instruction. This resulted in a change in pedagogy from inquiry learning to memorization of facts, and created pressure from parents, state, and local school district to focus state standards for foreign language education and implementation based on the IB Guidelines for developing a school language policy (IBO, 2008).

This literature review and the findings that emerged from the data analysis described in Section 2 guided the design of the Additional Language Teachers Collaboration Project. A webinar was designed to spark a conversation among educators teaching under the IB PYP in order to promote reflection on teacher practices, grow professional knowledge, and strengthen teacher competencies. Additional activities were created for teachers to critically analyze the role of their school's language policy as a framework for practices in their programs. The webinar was designed to form a community of practice for teachers to draw strength from communicating with other professionals teaching in in IB PYP additional language classrooms in Georgia, and examining issues from multiple perspectives. The follow-up activities were created to promote reflection and inspire social change within each teacher's program.

Description

This project evolved in response to a need for a better understanding of how to teach culture within an IB PYP additional language program. Interviewing the three

participants in the study showed that there are a number of factors that impact how teachers teach language and culture, and that a low incidence of additional language teachers in the IB PYP can lead to teacher isolation and a lack of support. I conducted a qualitative multiple-case study of additional language teachers in the IB PYP using interviews and document reviews to identify issues that affect the teaching within these programs with an emphasis on how culture is taught. This resulted in the design of the Additional Language Teachers Collaboration Project.

My goal was to form a community of practice that will support and advance teacher education in foreign languages. I chose to specifically host a webinar to create a community of support for teachers teaching additional language in the IB PYP in Georgia, who share a common ground in that they teach under the auspices of the IB PYP, and must teach and assess using Georgia standards. The project included a webinar that furthers teacher education on the integration of culture with language education to promote social change in the teaching practices of IB PYP additional language teachers in Georgia.

Many additional language teachers are the only IB PYP additional language teacher in their schools and communities, and may have limited contact with others in similar situations. Stacy (2013) suggested that isolated teachers sometimes become unaware of the empowerment that can come from collaboration with other professionals. Researchers have described webinars as a teaching strategy that promotes the building of knowledge through on-line collaboration and interaction where knowledge is built through the social interactions of members (Bower, Dalgarno, Kennedy, Lee, & Kinney, 2014; Power & St-Jacques, 2014). I chose webinars for this project because a webinar

can provide these teachers a collaborative learning experience that transcends barriers to participation such as time, money, and distance.

This webinar is designed as a collaborative inquiry-based, learning-centered approach with the intent of promoting group synergy, reflection, and discourse that will result in useful feedback and will lead to learning and the formulation of solutions to problems (Akyol & Garrison, 2011; Bangert, 2010; Garrison, 2011). The term webinar,is used to describe a virtual gathering in an on-line meeting held in real time (Stephens & Mottet, 2008). The framework of the project was based on communal constructivism, which defines the ways in which communications technologies and information are blended to create knowledge through collaboration (Leask & Younie, 2001). Communal constructivism is a method by which students construct their own knowledge (Constructivism), and as a result of their interactions (Social Constructivism) engage in the process of constructing knowledge for their learning communities (Holmes, Tangney, Fitzgibbon, Savage, & Mehan, 2001).

Through this webinar, a virtual community of practice (VCoP) will form to grow professional knowledge on the teaching practices of teachers in additional language classrooms in the IB PYP. A VCoP can be formed when a group of professionals sharing a craft (domain) share information through on-line collaboration to gain knowledge related to their fields (Kietzmann et al., 2013; Wenger, 1998/2004). As a VCoP, the exchange of ideas empower teachers to recognize their roles as agents of change in their fields (Richmond & Manokore, 2010). Through a negotiation of meaning as defined by Wenger (1998/2004), participants discuss the process by which they experience their world, resulting in the creation of knowledge of their particular domain. Powers and St-

Jacques (2014) suggested that it is important to develop a collaborative community of inquiry with "a cohesive and interactive community of learners whose purpose is to critically analyze, construct and confirm worthwhile knowledge" (Garrison & Vaughan, 2008, p. 9).

In planning this webinar, I examined the four integral components of sociocultural theory proposed by Wenger (1998/2004): (a) the creation of *meaning* through conversations about individual and collective experiences; (b) *practice*, as discourse in which perspectives are shared and there is "sustained mutual engagement in action;" (c) a *community* is formed that recognizes the contributions of participants; and (d) an *identity* is created as a means of talking about the learning of the group. As the creator of this webinar, I will focus on developing engaging discussions on relevant issues that have emerged from my study.

As the facilitator of the webinar, I want to engage all participants in sharing their experiences and beliefs to make meaning of their individual and collective practices. I will use this qualitative study as a catalyst for discussion on issues that impact teachers in Georgia's IB PYP, including factors that affect how teachers teach culture. First, we will discuss the domain of interest that forms our identity: additional language classrooms in the IB PYP. We will discuss problems in our individual experiences with regard to teaching additional language in Georgia and the IB PYP, and we will discuss how the teaching of culture is impacted by the issues identified in this study.

Following the webinar, participants will be asked to examine their school's language policy using the Guidelines for School Self-Reflection on its Language Policy (see Appendix A). School language policies articulate the commitment of stakeholders to

the teaching of language, as well as goals for language within the language classroom and throughout the school, and are an essential part of curriculum practices in a school (Corson, 2008).

A study conducted by Fee et al. (2014) suggested that a sense of ownership over a school's language policy is directly correlated with the manner in which it is put into practice. Based on the results of eight case studies, researchers showed that the Guidelines for School Self-reflection on Language Policy (IBO, 2012) articulate the components of a strong theoretical framework for a language policy and provide a model for designing, examining, reflecting, and revising language policies (Fee et al., 2014). Using perspectives gained from participation in the webinar, teachers will examine their school's language policy using the guidelines designed by the IBO (2012). Teachers will reflect upon their roles in devising and implementing their school's language policy, and examine its worth as a doctrine that supports the language learning program.

Goals

The primary goal of this 3-day project as it relates to the problem of this study was to engage additional language teachers in the IB PYP in conversation to learn from the experiences of one another, thus creating knowledge on the professional practices of this virtual community of practice. The Additional Language Teachers Collaboration Project provided opportunities for teachers to gain knowledge and strengthen their skills. Another goal for the program was to create knowledge that will strengthen the field of foreign language education by defining the roles and practices of the collaborative, and identify the needs of additional language teachers in Georgia's IB PYP. In summary, this webinar advanced teacher competencies through communication, collaboration, and

documentation, and the follow-up activities are designed to promote individual reflection that leads to social change.

The webinar produced an artifact that can be used as a resource for new teacher induction and staff development, and impacted social change in two ways. First, through the process of becoming a community of practice, participants in this webinar became empowered in the creation of a collective identity with a voice that will speak strongly to the unique challenges and needs of this community of professionals. In a larger context, this webinar contributed to the body of professional literature on the teaching of culture, and the teaching practices of additional language teachers in the IB PYP. Furthermore, this webinar may shed light on the needs of additional language teachers in Georgia's IB PYP with regard to support from the Georgia Department of Education.

The follow-up activities provided participants with opportunities for reflection on their individual programs, and specifically on the relationship between policy and practice. Participants gained insight by examining their school's language policy and examined their own roles in strengthening the connection between policy and practice.

Rationale

The rationale for the project was based on the local problem at ABC Elementary, and was supported by the limited research available on IB PYP additional language programs and the teaching of culture in additional language programs. The webinar project was developed as a result of data collected in document observations and interviews. The results of my study showed that there are a variety of factors that impact the teaching of culture in additional language classrooms in Georgia's IB PYP, and that

teachers in these positions feel that factors such as isolation, teacher training, attitudes, and state and national standards shape their programs and impact program effectiveness.

Constructivist theories that were the basis for the study on which this project is founded, are the foundation for this inquiry-based 3-day project (Dewey, 1958, 1902; Vygotsky, 1978, 2012). Researchers have shown that adults and children learn best by constructing meaning from questions that are born from their own experiences and prior knowledge (IBO, 2000). The IBO believes that inquiry should extend beyond the classroom to every member of the community (Gretchell, 2010; IBO, 2000). With that in mind, this project includes activities to promote self-reflection, communication, collaboration, and action to produce social change.

The first component of this project was a webinar designed to engage teachers throughout the state in a conversation of issues that impact their programs. Webinars are virtual seminars that are used to conduct live meetings through on-line conferencing. Through webinars, participants can engage in synchronous and asynchronous learning activities that provide an opportunity not only for participants to engage in discourse, but to lend itself to formative assessment through collective feedback (Burns, 2011).

Webinars allow for the sharing of documents and presentations, and provide participants with an artifact of the experience. Webinars provide virtual connections for collaborative activities in a comfortable environment (Schreck, 2009). Webinars also allow educators to transcend physical barriers (such as distance) to form connections with others in low-incidence fields such as additional language teachers in the IB PYP. I designed a webinar for teachers such as those interviewed in this study who have limited opportunities to collaborate with colleagues who also teach additional languages under

the IB PYP in Georgia. This webinar allowed participants to break the distance barrier in order to come together and share ideas and experiences.

Virtual learning experiences such as webinars have been used to improve instructional practices and challenge teacher beliefs through collaboration (Arnell, 2014). Alliances formed between members of a collaborative learning experience foster professional growth for all of its participants (Arnell, 2014). In virtual professional learning communities, there is a flow of knowledge that promotes reflection and strengthens teachers' feelings of self-efficacy.

Webinars are virtual seminars that are used to conduct live meetings through on-line conferencing. Webinars allow students to communicate with each other and the facilitator via text and/or audio. Learning opportunities are created for participants to engage in discourse. Webinars lend themselves to formative assessment through collective feedback (Burns, 2011). Webinars not only allow for the sharing of documents and presentations, but can also provide participants with an artifact of the learning experience.

The second part of this project was an asynchronous assignment that was designed as an extension of the webinar experience. On day 2 of the project, participants use the guidelines for self-reflection on language policy to critically analyze the relationship between policy and practice in their own schools. Teachers examined what goals are articulated in the policy, how those goals are evidenced in the program, and how the policy, and determined whether and what actions are needed to strengthen the connection between policy and practice. On the third day, participants were asked to describe what they learned in their self–study on the relationship between policy and

practice in their schools; they also described what social changes they would like to initiate to strengthen that connection.

Implementation

Planning for a meaningful collaborative experience was the first step in developing the Additional Language Teachers Collaboration Project. In developing this project, it was important to prepare the components of the project and identify potential barriers that may exist. Schreiber (2014) identified essential considerations in preparing a webinar that I will address in the following subsections. These include group size and duration of the webinar, the role and contributions of the participants, design of the learning activities, preparation for the webinar, and evaluation and feedback. The following subsections will describe how the program was developed and what barriers were anticipated in the process.

Group Size, Duration, and Timetable

Group size needed to be taken into consideration to determine the duration of the webinar and to plan for interactive participation. To determine the potential group size, I went to the IBO website and looked up the contact information of authorized and candidate PYP schools in Georgia. I then looked at the website of each school to note the names of the additional language teachers to whom I would address the invitations. The potential size of the project participation group was approximately 26 participants, and the duration was approximately one hour with each activity within the presentation lasting approximately 10 minutes. Ten minutes were allotted for introductions, familiarizing participants with webinars and expectations, and for discussing the goal of the webinar and sections to be covered. The facilitator-led portions of the webinar

encompassed approximately 20 minutes of the scheduled hour, with activities interspersed within sections. I discussed findings of the study, relevant literature, and summarized key points at the closing of the webinar. The webinar wrapped up with a thank you to all who participated and a brief explanation of the e-mail that they would receive as a follow up. The e-mail contained a link to the recorded webinar and a summative assessment of the experience.

The timetable for implementation included sending out a welcome letter, informing all teachers of additional languages in Georgia's IB PYP of the webinar, and inviting them to participate via e-mail 3 weeks prior to when the project began. Within24 hours of the scheduled webinar, a reminder was sent to the potential participants with a link to the website that was used to host the webinar, as well as a username and password. The webinar began promptly at its scheduled time and formative evaluations were used throughout the presentation as safeguards that it would end in exactly an hour as stated in the welcome letter. A summative assessment was sent via e-mail to all participants, and it included an assignment for the next two days of the project. The assignment included a self-study of policy and practice within each participant's school and a plan of action to be articulated by each participant upon completion of the self-reflection on their school's language policy.

Preparation for the Webinar

Prior to the webinar, I began by determining the learning objectives for the webinar. Young (2009) suggested that by designing interactive learning objectives a presenter can change the flow of a webinar from a one-way presentation to cultivate an environment rich with group interaction. The learning objectives for the Additional

Language Teachers Collaboration Webinar included getting participants to share

challenges and experiences through discussion of

relevant literature and the findings of my study, engaging participants in activities to

formulate solutions to problems, and creating a list of resources and recommendations for

future reference. In preparation, I also produced a welcome letter that included the

agenda, objectives, technology requirements, and procedures for participation for

potential participants (see Appendix A).

People and Location

  I used the list of candidates and authorized schools from the IBO to identify

potential participants (see Appendix C). Twenty-six teachers of additional language in

Georgia's IB PYP were identified. Young (2009) characterized a group of this size as a

small webinar that may result in limited airtime for participant contributions in interactive

discussions. Time constraints and schedule conflicts may be barriers to teacher

participation, and these needed to be accounted for in planning the interactive activities.

Those who chose to participate in the project would do so from the location of their

choice provided they had internet access and a computer with audio and/or video

capability, e-mail, and access to their school's language policy.

Design of the Learning Activities

  Schreiber (2011) suggested that in designing a webinar it is important to create

student-centered, interactive activities that encourage teamwork. I will begin the

presentation with an introduction including a title slide, a slide with logistics information

explaining how a webinar works for participants who might not have ever participated in

one, information about the presenter (facilitator), and an overview of the presentation.

Perera (n.d.) recommended that early in the presentation, the creator present a slide with a picture of themselves along with credentials to personalize the connection with their audience. The final slide in the introduction presents an overview of what participants should expect and how the content will be covered. Presenting this slide throughout the webinar with each section highlighted as points are covered allows participants to visually monitor the progress of the presentation and reiterates key points.

Young (2009) recommended that material in the main content section of the presentation include three components: (a) information that participants can read on their own, (b) knowledge that can be gained from listening and questioning, and (c) shared knowledge that can be derived from the interaction of participants. In developing the webinar, I chose to present the research questions in the study as problems and gave examples from the findings of the study. Then, I used a variety of interactive activities to involve participants in creating their own solutions to the problems presented. I used question-and-answer sessions and show-of-hands polling as large group activities in which participants may share experiences and present ideas. Small group activities were created to promote reflection on issues, and think-pair-share activities where participants may take a minute to chat privately about a topic before presenting a possible solution to the problem.

The presentation concluded with a summary of the webinar's content presented in a summary slide bulleting the main points of the discussion. The conclusion included an action plan if the group determines that actions need to be taken as a result of the discussions.

A final slide let the audience know that the webinar ended, and included a statement thanking teachers for their participation and provided information on where they can access the recording of this webinar.

At the conclusion of the webinar, participants received a two-part assignment asking them to reflect critically on the relationship between their own practices and their school's language policy. On day 2, the day after the webinar, participants read the Guidelines for School Self-reflection on Language Policy (IBO, 2012) that I provided as a link in a follow-up e-mail. The purpose of reading this document for the assignment was to give participants the tools needed to critically analyze the effectiveness of their school's current language policy. On day 3, participants examined their school's language policy and reflected upon its impact on practice in their classrooms. Participants were encouraged to consider their role in the development of the language policy, their understanding of its purpose, and the relationship between classroom practices and policy. Participants submitted a brief reflection with their program evaluation. The reflection included a statement on how they perceive themselves as an agent of change in determining and executing language policies within their school.

Needed Resources and Existing Supports

The resources needed by each individual participant in this project were outlined in the e-mail invitation to the webinar. Each attendee needed to have a computer with audio and or video capability, e-mail, and access to their school's language policy. The webinar was hosted through BigBlueButton.org. I chose BigBlueButton.org for the webinar because it is a free tool that enables users to simultaneously participate in virtual conferencing via video, audio, or text. BigBlueButton lets the presenter show visuals with

controls for annotation. It also allows webinar participants to share the desktop and chat through text with the group and privately between individuals in a discussion. The private chat feature was a key tool in the think-pair-share activity that was part of this presentation. It includes features that allow the facilitator to activate the listen-only mode for participants during presentation segments, and record and playback features allow for participants to revisit the presentation and for it to be shared with others.

Potential Barriers

Examining potential barriers strengthens the development of a project. Anticipating obstacles and formulating possible solutions should problems arise increases project success. I identified the technology resources needed by participants for the webinar and clearly communicated these to them in the invitation to participate. I sent a reminder 24 hours before the scheduled event to promote attendance. I used YouTube videos and website resources on BigBlueButton.org to prevent technical difficulties the day of the event. I expected that not all of the persons solicited to participate were able to do so; therefore, I was prepared to tailor the interactive experiences to the size of the group by extending or shortening discussions and activities based on formative feedback.

Role and Responsibilities of Participants

Attendees were e-mailed an invitation to participate in the project, and 24 hours prior to the scheduled webinar a reminder was sent with a username and password. The session began promptly at the scheduled time so participants needed to log onto the session using the name and password provided. Attendees were briefed on the expectations and procedures for participation in the introduction segment of the webinar.

Audience interaction is the foundation for creating a virtual community of practice. As a rapport is established between the facilitator and participants, I planned to establish time allotments for each discussion item and inform participants that a visual cue would be provided for participation. Participation is necessary for a webinar to produce outcomes that represent the participants' perspectives. I used a "Question & Answer" slide to remind participants when they should participate in the conversation.

As the creator and facilitator of this project, it was my responsibility to create an engaging and attractive presentation, to thoughtfully consider the flow and format of the presentation, and to solicit participants. My role as the facilitator was to ensure that each participant had a voice in this virtual learning experience, and that I provided a variety of opportunities for interaction and sharing. It was my job to regulate the length of contributions and focus the conversation on topics presented. In designing the learning activities for this project, I needed to examine my intended outcomes and thoughtfully tailor learning experiences for my audience. It was my goal that teachers who participated in this project would fortify their skills and self-confidence as additional language teachers, and, in turn, strengthen their language programs through interactions with their learning community and through self-reflection.

Project Evaluation

An important part of project development is planning for evaluation of the project. I chose to conduct a goal-based evaluation that included summative and formative components. The goal of evaluation is to gauge the effectiveness of the webinar for its intended purpose. The primary purpose of this project was to engage additional language teachers in the IB PYP in conversation and reflection, to learn from

their own experiences and from one another, creating knowledge on the professional

practices of this virtual community. Biggs (1998) suggested that formative and

summative assessments are part of a "sensible educational model." Throughout the

webinar, formative assessments were used to focus discussions and measure levels of

engagement. Upon completion of the webinar, the project evaluation plan includes

sending an e-mail to all of the webinar participants for summative feedback (see

Appendix A). Key stakeholders in this project included members of the virtual learning

community comprised of additional language teachers in Georgia's IB PYP.

Formative Evaluation

Formative data in this project was noted throughout the presentation in order to

improve participation and maintain focus on the intended outcome of the project.

Anecdotal notes taken throughout the webinar helped me assess individual attendee

participation to ensure that I maintained high levels of engagement for all participants. I

reiterated points shared by participants to emphasize important information, and asked

participants to expand upon a statement to check for understanding. The activities

contained in this interactive webinar (Q & A, show-of-hands, and think-pair-share) are a

means of checking for understanding through texts that will provide me with immediate

feedback. Throughout the presentation, I used participant feedback and anecdotal notes to

adjust instruction to maximize learning opportunities. Outcomes of formative

assessments were used to assess student engagement, to check for understanding, and to

adjust the pace and direction of the presentation to ensure that the goal of the webinar is

being met.

Summative Evaluation

For the purposes of this doctoral study I designed a summative evaluation of the project to be e-mailed to participants after the webinar (see Appendix A). I used summative feedback to create a picture of achievement as a result of the webinar from the perspective of participants. Summative feedback was used to validate the model of learning chosen for this project. Feedback helped me ascertain whether the webinar content and its delivery were effective, and to make modifications for similar or related projects in the future. I also used it to improve my performance as the webinar designer and presenter. The summative assessment included a rating scale to evaluate the delivery of the webinar. I asked participants to rate the tools of presentation for ease of use, functionality, and visual presentation.

I used the rating scale to provide me with insight on participant perceptions of webinar content, types of activities, and the length and pace of the presentation. I also asked participants to critique my delivery as the facilitator of the webinar. This section of the rating scale includes items that asked participants to score the presenter on voice and clarity throughout the presentation, how the presenter established rapport, and how well the presenter regulated the flow of the presentation. Feedback on my teaching performance helped me grow and improve as a teacher leader.

In the e-mail evaluation, I also asked participants to summarize key points of the webinar and to reflect on their enduring understanding of the knowledge created by the community of practice. I used these constructed-response questions to ask participants to elaborate on the points discussed in the presentation from their perspective and to reflect on what they gained from participation in the webinar. Finally, participants were asked to comment on their overall experience in this virtual learning exercise.

Along with the evaluation, participants examined their school's language policy through the lens of the IBO's Guidelines for School Self-reflection on Language Policy to critically analyze its role as a resource tool in their school and additional language classroom (IBO, 2012). I hope that through self-study of their own policies and practices, teachers who exchanged ideas and learned from one another will critically analyze their programs and policies, determine needs, and devise a course for implementing change.

Rationale for Project Evaluation

The rationale for using formative evaluation is to form a community of practice through discourse and, as such, establish a collective identity, evaluate needs, and promote outcomes that expand professional knowledge for additional language teachers. Formative evaluation, such as question-and-answer sessions, show-of-hands, think-pair-share activities, and anecdotal notes taken throughout the webinar can allow participants to express ideas and opinions, formulate questions from the discussion, and brainstorm solutions to problems. I used the summative assessment to evaluate the outcomes of the webinar, to become a more effective teacher leader, and to make modifications to the webinar for future presentations.

Implications Including Social Change

Social change is accomplished when educators improve their profession by adding to the body of professional knowledge. The basis of this webinar project was founded on a perceived need for clarification and definition of the needs and practices of additional language teachers in Georgia's IB PYP. The webinar provided a real-time collaborative experience that transcended physical barriers of distance to unite teachers with a shared domain, to form a community of practice that will grow professional knowledge in their field. This approach afforded professionals in this low-incidence field an opportunity to learn from others, strengthen the self-efficacy of individuals, and unite in a collective voice.

I worked to ensure the success of this project by using findings that emerged through one-on-one interviews and document reviews, and by researching how to build a virtual community of practice and elements of highly effective webinars. The webinar topics are derived from teachers' reflections of their teaching practices as relayed in one-on-one interviews. Through activities that provoke reflection, communication, and collaboration, the Additional Language Teachers Collaboration Project has local and global implications for positive social change.

Local Community

Implications for the local community involve applying knowledge created from the webinar to teaching practice at ABC Elementary. Using the collective knowledge shared by the virtual community of practice created through this project will validate some current teaching practices and inspire changes as a result of perspectives gained. The self-study component of the project will promote social change within the school

community by examining the role of all of the stakeholders involved in the design and

execution of the school's language policy. This cycle of social change (problem-study-

action-reflection-action) will improve teaching and learning at ABC Elementary.

A Global Context

This project will promote social change in the field of foreign language education.

It adds to the body of professional knowledge in the areas of teaching of culture, research

on the IB PYP, and the pedagogy of additional language. This project has the potential to

influence teacher preparation in the field of foreign language education, and bring to the

forefront the need for additional research into the methods and practices of teaching

culture within the context of foreign language education.

Conclusion

This section included a description of the project designed for this doctoral study.

Born of a need to identify issues that impact the teaching of culture in the additional

language classroom, the Additional Language Teachers Collaboration Project was

designed to give a collective voice to teachers of additional language in Georgia's IB

PYP. As a result, teachers will gain perspective on their own teaching practices, examine

challenges in their field, and brainstorm possible solutions to issues identified by the

virtual community of practice created through the webinar. I designed this project with

the intent of promoting social change within a local and global context. By forming an

identity as a group of professional educators, participants shared experiences and created

a context for issues to be examined and addressed by the professional community.

Discussion in the webinar strengthened and advanced teaching practices for its

participants, future readers of this report, or viewers of the webinar, and evidenced a need

for continued study in this field. Individual reflection or self-study of the relationship between policy and practices in their schools will inspire teachers to see themselves as agents of change in their local communities. The next section includes the conclusions and reflections supported by the professional literature on numerous aspects of this study.

Section 4: Conclusions and Recommendations

Introduction

My focus in this project study was to understand and derive meaning from the experiences and teaching practices of additional language teachers. My goal was to create a virtual community of practice for teachers through which to learn and advance professional knowledge in their field through collaboration. The project included a webinar in which findings of the study and relevant professional literature were discussed as a springboard for participants to share their experiences and opinions on issues that impact the teaching of culture within their programs. It also included activities for the second and third days in which participants critically examined the relationship between practices and language policies in their school, and devised a plan for strengthening the connection between the two or making changes as needed.

My project was designed to further examine the specific needs of additional language teachers that emerged during the qualitative study. My intent as the designer was to form a virtual community of practice that would advance professional knowledge and promote social change in the field of foreign language education, addressing a gap in the professional literature on the teaching of additional language in the International Baccalaureate Primary Year Program. It was important to address this gap because the IB PYP emphasizes the importance of language as a tool for learning. The primary language of instruction (L1) is the unifying language of a program, while the additional language (L2) is a vehicle for creating connections with the world. The IB defines additional language as any language taught other than the primary language of instruction, but not necessarily the mother tongue (second language) of a student (Davis & Fisk, 2006). The

role of additional language teachers is not clearly defined, and community expectations for additional language differ (Lebreton, 2014). Therefore, additional languages are taught very differently throughout schools in the IB PYP. Students are expected to learn about transdisciplinary themes through inquiry, which poses a problem for some teachers of additional language in the IB PYP.

Teaching language and culture are interconnected parts of a whole. Language cannot exist without the context of culture, and culture cannot be adequately expressed in the absence of language (Abbaspour & Nia, 2012). Kramsch (1993) proposed that there are three ways in which culture and language are bound. First, language expresses cultural realities such as facts, beliefs, and attitudes. Second, language expresses the meaning of personal experiences through communication. Finally, language is a symbol of cultural identity. Abbaspour and Nia (2012) described three factors that influence how culture is taught: (a) the context of language instruction, (b) the language competency and ages of the learners, and (c) the teacher. These factors and many more influence the goals and objectives of culture instruction. Therefore, this project study was designed to examine issues affecting cultural instruction in the context of the additional language classrooms of the IB PYP.

I found only one research study on the teaching of culture in additional language classrooms at the elementary school level, and not a single study that is directly related to the teaching of culture within the additional language programs in the IB PYP in Georgia. In response to the limited findings, I designed this project to examine the teaching practices of these teachers. The resulting webinar project was developed from a study of professional literature and the findings of a comparative multiple-case study of three

teachers working in the IB PYP in the state of Georgia. The outcome of the study was the Additional Language Teachers Collaboration Project that attempts to create a virtual community of practice to advance professional knowledge in the field of foreign language education (see Appendix A).

This section describes the project's strengths and limitations. It contains reflections and recommendations for other ways to address the problem differently based upon findings of the study. This section also includes analysis of self as a scholar, practitioner, and project developer. It includes a discussion on scholarship, leadership, and change, and ends with implications, applications, and direction for future research.

Project Strengths

This project had a number of strengths. It was designed by a teacher for teachers and developed by a larger group of teachers based on communication and collaboration. The project was tailored to engage professionals teaching under a common umbrella of additional language in the IB PYP in a virtual community of practice that would advance professional knowledge in foreign language education and in reflective analysis by each participant of their local context.

I created the Additional Language Teachers Collaboration webinar based on the data gathered through interviews and document review. This project was undertaken to promote collegial study of the issues affecting the teaching of culture in additional language classrooms of the IB PYP. This webinar could be modified to examine other issues associated with language learning. The self-study component of the project was derived from the Guidelines for School Self-reflection on Language Policy (IBO, 2012).

The digital platform for the development of this project provided a significant strength in bridging the distance between educators throughout the state of Georgia. The free website used for the webinar offered a variety of options for participation including a shared whiteboard, private and whole-group text chat, easy polling capabilities, and recording of the webinar for future reference.

The low cost of the project was also a strength of the webinar in that it allowed educators to participate in the webinar without consideration of time off from work, travel time, and the cost of lodging. This webinar was an effective means of transcending issues of time and cost in bringing together a group of individuals working under like circumstances to discuss and examine the issues that they face in teaching.

Another strength was the power of collaboration harnessed through this interactive webinar. In this webinar, I acted as the facilitator for a collaborative experience that promoted the creation of knowledge by its participants. This virtual learning experience gives teachers an opportunity to reflect, validate their practices, learn from others, and grow in their feelings of self-efficacy. The development of a collective identity through participation in the formation of a virtual community of practice empowered participants to visualize themselves as agents of social change within their own programs and their professions.

Recommendations for Remediation and Limitations

There are a few limitations to this project that could be remedied through additional research. Limitations of the qualitative study included: a limited sample of participants, only qualitative data was utilized, and that potential researcher bias was not eliminated. The sample in this study consisted of three participants. A small sample size

is a weakness that could be remedied by replicating the study to include a larger

sampling. Including a larger sample would add validity to the research and expand the

perspective of what was learned through the study.

Qualitative data gathered in the study could have been supported by quantitative

measures in a mixed-methods study. A survey study yielded different results due to the

time it would take to participate, and possibly been considered by potential participants as

less personal or invasive than a one-on-one interview—especially if surveys could be

answered anonymously. If the study were replicated, a researcher could use survey data

to substantiate the findings of one-on-one interviews that promote a deeper understanding

of what is being studied.

Researcher bias is a limitation that could be remedied by studying a topic that

does not originate from the personal experiences of the researcher. When I began this

project study, I chose a local problem that affects me deeply. In doing so, I sought

solutions to my problem but was unaware that I would have to continuously examine the

lens through which I collected and interpreted data. I was diligent about disclosing my

role as an IB PYP additional language teacher, and tried to avoid biased comments or

questions throughout the interview, but could not avoid the natural curiosities of

interviewees about my program. Bias in data analysis and interpretation could be

remedied by involving more than one researcher in the process.

I could find no limitations in the design of the webinar, and therefore have no

recommendations for remediation. The webinar project could easily be used as a model to

examine other issues in education with a similar or completely different group of

educators. The webinar was cost-effective, flexibly structured to the needs of attendees,

and had a goal that could be achieved inherently through the design of the learning experience. The goal of the project was to involve educators who share a domain (concern or a passion for something they do) in a conversation to examine issues and explore ideas to form a community of practice that will further professional practices in their field (Lave & Wenger, 1998).

Limitations of the follow-up activities designed for days two and three of the project involved teachers' comfort levels with evaluation language policy, and attitudes towards the perceived value of the school's language policy as a doctrine for practice. Teacher perceptions about their power to effect change in their schools may influence their plan of action should they identify issues with the connection between current policy and practice.

Scholarship

This study enabled me to contribute to scholarship through academic research of a problem that affects teachers by involving them in the study process and by creating a platform by which teachers could explore issues in their educational fields through collaboration. I began this study to learn how to be a better practitioner in my field, and in the process have engaged others in contributing to professional knowledge. I hope that this dissertation will serve as a call to action for additional research in the areas of the teaching of culture in additional language classrooms and the pedagogy of additional language instruction in the IB PYP.

Project Development and Evaluation

This study afforded me an opportunity to learn about project development and evaluation. The project study addressed a local problem and affected social change by

providing teachers an opportunity to reflect on their own situations, share their experiences, and discuss issues that influence their teaching practices. I learned about designing an engaging learning experience and elements of a highly effective webinar. I also learned about communities of practice as instruments of change. I learned that a community of practice can be defined by what it is a about, how it functions, and by what it produces (Wenger, 1998). I learned about the power of relationships formed through communities of practice, and used the theoretical models of constructivism and social constructivism to promote social change by designing a project that encompassed what I have learned.

Leadership and Change

According to Morrison (2013), leadership is characterized by transformation through vision, strategy, and determining the direction of change. Leadership is necessary for organizations to move toward a vision (Howard, 1986). Several years ago, I began to see my role as an educator evolve as not only having an impact on the lives of my students also involving myself as an agent of change in the educational field. I then became certified as a mentor teacher, and in that role I have supported teachers in the induction process for many years. I began a relationship with our local university to mentor student teachers in the field through practicum and internships. Then, 5 years ago when I began looking for a university to complete my education, I found Walden's mission to promote social change a perfect avenue for commencing my doctoral journey.

This project has helped me to strengthen my leadership skills by looking at problems from a theoretical perspective and formulating a plan of affect a local problem. I learned the value of theory as a foundation that guided the framework of my project

study (Bush, 2011). I was empowered with each successful submission of my project, and learned to push beyond my perceived capabilities. Morrison (2013) stated that leadership vision is perceived among theorists as a key component in educational change. My vision was murky at the beginning of this study. I had difficulty envisioning how I could get beyond identifying a local problem to understanding theoretical frameworks as the foundation for choosing research methodology, and designing a course of action for my project. As I read and sought out professional literature, my vision became clearer a little at a time.

I learned that initiative and determination are as powerful as vision in effecting change. This project study has empowered me to look at problems differently. Through self-reflection and feedback from professors and study participants, I learned about my leadership style. I identified with the personality traits and skill sets that described transformational leaders. Transformational leaders are described as serving as mentor, fostering creative solutions to problems, and being able to inspire others to go above and beyond the call of duty (Vinkenburg, van Engen, Early, & Johannsen-Schmidt, 2011). I embraced transformational leadership in the design and execution of this project. I set clear goals and motivated participants to engage in shared ownership for the outcomes of our virtual community of practice.

Analysis of Self as a Scholar

This project study has changed me as a scholar. I have grown as a writer, a researcher, and as an expert in my field. I developed skills in the area of project design, learned to capitalize on my strengths (interpersonal communication skills, creativity, research skills), and to work to overcome my limitations (statistical analysis and

managing work overload). I have become more self-aware as a person and a professional, and come to recognize that I can overcome any limitations when I am passionate about a subject or task.

Throughout my doctoral journey I learned the importance of research and reflection in decision making. Still a novice researcher, I have grown tremendously in my ability to navigate the ins and outs of digital research. As a result of what I have learned through my coursework at Walden and this project study, I became more proficient with organizing and analyzing data, and have developed several databases to examine and predict student growth in my program. I learned the value of Boolean operators to search for hard-to-find information and to critically analyze sources of information. As a scholar, I am infinitely grateful for Google Scholar and the Walden Library, and have become more proficient in finding solutions to problems through research.

I hope to continue to grow as a scholar, and as a teacher leader I plan to share my knowledge and experience with students in the teacher preparation program at our local university, other teachers in my school, and my cohorts in the field of foreign language education. This process has challenged me as a learner and a teacher, and has taught me to value the role of scholarship in the advancement of the field of education.

Analysis of Self as Practitioner

As an additional language teacher, I believe this doctoral study has empowered me to become an agent for change. In my classroom, I am harnessing the power of formative and summative data as a means for studying problems and have become more analytical in my teaching practices. This study validated many of the instructional

techniques that I use in class and caused me to diligently examine how and why things occur.

As a mentor teacher, I have begun formulating a plan and experimenting with ways of correlating what student teachers observe in my class with theoretical models, thus giving life to what they are learning in their textbooks. I want to be that connection between practice and theory so that, unlike me, it doesn't take them the better part of their professional career to recognize the inherent relationship between the two. My professional growth through this project study has made me want to be a model of best practices in my field and to help others find what works for them in any given situation.

As a teacher leader in my school, I am transforming my leadership skills throughout my 5 years at Walden. I have a strong personality and am extremely involved in the leadership of my school. I learned to recognize that patience is as valuable as efficiency, and that one person, or a small group of people, cannot remain in charge of maintaining and growing a positive school culture for an indefinite period of time. I have become more aware of my tendencies to lead, for the sake of doing something well or quickly, and recognized a need to share power and learn from others. I grew to appreciate the potential of delegation and shared ownership in different situations. To me, growing as a practitioner in the sunset of my career means that I need to focus on cultivating the leadership skills of others using the knowledge that I have gained through my experiences in this doctoral study.

Analysis of Self as a Project Developer

As a project developer, I was caught off guard by how much I would enjoy the process of researching, planning, organizing, and designing the project study. I learned

how to use research to formulate solutions to problems. I paid particular attention to the presentation content, planned for transitions, and designed creative activities that motivated and engaged participants in communication and collaboration. One of the skills that made a lasting impression in this process of developing this project was the value of examining possible limitations and planning for ways to keep the project on track no matter what happens. This was my second experience with designing a project, and I owe my professional growth as a project developer to my doctoral study at Walden. In my first experience, I was an agent of change by designing a community/school garden, writing grants to fund it, and engaging our local community to implement the project. The garden still stands 5 years later. I will continue to develop my skills as a project developer knowing that I have the power and skills to effect change.

Discussion

This doctoral study has been an invaluable personal and professional experience. As a result I have grown as a practitioner, a mentor teacher, and a leader in my school. In the literature reviews for this study, I learned about the theoretical foundations for teaching practices in foreign language education, professional development, and communities of practice. I gained perspective on designing virtual learning experience and developing communities of practice. In conducting the study, I learned about the organizational structure and procedures for a comprehensive qualitative study. I learned that the local problems that inspired the study are shared by other professionals in the field. Understanding gained from the study helped me to formulate a plan for a project to effect social change in my field. I created a webinar to engage additional language teachers in collaborative learning experience. Through an interactive webinar, I hoped to

transform our group into a virtual community of practice that would affect social change through the exchange of ideas and sharing of expertise.

The Project's Potential Impact on Social Change

The project's potential for social change is three-fold. Understanding the issues that impact additional language teachers in the IB PYP through this project study has the potential to influence researchers to study this topic further. This project also has the potential to impact social change in the field of foreign language education and by contributing to the body of professional knowledge on teaching additional language in the IB PYP. This project designed to promote the growth of a virtual community of practice has the potential to be a model for interactive webinars. This project has the potential to impact the way in which professionals in low-incidence fields collaborate to formulate solutions to problems in their field.

Implications, Applications, and Directions for Future Research

The implications of this project study included increased awareness of the issues faced by teachers of additional language with regard to the teaching of culture. As part of the IB PYP, the teaching of language and culture are crucial elements in developing global citizens. This project will contribute to the body of professional knowledge on teaching additional language in the IB PYP. Applications include expanding the scope of the study through additional research including, but not limited to, expanding the study sample, including quantitative measures, and examining the experiences of additional language teachers in the IB PYP beyond the state of Georgia.

Directions for future research might include a qualitative, quantitative, or mixed-methods study as an evaluation of this study or as a prompt for a different study on this

topic. The need for continued study of how culture is taught in additional language classrooms in the IB PYP could challenge researchers to explore alternative means of studying the problem that might yield different solutions. In designing this project I learned that there is a need for further research on the relationship between language policies and practices throughout IB PYP.

Conclusion

This project study makes an important contribution to the fields of foreign language education and research on teaching additional language in the IB PYP. I conducted a comparative multiple-case study of the issues that impact the teaching of culture in additional language classrooms in Georgia's IB PYP. As a result, I developed an interactive webinar for professionals in this low-incidence field to form a virtual community of practice to advance professional knowledge in their field.

Two research questions guided the study, and data collected was organized into themes. The literature reviews were the basis for scholarship. The literature review in Section One focused on the theoretical foundation for the study and peer-reviewed articles on the teaching of culture and language education. In Section Three, the literature review included research on communities of practice and using webinars for professional development. Section Four included reflections and conclusions about the process of this doctoral study. This study has the potential to effect positive change by adding to the body of professional knowledge in the field of foreign language education.

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Appendix A: The Project

Timeline for Project Implementation		
Send invitations to participate - 3 weeks prior to project	Send reminder e-mail – day before webinar	Day 1 - Webinar – (duration-one hour)
After webinar – send letter to participants with follow-up assignment and project evaluation	Day 2 – Participants examine language policy and read and reflect on the Guidelines for School's Self-Reflection on Language Policy (IBO, 2012).	Day 3 – Participants use Guidelines to determine needed changes to policy and/or practice and articulate findings in the project evaluation

Letter to Potential Webinar Participants

Dear Additional Language Teacher,

  You are invited to participate in a three day project entitled "The Additional Language Teachers Collaboration Project". Day one begins with a webinar is being conducted by Marlene C. Culpepper, a doctoral candidate at Walden University. The webinar will explore classroom practices In IB PYP additional language programs and will focus on how the teaching of culture is integrated with the teaching of language. The primary goal of this webinar, is to engage additional language teachers in the IB PYP in conversation to learn from the experiences of one another thus creating knowledge on the professional practices of this virtual community of practice. The seminar scheduled for July 12th, will last one hour. You may participate from any location provided that you have a computer with audio or video capability. Within 24 hours of the planned webinar, you will receive an e-mail with log in instructions and a Username and Password. The webinar will begin promptly at 7 p.m. and will last approximately one hour.

  Days two and three, participants will be asked to critically analyze their school's language policy using the Guidelines for school self-reflection on language policy and their own role in designing, implementing and possibly effecting changes in that policy that will strengthen the language program. Your participation is strictly voluntary and greatly appreciated. Thank you again and if you have any questions or comments, please contact me at marlene.culpepper@waldenu.edu or at 706-464-0960.

Sincerely,

Marlene C. Culpepper

The Additional Language Teachers Collaboration Webinar

By Marlene C. Culpepper
Walden University
2015

My name is Marlene Culpepper.

* I am a doctoral candidate at Walden University.
* I teach Spanish in an IB PYP school in Georgia.
  * I am design my own curriculum.
  * I use content-based instruction in curriculum design.
  * I teach 240+ for 45-55 minutes per week.
  * I question how to teach the cultures and connections standards.

Logistic – How this webinar works.

What is a webinar?

* A webinar is an online seminar or workshop delivered over the internet.

Quinnipiac University Libraries, PowerPoint presentation, June 11, 2015

Overview

Who are Additional Language Teachers?

Challenges of Additional Language Teachers

Needs and Outcomes

Who are Additional Language Teachers?

Activity 1

- Reflect and briefly respond in the text box labeled Public
- I will post answers to the presentation as they are typed

Reflect
Respond

" Better defining the role and place of the additional language teaching within the PYP is important in helping the International Baccalaureate, schools and teachers to create curriculum content and teaching materials in order to meet the needs of families and students within schools. "
Lebreton, 2014

- Establish our identity

- Identify our needs

- Create a community of practice

OUTCOMES – BECOMING A VIRTUAL COMMUNITY OF PRACTICE

A Virtual Community of Practice (VCoP) is formed when a group of professionals sharing a craft (domain) share information through on-line collaboration to gain knowledge related to their fields (Kietzmann et al, 2013, Wenger, 1998). As a VCoP, the exchange of ideas will empower teachers to recognize their roles as agents of change in their fields (Richmond and Manokore 2010).

Thank you for attending (and interacting)!

It is my privilege be a part of our virtual community of practice. I will send you a link to the recorded session along an e-mail requesting your feedback. It too, would be greatly appreciated.

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Guidelines for School Self-reflection on Language Policy

Introduction
It is a requirement for IB schools to have a language policy that reflects specific standards related
to language and learning. These are explained in the stance document *Language and learning in*
IB programmes (2011).

A school language policy is dynamic and therefore needs regular review. These guidelines for self-reflection are designed to assist schools with this process and help identify points for development. The IB stance document provides detailed guidelines on developing a school language policy. This self-assessment is aligned with those guidelines and it is suggested that they be used together.

Establishing and maintaining a language policy steering committee		
Guiding questions	**Answer: Yes** **What is the evidence?**	**Answer: No** **What actions are planned?**
Do you have a language policy steering committee?		
Does it include representatives for all the stakeholders (teachers, librarians, administrators, IB programme coordinators, parents, students, other members of the school community)?		
Is the steering committee responsible for overseeing the procedures needed to develop the language philosophy and policy of the school?		
Is the steering committee responsible for gathering, presenting and collating the views of this community?		
Does the steering committee communicate effectively and regularly with those it represents?		

Writing a school language philosophy		
Guiding questions	**Answer: Yes** **What is the evidence?**	**Answer: No** **What actions are planned?**
Is the school language philosophy clearly expressed in the language policy?		
Is the school language philosophy incorporated into the language policy?		
Is the language philosophy informed through wide reading including the relevant documents published by the IB?		
Does the school language philosophy reflect the interests of the whole school community?		
Is this data gathered (informal discussions, questionnaires, observations, interviews with students and other members of the school community)?		

Reviewing the current language situations and practices and compiling a school language profile		
Guiding questions	**Answer: Yes** **What is the evidence?**	**Answer: No** **What actions are planned?**
Is the diversity of language needs for students following the IB programmes met?		
Are the languages of teaching and learning clearly identified?		
Are the languages of communication used in the school and outside of the classroom identified?		
Are mother tongues and other languages in the community identified and promoted?		
Are there any legal requirements resulting from		
Has school-based inquiry related to language policy been identified as a need or been initiated?		
Are the library and media resources linked to teaching and learning with language as a focus?		
Have alternative models for developing and maintaining mother tongues been considered?		
Have alternative models for addressing the needs of those learning in a language other than their mother tongue been considered?		
Is there a process for keeping a developmental language profile for each student?		
Does the school review the processes used to identify the language needs of each student?		
Does the school monitor the effectiveness of differentiation strategies for students with specific language-learning needs?		
Is there a language continuum scope and sequence based on IB documents?		
practices regarding language in the school?		
Is the resulting language profile scrutinized for any areas of mismatch, contradictions, and omissions in practice, ambiguities and other issues to be addressed with regards to the language policy?		
Have the previously identified matters been investigated and resolved?		

Further considerations: PYP		
Guiding questions	**Answer: Yes** **What is the evidence?**	**Answer: No** **What actions are planned?**
Does the language policy promote inquiry-based authentic language learning?		
Does the language policy focus on the transdisciplinary nature of language learning?		
Does the language policy incorporate the teaching and learning of language into the programme of inquiry?		
Does the language policy interrelate the skills of listening, speaking, reading, writing and media literacy?		
Does the language policy provide for the teaching of additional languages?		
Does the language policy promote consistency of practice in the teaching and learning of all languages where more than one language of instruction is used?		

Review process		
Guiding questions	**Answer: Yes** **What is the evidence?**	**Answer: No** **What actions are planned?**
Are details such as those relating to timing and responsibilities associated with a review process stipulated in the policy? Are new practices being implemented as a result of the research findings of the language policy? Does the review procedure include roles and responsibilities for the evaluation of the effectiveness of the language policy as a working document?		

Linking the language policy to other documents		
Guiding questions	**Answer: Yes** **What is the evidence?**	**Answer: No** **What actions are planned?**
Is the language policy explicitly linked to other working documents such as those related to assessment, admissions and special educational needs (SEN) policies? Is the role of student language profiles considered in admissions? Is the role of student language profiles considered in formative and summative assessment? Is the role of student language profiles considered in reporting on language development, early intervention and differentiation strategies for SEN students?		
Communicating the policy		
Guiding questions	**Answer: Yes** **What is the evidence?**	**Answer: No** **What actions are planned?**
Is the whole school community regularly informed of the policy process and how they might make contributions?		

Appendix B: Standards for Foreign Language Learning

COMMUNICATION
Communicate in Languages Other Than English
• Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
• Standard 1.2: Students understand and interpret written and spoken language on a variety of topics
• Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CULTURES
Gain Knowledge and Understanding of Other Cultures
• Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
• Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

CONNECTIONS
Connect with Other Disciplines and Acquire Information
• Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language
• Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

COMPARISONS

Develop Insight into the Nature of Language and Culture
• Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
• Standard 4.2: Students demonstrate understanding of the concept of culture xthrough comparisons of the cultures studied and their own.

COMMUNITIES
Participate in Multilingual Communities at Home & Around the World
• Standard 5.1: Students use the language both within and beyond the school setting
• Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Appendix C: IB PYP World Schools in Georgia, USA

#.	School name and address
1	**4/5 Academy at Fifth Avenue** 101 Fifth Avenue, Decatur, 30030
2	**Atlanta International School** 2890 North Fulton Drive, Atlanta, 30305
3	**Avondale Elementary School** 10 Lakeshore Drive, Avondale Estates, 30002
4	**Beecher Hills Elementary School** 2257 Bollingbrook Drive, SW, Atlanta 30311
5	**Bolton Academy** 2268 Adams Drive, NW, Atlanta 30318
6	**Clubview Elementary School** 2836 Edgewood Road, Columbus 31906
7	**Deerwood Academy** 3070 Fairburn Road, Atlanta, 30331
8	**E. Rivers Elementary School** 8 Peachtree Battle Avenue, Atlanta 30305
9	**Fair Street Elementary School** 695 Fair Street, Gainesville 30501
10	**Fernbank Elementary School** 157 Heaton Park Drive N.E., Atlanta 30307
11	**Garden Hills Elementary School** 285 Sheridan Drive, Atlanta 30305
12	**C.B. Greer Elementary School** 695 Harry Driggers Blvd., Brunswick 31525
13	**High Meadows School** 1055 Willeo Road, Roswell, 30075
14	**International Community School** 3260 Covington Highway, Decatur
15	**International Studies Elementary Charter School** 2237 Cutts Drive, Albany
16	**Marshpoint Elementary School** 135 Whitemarsh Island Road, Savannah 31410
17	**Midvale Elementary School** 3836 Midvale Road, Tucker 30084
18	**Morris Brandon Elementary School** 2741 Howell Mill Road, Atlanta 30327
19	**Notre Dame Academy** 4635 River Green Parkway, Duluth 30096
20	**Peachtree Elementary School** 5995 Crooked Creek Road, Norcross 30024
21	**Sarah Rawson Smith Elementary School** 370 Old Ivy Road, Atlanta, 30342
22	**Sawyer Road Elementary School** 840 Sawyer Road, Marietta, 30062
23	**Warren T. Jackson Elementary School** 4191 Northside Drive Atlanta, Ga 30342
24	**Wesley International Academy** 1049 Custer Avenue SE, Atlanta

Appendix D: Teacher's Invitation to Participate

Dear Educator,

You are invited to participate in a doctoral study entitled "Teaching Culture in Foreign Language Classrooms of International Baccalaureate Schools".

This study is being conducted by Marlene C. Culpepper, a doctoral candidate at Walden University. The study will explore classroom practices In IB PYP additional language programs and will focus on how the teaching of culture is integrated with the teaching of language. A semistructured interview will be conducted with each participant and may include a site visit where artifacts (student work samples, curriculum maps, lesson plans) are examined. Your participation is strictly voluntary and greatly appreciated. Interviews will be conducted by telephone and site visits will be conducted to collect data through observations of classroom practices and artifacts. If you are willing to participate, please take a moment to enter your contact information, preference for time and interview format by clicking on the link.

Thank you again and if you have any questions or comments, please contact me at arlene.culpepper@waldenu.edu or at 706-464-0960.

Sincerely,

    Marlene Culpepper

Appendix E: Principal's Invitation to Participate

Dear Elementary School Principal,

This is a request for consent for the language teacher(s) in your building to participate in a doctoral study entitled "The State of Modern Foreign Language in K-5 Programs in Georgia's International Baccalaureate Primary Years Programs." The study will be conducted by Marlene C. Culpepper, a doctoral candidate at Walden University. This study examines the teaching of culture in IB PYP additional language classrooms. Your permission for the study to include your school's language program is strictly voluntary and greatly appreciated.

As stated previously, the study will explore classroom practices and will include a semistructured interview, and may include a site visit where artifacts (student work samples, curriculum maps, lesson plans) are examined and classroom observations. I appreciate your participation in the study and would like to request that you forward the attached invitation to the additional language teacher(s) at your school.

Thank you again, and if you have any questions or comments, please contact me at marlene.culpepper@waldenu.edu or at 706-464-0960.

Sincerely,

Marlene C. Culpepper

Appendix F: Interview Consent Form

CONSENT FORM

You are invited to take part in a research study of <u>the teaching of foreign language culture in foreign language classrooms in Georgia's International Baccalaureate Primary Years Additional Language Programs (k-5)</u>. <u>Additional Language Teachers in Georgia's International Baccalaureate Primary Years Program</u> meet the inclusion criteria for participation in the study. This form is part of a process called "informed consent" to allow you to understand this study before deciding whether to take part.

This study is being conducted by a researcher named <u>Marlene Culpepper</u>, who is a <u>doctoral student</u> at Walden University.

Background Information:
The purpose of this study is to <u>examine how teaching of culture is addressed in</u>

<u>additional (foreign) language classrooms in Georgia's International Baccalaureate</u>

<u>Primary Years Programs.</u>

Procedures:
If you agree to be in this study, you will be asked to:
- ____Participate in a telephone interview that will take approximately 45 minutes.

You may also be asked to;
- ____ Participate in a classroom observation
- ____ Share documents such as student work samples, lesson plans and/or curriculum maps.

Here are some sample questions:
- Describe a typical culture lesson?
- Which aspects of culture are incorporated into language lessons?
- What resources are used in teaching culture in your program?
- What are the obstacles for integrating culture and language?

Voluntary Nature of the Study:
This study is voluntary. Everyone will respect your decision of whether or not you choose to be in the study. No one at Walden University or your school will treat you differently if you decide not to be in the study. If you decide to join the study now, you can still change your mind during or after the study. You may stop at any time.

Risks and Benefits of Being in the Study:

Being in this type of study involves some risk of the minor discomforts that can be encountered in daily life, such as <u>fatigue</u> or <u>stress</u>. Being in this study would not pose risk to your safety or wellbeing.

Findings of this study will contribute to the body of professional literature on the teaching of culture in elementary language classrooms. The findings of this study may show how resources are utilized by teachers and how frameworks support the teaching of culture in the elementary language classroom. Research might show how frameworks need to be expanded upon to support the needs of teachers working with program models not specifically supported by the current frameworks (FLEX, & immersion).

Payment:
There will be no compensation for participation in this study.

Privacy:
Any information you provide will be kept <u>confidential.</u> The researcher will not use your personal information for any purposes outside of this research project. Also, the researcher will not include your name, any identifying personal information on document samples, or anything else that could identify you in the study reports. Data will be kept secure in a password protected database. Data will be kept for a period of at least 7 years, as required by the university.

Contacts and Questions:
You may ask any questions you have now. Or if you have questions later, you may contact the researcher via e-mail at marlene.culpepper@waldenu.edu or by calling 1-706-464-0960. If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Walden University representative who can discuss this with you. Her phone number is 1-800-925-3368, extension 1210. Walden University's approval number for this study is **IRB approval # is 12-30-14-0171831.** and it expires on **December 29, 2015.**

<u>Please print or save this consent form for your records.</u>
Statement of Consent:

I have read the above information and I feel I understand the study well enough to make a decision about my involvement. By <u>replying to this email with the words, "I consent"</u>, I understand that I am agreeing to the terms described above.

Appendix G: Interview Protocol

The interview began with a structured component to gather the same demographic information about each language teacher and program. These questions included the name of the program, location, demographics of the population served (ages, inclusion or non-inclusion, frequency and duration of lessons/week), program model, teacher education and experience (formal education, IB training, work experience, years in current placement). The semistructured portion of the interview included the following guiding questions:

A. How is culture integrated with language instruction in your classroom?
   A1. At what age do you begin teaching culture?
   A2. Which aspects of culture are incorporated into language lessons?
   A3. What percentage of a typical culture lesson is delivered in the L1? L2?
   A3.1. How is the delivery of the culture lesson in the L2 correlated with the age of the student?
   A4. Describe a typical culture lesson?

B. How do you address state standards, IB PYP language goals in your curriculum?
   B1. What are the obstacles for integrating culture and language?
   B2. How are state and national standards aligned with the language goals of the IB PYP?
   B3. How does the IB PYP influence the integration of culture teaching within the L2 language program?

C. How would you describe your curriculum?
   C1. What resources are used in teaching culture in your program?
   C2. What resources are available to you through the International Baccalaureate for planning language/culture lessons?
   C3. What resources are available to you from the state department of education for planning language/culture lessons?
   C4. What other resources, if any, are used for planning language/culture lessons?
   C5. What factors positively impact the teaching of culture with language instruction in your classroom?
   C6. What factors negatively impact the teaching of culture with language instruction in your classroom?

Appendix H: Codes

1. How is culture integrated with language instruction in additional language classrooms of International Baccalaureate Primary Years Programs in Georgia schools?

Open coding for RQ1

Open Code	Properties	Examples of participants' words
How culture is taught	Units of Inquiry What students want to learn Inquiry as a way of learning Connected to unit topic Roles of student questions How does vertical articulation affect teaching culture Culture in TPRS curriculum Making connections	So, we did that and two years ago we switched over to TPRS. So, in TPRS we've been somewhat on our own with culture because it doesn't include much of a cultural piece. So what we've done is try to create some of our own culture units. Our language express our culture. Our language express who we are. At the beginning of each unit we start what we call provoking questions at the students. We just pretend that the title of our unit and the students are coming with some questions and things that they would like to learn. What a student want to learn. That is another part of our curriculum.

		Actually always making connections with what we have. I can be related with what is going on in the world. They just finished what is important in day five, the exhibition program and the exhibition process in day five. Last week we were talking about undocumented Latino immigrants in Atlanta.
D.O.E. Influence	How teachers use standards Designing lesson plans	We use their standards, of course. So, in all of our lesson plans we had to list the standard that... The language b standards. So, that's one thing I've used off of the DOE website. They have lesson plans on there… but often our students are way ahead of where the normal elementary school Spanish student is.
IB Influence	Units of Inquiry/Planner On-line Curriculum Center Student profiles/attitudes Teacher training in IB Interdisciplinary teaching	For each year we have about four unit to five units. And it's different from each grade The topic is going to be a little bit different but all of them are very connected to each other. IB words and, like, the IB belief is posted in all classrooms. So students are surrounded by. Both English and Chinese

		about the IB words like integrity and confidence. We follow our school student attributes and student profiles. I've looked at it but no. I haven't used it.

2. What personal, professional, or organizational factors, such as values, beliefs, teacher training, or time constraints, impact the integration of culture and language in IB PYP foreign language classrooms?

Open coding for RQ1

Open Code	Properties	Examples of participant's words
Positive factors	District support Community influences Roles of organizations	About twenty years ago, City schools of *** began this dream of having Spanish in the schools, prep, K12. The people that live here are very highly educated group and I think very internationally minded.
Negative factors - obstacles	Perceptions limit learning Perceptions of public school vs. private school Anxiety Motivation impacts learning Isolation limits shared experiences	Chinese is a language that they still. It's not very familiar. At least, it's not very close to Spanish, because there's so many Hispanic people around them. So they don't have a lot of chance to use the language or get connections to the culture.

		We did have a reflection about it and I raised these concerns, in terms of we're not making much community work. Where our students can express their knowledge about the language. They are just sharing the knowledge between themselves. Chinese department. Are the only people who have the communicated skills like to communicate in Chinese so the other teachers inside the school, it's very hard for them to help us.
Other factors	Teacher training is needed beyond basic degree to teach culture Time constraints Values affect interactions and experiences	When I was showing them, some videos and stuff it's a still like pictures. They cannot touch it they cannot smell it, so they don't have like a real self-connected experience about this culture. It's still really like far away from them. They don't feel connected.

Appendix I: Axial Codes and Selective Code Based on Open Coding

Open codes	Axial codes	Selective code
How Culture is Taught; IB influences; Ga. D.O.E; teacher training; teacher education	IB PYP Teachers' roles are defined by expectations and experiences	IB teachers share unique experiences and circumstances that affect teaching culture
Positive factors; obstacles; other considerations	Many factors influence the teaching of culture	

Appendix J: Sample Lesson Plans

Teacher: **Date: Week of January 12-16, 2015**
Subject: Spanish 5th grade

Standard(s)	Day 1- **MLE5.CCC2A** Compare cultural patterns of behavior and interaction Day 2- **MLE5.IP1G** Ask questions and provide responses based on suggested topics Day 3- **MLE5.IP1H** Use sequenced information meaningfully
Learning Target(s)	Day 1- I can distinguish between 2 different perspectives on how we express ourselves. Day 2- I can correctly respond to the questions that use the new vocabulary. Day 3- I can retell the sequence of events in the story that my class creates.
Assessment	Day 1- SS will complete a Venn diagram that compares and contrasts the photographic expressions of what is important in Cuba and how we might express what is important in our own country in photos. Day 2-SS will answer questions and will be evaluated in class on their ability to be understood. Day 3-SS will retell the class story by recording their voices retelling on their ipads.
Grouping Strategy	Day 1-SS will work in self-selected pairs to choose photos of our country that show attractive and unattractive pictures of our country. Day 2- SS will talk to a "shoulder partner" and will answer questions individually. Most of the class will be whole group instruction. Day 3- SS will work in their table groups to practice retelling the story out loud.
Differentiation	Day 1-Differentiation by Process (technology vs. pen/paper) These pairs are selected based on similar working styles. The SS are instructed to work with a partner who either likes to work with pencil/paper or technology. Day 2-Pairs are chosen by SS according to the seating arrangement. Whole group instruction will be used for most of

|	the class except when the T asks individual questions for comprehension. Day 3- The table groups are organized by the homeroom teacher sometimes in ability levels, sometimes in working styles, and sometimes by behavior/friend groups.

Central Idea: Discovery and expression of ideas have the power to inform and influence. El descubrimiento y la expression de ideas tienen el poder de informar e influir.

Mini-lessons should not last longer than 20 mins. Make sure you are giving the bulk of the time to students practicing and applying strategies with guidance as needed.

Connection **What was done yesterday that will lead into today's lesson? (2 mins.)**	Day 1-The previous class was a class where SS were shown pictures of Cuba and asked what they saw/they thought/they wondered about those pictures. Day 2- The SS will use new vocabulary to answer questions about whether or not they would like to visit Cuba based on the pictures shown to them in the 2 previous classes. Day 3- The SS are now using the learned vocabulary from Day 2 in a story with a series of events
Teach **Demonstration** **-Guided practice** **-Explain & give an example (10 mins.)**	Day 1-The T will show 3 shots of the USA chosen to represent both the good and the bad of our culture. Day 2- The T will model the correct responses to questions. Day 3- T models the retelling and has an advanced student model the retelling.
Active Involvement **-Work with partner or whole class shared work (5 mins.)**	Day 1-SS will collect images of our own country to either display on their ipads or in drawing. Day 2-SS will ask and answer questions from the T and each other. Day 3 SS will work with table groups to retell before they retell into their own ipads.
Link **Your instructions for application (2 mins.)**	Day1-SS will listen to the T explain that our concept lens for this term will be "Perspective." We ask the question, "What are the points of view?" SS will answer questions as to what are the points of view in their selection of photos and what are the T's point of view in the photos chosen to represent Cuba. Day 2-This vocabulary will be used in all stories for Term 4. Day 3- To retell a story is part of proficiency in any language.
Work Time **-Small group or independent work (Bulk of the time)**	Day 1-SS work in pairs to complete a Venn Diagram which compares and contrasts how we express ourselves when displaying parts of our culture in photographs and what that might cause another to see/think/wonder. Day 2- SS will record voices on their ipads to practice answering questions. Day 3- SS will retell first in table groups and then individually.

Comments	Day 1-The class will need to think in the next class how these selection of photos has the power to influence and inform.

Figure 1. Student work samples of internationally minded, cross-disciplinary culture lesson
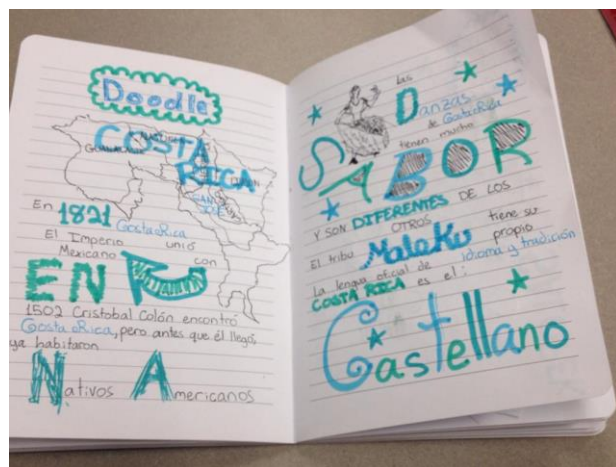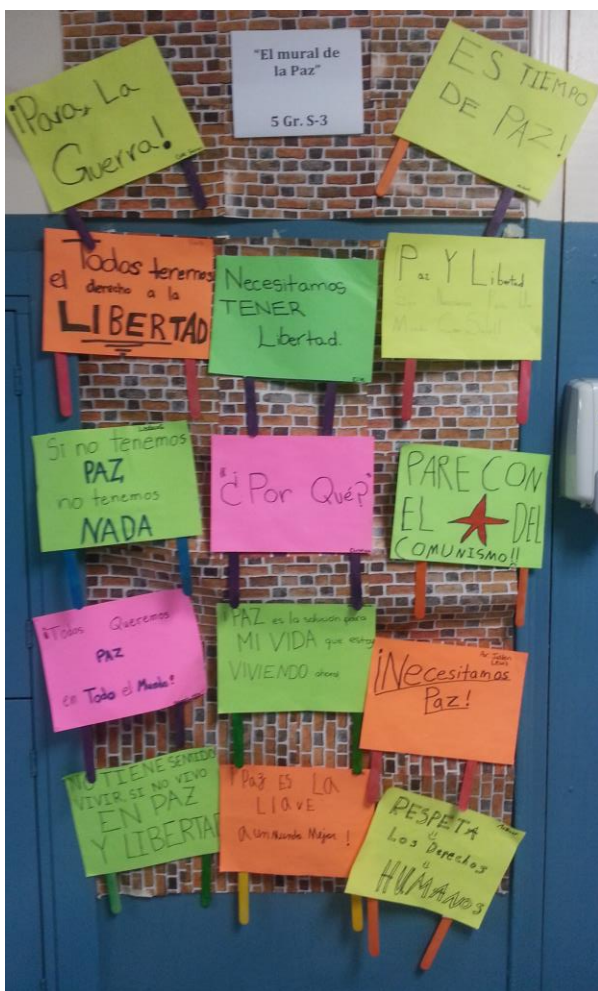
Table 1. Research Questions and Data Collection

Research questions	Interview	Documents
How is culture integrated with language instruction in additional language classrooms of International Baccalaureate Primary Years Programs in Georgia schools?	X	X
What personal, professional, or organizational factors, such as values, beliefs, teacher training, or time constraints, impact the integration of culture and language in IB PYP foreign language classrooms?	X	X