

Culture and proficiency: the basis for a world language supplemental guide

by

Bailey Mahoney

B.S., Kansas State University, 2010

M.A., Kansas State University, 2014

AN ABSTRACT OF A DISSERTATION

submitted in partial fulfillment of the requirements for the degree

DOCTOR OF EDUCATION

Department of Curriculum and Instruction
College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

2023

Abstract

World Language educators today have a variety of topics to cover in a short amount of time. The struggle is trying to teach students to use the language proficiently and in culturally appropriate ways. Teachers of World Languages lack the time and resources to create activities that are both grounded in proficiency-based teaching practices and teach in-depth about the cultures of the languages. They often rely on the materials they have such as textbooks, workbooks, or worksheets. In this study, I use a content analysis to determine how Level 1 textbooks cover proficiency-based teaching and culture. Then, using the information obtained, I present a detailed curriculum supplemental guide for Level 1 language teachers. It is populated with authentic resources and examples that teachers can use to create and implement activities in the classroom. The guide gives teachers a chance to provide more proficiency-based activities and cultural information at a more in-depth level for their language learners.

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Major Professor
Dr. J. Spencer Clark

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Dedication

For my family: Steve, Kaylee, Shannon, and Maya. I could not have reached this dream without your love, support, smiles, and laughs.

Chapter 1 - Introduction

Personal experience

When looking at the current World Language curriculum, it is easy for a new teacher to become overwhelmed with the amount of material to be covered. This, combined with the limited planning time a teacher has during the school year, can be stressful for anyone who chooses to teach a language. When I entered my first year of teaching in 2010, I was in that exact place. The teacher before had relied strictly on the traditional set up of the textbook and had not left any notes on where students left off the previous year. As the only Spanish teacher, I had a lot of work to do to help my students be successful in their language acquisition.

Having to start from scratch was no easy task. With an outdated textbook which focused on teaching *about* the language rather than *using* the language, my first two years as an educator were indeed stressful. The constant struggle of trying to teach vocabulary, grammar, culture, and the four language skills (i.e., reading, writing, listening, and speaking) at each students' level of language was enough to make my head spin, and I made many mistakes with my curriculum in the first few years. For instance, my students could fill in a blank or conjugate a verb in whichever tense I asked, but often couldn't converse with someone confidently at a similar level of proficiency. In fact, they (nor I) could not even describe what proficiency would look like, even though I had discussed it to some extent in my teacher education classes. Furthermore, my students were not well versed in the cultures of different Spanish-speaking countries; at most, they could talk about Spain and maybe Mexico.

I was too focused on traditional teaching methods, using mostly resources from the textbook. We did not *use* the language enough in the classroom, we simply learned about it. I let

important cultural information slide because I was struggling with how to make it “fit” into the curriculum or because I was running out of time to include that which, at the time, was considered “extra material”. In summary, my first students missed out on several key components that make up learning a language, but I learned some important lessons and found gaps in the curriculum that I needed to fill.

Evolution of language teaching

Language teaching has evolved since I started. As languages change and adapt to the current world in which we live, so do our teaching strategies and philosophies. World Language teachers act as facilitators of language proficiency rather than grammar teachers. We provide students with input and examples of how to use the language, helping them to function in the language. The end goal is functional communication. As our teaching changes to match the language, our curriculum should be changing as well. However, teaching in a proficiency-based manner takes more time to learn and to use than traditional methods. From my personal experience, there also is a lack of training or professional development for teachers of World Languages, and outdated textbooks and materials still teach *about* the language rather than *using* it. Most activities are still matching the target language to the first language (I.e., Spanish to English), fill-in-the-blank, or conjugate this verb. Sometimes curriculum materials include personalized questions, and all textbooks include some sort of listening, reading, writing, and speaking sections, but many of these resources are inauthentic or culturally irrelevant to the language.

When it comes to teaching the culture of the languages being learned, both lack of materials and lack of time once again come into play. In most books, culture is a snippet left at the end of the chapter or in a “*Did you know...*” box off to the side. Even outside of textbooks,

many cultural activities or lessons are being presented as an add-on or bonus type activity, centered around the big cultural items like food, holidays, or music, used only when a teacher needs substitute plans or has time to fill in a semester. If not the big-ticket cultural items, many materials only focus on specific countries, or teachers focus on the countries they have detailed knowledge of from personal experiences or their education. For example, in many Spanish-speaking books or materials, the countries with the most resources or information are Spain, Mexico, Argentina, and Puerto Rico. For teachers trying to move toward a proficiency and culture-based curriculum, these types of materials are, at the very least, ineffective in teaching a World Language.

In an ever-growing global society, World Language teachers are one of the resources our students can use to learn about other cultures and how to communicate with one another. When we take the focus off culture and proficiency, our students miss out on two key parts of knowing another language. As teachers, we know from different Second Language Acquisition theorists (e.g., Krashen, 1992; Lee & Van Patten, 2003) the importance of comprehensible input and providing a proficiency-based curriculum. These theories are the basis of what and how we should teach but are not always reflected in classroom teaching and learning. We also know learning a language without learning about the culture takes away a key part of what that language is and who it represents. Even though our curriculum is impacted by time and materials or lack thereof, it is still detrimental to World Language programs to forgo the best-known practices of World Language teaching.

Language acquisition and current theories

While many theories exist on how people acquire a second language, oftentimes teachers choose one theory to focus on while seemingly ignoring others with just as much value. For

some teachers, the focus is on input while, for others, it is on output. As stated by Van Patten and Cadierno (1993), “Second Language Acquisition is multifaceted by nature, and more than likely no single theory of language or psychology will be able to capture how language acquisition happens” (p. 45). Keeping this thought in mind, two concepts about learning a second language are not only the focal point of this research but also of the American Council on the Teaching of Foreign Languages (ACTFL) proficiency standards: Culture and Communication.

Culture

Culture is defined as “a particular form or stage of a civilization, as that of a certain nation or time period” (Dictionary.com, 2021). However, this definition is not complete. A more accurate description is given by the Cultural Dictionary as “the sum of attitudes, customs, and beliefs that distinguish one group of people from another. Culture is transmitted through language, material objects, rituals, institutions, and art from one generation to the next” (Dictionary.com, 2011). The second definition encompasses a more complete understanding of what culture truly is. It is more than the “Fiesta Friday” or movie day it has become for most language classes. Culture is entrenched in language. It cannot simply be an “add on/time filler” of a lesson. Moran and Lu (2001) provides the most complete definition of culture:

Culture is the evolving way of life of a group of persons, consisting of a shared set of practices associated with a shared set of products, based upon a shared set of perspectives on the world, and set within specific social contexts. (p. 24)

Culture and language are intertwined but can often be the first thing cut from the curriculum. As mentioned by López-Burton and Minor (2014), teachers are either in a time crunch or don’t know where to start. The authors discuss how textbook culture sections are author-generated and not authentic or representative of the cultures. This point made by López-

Burton and Minor is true. Teachers are constrained by the time, so that we must teach the communication piece, but the culture is seen as “holiday fun” or a “break” from the grind of vocabulary and grammar.

López-Burton and Minor (2014) make a very interesting statement: “Social Scientists tell us face-to-face communication consists of just 20 percent of words and a whopping 80 percent body language, tone, and cultural understanding” (p.78). When we teach culture, we focus on holidays, music, and food, but so much more should be taught. For instance, greetings and politeness can vary from country to country or even region to region within a country. Many Spanish-speaking countries put a lot of emphasis on respect and being formal in different situations. When we cut culture, we are not just cutting a lesson on Día de los Muertos, but also lessons on cultural understandings and customs. If we only strictly teach the vocabulary and grammar, students will falter when put into a real-world situation that requires them to know the cultural specifics, such as being able to order politely in a restaurant or avoiding offending someone by using the wrong greetings when meeting someone new.

While outdated curricula and textbooks are a problem in education, a more pressing and important one to address is the cultural bias that exists in curricula today. This bias can exist both in the textbook and materials used for a classroom or it can be taught through the teachers themselves. As Hickman and Porfilio (2012) note that many authors in their book look at how textbooks represent, misrepresent, or exclude many members of our global community across various content areas. With detailed sections on how women, the Lesbian Gay Bisexual Transgender Questioning + (LGBTQ+) community, and the Black and Indigenous Persons of Color (BIPOC) community are whitewashed, left out or glossed over, this book provides large amounts of evidence that we need to not only update our curricula for outdated information but

also to be representative of all cultures and groups that exist within all countries and communities.

Teachers also need to be willing to work on expanding their knowledge of their subject matter in a way that promotes the global community in which we exist. Culture should not be taught in its own silo but rather woven throughout the curriculum as the focal point of each unit or theme using proficiency-based teaching practices and activities. Teachers often fall into two camps: culture is an add-on/addendum to a class or lecture, or culture and language cannot be separated and must be taught naturally within the language as the themes or topics come up (Yang & Chen, 2016). As will be shown in the following chapters, the second group is correct.

Proficiency

Proficiency as defined by ACTFL (The National Standards Collaborative Board, 2015) is what the students can do with the language in the skill areas of reading, writing, listening, speaking, as well as being proficient in the target culture. In other words, are language learners able to communicate in the target language in both a linguistic and culturally acceptable way? For example, can an intermediate level student give directions to a location either written or spoken in the (mostly) correct manner and using the correct cultural norms? Can the student participate in a conversation at the appropriate level and adhere to cultural cues? Educators teach these skills in the World Language classroom through activities and instruction that address the National Standards, known as the five C's: culture, communication, connections, comparisons, and community. The Standards help to create guidelines for how students should be able to function in the language. States can choose to either adopt or adapt these standards and the guidelines that go along with them. The proficiency guidelines serve to measure students'

proficiency on a continuum from Novice to Distinguished speakers (THE NATIONAL STANDARDS COLLABORATIVE BOARD, 2015,1996).

These proficiency scales or guidelines came from a need to be able to measure how language learners function within the language in a real-world context and not to model language acquisition. Teachers needed some way of knowing if a student could communicate successfully in specific situations (Clifford & Cox, 2013). For example, a student functioning at the intermediate level might be able to give and ask for basic directions whereas a novice student would struggle to understand more than a word or a phrase, nor would they be able to give detailed directions. Proficiency is the focal point for many World Language programs and educators are working to shift their curriculum in this direction, but, once again, it takes time and materials that many teachers simply do not have.

When looking at a World Language program, students enroll in different levels depending on their years of study. For example, a typical high school system places freshmen in Level 1 if they have had little to no language experience at the middle school, and they move up a level based on completion of the current level. These students receive the same textbooks, syllabi, rubrics, and even exams. Theoretically, they should all move at the same proficiency level. However, we know that not to be the case based on what we see in the classroom. Students learn languages at their own pace, whether it is their first or second language. Instruction also varies greatly among teachers, as each teacher has their own individual style and strategies for teaching language which can influence the opportunities students have to improve proficiency levels (Gurzynski-Weiss, 2014).

How we work to improve and assess proficiency levels requires planning and thought by the instructor. Input has a great effect on how much a student understands about the language

(Krashen, 1992). Output shows how a student can produce the language (Swain, 1995).

Interaction allows learners to negotiate meaning and receive feedback (Long, 1980). By providing opportunities to practice interpretive, interpersonal, and production skills in the classroom, students can perform assessments to measure their proficiency in that context. For example, when we practice ordering in a restaurant and taking an order, students can improve their proficiency in the context of a restaurant. However, this does little to impact their ability to give directions. The more diverse topics discussed in-depth in the target language, the higher proficiency levels will be overall.

When looking at how to best implement a culturally based and proficiency-based curriculum, World Language educators turn to the idea of comprehensible input (CI). CI has been a major influence on Second Language Acquisition theory since its introduction in Krashen's (1992) *input hypothesis*, which focuses on how language is acquired rather than learned. Krashen's hypothesis discusses the use of comprehensible input at one level above the learner or learners' abilities, known as $i+1$. CI is the level at which a second language learner can understand either a written text or some sort of interaction involving listening. Many World Language educators today practice the idea of " $i+1$ ". It is one that we use in my World Language department as well. The difficulty in applying Krashen's " $i+1$ " model is that every learner could be at a different level of proficiency, so differentiation and use of authentic texts and tasks are crucial when following a comprehensible input-based curriculum. Once again, time and materials make this level of differentiation more difficult for educators. A proficiency-based curriculum works toward creating differentiated instruction easier for teachers as well as providing a more goal-oriented, individualized learning path for students.

By building a curriculum supplement guide that focuses on culture and proficiency, teachers will have access to a product that has culture and proficiency at the forefront while also keeping in mind the time restraints teachers have and the need for authentic, more readily available materials.

Research questions and Methodology

Throughout this research and analysis, I hope to answer the following questions as well as provide a product to support World Language educators and students in reaching their cultural and proficiency-based goals.

- How can we create a culturally based curriculum supplement guide grounded in proficiency-based teaching practices for Level 1 students learning a second language?
- What tools are helpful for teachers to create and implement this style of curriculum?

To answer these questions, a content analysis will be used to determine how culture and proficiency are currently represented and taught in textbooks for Level 1 language learners. Content Analysis is a way to analyze a textbook for what it contains and how often something might occur. Using a content analysis, I will be able to look at the textbook activities, images, and other information on the page to see if certain cultural or proficiency-based items exist and/or how often these items occur in the textbook. It provides an opportunity to collect data in an objective and systematic way (Krippendorff, 2019; Neuendorf, 2017).

When looking at the World Language curriculum, we can see problems exist for teaching both culture and proficiency in the classroom and must be changed to provide a better education

for our students. Using the relevant theories in both education and in Second Language Acquisition, I hope to use this knowledge as the basis for building a World Language curriculum supplemental guide grounded in culture and proficiency. By looking at previous literature and completing a content analysis of current curriculum, I will not only answer the research questions proposed previously but also create a product that addresses the needs of World Language educators and students.

Chapter 2 - Review of literature

As stated in Chapter 1, the purpose for this study is to create a Level 1 World Language curriculum supplement guide grounded in culture and proficiency while also being reflective of the global community in which we live. Focusing on proficiency and culture will ensure students get a well-rounded foundation as they go through their language studies. In this chapter, I will discuss theories and previous research to show why culture and proficiency are crucial for a World Language curriculum.

Historical background of language learning

Language teaching evolved along the same timeline as linguistic theories (Xia, 2014). Based on the traditional grammar theory of linguistics, the Grammar Translation Method of language teaching was based on the teaching of Classical languages such as Greek or Latin. Karl Plotz, a German scholar, is credited with having a large influence on the use of this method in the language classroom (Nagy, 2019). When using this method, the written skills, reading and writing, are the focus. Over the years, language teaching shifted from the Grammar Translation to other methods like the Audio-Lingual Method (Abu-Melhim, 2009). Repetition of phrases and pronunciation are key elements of Audio-Lingual activities focusing on perfecting the phrases. The theory is a student who is a good listener can become a good speaker of the language (Abu-Melhim, 2009). Following several smaller theories and practices, the Communicative Approach or Communicative Language Teaching (CLT) became popular in the 1970s. This functional approach was rapidly and widely adopted by language teachers and textbook writers alike (Nagy, 2019).

It makes sense that language teaching would evolve to match linguistic theory. The most recent shift toward proficiency-based teaching is a step in the right direction for eliminating the

factor of outdated teaching methods. The methods described above are outdated because we, as educators, know so much more about language acquisition and language change. In the last 25 years, the ACTFL World Readiness Standards (The National Standards Collaborative Board, 2015) have guided the World Language curriculum for most districts in the United States, but not for all. For example, the state of Massachusetts has adapted the ACTFL World Readiness Standards rather than outright adopting them.

Teaching for acquisition is different from teaching to learn the language. Learning a language involves knowing about the language (e.g., knowing vocabulary, grammar, and syntax). However, students being able to go beyond knowing and begin *using* the language is the goal of teaching for acquisition. While explicit instruction is beneficial and can be necessary, it is better provided in the input stage of language learning rather than during the output process. It is also important to remember that learner language (how a student may use the language when asked to produce) does not necessarily reflect acquisition (Van Patten & Cadierno, 1993). For example, a student in the beginning of Level 1 might know how to answer the question “¿Cómo estás?” with “bien” but that does not mean they have acquired the Spanish language and all pragmatic or other socio-linguistic aspects of that question.

Theoretical framework

As quoted in the previous chapter, “Second Language Acquisition is multifaceted by nature, and more than likely no single theory of language or psychology will be able to capture how language acquisition happens” (Van Patten & Cadierno, 1993, p. 45). When approaching this topic, I choose to take the same perspective as Van Patten and Cadierno. While several SLA theories are relevant to the topic at hand, I am focusing on three that work together: Krashen’s Input Hypothesis (1982), Swain’s Output Hypothesis (1985), and Long’s Interaction Hypothesis

(1980). These three theories will be described in detail further in the chapter as well as how they link with the modes of communication used to teach World Languages.

Just as with Second Language Acquisition theories, I feel that learning and development is also multifaceted and one theory does not explain everything there is to know about the learning or development of students. I propose the use of multiple theories to build a conceptual view of what learning and development look like today. Constructivism and socio-cultural theory make up the lens in which I plan to address language learning and culture.

Jean Piaget believed people passed through four stages of cognitive development: sensori-motor, pre-operational, concrete, and formal. Through these stages, individuals must adapt to their environment. This can be done by processing information and connecting it to prior knowledge or experiences. Piaget believed student development to be a balance of assimilation or accommodation known as equilibrium. When a student enters disequilibrium due to a new learning environment or phenomena, they use prior knowledge and/or experiences to either assimilate the new environment/phenomena into their pre-existing cognitive structures or accommodate by changing their current cognitive structures. (Blake & Pope, 2008). While language learners do in fact relate their second language to prior knowledge of their first language and their limited experience with their second language, Piaget's theory and use of constructivism does not address social and cultural groups.

Socio-cultural theory, introduced by Vygotsky (1987) and advocated for by Lantolf (2000), provides a lens with which to address the cultural aspect of language learning and why it is important. Language is a symbolic tool created by human cultures over time, which we use to mediate our relationships with others and with ourselves (Lantolf & Beckett, 2009). Vygotsky suggests we learn from person-to-person interactions. Meaning is negotiated in these interactions

and knowledge is appropriated. (Blake & Pope, 2008). During these interactions, those involved are not only negotiating the meaning of what is being said but the social and cultural nuances that accompany language.

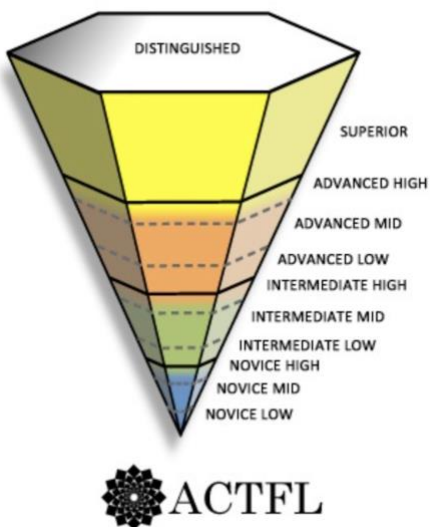
Prior knowledge, forming connections, hands on and engaging learning, negotiating meaning, and interacting in socially and culturally appropriate ways are all important to language learning. As stated before, one theory does not cover all the aspects of language learning. However, by using pieces of many theories, teachers can create a well-rounded language learner who is culturally aware of the world in which they live.

Proficiency

As mentioned in the previous chapter, proficiency is what the student can do with the language in the skill areas of reading, writing, listening, and speaking. The proficiency levels measure students' ability to communicate on a continuum from novice to distinguished speakers, where each level is further stratified by low, mid, and high (The National Standards Collaborative Board, 2015). Figure 1 shows the different levels of the proficiency scale.

Figure 1

ACTFL Proficiency Scale (from ACTFL)



Students who are novice are beginning language learners who function at the word or phrase level. For example, students know words, but not necessarily how to connect words or phrases to sentences for a conversation. They know how to talk about familiar topics like food and family. Most of what they produce is memorized chunks of language and is reactive. Meanwhile students at the intermediate level can produce and understand short, simple sentences. They tend to stay in the present tense but can talk about things that are relevant to themselves. They can handle simple exchanges and ask simple questions. A student who is advanced has been studying the language for much longer and can work at the paragraph level across multiple time frames (e.g., past, present, future). They can go past the concrete and familiar topics as well (Henshaw & Hawkins, 2022). Each of these levels can also be broken down in the low, mid, or high sublevels as seen in Figure 1.

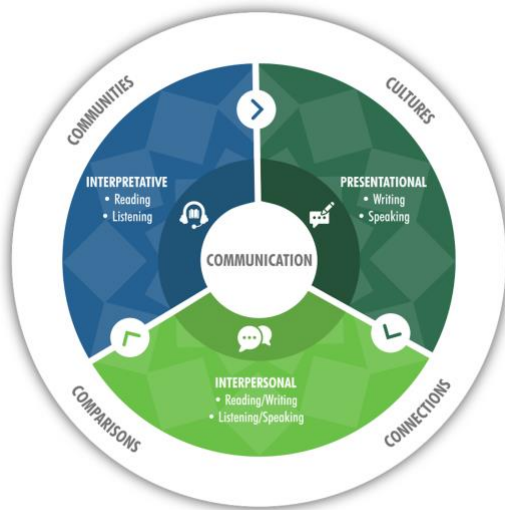
These sublevels help teachers and students determine how well they can sustain functionality in the proficiency level. If students are at the low end of their proficiency level, they can barely sustain that level. They are not functioning at the next level consistently. If they are at the mid sublevel of their proficiency, they are consistently sustaining and might occasionally hit the next level. If a student is at the high sublevel for their proficiency level, they are comfortably in their current level while also hitting the higher level but not quite sustaining it yet. (Henshaw & Hawkins, 2022) So, a student hitting novice-high is comfortably using phrases and memorized chunks of language while also using short, simple sentences. However, they are not sustaining the use of those sentences to move up to the intermediate-low proficiency level.

To assess students' proficiency levels, teachers use different modes of communication. The interpretive mode covers the skills of reading and listening in the target language. In other words, this is how well a language learner can interpret what they hear or read. In the

interpersonal mode, students are working to converse with another person in the target language and do so in a culturally appropriate manner. The interpersonal mode can be reading and writing skills such as having an email correspondence or listening and speaking during a conversation in person or over the phone/video call/computer. The presentational mode allows students to show what they can produce with the language either speaking or writing. Figure 2 shows how the modes of communication work within the National Standards.

Figure 2

ACTFL modes of communication (From ACTFL)



While proficiency has been discussed by many in recent years, three key concepts that come up in teaching proficiency are worth further discussion: (a) comprehensible input, (b) output, and (c) interaction. These three hypotheses tie directly to the modes of communication mentioned above and are essential to language learning.

The Input hypothesis

Comprehensible input is a practice that many World Language teachers use. Its origin is based on a part of Stephen Krashen's Second Language Acquisition (SLA) theory which has been widely accepted in World Language teaching. While his theories do face some criticism, the key components of his theory of SLA are the foundation of many current pedagogical

practices. The theory breaks down into five smaller hypotheses for language acquisition: (1) the Acquisition-Learning hypothesis, (2) the Natural Order hypothesis, (3) the Input hypothesis, (4) the Affective Filter hypothesis, and (5) the Monitor hypothesis (Schütz, 2019). The Input hypothesis is one of the most used theories in World Language education today and the focus of this paper as it pertains to proficiency and culture.

Comprehensible Input

The Input hypothesis focuses on how language is acquired rather than learned. Acquisition is focusing on how the learner can function in the language while learning is more focused on the grammatical rules and knowing about the language. Input is the language that learners are exposed to with the specific intent for them to make form-meaning connections. If the learners do not understand the input, they cannot acquire or use it for communicative purposes. In other words, the input needs to be comprehensible (Henshaw & Hawkins, 2022)

Krashen's hypothesis discusses the use of comprehensible input at one level above the learner or learners' abilities ($i+1$) (Krashen, 1992). The term Comprehensible Input means the input is at the level at which a second language learner can understand either a written text or a listening section. Comprehensible Input is the focus of the interpretive modes of communication mentioned above as students are gaining input from either reading or listening in the target language. This " $i+1$ " model is one practiced by many World Language educators today. For example, students at the novice-mid level are given a text at the novice-high level with the proper scaffolding to help them succeed and improve their reading proficiency in the target language. The difficulty in applying Krashen's " $i+1$ " model is every learner could be at a different level of proficiency. Determining what is at $i+1$ also can be difficult as teachers do not want to use something that is too easy as students will not expand their knowledge of the target

language, so differentiation and the use of authentic texts and tasks are crucial when following a comprehensible input-based curriculum.

Elements of comprehensible input

It is widely agreed that input is necessary to acquire a language (Henshaw & Hawkins, 2022). Not only should large amounts of input be present in World Language classrooms, but input should also be comprehensible. Learners should be able to understand the majority of what they are reading, listening, or viewing. Both the quality and quantity of input needed can vary more while learning a second language (L2) than when learning a first language (L1) (DeKeyser & Prieto, 2014). Instructors of World Languages are responsible for providing this comprehensible input as well as determining the amount and type of input. They must also provide the opportunities to experience the language in a variety of ways not just through readings in a textbook (Gurzynski-Weiss, 2014). Teachers are the primary source of input as students may not have the same amount of exposure outside the classroom. Therefore, it is up to teachers to provide the hours of input for students to be able to engage in meaningful comprehension. Teachers can do this by using resources made for language learners, such as the Podcast, ¡Cuéntame!, or by using authentic resources which are not made for language learners but are filled with opportunities for input. These resources can be anything from infographics to short videos. The resources could also be paintings, silent short films, instrumental music, or any other resource relevant to the target language or culture language (Henshaw & Hawkins, 2022).

One of the other key components of the Input Hypothesis is that the input should be sufficient. Receiving input only once or twice is not enough. Novice learners need a lot more in-class time on input as it takes hours of exposure of the language and lots of examples for input to sink in so to speak (Henshaw & Hawkins, 2022). It would be rather difficult to become proficient

in a language when you only hear or see the structures or vocabulary a limited number of times. Learners need to be repeatedly exposed to the same input to acquire the language (Lai & Wei, 2019). This “use it or lose it” mentality is one consistent in World Language study. Repetition has always been in the classroom, but the idea of “drill and kill” activities are not what Krashen is referencing. Instead, the use of varying authentic texts on the same topic provides repeated exposure to the language and a pathway for acquisition. For example, various texts or audio examples talking about Día de los Muertos will give students a variety of formats to hear and read the necessary structures or vocabulary, which they can then use or comprehend themselves. Seeing the language in context rather than repeating vocabulary words after the teacher is more beneficial and practical. However, in context resources and authentic resources are lacking in World Language texts, as I will discuss in the next chapter.

Along with being comprehensible and sufficient, input should focus on establishing form-meaning connections. These connections are found in the input students receive, and students should be able to establish these connections using context and their prior knowledge of language. This prior knowledge can be what they have already acquired from the L2 or by making connections to their L1 (DeKeyser & Prieto, 2014). For example, a Spanish student receiving input on describing their parents or siblings can recognize that adjectives match the person(s) being described in number and gender by using the context clues and what little prior knowledge they might already have about the language. The more meaningful connections students make through input, the more proficient they become. Students are also going to be more compelled to make those connections if they have an interest in what is being taught or at the very least are given a reason to pay attention (Henshaw & Hawkins, 2022)

In the above example, the input cannot just be anything in the target language. As stated before, it must be comprehensible to the student, but it must also be structured in a way that students can make those connections. This only happens if the students understand what they are reading or listening to. Meaning the focus of the input should be on the concept of adjective agreement with the goal of having students make the connection to number and gender being a key concept in Spanish. Comprehensible input can be for both vocabulary and grammar so long as the language used encodes meaning. Without that form-meaning connection, comprehensible input alone may not lead to acquisition or proficiency (Van Patten & Cadierno, 1993).

Another key element of creating structured input which must be present is making those forms salient to students, so that they become aware of those form-meaning connections described above. The instructor is the one who should manipulate the input to bring those forms to the forefront for students to notice. This can be done by underlining or bolding the structure or vocabulary words being focused on by the teacher. Teachers could also structure the input so the targeted structure is at the beginning of the phrase. This might help students focus on and process something they might miss if it does not stand out (Van Patten, 2017). Then, students can use context and prior knowledge to form the connections. Strong connections mean acquisition of the language is possible. Each time a connection is made, and these forms are repeated, students are processing the information and moving it from intake to their developing system and working memory (Gurzynski-Weiss, 2014; DeKeyser & Prieto, 2014; Van Patten & Cadierno, 1993). This process of making stronger connections also leads to an increase in proficiency for students.

Input processing

Some connections can be more complex and require explicit instruction. While Krashen's Input Hypothesis does not call for this, others agree that if done correctly and at specific points

during input processing, explicit instruction can enhance a learner's ability to acquire the grammatical structure(s) being taught (DeKeyser & Prieto, 2014; Rosa & Leow, 2004; Van Patten & Cadierno, 1993). Input processing needs to take place when students are converting input to intake. These strategies and mechanisms for using explicit instruction to enhance form-meaning connections are done during input rather than practiced output. In Van Patten and Cadierno (1993), processing instruction was superior to the other two instruction types (traditional and no-instruction input only) in their study. This study also showed an impact on production (output) not just form-meaning connections being made. This shows instruction during the input to intake phase (input processing) has a more significant impact on the learner's developing system. This practice of comprehensible input and making connections impacts a student's proficiency level and can be assessed by teachers through tasks measuring their reading and listening skills.

When presenting input as tasks in class to practice, that input is at one level above where a student is to build proficiency as described above with the "i+1" discussion (Schütz, 2019). This practice involves scaffolding and differentiation to meet the needs of the individual learner. However, when assessing a student's proficiency level for both reading and listening skills (Interpretive mode of communication), the level of the task and the text should be at the level which teachers are assessing, meaning a student who is being assessed at the intermediate level should be completing both a text and tasks meant for students at the intermediate level. For reading, the tasks should also align with the writer's communicative purpose. A student being assessed at the level of a novice should not be assessed using an advanced text. Even though the text is advanced, the learner is not at the advanced level, as they would still be performing novice

level tasks. Ideally, each major level should be a separate set of assessment criteria (Clifford & Cox, 2013).

As another form of input, listening should be assessed similarly to how we would assess reading. Listening comprehension is largely based on how much the listener understands what they hear along with any connections or inferences they might be able to make. When assessing a student, consistent comprehension of what the purpose of the listening is should be the main factor. Students who are listening to an ad for a new car should be answering or providing information that would help them meet the speaker's purpose as well as their own tasks. Like reading, the tasks and speaker/recording should align with the proficiency level being assessed. (Cox & Clifford, 2014). Even the multiple-choice questions used should be as difficult as the level of difficulty of the listening itself. The goal is to measure proficiency and not problem-solving skills like using context clues or process of elimination.

While I believe Krashen's Input Hypothesis is a good foundation for a World Language curriculum and a crucial piece of proficiency-based teaching, it does not provide enough details or evidence that input alone guarantees acquisition of the language. One of the major flaws is that Krashen does not address output (speaking and writing), which he believes will only indirectly help with language acquisition. It is also suggested that proficiency and acquisition of writing and speaking skills will happen with enough comprehensible input. However, this takes several years of language study, which many programs do not have. As World Language educators, we focus on all three modes of communication (Interpretive, Interpersonal, and Presentational) all of which involve reading, writing, listening, and speaking, and we must do so in a short amount of time. If we only focus on input, we are only looking at the interpretive mode of communication, which does not lead to proficiency in all aspects of a language.

Output

More recently, research in Second Language Acquisition places more value on the impact output (production) has on developing languages. This emphasis is shown in the presentational mode of communication (speaking and writing). Output pushes learners to process more and requires more mental effort than just interpreting the language of readings and listening. It is also plausible that fully processing grammatical functions might not be possible without production (Hubert, 2013; Swain, 1995). It also helps learners access the language system with accuracy and speed (Keating, 2016). Output allows students to test out their hypotheses for the language (Swain, 2000). Once again, it is up to the instructor to decide the type and quantity of language the learners are asked to produce and to do so at the appropriate proficiency level (Gurzynski-Weiss, 2014).

The need for output

Output is particularly crucial when thinking about many structures that exist in language. Several structures, like ones that exist in the L2 but not in the L1, take a large amount of production and practice to help learners automatize, or somewhat fluently, use the structure at a level of acquisition. For example, a student in Spanish learns the subjunctive which does not exist in English. Through input, that student can recognize and understand the use of the subjunctive and interpret the context. Output can help learners see when they are lacking something from the language or when they need to figure out something from the input. However, once again, students must be compelled to use the language to express meaning (Henshaw & Hawkins, 2022). With several instances of output, the student can eventually use the knowledge acquired from the structured input, input processing, and intake they have already

practiced to produce the structures and reach a higher proficiency level (DeKeyser & Prieto, 2014; Van Patten & Cadierno, 1993).

Output also provides a chance for students to create with the language and, at the same time, find their identity within the language. The use of identity texts (Cummins, 2007) allows students to invest their identities into what they are creating. It allows students to see themselves in a positive light, especially when shared. The feedback provides students with a feeling of accomplishment. While Cummins (2007) is focusing on identity texts as a product of bilingual writing, they can also be incredibly useful and meaningful for any language learner. Identity texts, along with several other examples of output, provide a way for students to show some aspects of their proficiency in the target language.

Output assessment

When looking at improving and assessing proficiency in the output/production skills of writing and speaking (Interpretive and Presentational modes of communication), teachers once again are responsible for providing opportunities for students to produce the language at their level. Hubert (2013) suggests learners may benefit from the integration of communicative writing assignments into classroom activities that target speaking. By working with both writing and speaking collaboratively, teachers are providing more opportunities to produce and practice the language.

When assessing these production skills, a key factor in improving students' output is providing feedback. However, feedback must be to help aid in practicing form-meaning connections and noticing rather than explicit correction (spelling, accents, verb endings, etc.). The teacher's use of feedback is crucial in acquisition because it provides more information to form those stronger connections (Gurzynski-Weiss, 2014; Van Patten & Cadierno, 1993).

Feedback is not useful if students are not making a meaningful connection (DeKeyser & Prieto, 2014). Students need to be able to use feedback in a positive way and use it to improve their proficiency rather than just another grade.

When measuring proficiency, whether it be in an assessment or just practicing, the skills are each measured individually: reading, writing, listening, and speaking. Students can vary in proficiency level based on skill as well. Reading and listening, being interpretive skills, tend to be the focus of those using a comprehensible input program in their classrooms, while writing and speaking are for those who believe students should be focusing more on output. To truly be proficient, all aspects of language should be built upon together as all four areas are all means of communication. Again, referring to Van Patten and Cadierno (1993), multiple theories must work together to achieve acquisition of a language. To acquire a language means one has become proficient and can function in the language in a real-world scenario.

Teaching output

As opposed to teaching only in the target language for both input and output in the World Language classroom, Cummins (2007) would argue that there is value in incorporating both the learners' L1 and L2 into language education. When trying to activate students' prior knowledge, the L1 can be incredibly beneficial at making those cross-linguistic connections stronger. While some argue for judicious use of the L1 (Cook, 2001; Turnbull, 2001), Cummins (2007) believes that if teachers explicitly draw attention to the similarities and differences between the two languages as well as reinforce effective learning strategies, such as using context clues and identifying cognates, it can improve acquisition along with biliteracy and other competencies.

This links back to making those connections through language learning, especially with the L1. Stronger connections make higher proficiency levels more achievable for learners as they

can understand and use what they have learned from those connections. These connections with the L1 not only help with the actual learning of the language but learning about the cultures that speak the language as well.

Interaction

While input and output are important to Second Language Acquisition, a third hypothesis, the Interaction Hypothesis, proposed by Michael Long (1980, 1983, 1996) connects input and output. The Interaction Hypothesis focuses on interactions between speakers being collaborative and increasing the amount of input received by the language learner (Mitchell & Myles, 2004). The hypothesis is based on discourse analysis research during the 1970s (Loewen & Sato, 2018).

Components of Interaction

The Interaction Hypothesis has four key components: input, negotiation, output, and noticing. Each of these components works together just like speakers working collaboratively to have discourse (Loewen & Sato, 2018). Whether this discourse is reading and writing like sending a text or an email or listening and speaking such as a conversation in person or over the phone, these components need to be present.

Input with interaction

Input was described in detail above. However, when it relates to the Interaction Hypothesis, input is only a piece of the picture. Long (1980, 1983) proposed that his hypothesis was an extension of Krashen's (1982) Input Hypothesis. Input changes as the learner engages with someone else. It is being recycled, rephrased, clarified, repeated, and confirmed. Input is being received in several ways throughout this process, which means the learners are getting more input, which is crucial, as stated above.

Negotiation

Negotiation is the back and forth that happens between speakers as they work toward communication. This negotiation for meaning is central to the interaction hypothesis. Without negotiation, a breakdown in communication occurs. Negotiation is seen as the force behind improving learner comprehension. In other words, the input is being fine-tuned so everyone involved is collaborating and making sure the language is at the $i+1$ level through negotiation strategies like clarification checks, comprehension checks, repetition, or confirmation checks (Mitchell & Myles, 2004). For example, a non-native speaker might ask a native speaker of Spanish to repeat what they said or ask for confirmation from the native speaker about what they said. If these strategies do not help in the understanding of the conversation, then a breakdown in language will occur.

Output with interaction

Output is also discussed in detail above. However, with the interaction hypothesis, the focus is on the language produced by the learner during a meaning-focused interaction. Once again, collaboration allows for fine-tuning of linguistic functions of languages. When interacting, speakers must focus on which forms code for which meanings (Loewen & Sato, 2018). For example, in French and Spanish, speakers must be able to use the past tense endings of verbs to convey they are describing something in the past. This ability to focus on forms is known as the noticing function.

Noticing

Noticing is the ability for speakers to consider which linguistic features they must use to be understood (Loewen & Sato, 2018). It allows for speakers and learners to ‘notice’ different pieces of the target language through both input from the interlocutors as well as from feedback

they might receive through clarification or comprehension check. Through noticing, learners may realize what they do not know or notice a mismatch in what they are trying to communicate (Henshaw & Hawkins, 2022). Without noticing the key functions in the input, the students cannot continue the conversation, and thus, a breakdown will once again occur (Mitchell & Myles, 2004). To return to the past tense example above, if a learner is listening to someone tell a story in the past tense but does not notice the use of the past tense forms, then a breakdown in language and communication can occur due to misunderstanding of the story.

Task-based language teaching

One pedagogical strategy that aligns with the Interaction Hypothesis is creating lessons or units based around a task rather than a vocabulary list or grammatical structure. This use of task-based language teaching allows for students to use the target language to communicate using different functions they would apply outside of the classroom like asking for or giving directions to someone (Henshaw & Hawkins, 2022). However, it does not always have to be a real-life situation used as a task. Students can still communicate and complete a task if it is interactionally authentic (Ellis et. al., 2019).

Tasks being used during task-based language teaching should include some sort of gap that allows learners to engage in understanding and meaning to “solve” the gap. Learners choose what tools and resources they need to complete the task. Most importantly, the task and the outcomes are not centered around vocabulary and grammar. The outcomes are concrete and non-linguistic in nature like the directions given lead to the right place on the map (Ellis, 2009). Task-based learning allows for interaction to happen and for students to apply what they have acquired from the input they have been learning.

While these theories work together to aid in language acquisition, neither proficiency in a language nor language acquisition can hope to happen purely by only learning the language. When looking at language study from a sociocultural approach, the social speech between two people contains more than just vocabulary and grammar. When these interactions happen, students must be aware of other things like body language and tone. When the speech occurs between a learner and the instructor, it provides a way to promote internalization and possibly acquisition provided that the teacher scaffolds the interaction along the way. Scaffolding should also include attention to cultural norms such as being formal or informal when speaking to someone, proper greetings or introductions, eye contact (or lack thereof), and many other non-verbal cues. If focusing purely on acquisition of the language, these cultural concepts are left out and open the door for misunderstandings and offenses of other cultures (Lantolf, 2006; Warford & White, 2012).

Culture

While all the concepts discussed are important to World Language studies, the most important concept to define and discuss more in-depth is culture. As mentioned in Chapter 1, the definition of culture used in this research is given by Moran and Lu (2001, p. 24):

Culture is the evolving way of life of a group of persons, consisting of a shared set of practices associated with a shared set of products, based upon a shared set of perspectives on the world, and set within specific social contexts.

The three Ps mentioned above, Product, Practice, and Perspectives are widely used in World Language teaching. Products refer to things that are tangible like flags, food, clothing, or films. Practices are the things people do like greeting someone, inviting someone to do something, or interacting with elders. Cultural perspectives focus on the views of the target

culture or the “why” behind certain things. It may look at gender roles, respect, and attitude toward different groups of people, or family dynamics (Henshaw & Hawkins, 2022).

Many researchers agree teaching culture in-depth is crucial to World Language education. However, what is often practiced is not what should be taught. Those who believe in communicative language teaching such as Lee and Van Patten (2003) find it unlikely that students can be taught to communicate in culturally appropriate ways and can only be sensitive to culturally appropriate communication, meaning students will not master the formal or informal greetings the way a native speaker might. Teachers know we should include culture, but it is often left for times around breaks or eliminated altogether due to the pressure of completing all the required vocabulary and grammar for each level (López-Burton & Minor, 2014). World Language focuses more on language being the main concept, and culture and literacy are extras (Warford & White, 2012). Teachers are also unsure of how to teach culture and tend to focus on what they know. If a Spanish teacher has been to Spain, that is the country that receives the focus of their cultural lessons. Culture is so much more than what is being taught. According to Warford and White, (2012, p. 402) “...culture begat language, which later grew into literacy.” If looking at the second definition of culture above, language and culture are intrinsically linked and cannot be taught separately.

More than a stereotype

López-Burton and Minor (2014) point out two types of culture exist: cultural knowledge, or objective culture, and subjective culture. Most people understand objective culture, which includes simple facts such as the Aztecs were a pre-Columbian civilization in Mexico before the arrival of Cortez. Subjective culture includes the subtler aspects of culture which require more thought and care to teach, such as family dynamics in the Latin American household or knowing

how to properly greet someone. To be considered culturally proficient, understanding what, when, and how to say something is crucial, as is understanding the different behaviors and point of views.

While teachers are responsible for teaching culture in the classroom, textbooks are often looked to for sources of information for teachers. However, textbooks are not helpful when they are using author-generated readings or snippets of “bizarre/interesting” factoids which usually reflect some sort of stereotype. Looking through many textbooks, most of the cultural information can be found in a “Did you know...?” style of sidebar or a snippet under a photo. This could be something like “Did you know, every year in Spain there is a massive tomato fight called La Tomatina...?” This is, at best, enough information to answer a question on Jeopardy. This is the type of “surface culture” students are learning. Teachers should avoid furthering this use of a superficial style of teaching culture where students observe it as if looking at it from a distance (Henshaw & Hawkins, 2022).

In-depth culture should be integrated into every lesson and be supported using the vocabulary and grammar of the target language using both non-technology and technology tools to aid in instruction (López-Burton & Minor, 2014). In-depth study of Tomatina, for example, would show up in an authentic text, video, and/or a listening activity where students would learn details about the festival, its origin, and the town where it takes place. All of this would be done using comprehensible input and use multiple sources with repetition of key cultural points as well as key language the teacher wants students to learn.

Using these tools can aid teachers in breaking stereotypes and helping to promote cultural proficiency. It is our role to make sure students understand the nuances of each culture to avoid confusion and misunderstandings such as *tú versus usted* in Spanish. While the grammar of the

sentence may be correct, the cultural misunderstanding will still be there by addressing someone as *tú* (informal) that you should address with *usted* (formal).

These misunderstandings along with the perception that anything different than what students in the United States experience is “weird” or “wrong” must be addressed by the teacher. López-Burton and Minor (2014) presents a cross-cultural approach to aid students in understanding and breaking cultural stereotypes. The process allows students to discover their own biases and ethnocentric views which can be both effective and powerful. When these misunderstandings or preconceived ideas are not addressed, cultural proficiency of a language and the cultures who speak it cannot be reached.

When it comes to breaking stereotypes, a crucial element is helping learners understand each region or country that speaks the target language has their own unique culture, and it cannot be generalized across all speakers of that language. One way to do that is by not reducing culture to “Fiesta Friday” or assigning things that could lead to generalizations or stereotypes by students using sources that do more harm than good (Henshaw & Hawkins, 2022). For example, a tortilla in Spain is made with eggs and potatoes rather than the tortilla students are used to eating with tacos. The cultures in Canada and Haiti are different from France even though all three cultures speak French. Variations in both language and culture occur and should be taught (López-Burton & Minor, 2014). While this seems daunting, it is critical to do so. Each culture where the language being studied is spoken deserves the same amount of time and respect.

Using input to teach culture

While teaching culture properly is incredibly important, teachers find the time crunch makes adding in “more” difficult even though ACTFL has made culture one of its 5 key standards to teaching World Languages. Teachers are choosing to focus on acquisition and

proficiency rather than culture. However, without culture, proficiency does little to address what it takes to communicate across cultures. As stated above, misunderstandings occur without knowing cultural practice and pragmatics. Being proficient in a language must require being culturally proficient as well, and even the highest proficient speakers can make inappropriate L1 to L2 transfers when it comes to socio-pragmatic situations (Warford & White, 2012; Pearson, 2006).

By using authentic content as comprehensible input rather than author-generated textbook materials, learners are not only working on proficiency in the language, but also working on cultural proficiency and literacy skills. This concept from Warford and White (2012) uses sociocultural theory as the basis for integrating language, culture, and literacy into a meaningful and complete way of working with students. By thinking about the culture first (how to properly greet someone), then finding the authentic content (a short conversation between native speakers), and finally building the lessons around the first two with the vocabulary and grammatical structures students need to understand and interpret the culture and content (proficiency based activities), teachers do not have to teach culture as an “add-on” or “find time” but rather are enriching the curriculum and still working to build cultural and language proficiency for students. One way to do this is to include things like individual narratives from different groups within the target language cultures or any other authentic resources that are culturally relevant. This both integrates input into the classroom via authentic resources but also provides culturally relevant information to the students (Henshaw & Hawkins, 2022).

In addition to building culture into the classroom through authentic resources, teachers must do two other key things: teach it in the target language and not shy away from heavy current events. First, teachers tend to teach culture in the L1 rather than the L2 since it is often

taught as an aside or a “culture day”. According to Warford and White (2012, p. 412), “This practice is detrimental. If language instructors want students to really interpret the target culture from the inside, then the L1 has no place in instructor discourse.” If teachers are using the target language 90%+ of the time, as prescribed by ACTFL, then that should include teaching culture. Moreover, if educators teach culture as the focus of the classroom and use the language to do so, staying in the target language makes the most sense. Even at the novice level, teaching culture in the target language can be done using comprehensible input and proficiency-based activities.

Culture as the focus

Teaching culture has become a fun side activity in the World Language classroom. And, while teachers acknowledge the need to teach culture, we tend not to teach anything controversial or heavy (Ennser-Kananen, 2016). We teach culture in a light and curiosity provoking manner rather than challenging current beliefs, stereotypes, and other misinformation. By avoiding topics such as the Black Lives Matter movement, immigration, and racism, we are not allowing our students the chance to really see others’ perspectives or reflect on their own perspectives, values, and identities. By omitting the painful side of culture, students cannot make connections between what they learned in their World Language classroom and what they see in their daily lives when they become adults (Osborn, 2006). As will be seen in the next chapter, most textbooks do not have representation of the LBGTQ+ community nor do Spanish textbooks have a representation of the Afro-Latino community. It is our ethical duty as teachers to make sure others’ voices are heard and not sugarcoat or revise history to be less painful to discuss. According to Ennser-Kananen (2016), teachers should contribute toward healing and justice. This has become even more evident in the past few years.

By moving culture to the center of our World Language curriculum, students are becoming more aware of the world at large and maybe even of the different groups of people in their community. It provides the opportunity to develop empathy and understanding about others as well as provides a chance for self-assessment and self-discovery. Without learning about culture, learning a language seems like a chore that must be completed to graduate and nothing more.

Summary

As can clearly be seen, a World Language education based on proficiency and culture provides the best opportunities for language acquisition. However, the components discussed cannot function in silos by themselves. Not one theory is more valuable or important than the other if we are trying to teach our students to communicate *with* the language rather than *about* the language. Teachers must understand all the different concepts discussed above and how they are interconnected. It seems a daunting task to try to put all these themes together, but not to do so is a detriment to language learners everywhere.

When looking at the literature, what is needed is a curriculum based on proficiency that takes into consideration comprehensible input, interaction, and output. With meaningful and sufficient input, students are hearing and seeing example after example of how the language looks, sounds, and functions, which in turn improves their interpretive mode of communication proficiency. With meaningful output practice and proper feedback, students feel more confident in using the language whether spoken or written and gradually increase their proficiency in the interpersonal or presentational modes of communication. Finally, with meaningful interactions, students can work to negotiate meaning and continue to fine-tune their use of forms and linguistic functions.

In terms of culture, many World Language teachers feel they lack the time and resources to truly teach about the cultures that exist with the languages being taught. Many only provide culture as an afterthought or in a stereotypical manner. Culture is also often taught on the surface, avoiding topics that might make people feel uneasy, topics teachers think the novice students may not have the vocabulary or grammatical structures to handle, or topics the teachers themselves are unfamiliar with on a personal level. By avoiding these topics, teachers are trying to separate culture from language, which, as previously stated, cannot be done.

As the research shows, there is a need for a new World Language curriculum supplemental guide that makes culture and proficiency-based practices the star of the classroom. As will be detailed in the following chapter, current textbooks lack the proficiency-based program and the in-depth culture needed to successfully aid in language acquisition. This deficiency in current textbooks proves a need for a culturally driven and proficiency-based curriculum supplemental guide, especially for novice language learners.

Based on the literature and personal experience, the goal of this research and product is to provide Level 1 language teachers with a structure for improving upon the current theories and practices for World Language teaching. In the next chapter, a content analysis shows the amount and type of culture or proficiency-based activities (or lack thereof) in a variety of current Level 1 textbooks for French, Spanish, and Portuguese language classes. Following the content analysis, a curriculum supplemental product will be introduced that is grounded in the theories discussed above to improve upon the current curriculum that exists.

Chapter 3 - Methodology

Introduction

Based on the literature discussed above and my own personal teaching experiences, I want to look more in-depth at how culture and proficiency-based teaching practices are presented in current World Language textbooks. To look at the textbooks from a perspective that is as unbiased as possible, I apply the use of a content analysis methodology to analyze the resources from three different languages. In this chapter, the methodology is presented along with the process for choosing the coding and the findings of the content analysis.

Methodology of research

Content analysis is used as the methodology because it involves systematic reading and analysis of the textbooks selected (Krippendorff, 2019; Neuendorf, 2017). The method allows for objectivity by looking at what does or does not exist in the textbooks as well as how often these different items might appear in the texts. Content analysis allows the consideration of not only the text, but the images as well. Ideally, the method used for this project is replicable and provides new insight into what World Language textbooks offer and what they are lacking in terms of culture and proficiency-based teaching.

Method and resources

When looking for textbooks to analyze, I use Level 1 textbooks from Spanish, French, and Portuguese language classes. Level 1 is the basis for all language learning, and students need a solid foundation in the L2 for continued proficiency growth. Furthermore, Level 1 topics tend to be the same across languages, just taught in varying orders. The goal of including different languages is to have a representation for World Languages taught in schools, not just one specific language.

While many textbooks and curriculum also come with workbooks and other supplemental materials, the textbooks and the activities within the textbooks are the primary focus of the content analysis. The textbook activities are meant for in-class usage while often the other supplemental materials are used as homework or outside of class work. I focus on the in-class aspect and activities because this is when students are gaining the most input of the target language as well as practicing the most output with the teacher. The workbook and other supplemental materials from a textbook provide students with the accuracy style of activities to enhance their language learning while at home. Using just the textbook as an in-class source provides a lens through which I can analyze what a teacher uses in the classroom specifically.

Table 1 Textbooks Used

Textbooks used

TEXTBOOK NAME	COPRIGHT YEAR	CHAPTERS USED
ASÍ SE DICE (SPANISH)	2013	Preliminary Chapter, Ch. 1-4
D'ACCORD (FRENCH)	2019	Ch. 1a, 1b, 2a, 3a, b4
AVANCEMOS (SPANISH)	2013	Preliminary Chapter, Unit 1 Ch. 2, Unit 2 Ch. 1, Unit 3 Ch. 1, and Ch. 2
PONTO DE ENCONTRO (PORTUGUESE)	2013	Preliminary Chapter, Ch. 1-4
ENTRECULTURAS (SPANISH)	2023	Preliminary Chapter, Ch. 1-4
ENTRECULTURES (FRENCH)	2020	Preliminary Chapter, Ch. 1-4

Coding frame and procedure

I design and use the coding frame to determine what each textbook offers in terms of culture and proficiency-based activities. The codes provide a look at what areas/aspects of culture are included and how they are included (surface vs in-depth culture/in context vs out of

context). These codes also show a clearer picture as to how culture is being taught at Level 1. I want to know if and how often these aspects of culture are included in World Language textbooks. Knowing if certain cultural information is available and in what capacity gives teachers the ability to plan and find resources to fill the gaps.

For proficiency, I analyze and code the types of activities using this frame. These codes help determine which type of activities are present and how often. The codes give teachers a clear picture of how the textbook is set up and if it is based on proficiency teaching practices or if it needs more supplemental activities for in-class practice. If using mostly traditional activities, proficiency-based teaching is not being utilized. Meanwhile, textbooks that are more real-world based and apply both Comprehensible Input (CI) activities and communicative activities provide a better proficiency-based experience for students. A link to the full coding matrix will be included in Appendix A.

To complete this analysis, I use chapters from each text that have similar themes and/ or grammatical structures. For example, each language textbook has sections on food, schools, and families for their first units or chapters. Next, each chapter was analyzed multiple times. Cultural aspects and/or activities were tallied first. Each cultural aspect/activity was marked as either in context or out of context and surface culture or in-depth culture. Each code will be described later.

Still thinking about culture, I look through each chapter for representation of the different places where the languages are spoken, the people who use them, and the communities that make up the culture. I also look for stereotypical representations of these cultures. A Yes/No notation is given if a chapter is representative of different cultures and backgrounds or not. Any instances of stereotypes about the cultures are also tallied.

Definitions of cultural codes

Each code looks at how textbooks discuss or present culture to language learners. Below are definitions and examples for each of the codes followed by Table 2 with the questions which I use to determine how to code each cultural item.

When looking at representation of a variety of peoples, the following questions are asked: Does the textbook chapter include depictions and/or descriptions of all cultures and speakers of the target language? Does it include a variety of races such as Afro-Latino or indigenous peoples? Does it include LGBTQ+ people or persons with disabilities? I provide a summary of each question answered for each chapter.

After representation, I look for stereotypical depictions and/or descriptions. For example, are the people from Mexico represented as eating tacos and wearing ponchos/sombreros in a cartoonish manner? Once again, I record any stereotypes or lack thereof.

The other codes provide an either/or option: surface culture versus in-depth culture and in context culture versus out of context culture. Surface culture is presented in short snippets giving information on the product or the practice of the culture. The information does not get at the perspective piece of the cultural definition provided in previous chapters. For example, the textbook presents tapas only as “small plates eaten in Spain”. The perspective or the “why” about tapas is absent. On the other hand, for in-depth culture, the culture presented focuses on the products, practices, and perspectives of culture. In the tapas example above, ideally, the textbook would include a brief “why?” tapas are important in Spain to cover the perspectives piece.

When looking at in context culture versus out of context culture, I focus on how the culture is presented. For in context culture, the culture is in an interpretive reading or listening activity. Again, when talking about tapas, the culture is presented in a menu from a tapas

restaurant or in a listening of two people ordering tapas in Spain. For out of context culture, the culture is presented on the side of the book in a *Did you know...?* box or as a label to a photo. It might also only be in the teacher edition as an aside for the teacher to present verbally.

Table 2 Culture codes used for content analysis

Culture codes used for content analysis

Culture codes	Questions Asked
Representation of a variety of peoples	Does the text provide a representation of all peoples in the culture (LBGTQ+, Afro-Latinos, Blended families, etc.)?
Stereotypical depiction/description	Does the book include stereotypical descriptions or depictions of the culture (i.e., Poncho Villa type costumes representing all of Mexico)?
Surface culture	Is the culture discussed on surface level (i.e., “In Spain, tapas are a delicious evening meal.”) or is the culture more in-depth (i.e., “The practice of eating tapas has a variety of possible origin stories...?”)
In-depth culture	
In-context culture	Is the culture presented in the context of a story or other interpretive mode of communication such as a conversation or a novel or is the culture presented out of context in a “Did you know...? Or “Cultural point” box off to the side?
Out-of-context culture	

Finally, I go through the chapters once more categorizing the activities as traditional, comprehensible input, real world applicable, and communicative activities. Each activity is tallied under one or more of these categories. For example, a communicative activity can also be applicable to a real-world scenario (figuring out what to order for dinner). Each of these codes is defined below and presented with questions in Table 3.

Definition of proficiency codes

For each textbook and chapter analyzed, I look at each activity or task to see if it fits one or more of the four categories mentioned above. The first style of activity or task is traditional activities. Traditional activities include matching, multiple choice, fill-in-the-blank, true or false,

or any activity that elicits an answer asking about the language rather than using the language. Meanwhile comprehensible input activities present the content in an interpretive activity, either listening or reading. Language learners must use the language to interpret what they are listening to or reading. At the novice level, students are trying to understand the main idea and a few key details of the text, the audio, or the video.

When looking at activities or tasks, I also consider real world applications. If the activity is one that could be considered useful in the real world, such as ordering in a restaurant or asking for or giving directions, it is tallied as such. For activities to be considered communicative in nature, the task or activity must have students working together to communicate in the language. This could be a spoken or written communication if it is interpersonal or presentational in nature. For example, exchanging emails would be interpersonal communication while writing a story about your family would be presentational. Activities such as asking for and giving directions are both real world activities and communicative activities. Activities that could be coded for more than one type of activity are marked as such.

Table 3 Proficiency codes used for content analysis

Proficiency codes used for content analysis

Proficiency Codes	Questions Asked
Traditional Vocabulary and Grammar Activities	Is the activity a fill-in-the-blank, multiple choice, or other traditional style of activity?
Comprehensible Input Activities	Is the activity based in CI strategies such as using a reading to convey the grammar in context or focusing on key vocabulary words?
Real-world Activities	Is the activity one that imitates a real-world situation such as ordering in a restaurant or following directions?
Communicative Activities	Does the activity require communication using the target language?

Findings

After completing the analysis, the main takeaways for both the cultural aspects of the textbooks and the proficiency (or lack thereof) activities are discussed below.

Culture findings

First, the culture findings describe how each of the textbooks handle representation and stereotypes. Then, the type of culture presented in the textbooks is discussed with examples.

Representation and Stereotypes

Overall, the texts avoid using any stereotypical representations of speakers or the culture of the target language. The average use of stereotypes is less than 1 per chapter (0.308 instances of stereotypes). For example, one use is when the stereotypes are described and discredited in the Portuguese textbook. Otherwise, stereotypes are not significantly present in the textbooks analyzed.

Representation and discussion of the different countries does happen, but not fully. Most of the textbooks provide surface culture on the different countries where the target language is used, but the focus is on the most popular countries for the novice level learners. For example, the first countries discussed in depth for Spanish textbooks are Spain and Mexico while other Spanish-speaking countries receive little side mentions or picture labels only. Two exceptions are the textbooks *Entreculturas* and *Entrecultures*. These two textbooks provide in-depth culture on several Spanish or French speaking countries. For example, *Entrecultures* dedicates an entire chapter to French speakers in Rwanda while *Entreculturas* starts with a comparison of Paraguay to Texas.

When looking at representation, there is also a lack of representation of the LGBTQ+ community in any of the textbooks. *Entreculturas*, *Entrecultures*, and *D'Accord* provide texts or

photos of same-sex couples. However, the textbooks do not provide any other representation of gender identity or sexual orientation. The representation of the LGBTQ+ community only appears in the family chapters of those textbooks rather than spread throughout the book.

Meanwhile, the Spanish textbooks also lack representation of the Afro-Latino community as its own community. While the textbooks show pictures of Afro-Latinos, there is no in-depth discussion of Afro-Latinos or the history and culture behind the Afro-Latino community. Within the Portuguese textbook, many of the depictions were white, cartoonish characters rather than real Portuguese speakers. Throughout all the textbooks, the only depictions of persons with disabilities are of people in a wheelchair. In one of the textbooks, a blind student is depicted.

Context

When looking at all the textbooks, culture is mostly presented in out of context situations in the analyzed textbooks. On average, there are seven out of context cultural references per chapter and only five in context cultural topics presented in a video, an audio recording, or a reading that is authentic in nature. For example, in two of the Spanish textbooks, culture shows up as a sidebar or “Did you know...” box of some kind such as “Did you know that in Spain a Tortilla Española is made with eggs instead of corn or flour?”. However, the *Entreculturas* and *Entreculturas* textbooks present culture in context an average of nine and a half times per chapter over the three times per chapter the other textbooks analyzed. These two textbooks also only use out of context culture on average six and a half times per chapter compared to the seven times per chapter of the other textbooks. While culture is being presented, it is out of context in most books as well as only at the surface level.

The culture presented is mostly surface level with the focus being on the product (food, music, fashion) or the practice (ordering in a restaurant, being polite) with limited focus on the

perspective or the “why” behind the culture. For example, in one of the Spanish textbooks, the vocabulary for soccer is present along with the fact that it is a popular sport in Spanish-speaking countries, but the perspectives piece is missing. On average, there are seven and a half surface level cultural references per chapter while in-depth discussions of any cultural aspects are three per chapter. However, *Entreculturas* and *Entrecultures* average seven in-depth cultural discussions per chapter while the rest of the textbooks average less than one in-depth discussion per chapter.

Overall, while there are little to no stereotypes in the textbooks, representation of certain groups of people are missing. The focus for culture of the textbooks leans toward surface level and out of context activities or discussions. However, *Entreculturas* and *Entrecultures* use more in context cultural activities and provide an even amount of surface culture and in-depth culture. This shows that textbooks that are currently being written are changing to teach culture more in-depth than previous publications.

Proficiency findings

As for proficiency in textbooks, the activities are mostly traditional vocabulary and grammar activities (fill-in-the-blank, matching, short answer style of questions). These account for on average 26.5 activities per chapter. These traditional activities also appear with listening activities. Students must match what they hear with a picture or a phrase. Learners must also fill in the blanks with the missing vocabulary word or grammatical structure for several activities. These types of activities are the most common but are not the only activities in the textbooks.

Comprehensible Input Activities

The textbooks do have a few CI based activities but not nearly to the same extent as the traditional activities, averaging about 10 per chapter. However, *Entreculturas* and *Entrecultures*

average 16 CI based activities per chapter as well as provide a CI appendix at the back of their books while the rest of the textbooks only average five CI based activities per chapter. Again, this shows a change is happening in textbooks, not just in culture, but in the style of textbook activities as well.

The activities also lack some of the key components of CI (saliency, manageable for novice learners, and relevance). For example, a dialogue is used to introduce a grammatical topic such as asking what someone must do, but the structures are not bolded or are used with language above the $i+1$ level of the student. As discussed in the literature review, comprehensible input is crucial to learning a language, and one key piece is to make the learning of a language meaningful for students. One way to do that is through real world application.

Real World Application and Communicative Activities

Real world applicable activities average around nine per chapter. For the *Entreculturas* and *Entrecultures* textbooks, the average is 11.5 activities per chapter while the rest of the textbooks average closer to seven and a half activities per chapter. For example, the textbooks have activities where students simulate conversations they might have with a waiter while ordering at a restaurant or talking to a friend about what their class schedule is for the new school year. Both scenarios are real world situations students find themselves in every day. These activities also require students to communicate with others.

The textbooks do have a substantial number of communicative activities, averaging 20 activities per chapter. The Portuguese textbook is a novice level collegiate textbook and has more communicative activities and more cultural references overall as it does discuss the differences between Brazilian Portuguese and European Portuguese from a cultural perspective. *Entreculturas* and *Entrecultures* average 26 communicative activities per chapter while the rest

of the textbooks average almost 16 communicative activities per chapter. These activities consist of creating conversations with a partner about your friends, families, likes/dislikes or simulating conversations with a waiter or store employee. They also focus on written communication such as sending an email to a pen pal.

Summary

The findings of the content analysis show Level 1 textbooks do not reinforce stereotypes but do lack representation of communities within target language cultures. The culture presented for the most part is at the surface level and out of context. However, newer textbooks, such as *Entreculturas* and *Entrecultures*, provide more in context and in-depth cultural activities or discussions. These two textbooks show that a shift in textbooks is happening that reflects what we know about language learning. It shows that textbooks are starting to consider the products, practices, and most importantly, the perspectives behind culture to be valuable for level 1 learners to know and understand. This information will help in the development of my product by showing the need to continue to add more in-depth cultural knowledge for even our beginning learners. It verifies what the literature already says about culture in the classroom. Using this, I can build a product that provides teachers with supplemental tasks and activities to enhance what they already have in their curriculums to include more in-context and in-depth cultural activities.

The findings also show traditional textbook activities are still alive and well in all textbooks even though the research does not support the use of these activities when it comes to language acquisition or proficiency. While the textbooks do include some CI based activities, they are more present in the newer textbooks than the older ones.

The textbooks have some real-world applicable activities as well as several communicative activities. However, not all communicative activities are applicable to real world situations.

This shift toward proficiency-based activities that we are seeing in newer textbooks is an optimistic one. It shows that a change is happening in textbooks which supports the research presented in the literature review. These changes will take time and teachers will need something to help them transition to a more cultural-based and proficiency-based curriculum.

For my supplemental guide, comprehensible input activities will be given to teach both vocabulary and grammar in context. It will include real world activities that allow students the opportunity to communicate in the target language. The goal is to learn to use the target language in linguistically and culturally appropriate ways and not to learn about the language by conjugating verbs in a verb chart.

Chapter 4 - Curriculum Product

In the previous chapter, I discussed what is present or lacking in current World Language textbooks based on the content analysis performed. This chapter aligns the analysis with the literature review, the frameworks, and addresses the research questions presented in the first two chapters. This will show the need for a supplemental guide World Language teachers can use to improve their current curriculum to incorporate culture through proficiency-based activities.

Results and the literature review

When looking at the proficiency-based results, the limited number of Comprehensible Input activities and real-world activities stand out the most. The high number of traditional activities also present an issue when looking at the results compared to the literature. When looking for the perspectives piece of the culture definition, the results from the content analysis show a lack of focus on this key part as well.

Proficiency results and the literature

The limited number of Comprehensible Input activities discussed in the findings shows the textbooks analyzed are not focused on Krashen's Input Hypothesis (1992). As discussed in the literature review, without input, language acquisition is harder for students. Students require hours upon hours of input to begin to acquire the language. The input needs to be repeated several times and connected to prior knowledge (Lai & Wei, 2019). With a limited number of these activities in textbooks, teachers are either making them on their own or forgoing the time-consuming task for the premade traditional textbook activities.

Along with the limited CI activities, the limited number of real-world applicable activities poses a problem for language acquisition when using the textbook without any supplemental materials. By using activities applicable to real life situations, students understand

the necessity and the meaningfulness of the activity in which they are participating. With many traditional vocabulary and grammar activities, students rely on rote skills and do not gain the same amount of input from a food vocabulary fill-in-the-blank activity that they would from responding to questions a waiter might ask them. It is hard to acquire something when you do not see the value in doing so (Gurzynski-Weiss, 2014; Van Patten & Cadierno, 1993).

Lastly, the large number of traditional vocabulary and grammar activities such as multiple choice, matching, and fill-in-the-blanks, teach about the language rather than teaching students to use the language. When students learn to conjugate a verb using just a verb chart, without any context, they struggle to create with the language. Yet, when seen or heard using comprehensible input, students can process input and are more likely to acquire the forms and use them appropriately when creating output (Van Patten & Cadierno, 1993). These findings about proficiency-based activities in the textbook show a need for more supports for teachers looking to use the proficiency-based teaching practices in their classrooms, as do the findings for culture.

Culture results and the literature

As stated before, the results of the content analysis show a lack of in-depth and in-context cultural activities. They also show no stereotypes of the second language cultures and provide some representation within each of those cultures. However, other aspects of culture are lacking from the textbooks, particularly when it comes to representation of marginalized groups as well as a focus on the perspectives piece of the cultural definition presented in the literature review (Moran & Lu, 2001).

While most of the culture presented is surface culture (“Tapas are an important part of Spanish culture”) or out-of-context blurbs (“Did you know...?”), these pieces of cultural

information focus on the product (Tapas) or the practice (ordering tapas) without giving any information as to the perspectives (Why are tapas an important part of Spanish culture?). Without the perspectives piece, students are missing out on making key connections with the target culture and comparisons to their own cultures. When missing out on those connections and comparisons, students are not obtaining the ACTFL proficiency standard of achieving Connections and Comparisons nor are they meeting the Culture standard (The National Standards Collaborative Board, 2015).

While the textbooks do avoid the use of stereotypes, the lack of representation of the LGBTQ+ community and persons with disabilities is a problem that needs to be addressed. With a diverse student population, representation is just as important in the target language classroom as it is in the native language classroom (Hickman & Porfilio, 2012). World Language teachers need to be able to provide examples of all marginalized groups within the target culture, so that students in those groups see themselves represented around the world.

Results and theoretical frameworks

On a larger scale, the results, when analyzed through the theoretical frameworks presented in the literature review, also show a need for a supplemental guide for teachers to address the areas where the textbooks are lacking. As discussed above, when looking at the number of comprehensible input activities, it is evident that those activities are lacking. However, when we look at the results through the lens of the output hypothesis and the interaction hypothesis, we also see some areas that can be improved. When looking at the results through Vygotsky's Sociocultural theory (Lantolf, 2006), the lack of cultural activities that are more in-depth and in-context can lead to breakdowns in communication.

Results and the hypotheses

Once again, it is imperative to emphasize the importance of comprehensible input to language learning. Without repeated, meaningful input, language acquisition cannot occur (Krashen, 1992). When considering the results and the output hypothesis, textbooks have a high number of communicative activities which require output on the part of the students. The traditional vocabulary and grammar activities can also be considered output to some extent. However, the output might not always be applicable to real-world situations. For example, giving students a noun and a verb to create a sentence is output, but students are not necessarily going to acquire language that way. With this style of activity, there is no relevance or meaning to what they are doing.

In Spanish, it might look something like “yo/hablar/en clase”. Students are supposed to write “Hablo en clase” showing they understand how to conjugate a verb in Spanish. This rote practice is not communicative in nature nor is the output meaningful for students. Rarely do these types of activities lead to acquisition. Students could write the sentence without understanding the meaning of sentence simply by knowing the grammatical rules of the language.

The same could be said for any of the interpersonal activities in the textbooks. While some of them follow the interaction hypothesis, such as activities where students role-play a server and a client, others do not. Students rarely negotiate for meaning in these simulated conversations. The dialogue in the textbook for learners to follow has very few opportunities for originality. This poses as a potential issue when students must create their own dialogue using the language in a conversation and cannot depend on the textbook for structural support.

Results and the sociocultural theory

When many of the activities are traditional activities, students are given very few chances to create with the language in meaningful ways. This limits the chances for students to negotiate for meaning unless it is part of a communicative activity that follows a traditional one (Blake & Pope, 2008). Without learning how to negotiate for meaning in the target language, communication breaks down.

The same could be said about textbooks not covering culture in-depth or in-context. Students are missing out on the cultural nuances and the perspectives of the target language culture. By doing so, the textbook eliminates the sociocultural aspects of language such as gestures, body language, and slang or localization of certain words. Without understanding and acquiring these perspectives or aspects of culture, breakdown in language can occur or a person can accidentally offend a speaker of the target language.

Significance of results in world language education

These results show a need for additional resources teachers can use to supplement their current textbooks where they are lacking in proficiency-based activities and cultural activities. Most of the textbooks analyzed are currently lacking these activities at Level 1 of the target languages. A supplemental resource would provide teachers with what they need rather than having to try to find and learn a new curriculum every so often, as is the current trend.

Results and research questions

As stated above, the results of the content analysis show a need for a supplemental guide for teachers. To develop a strong product, the research questions provide a lens through which the guide will be created. Once again, the research questions being addressed are:

- How can we create a culturally based curriculum supplement guide grounded in proficiency-based teaching practices for Level 1 students learning a second language?
- What tools are helpful for teachers to create and implement this style of curriculum?

To answer the first question, this supplemental guide is a digital guide that includes common topics for Level 1 classrooms. It is organized by themes with links to authentic resources and activities. Each one is listed with the mode of communication used, the language of the resource, the ACTFL Standards addressed, the AP themes addressed, and what structures are being taught. Each resource also distinguishes the product, practice, and perspectives that are addressed with it. The guide has details and examples to help teachers provide a culturally based curriculum using proficiency-based activities.

For the second question, this guide uses creative commons licensed materials or provides proper citation for all materials to ensure credit is given to those responsible for the authentic resources and/or materials created. The guide includes hyperlinks to all resources so that they are easily accessible for teachers. Other tools are links to websites for resources and example activities that can be copied and changed to the target language being taught. The guide is organized in a way that all teachers can easily access and use the resources and/or activities provided even if they are not technologically savvy.

General description of the product

The supplemental guide is formatted in a [Google Spreadsheet](#) broken down into various categories. The guide has a “How to Use” page for the first tab, followed by a “Master List” tab containing all the authentic resources and information within the guide. Each subsequent tab is a

category typically seen in the Level 1 World Language classroom. Those categories are Target Language Culture/Customs, Greetings/Goodbyes/Politeness, Describing Yourself and Others, Families, Homes and Houses, Schools and Classrooms, and Food/Mealtimes. Within each category, the supplemental guide has different columns that provide information teachers can use to find potential authentic resources for their classroom. The link to the supplemental guide is also provided in Appendix A

The product in detail

The “How to use” page

This page gives users an introduction to the purpose of the guide, the languages included, the categories, a description of what can be found in each category, an overview of how to use the guide, and options on how to sort the guide to fit their needs. This page also includes a link to the different creative commons licenses that many of the resources use. Figure 3 shows the “How to use” page.

Figure 3

How to use page

Purpose:	To provide Level One World Language teachers with a place to find authentic resources and example activities that are proficiency and culturally focused
Languages:	Arabic, Chinese, French, German, Italian, Russian, Spanish, and Portuguese
Categories:	Target Language Culture/Customs, Greetings/Goodbyes/Politeness, Describing yourself and others, Families, Homes and Houses, Schools and Classrooms, and Food/Mealtimes
Description/Directions:	The product contains links to audio or visual authentic resources for each of the languages above in the different categories. Along the bottom are separate tabs for each category as well as a master list of all the resources and activities. Each tab has the following information:
	-Language of the resource
	-Authentic Resource Link
	-Copyright/Creative Commons License Information
	-Example Activity Link (these are for the Spanish activities and are written in English, so everyone can understand. However they should be in the target language and scaffolded for learners' proficiency levels +1)
	-Mode(s) of communication (interpretive listening or reading, interpersonal, or presentational)
	-Culture (product/practice/perspectives touched on with the example activity)
	-ACTFL Standards that can be addressed with this example activity
	-AP Themes that fit with this category
	-Grammatical Structures that could be used/taught with this activity through input
How to use:	1. Choose which topic you need a resource from for your class.
	2. Find your target language.
	3. Find a resource that works for your class.
	4. Save to your own file, be sure to use the copyright/creative commons licenses appropriately.
	5. Look at the examples for ideas on how to make activities to use the authentic resources.
Options:	You can sort by language, activities, mode of communication, ACTLF standard, AP theme, Etc.
	-Just click on the down arrow on the top of the column you wish to sort by. Then click Sort A-Z

The “Master list” page

The “Master list” page displays a centralized location for all the categories. In Column A, the topics are listed and linked to their individual tabs at the bottom of the page. Column B lists the language of the authentic resources. Column C is the link to the resource. Then, Column D has the creative commons licensing or the copyright information for each source if it can be found. Teachers should always follow the licensing guidelines of the sources provided. Column E contains links to any example activities for authentic resources. The examples given are for some of the Spanish resources. Columns F-G states the modes of communication used, the cultural aspects covered, the ACTFL World Readiness Standards used, the AP themes covered, and the potential grammatical structures that could be tied into the different activities or resources. Figures 4 and 5 show the “Master list” page.

Example resources

The example activities have been written in English so teachers can use them as a template to create their own activities for the resources in their target language. However, in practice, these should be written in the target language with the appropriate scaffolding for Level 1 students. Each activity includes an interpretive listening or reading as well as either an interpersonal or presentational activity. Some of the listening activities include a cloze fill-in-the-blank of the script to help give students listening strategies such as listening for cognates, vocabulary words, or the main words to help find the main idea.

Each of the example resources tries to include a product or practice of the culture as well as a guiding question toward the perspectives of the culture. Depending on the resource chosen, a teacher could find a way to incorporate all three aspects of culture into their activity. The activities are also related to the different ACTFL World Readiness Standards and AP themes

they best align with. Finally, when possible, the resource gives suggested grammatical structures that could be incorporated. These structures should be taught using strategies discussed in the literature review such as teaching them during input processing using ideas like repetition, making the structures salient, making meaningful connections, and scaffolding when necessary to help negotiate for meaning.

Figure 4

Master list page Columns A-F

A	B	C	D	E	F
Topic	Language	Authentic Resource Link	Licensing/Source	Activity Links	Mode of Communication
General theme that each resource can be used for	Target language used	Links to the original resource	CC licensing or other source licensing	Links to example activities using the source in the row	Interpretive Listening/Reading, Presentational, or Interpersonal
Target Language Culture/customs	Arabic	AR--Culture tag	CC: By, NC, SA		Interpretive Listening
Target Language Culture/customs	Arabic	AR--Customs tag	CC: By, NC, SA		Interpretive Listening
Target Language Culture/customs	Chinese	ZH--Culture tag	CC: By, NC, SA		Interpretive Listening
Target Language Culture/customs	Chinese	ZH--Customs tag	CC: By, NC, SA		Interpretive Listening
Target Language Culture/customs	French	FR--Culture tag	CC: By, NC, SA		Interpretive Listening
Target Language Culture/customs	French	FR--Customs tag	CC: By, NC, SA		Interpretive Listening
Target Language Culture/customs	German	DE--Culture tag	CC: By, NC, SA		Interpretive Listening
Target Language Culture/customs	German	DE--Customs tag	CC: By, NC, SA		Interpretive Listening
Target Language Culture/customs	Italian	IT--Culture tag	CC: By, NC, SA		Interpretive Listening
Target Language Culture/customs	Italian	IT--Customs tag	CC: By, NC, SA		Interpretive Listening
Target Language Culture/customs	Portuguese	PT--Culture tag	CC: By, NC, SA		Interpretive Listening
Target Language Culture/customs	Portuguese	PT--Customs tag	CC: By, NC, SA		Interpretive Listening
Target Language Culture/customs	Russian	RU--Culture tag	CC: By, NC, SA		Interpretive Listening
Target Language Culture/customs	Russian	RU--Customs tag	CC: By, NC, SA		Interpretive Listening
Target Language Culture/customs	Spanish	Gente de Zona - La Gozadera (Official Video) ft. Marc Anthony	(C) 2016 Sony Music Entertainment US Latin LLC / Magnus Media LLC	 Los países de latinoamérica	Interpretive Listening
Target Language Culture/customs	Spanish	What's the difference between Hispanic, Latino, and Spanish?	Bustle.com	 Los países de latinoamérica	Interpretive Listening
Target Language Culture/customs	Spanish	ES--Customs tag	CC: By, NC, SA		Interpretive Listening
Target Language Culture/customs	Spanish	ES--Culture tag	CC: By, NC, SA		Interpretive Listening

Figure 5

Master list page Columns G-J

G	H	I	J
Product/Practice/Perspective	ACTFL World Readiness Standard	AP Theme(s)	Structures
<i>Which part(s) of culture does it hit?</i>	<i>Culture, Communication, Connections, Communities, or Comparisons</i>	<i>Which themes does it hit?</i>	<i>What grammatical structures are used?</i>
Depending on which you choose could hit all 3		Personal and Public Identities	
Depending on which you choose could hit all 3		Personal and Public Identities	
Depending on which you choose could hit all 3		Personal and Public Identities	
Depending on which you choose could hit all 3		Personal and Public Identities	
Depending on which you choose could hit all 3		Personal and Public Identities	
Depending on which you choose could hit all 3		Personal and Public Identities	
Depending on which you choose could hit all 3		Personal and Public Identities	
Depending on which you choose could hit all 3		Personal and Public Identities	
Depending on which you choose could hit all 3		Personal and Public Identities	
Depending on which you choose could hit all 3		Personal and Public Identities	
Depending on which you choose could hit all 3		Personal and Public Identities	
Depending on which you choose could hit all 3		Personal and Public Identities	
Depending on which you choose could hit all 3		Personal and Public Identities	
Depending on which you choose could hit all 3		Personal and Public Identities	
Product--country names, tied to practice and perspective with 2nd video	Could be linked to culture, connections (music), comparisons	Personal and Public Identities	chorus: preterite él/ella
Product--tied with La Gozadera video 1st, Practice and perspective	Could be linked to culture and comparisons	Personal and Public Identities	N/A
Depending on which you choose could hit all 3		Personal and Public Identities	
Depending on which you choose could hit all 3		Personal and Public Identities	

Other pages

Each of the subsequent tabs or pages along the bottom of the supplemental guide is broken down by category: Target Language Cultures/Customs, Greetings/Goodbyes/Politeness, Describing Yourself and Others, Families, Homes and Houses, Schools and Classrooms, and Food/Mealtimes. These categories are organized in the same manner as the “Master List” page. However, Column A provides some extra details about the authentic resources such as the amount of L1 used, if there are several options for a teacher to use, or if the resource could fit multiple topics. Each of the individual categories is sorted alphabetically by target language. Teachers can choose to sort the guide in whichever way works best for them. To do so, they click on the letter at the top of the column and highlight the entire column. Then, they should click on the drop-down arrow that appears as you hover the cursor over the column and go to “sort sheet

A-Z”. Figures 6 and 7 show the “Families” page as an example of the specific category tabs available to teachers.

Figure 6

Families page example 1

A	B	C	D	E	F	G	H	I
Topic/Notes about source	Language	Authentic Resource Link	Licensing/Source	Activity Links	Mode of Communication	Product/Practice/Perspective	ACTFL World Readiness Standard(s)	AP Theme(s)
General theme that each resource can be used for	Target language used	Links to the original resource	CC licensing or other source licensing	Links to example activities using the source in the row	Interpretive Listening/Reading, Presentational, or Interpersonal	Which part(s) of culture does it hit?	Culture, Communication, Connections, Communities, or Comparisons	Which themes does it hit?
*Several varying family descriptions to choose from based on level	Arabic	AR--Family tag	CC: By, NC, SA		Interpretive listening			Families and Communities
*Several varying family descriptions to choose from based on level	Chinese	ZH--Family tag	CC: By, NC, SA		Interpretive listening			Families and Communities
	Chinese	https://i.pinimg.com/originals/d4/48/d4480f2ada43356026ab489fb9400f2.jpg	see bottom of infographic		Interpretive reading			Families and Communities
	Chinese	认真认真关系图 Chinese new year Family tree infographic by Lemongraphix on Dribbble	© 2022 Dribbble. All rights reserved.		Interpretive reading			Families and Communities
	Chinese	China traditional family values and modern transformations - Haier Smart Homes CNY advertisement	Haier Smart Homes		Interpretive listening			Families and Communities
*Several varying family descriptions to choose from based on level	French	FR--Family tag	CC: By, NC, SA		Interpretive listening			Families and Communities
	French	Adoption Infographic [Infographie] : Les rapports entre grands-parents et petits-enfants - Les Senioriales	Le Figaro		Interpretive reading			Families and Communities
	French	La famille québécoise	unknown		Interpretive reading			Families and Communities
	French	Démographie. La France aime les bébés mais continue à vieillir	Insee/AFP		Interpretive reading			Families and Communities
	French	Portrait des ménages et des familles au Canada	Statistics Canada		Interpretive reading			Families and Communities
	French	Classe moyenne : l'éclatement du modèle familial Vos finances : des réponses à vos questions Radio-Canada.ca	ICI Radio Canada		Interpretive reading			Families and Communities

Figure 7

Families page example 2

A	B	C	D	E	F	G	H	I
Topic/Notes about source	Language	Authentic Resource Link	Licensing/Source	Activity Links	Mode of Communication	Product/Practice/Perspective	ACTFL World Readiness Standard(s)	AP Theme(s)
General theme that each resource can be used for	Target language used	Links to the original resource	CC licensing or other source licensing	Links to example activities using the source in the row	Interpretive Listening/Reading, Presentational, or Interpersonal	Which part(s) of culture does it hit?	Culture, Communication, Connections, Communities, or Comparisons	Which themes does it hit?
	Spanish	Alejandra describe su familia	CC: By ULATS Texas	Copy of Alejandra Z describe su familia	Interpretive listening, presentational writing	product--family	comparisons, communication	Families and Communities
	Spanish	Amor es amor, todos somos familia. Conapred - Sitio Web Oficial de Paola Rojas	Alpha Imagen Creativa/Consejo Nacional para Prevenir la Discriminación (Conapred)	Copy of Copy of Essential Question: What constitutes a Mexican Family	interpretive reading, presentational writing	product--family, perspective	culture, comparisons, communication	Families and Communities
	Spanish	Así son las verdaderas familias en México .jpeg	unknown	Copy of Copy of Essential Question: What constitutes a Mexican Family	interpretive reading, presentational writing	product--family, perspective	culture, comparisons, communication	Families and Communities
	Spanish	Día internacional de la familia	ONU e INEGI	Stations reading: What constitutes a Mexican Family	interpretive reading, presentational writing		culture, comparisons, communication	Families and Communities
	Spanish	Diferentes tipos de familias mexicanas	unknown	Stations reading: What constitutes a Mexican Family	interpretive reading, presentational writing		culture, comparisons, communication	Families and Communities
	Spanish	Laura : les familles colombiennes	CC: By, NC, SA		interpretive listening			Families and Communities
	Spanish	Familia : mi familia - Audio Lingua - mp3	CC: By, NC, SA		interpretive listening			Families and Communities
*could fit multiple topics	Spanish	Yolena : mi hija - Audio Lingua - mp3	CC: By, NC, SA		interpretive listening			Families and Communities
	Spanish	Laura : les membres de mi familia - Audio Lingua - mp3	CC: By, NC, SA		interpretive listening			Families and Communities
	Spanish	Cristina : mi pato	CC: By, NC, SA		interpretive listening			Families and Communities
*Several varying family descriptions to choose from based on level	Spanish	ES-- Family tag	CC: By, NC, SA		interpretive listening			Families and Communities

Limitations

While the goal of this supplemental guide is to help teachers find authentic resources to use in their classrooms that allow for enhanced cultural discussions as well as proficiency-based activities, some limitations are present in this product.

Lack of multiple language examples

One limitation is that the examples are only for Spanish authentic resources. While I have included activities for each category present, my lack of knowledge about the other target languages means I do not have any example activities for those languages. To work around this, I made sure to create the activities provided in English so teachers can use them as a template to adapt the resources to their target language. One of my colleagues also created some French activities that I could share with her permission. Fortunately, many of the included resources are similar in nature, so the activities can be easily modified to fit the needs of the language being used.

Inconsistencies in the number of authentic resources

While searching for the different authentic resources, I noticed some inconsistencies in which categories had resources as well as inconsistencies in the amount of interpretive listening resources available versus interpretive reading resources available. Some categories have an ample number of resources to choose from, such as school and classroom or food/mealtimes. On the other hand, categories like greetings/goodbyes/politeness and describing yourself and others provide many less resources.

At the same time, the categories greetings/goodbyes/politeness and describing yourself and others have primarily interpretive listening resources such as audio links or videos while the categories family, school and classroom, and food/mealtimes have both interpretive listening

resources and interpretive reading resources. This raises two points for further discussion: why are there less resources for certain categories listed in the guide? Why are some categories mostly listening based while others provide a more balanced number of resources for the interpretive modes of communication?

Ability to understand resources

When looking for resources, I was able to find some for most of the languages desired. However, it was difficult to know if the resources chosen were at the right level or even in the right category. I address the category issues by asking colleagues who speak the other languages, using a translator for certain authentic resources, or using pictures or context clues to help decide which category was correct for that resource. Unfortunately, for many of the languages, I am unsure if they are appropriate for Level 1 students as I am unsure of the structure and vocabulary for that language. However, using tags from others who have done the work on websites like Audiolingua.com and Pinterest, I am confident that these resources will still be valuable to Level 1 teachers. One workaround for interpretive reading or listening resources above the proficiency level of the students is to provide scaffolding and create the tasks that are on level or one level above where the students are.

Summary

The curriculum supplemental guide created gives World Language educators a centralized and organized database of resources they could use to add culture and proficiency-based resources and activities to their lessons and units. The example activities provide teachers with a template, so they do not have to start from scratch. It also displays information on licensing, modes of communication, cultural aspects, and other pertinent information for teachers about each of the authentic resources listed. Overall, this supplemental guide should help

teachers continue to include proficiency-based activities in their classrooms and increase the amount of in-depth cultural discussions they have in Level 1 classes.

Chapter 5 - Discussion

When determining the implications of this content analysis and curriculum, I analyze them through different viewpoints: from my own school setting, for World Language teachers in general, with the theoretical frameworks discussed previously in mind, and how this might impact research going forward. In this chapter, I also reiterate the limitations of both the content analysis and the supplemental guide as well as provide concluding thoughts on the research and product.

Implications

In my current district

Having discussed this supplemental guide within my department over the past year of working on it, they have provided me with valuable feedback and information on the benefits of this type of project as well as how to best set it up for our use. The curriculum supplemental guide allows us to have a single, organized location for over 300 authentic resources as well as example activities to pull from. This is valuable as it saves time for teachers. That time saved searching can be used to plan better comprehensible input activities or task-based learning activities for our students. For example, our French teachers have been able to use the guide to find resources for their family unit without having to spend hours looking for something culturally relevant and authentic to what they are teaching.

As another example, one of our other Spanish teachers was able to use the example food activities to teach our current unit without having to reinvent the wheel on an activity I had already created. She was able to take the activities she wanted to use and modify them for her students without starting from scratch. This shows the guide has already been helpful for our French and Spanish teachers in real time. It gives teachers time back in their day to build culture

back into the classroom without wasting time and energy searching for resources in the first place.

For World Language teaching

When looking outside the immediate scope of my district, I believe this guide also provides World Language teachers with the same benefits mentioned above. However, the guide also provides an opportunity for teachers to see other major changes in their classrooms. This product is significant for World Language teachers because students are gaining access to more culturally authentic materials which will increase their knowledge of the target language culture in meaningful ways. In the examples, I try to include all aspects of the definition of culture from the literature review: products, practices, and perspectives (Moran & Lu, 2001) For example, teachers who use the videos on greeting someone formally or informally in Spanish are showing students how native speakers are addressing this common practice. They can then discuss the perspective of how we treat our elders or how we respect one another. It is more authentic and likely to stick with students than a simulated conversation out of a textbook due to it being both meaningful and engaging.

Teachers can also hope to see a significant increase of proficiency-based activities in their classrooms. The examples use the interpretive listening and the interpretive reading mode of communication as the basis of input for the students. These activities allow students to hear or read authentic language and process it in context. They are getting more examples of the vocabulary and grammar in use in real world scenarios. The teachers can then parlay these interpretive activities into interpersonal or presentational speaking and writing activities rather than a fill-in-the-blank worksheet or multiple-choice activity. Students can make connections or compare what they read or heard to their own culture or communities.

The curriculum guide can also help teachers who are trying to transition away from textbooks and traditional methods of language teaching such as grammar translation or verb conjugations and fill-in-the-blanks. While the new textbooks being published are a sign that things are changing, teachers need supports they can use in the meantime. However, many teachers are reluctant to switch from what they know and have already created. This guide can help bridge the gap until teachers are comfortable teaching with proficiency and culture as the basis of their curriculum. It gives teachers examples of how to implement authentic resources, how they relate to the Standards, what modes of communication they can use, and how it relates to the products, practices, or perspectives of culture.

From a theoretical perspective

This curriculum product gives teachers a guide to help increase the teaching of culture in the classroom as well as provide examples of how proficiency-based teaching can be incorporated. It also presents interpretive activities using Krashen's input hypothesis (1992) that are at one level above where the students are on the proficiency scale. The example activities allow for opportunities to interact with one another using the language to negotiate meaning (Long, 1980) as well as output of the language (Swain, 1995). In other words, this guide provides teachers with a concrete, usable resource and examples that put well-known theories into practice.

As has been stated many times already, input is necessary for language acquisition (Henshaw & Hawkins, 2022). The guide gives teachers several authentic resources that provide a variety of input for students to see, read, and hear. Authentic resources also provide the opportunity for differentiation and creation of activities for students at different levels of proficiency. The example activities show how teachers can use input for students to make

meaningful connections with the culture and the content. It takes the focus away from the grammatical structures of the language.

Both output and interaction need input while input itself is not sufficient (Henshaw & Hawkins, 2022). This guide gives teachers resources that can be used for both interactive and output activities. For example, teachers could use a listening resource on breakfast for input. Then, the teacher could use task-based language teaching to plan the next lesson using two listening resources on lunch with an information gap activity. Students would have to negotiate the missing information with each other to communicate with the target language (Ellis, 2009) which provides an opportunity for interaction. Students could then share what they learned to the class in a presentational style output activity. By using this guide, teachers can fill in the gaps from textbooks with authentic resources to create different tasks or activities for students that are grounded in theory rather than just fill-in-the-blank or multiple-choice activities.

From a constructivist standpoint, these activities allow students to use their prior knowledge to build their understanding and make connections. They can compare what they learn with what they know, forming stronger cognitive connections with the language. For example, students can use the same listening or reading strategies they use to understand something in their native language to help them understand something in the target language.

Meanwhile, from a sociocultural theory perspective, the activities give students the right amount of scaffolding for them to improve their language skills by interacting with the language in a way that is not overwhelming. Students can also work together collaboratively in these activities to build on the skills in which they are each strong. For example, some students might be stronger at reading in the target language while another might be stronger at listening. They

can work together to decipher the main ideas of two different interpretive tasks and then work interpersonally to discuss what they have learned.

Lastly, the product provides teachers with authentic resources that are culturally relevant. The infographics, videos, and other materials are ones that are used not just for teaching students how to communicate in the language but also to learn about the cultures which make up the language they are learning to speak. The guide fills in a major need for World Language teachers in this regard. Culture being one of the key aspects of a language is often pushed to the side or as an afterthought for many teachers due to time constraints or strict programs of study. However, culture is essential in language learning and must be included to avoid stereotypes or overgeneralizations (López-Burton & Minor, 2014; Henshaw & Hawkins, 2022). This guide helps teachers incorporate culture at a more in-depth level while still using the target language to communicate. It gives teachers examples of how you can use input to teach not just content but the products, practices, and perspectives of the culture as well.

For the future

When looking ahead, I believe more work is needed on improving the teaching of culture in the World Language classroom: how can we teach culture to our students more in-depth, how can we use the culture to teach the language itself, and how can we manage the time needed to teach both the language and the culture? When thinking about proficiency-based practices, more needs to be done in a few areas: teaching current teachers how to implement proficiency-based teaching, teaching pre-service teachers about proficiency-based teaching practices, and showing the need for proficiency-based teaching in the classroom.

One future product or area where World Language teaching would benefit is the creation of an entire curriculum that uses culture in proficiency-based activities to teach the language.

Putting culture at the center of the classroom while teachers use proficiency-based activities to communicate in the target language about the culture would provide the well-rounded World Language curriculum we need. Right now, there are some textbook companies working on doing this. Until we reach a time when all World Language textbooks are set up to teach proficiency and culture, teachers need a place they can go to for authentic resources, ideas, and examples. This guide provides that space in an easy-to-use format for all educators.

Getting the guide out

To get this guide into as many World Language teachers' hands as possible, I plan to share the guide in a couple of ways. First, presenting at conferences allows for immediate demonstration of how the guide works. It also provides the opportunity to collaborate with other teachers, add new resources and example activities to the guide, and get feedback on the ease-of-use for the guide. Finding a way to share the guide on a national level through something like *The Language Educator* published by ACTFL or another publication geared toward World Language teachers would greatly enhance the number of teachers able to access and use the guide to help them transition to or improve their teaching of culture and proficiency. Lastly, I want to create and maintain a webpage devoted to this guide and the resources teachers can use in their classroom. Having a centralized location to find authentic resources and examples will help both pre-service teachers and current educators as they try to use the best practices possible to teach their students.

Limitations

The content analysis

While the content analysis does look at textbooks World Language teachers are using today, there are some limitations I came across while completing the analysis. First, the access to

textbooks was limited to ones that we have at our school, ones I could borrow, or ones I could get trial access to. This content analysis would benefit from having more textbooks analyzed to provide more data on the culture and proficiency activities present.

Another limitation I faced while working on this analysis is my in-depth knowledge of only one of the languages used. For French, I relied heavily on my colleagues while the Portuguese textbook required some translation assistance from native Portuguese speakers. This analysis would improve if it were done with a group of language speakers to ensure that all texts were looked at by someone familiar with each language.

Lastly, there are only three languages in this analysis. By adding more textbooks, it would provide more well-rounded data for all language teachers not just French, Spanish, and Portuguese teachers. It would also allow for comparisons on how textbook companies approach language teaching for individual languages.

The curriculum supplemental guide

While the limitations to the supplemental guide are discussed in detail in Chapter 5, I present them here again briefly to tie them to the content analysis limitations as well. The limitations for the guide include lack of multiple language examples, inconsistencies in the number of authentic activities, and the ability to understand some resources.

Like with the content analysis, the lack of multiple language activities stems from my lack of knowledge of multiple languages. The French activities included were provided by another teacher. However, I am unable to create activities for the resources in languages such as Arabic as I do not have control of those languages or contact with someone who speaks those languages. My way around this limitation was to create the activities in English, so other teachers can adapt them to their target language needs.

My ability to understand some of the resources as well as the inconsistencies of the number of authentic resources are also limitations. However, these limitations are easily solved if, in the future, this guide is shared among language teachers who are willing to add their activities and resources, making it a more collaborative effort to help one another.

Conclusions

My goal for this dissertation was to provide a supplemental guide to help World Language teachers provide a classroom that is promoting the teaching of culture in-depth and in context while also implementing proficiency-based activities. This goal is grounded in the theoretical frameworks described within this paper along with what I and others have experienced in the World Language classroom.

While the content analysis performed shows a lack of in-depth cultural activities in the textbooks used as well as the use of out of context ways to teach culture such as “Did you know...?” boxes or non-authentic readings written by textbook authors, there is also evidence of a change happening in newer publications. Currently, the focus is more on the product or practices without giving much thought to the perspective component. In my opinion, this type of cultural presentation separates culture from the language and does not provide students with the knowledge and understanding of the target culture that helps build empathy and connections in our global society. With this push to focus on culture from teachers, we can see the need for something like this supplemental guide to help bridge the gap until more textbooks start placing culture at the forefront of the curriculum they create.

The analysis also shows a lack of proficiency-based activities in favor of more traditional activities like multiple choice or matching activities. These activities do not follow what the research in the literature review says is necessary for language learners to be successful. The

textbooks lack comprehensible input activities which allow for students to gain repetition, meaningful connections to the language, and real-world experience with the language. Interpersonal activities and presentational activities are not always real-world applicable or communicative in nature. However, once again in the newer publications, we see that a shift is happening to meet the demands that teachers are asking for and that the research shows are vital for students to acquire the language.

The analysis presented in Chapter 3 allowed me to create a supplemental guide teachers can use in their classrooms. This guide will fill the gaps of older textbooks and curriculum while teachers start to transition away from them to newer, more proficiency and culturally based curriculum. This guide uses authentic resources to focus on the cultures of the target languages being taught. They can compare the target language culture to their own, and see the products, practices and perspectives that make up those cultures with an open mind. The activities are proficiency-based, linking the modes of communication together in a logical and cohesive manner. Students are getting repetition and making connections. Overall, the students benefit from having language and culture being taught together, making students stronger in both areas. In my opinion, a language student who understands both the language and the culture becomes a stronger and more empathic global citizen which is the best a World Language teacher, like me, could hope for.

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Appendix A - Links

Content analysis link

Here is a link to the [content analysis spreadsheet](#). This link goes to the spreadsheet of the data from the analysis organized by the textbooks used. Column A lists the textbooks. Columns B-G give the data around the cultural activities or lack thereof in each textbook. Columns H-K provide the data for the types of activities used. Column L lists if the textbook is aligned with the ACTFL World Readiness Standards. Rows 30-32 break down the averages from the data collected.

Supplemental guide link

Here is a link to the Supplement Guide in full. The link was provided in the main body of the document in Chapter 4. I am providing again [here](#).

