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GRADUATE COLLEGE

A STUDY OF THE EFFECTS OF PROFESSIONAL DEVELOPMENT RELATED TO FOREIGN LANGUAGE AND CULTURE INSTRUCTION IN ELEMENTARY CLASSROOMS

A Dissertation

SUBMITTED TO THE GRADUATE FACULTY

In partial fulfillment of the requirements for the

degree of

Doctor of Philosophy

By

JUDITH MARY COUGHLIN
Norman, Oklahoma
2003

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A STUDY OF THE EFFECTS OF PROFESSIONAL DEVELOPMENT RELATED TO FOREIGN LANGUAGE AND CULTURE INSTRUCITON IN ELEMENTARY CLASSROOMS

A Dissertation APPROVED FOR THE DEPARTMENT OF INSTRUCTIONAL LEADERSHIP AND ACADEMIC CURRICULUM

BY

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ABSTRACT

This study is a qualitative case study with a single-case embedded design. The focus of this study was the two-week professional development institutes, Empowering Professionals, Yes! and Border Crossings, provided by Title VI grants. The institutes were held during 1997, 1998, 1999, 2000, and 2001.

Participants of the institutes who had attended the institutes a minimum of two years and were elementary teachers teaching in Oklahoma City Public Schools were the population of this study. The sample drawn from this population was selected using purposeful selection. Five participants in the sample were interviewed and classroom observations were conducted.

Sources of data for this study included evaluation questionnaires completed by participants of the professional development institutes. This data were reported as group data. Other sources of data included interviews and observations.

Findings related to techniques used by elementary teachers to integrate foreign language and culture into the curriculum included activities which included arts and crafts, games, and computer games to enhance language development. Including foreign language into the curriculum using daily calendar activities was also a finding. Materials used to help integrate foreign language and culture into the curriculum included teacher resource materials, tapes, CD, and arts and craft activities.

This study found that materials used by elementary teachers to integrate foreign language and culture into the curriculum were curriculum guides provided to participants of the institutes, multicultural stories, videos, and music tapes. The use of the materials

varied and included using the materials as a teacher resource to provide background knowledge and as classroom activities.

Acceptance and understanding emerged as a finding related to the impact attending the foreign language institutes had on elementary teachers. This acceptance and understanding included the teacher's acceptance of the cultural background of students and student's acceptance and understanding of other students. Another finding related to impact included that integrating foreign language and culture into the curriculum was adaptable to any subject and grade.

Recommendations to school districts and teacher preparation programs are made in this study. Also recommended are topics for further study.

CHAPTER 1

INTRODUCTION

No longer is America a nation of neighborhoods. No longer do we visit, socialize, or do business with just those who are close in our own small community or neighborhood. Through technology and mass communication America has become a global community, a worldwide community. To be an active, participating, and contributing member of this global community, we must acquire the ability to understand and to be understood in the languages of this worldwide community (*Standards for Foreign Language Learning*, 1996). The neighborhood language of the past will no longer suffice. We must acquire the ability to understand and to be understood in the languages of the worldwide community. Being fluent in other languages enhances the economy, strengthens competitiveness abroad, and improves global communication (Naserdeen, 2001).

Studying another language gives one the powerful key to successful communication and understanding. Successful communication includes knowing how, when, and why to say what to whom. Both the linguistic knowledge and the social knowledge are required for successful human-to-human interaction. This interaction may be face to face, written, or transmitted through some form of technology. Whatever the form of the communication, the linguistic and social aspect must be present for the communication to be successful (*Standards for Foreign Language Learning*, 1996).

Successful communication is not the only benefit of foreign language study. Another benefit is to develop an insight into one's own language and

culture (Nugent, 2000). It is through studying languages that one learns the interdependence of language and culture. The structure of one's language and its limitations become apparent as second language acquisition takes place. The student of language becomes aware of the ways speakers switch levels of discourse as the context of the communication changes. The contributions of volume, pitch, speed, and tone of voice to the emotional layers of language become clear. Eye contact, facial expressions, and gestures play a vital role in enhancing the message that is being conveyed. This is realized as the language learner increases in knowledge of the language. With these understandings comes a new-found respect for other languages, as well as insight into one's own language (*Standards for Foreign Language Learning*, 1996).

The respect for other languages gained when studying a foreign language is accompanied by understanding, tolerance, and respect for the cultural identities and values of others. This aids in dispelling ethnocentrism and supports the placement of local communities within the framework of the global society (Nugent, 2000).

Studying another language may give students a cognitive boost that enables them to perform at higher levels in other subjects. Students who have studied a foreign language in elementary school achieve at or above the expected gains on standardized tests in reading, language arts, and mathematics (Rafferty, 1986). These gains in standardized test scores are also shown with high school students (Olsen and Brown, 1992).

Most teaching in foreign language classrooms formerly concentrated on the how to say what, the grammar, and vocabulary skills. These components of foreign language instruction are critical. However, foreign language instruction currently focuses on communication, which highlights the when, the why, and the whom. This approach to language instruction is designed to promote interaction with others and includes aspects of culture (Schultz, 1999).

Included in foreign language instruction are the aspects of culture including food, festivals, facts, and famous people. These are called the four F's of culture and are the very basic aspects of culture (Thompson, 1996). Foreign language instruction currently goes beyond including only the four F's and also incorporates the aspect of universals. Universals are those things common to all cultures and go beyond the basic food, festivals, facts, and famous people. Universals encompass materials; food, clothing, tools, personal possessions, and household articles; forms of art both fine and folk; recreation; and verbal and non-verbal communication.

Staff development is often the means through which teachers acquire new knowledge or skills. Staff development in the area of culture is more difficult than in the basic skills of reading, writing, and mathematics because attitudinal change in involved. Aspects that enhance a staff development program focused on infusing cultural perspectives into the curriculum are opportunities for hands-on experiences, opportunities to discuss ideas with the staff developers, materials and resources provided, and demonstration of new ideas and strategies (Brown, 1992).

Content-based language programs are those in which areas of the curriculum are taught and/or enriched through the medium of a second language (Met, 1991). Teaching language through content parallels the approach of teaching language acquisition and content acquisition in natural settings (Met, 1991). Thus, understanding the immediate environment goes hand in hand with learning to communicate about it.

The need for foreign language study is demonstrated in the changes in the demographics of our nation, state, and within Oklahoma City. The 1990 Census shows that 14% of the United States population over five years old speak a language other than English. The 2000 census shows that this number has risen to 18%. The 1990 Census for Oklahoma indicates that 5% of the population over five years of age spoke another language. The 2000 Census shows that this population in Oklahoma has grown to 7.4%. Within Oklahoma City the change is even greater. The 1990 Census for Oklahoma City shows 7% of the population over five years of age spoke a language other than English. The 2000 Census shows 13%.

During the 2000 – 2001 school year, the Oklahoma City Public Schools, where this study was conducted, had a student population of 40,291. According to the home language surveys that were completed by parents that school year, 78.4% of the students spoke English in the home, Spanish was the second language spoken most often, and Vietnamese was the third language spoken most often. However, within the student population of Oklahoma City Public Schools

46 different languages were spoken by students (*Oklahoma City Public School Statistical Profile*, 2000 – 2001).

Background of the Study

In 1992 the Oklahoma legislature passed H. B. 1017 which established the Priority Academic Student Skills (P.A.S.S.). This new law made foreign language a component of the core curriculum and required that all kindergarten through third grade students receive informal instruction in languages and cultures, all fourth and fifth grade students receive formal instruction in languages and cultures as part of their daily classroom activities, and all school districts deliver a sequential 4th through 12th grade foreign language program in a minimum of one language. This law required implementation to begin in the 1992-93 school year with complete implementation by 1997 – 98. Since this new law was an unfunded mandate, the State Department of Education decreed all elementary teachers as teachers of foreign language.

To help meet the mandates of this new law, a consortium led by Oklahoma City Public Schools wrote and received a Title VI foreign language grant entitled Empowering Professionals, Yes! (EPY). This grant provided funding for resources and training in languages and cultures for elementary teachers across the state of Oklahoma. The training provided for elementary teachers was a two-week professional development institute held during the summers of 1997, 1998, and 1999. The focus of these institutes was how to integrate foreign language and culture into the elementary curriculum.

During the first summer, 1997, teachers were introduced to French, German, Japanese, Spanish and Vietnamese. During subsequent summers, teachers were introduced to Arabic and Chinese. These institutes provided kindergarten through fifth grade teachers with techniques and materials to integrate foreign language and culture into the curriculum.

The EPY grant also provided a one-week academy for elementary students. These academies introduced elementary students to the same languages and cultures introduced in the institutes for teachers.

The Oklahoma City Public Schools consortium was awarded a second Title VI grant, Border Crossings, in 1999. This grant continued the two-week foreign language institute for another three years. The Border Crossings grant broadened the scope of eligible teachers including both elementary and middle school teachers. The first Border Crossings institute was during the summer of 2000. This Border Crossings institute continued the languages and cultures studied in EPY and introduced Russian.

Also included in the Border Crossings grant were week-long academies for elementary through middle school children. The academy held during the summer of 2000 continued the languages introduced in EPY and also, like the institute, introduced Russian. This academy included both middle school and elementary school students.

The curriculum used for integration during both the EPY and Border Crossings institutes was Core Knowledge, a body of widely used knowledge taken for granted by competent writers and speakers in the United States. This

knowledge forms a foundation for higher-order reading, writing, and thinking skills that children need to be academically successful (Hirsch, 1987). The trainers, or teachers, of the institute developed the techniques to integrate language and culture into this curriculum. These techniques were presented during the classes held during the institutes.

Need for the Study

No articles were found in the research on techniques used to incorporate foreign language and culture into an already existing elementary curriculum. The literature focused on strategies to incorporate foreign language into the content areas when both the content area and foreign language objectives were built and sequenced together. All areas of the curriculum may be used to incorporate foreign language and culture. This incorporation was completed two ways. The first way to incorporate foreign language and culture into the curriculum was to begin with the content objectives. These objectives were clearly defined and did not require an excessive vocabulary. The foreign language objectives were then sequenced in accordance with the content area objectives. The second method of incorporating foreign language into the content areas was to sequence the foreign language objectives and then incorporate the content area objectives that related to the foreign language being learned (Met, 1999).

The literature also centered on including culture into the study of foreign language. Included in the discussion in the literature was the inclusion of universals. Pesola (1999) stated that universals went beyond the four F's; food, festivals, facts, and famous people; of foreign language instruction. These

universals included food, clothing, tools housing, transportation, personal possessions, household articles, and the arts. The inclusion of universals in the study of foreign language added diversity to the curriculum and allowed students to view things through multiple perspectives (O'Neil, 1998).

The literature also focused on the methodology used to teach foreign language. One of these was Total Physical Response (TPR). In this method, students responded with physical activity to teacher commands. This method encouraged careful listening and would be used in instances such as a directed art activity. The second method discussed in the literature was the Natural Approach. This method involved students learning foreign language in a meaningful context which moved students from a listening mode to a speaking mode (Curtain, 1991). Examples of this method included storytelling, role-playing, demonstrations, and dialogs.

The process of gaining knowledge about other cultures and cultural differences was often the role of the staff developer or a school district's staff development department. This role involved providing knowledge and materials to support the curriculum. No articles were found in the literature on how teachers have integrated foreign language and culture into the curriculum after receiving professional development or on the impact of professional development on teachers who are incorporating foreign language and culture into their instruction.

The literature focused on what to include in the professional development and on the structure of the professional development. Professional development in the area of culture and language was more difficult than professional

development in the basics of reading, writing and mathematics because attitudinal change was involved. Opportunities for hands-on curricular experiences, demonstrations of new ideas and strategies, and opportunities for discussion with the staff developers were helpful aspects of a staff development program that focused on infusing cultural aspects into the curriculum (Brown, 1992). Also proving helpful was to provide materials and resources.

Research Questions

This study focused on techniques applied by teachers to incorporate foreign language and culture into the elementary curriculum, materials employed by teachers to incorporate foreign language and culture into the elementary curriculum, and the impact or influence attending a professional development institute for a minimum of two years had on elementary teachers. Research questions include:

1. What techniques do elementary teachers who participated in at least two of the five elementary two-week foreign language and culture institutes apply to integrate foreign language and culture into the curriculum?

2. What materials do elementary teachers who have participated in at least two of the five elementary two-week foreign language and culture institutes employ to integrate foreign language and cultures into the curriculum?

3. Did participation in a two-week foreign language and culture institute impact or influence elementary teachers who participated in at least two of the five elementary two-week foreign language and culture institutes in ways other than integrating foreign language and culture into the curriculum?

Definition of Terms

Foreign Language: For this study foreign language was defined as those languages introduced at the foreign-language institutes. These languages included Arabic, Chinese, French, German, Korean, Japanese, Russian, Spanish, and Vietnamese.

Techniques: Techniques are those techniques taught at the foreign language institutes. The techniques encompass methods for teaching foreign language such as Total Physical Response, which is using the body to respond to commands in a foreign language. Techniques also encompass activities used to integrate foreign language into the curriculum. These activities include arts and crafts activities presented to teach the culture and activities used specifically for language. Examples of arts and crafts activities introduced at the foreign language institutes include Mardi Gras masks used in the French culture, calligraphy used in the Japanese and Chinese culture, dance used in many cultures, and gingerbread houses used in the German culture.

Culture: The term culture is generally understood to include the philosophical perspectives, the behavioral practices, and the products of a society. The products are both tangible and intangible (*Standards for Foreign Language Learning*, 1996).

Limitations and Delimitations

One of the limitations of this study is the population of teachers attending the institutes. Attendance was voluntary and was not limited to a select group of teachers.

This study is not generalizable beyond the participants of the EPY and Border Crossing institutes. It is a case study of one unique program occurring in the southwest United States.

Another limitation of this study is the languages taught at the institutes. These languages were determined by the advisory board of the grants and specified in the grants. The languages were Arabic, Chinese, French, German, Korean, Japanese, Russian, Spanish, and Vietnamese.

The techniques used in the institutes are another limitation of this study. The instructors who taught during the summer institutes determined the techniques introduced to the participants.

The use of Core Knowledge as the curriculum in which language and culture is integrated is a limitation on this study. The Core Knowledge curriculum is an established curriculum based on the work of E. D. Hirsch, author of *Cultural Literacy.*

The definition of foreign language is a delimitation of this study. Foreign language is defined as those languages taught during the foreign language institutes. These languages were Arabic, Chinese, French, German, Korean, Japanese, Russian, Spanish, and Vietnamese.

Another delimitation of this study was the participants chosen for interviews and observations. The participants chosen for interviews were selected using purposeful sampling from those participants who had attended at least two of the five foreign language institutes.

Summary

Studying another language is a powerful key to communication. Successful communication includes the how, when and what to say to whom. It is through the study of another language or languages that one learns this type of communication. With the study of a foreign language also comes the respect for other languages as well as insight into one's own language. The study of foreign language should also include the study of the culture or cultures surrounding the language. This study of culture should include food, festivals, facts, famous people, along with the study of universals.

This study focused on the participants of a minimum of two professional development institutes funded by Title VI grants and led by Oklahoma City Public Schools. These institutes introduced teachers to techniques to integrate foreign language and culture into the curriculum and also provided materials for this integration.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

Chapter one was an introduction to this study. This chapter reviews the literature related to foreign language instruction and the inclusion of culture in foreign language instruction. The literature review focused on foreign language instruction, foreign language integrated into the curriculum, culture integrated into the curriculum, methods and strategies to integrate foreign language and culture into the curriculum, and professional development in the area of foreign language. The primary purpose of the literature review was not to identify a conceptual framework for the study but to examine the possibility of integrating foreign language and culture into the elementary curriculum.

Foreign Language Instruction

Most foreign language teaching concentrated on the "how" to say, the grammar, and the "what" to say, the vocabulary. Seldom were the "who," the "why," or the "when" included. The approach to language instruction found in schools was designed to facilitate genuine interaction with others, whether they were on another continent, across town or within the neighborhood. This approach to language instruction was to acquire the ability to communicate successfully and included elements of culture in the study of the language.

During the 1980's and 1990's the approach to elementary foreign language instruction moved from focusing on grammar, vocabulary, and pronunciation to focusing on communicative proficiency; the ability to communicate in the target language in real-life contexts (Schultz, 1999).

Methodologies of the past tended to isolate language into various parts, and as a result, elementary school foreign language programs were characterized by an emphasis on memorized patterns, lists, and labels (Curtain, 1991). Elementary foreign language programs placed greater value on the ability to communicate, even at the beginning stages of language learning. This emphasis on communicative language teaching focused on the meaning of a message within a given situation, realizing that different cultures had many different ways to perform different speech acts in different contexts. Thus, communicative language teaching often used language functions or speech acts (e.g., asking questions, reporting, giving directions, and complimenting) rather than specific grammatical structures, as its organizing principles (Schultz, 1999). The emphasis on meaningful and purposeful communication left a greatly diminished role for rote, meaningless practice drills in which skills and knowledge were developed in isolation from their real-life uses (Met, 1991).

Content-based language objectives were a new way of designing language curriculum. Content-based language programs are those in which one or more content areas of the regular curriculum were taught and/or enriched through the medium of the second language. The most forceful argument for teaching language through content was the parallel of such an approach with language acquisition and concept attainment in natural settings (Met, 1991). Young children acquired language simultaneously with knowledge of the world. Understanding the immediate environment went hand in hand with learning to communicate about it. The impetus and vehicle for acquiring language was the

motivation of young children to make sense of the world and to communicate to others about it.

Language learned through content had the further advantage of allowing an integration with higher order thinking tasks, so that students communicated about thoughts, not just words (Met, 1991). Content-based instruction ensured that classroom activities were cognitively demanding and enriching and, thus, aided in the cognitive development of the students.

In a content-based foreign language lesson, the teacher carefully selected concepts from the regular curriculum that were clearly defined and did not require an excessive vocabulary (Curtain, 1991). Foreign language objectives were then sequenced in accordance with subject area objectives at specific grade levels (Met, 1991). For example, foreign language skills and cultural knowledge about the family might be best taught when the social studies objectives related to the child's family and to families around the world. In this approach, the language and culture objectives were sequenced to integrate with other curricular areas.

Another strategy for integrating language with content was to identify foreign language objectives for a given level, and then plan the content-based activities through which linguistic skills could be acquired or practiced (Met, 1991). If students were learning color words in foreign language, a math activity could be to sort M and M's by color and compare the quantities. In this approach the teacher selected the appropriate practice activities from the content curriculum at hand to serve the goal of language development.

Met (1991) described content-based instruction as being on a continuum from context-embedded to context-reduced. Context-embedded language tasks provided clues to meaning through the context of the task. Concrete experiences using manipulatives, visual aids, and realia in context made the language understandable. Background knowledge also served to embed context. For example, knowing the topic of a conversation made it easier to understand than not knowing the topic of a conversation.

Context–reduced language, on the other hand, included few cues to meaning. Attending a lecture was an example of a context-reduced language task. The challenge, then, for teachers who were teaching elementary foreign language was to create language practice that was context embedded.

Context-based instruction ensured that classroom activities were cognitively demanding, unlike traditional instruction, which can be cognitively undemanding (Met, 1991). Many times in an effort to make foreign language context-embedded, activities became cognitively undemanding requiring only recall such as memorization of vocabulary. Selecting content-based foreign language objectives and activities promoted higher cognitive functioning while providing quality language practice. The challenge then was for elementary foreign language teachers to not only create foreign language experiences that were content embedded but to make those experiences cognitively demanding. An example of an activity that is context-based and cognitively demanding was a role play such as ordering food in a restaurant.

Foreign language instruction at the elementary level often competed with the concerns of an already packed elementary-school curriculum. "The basics" were taught because of the emphasis on achievement in these areas (Met, 1991). This left little time for foreign language instruction. Content-based foreign language instruction addressed the concern of time by minimizing the time taken out for foreign language instruction. Content area concepts were enriched and enhanced through activities conducted in the foreign language thus eliminating the need to "take time out" for foreign language instruction.

Integrating Foreign Language into the Curriculum

All elementary school content areas provided opportunities for the integration of language and content. Some examples are given below.

Hands on mathematics activities were especially adaptable for integrating foreign language (Met, 1991). Manipulatives provided links between the concept – the mathematical content – and the associated language. Color words integrated during graphing activities along with the concepts and language of more and less was another example. Another example was using a hands-on calendar to teach the days of the week and months of the year. Measuring, sorting, and classifying were other examples of activities used to integrate foreign language.

The science curriculum also offered opportunities for the integration of foreign language (Met, 1991). Foreign language integrated into science curriculum could be obtained by such activities such as using a Venn diagram to compare animals. Here the names of the animals and the characteristics could be learned in the foreign language. Weather and climate were other examples of

content that adapted easily to foreign language instruction. As an example, foreign language and science could be taught through one another as students learned climate conditions such as rain, snow and sunshine and the accompanying foreign language terms for these conditions.

Reading and language arts objectives in the elementary curriculum easily integrated with the objectives of the foreign language curriculum. Because students' foreign language knowledge may be limited, early reading tasks should be tied to experience (Met, 1991). Language experience stories using foreign language could be created from learning experiences in content areas such as science and social studies. As an example, the math activity in which colors of M and M's were graphed could be used for a language experience story. Reading and language arts objectives in the elementary curriculum could also be integrated with the foreign language objectives through folktales, poetry, and children's literature. Another example was to extend the students' vocabulary though the study of "borrowed words," words that originate in a foreign language and are adapted in the English language such as futon, taco, and walkman.

Social studies lent itself extremely well to the integration of foreign language (Met, 1991). For several decades the social studies curriculum was organized around the "expanding horizons" concept. Students began by studying about themselves, their families and other families, their community and region, and that of others. Many of these concepts in social studies provided opportunities for meaningful foreign language practice. Included in the family unit, for example, were family names in other languages.

Whether through social studies or the foreign language curriculum, children should come to understand that people around the world have similar needs, but that these needs may be expressed and met in varied ways. Because an early emphasis on differences resulted in negative attitudes and stereotypes, the elementary school foreign language curriculum emphasized the conceptual generalizations that are at the heart of the social studies curriculum, stressing similarities rather than differences (Met, 1991).

Other content areas that content-based foreign language instruction extended to included art, music and physical education. These content areas were well suited to foreign language instruction because they relied less on print for the transmission of knowledge than did other content areas. Since many students had limited reading and writing skills in a foreign language, non-print activities were an optimal conduit for teaching language through content and content through language (Met, 1991).

Met (1991) also suggested that directed art activities could also incorporate many aspects of foreign language instruction. By following a series of teacher directions to complete an art project, students gained listening comprehension skills in the language. These activities, drawn from the art curriculum at any grade level, should be selected to coincide with foreign language objectives. A paper folding activity, for example, incorporated the language skills such as "left, right, top and bottom." Crafts from the culture that surrounds a foreign language could also be integrated into the curriculum. Paper cutting and egg decorating were examples of these crafts that could be

incorporated. Classical works of art were another example of art that could be used in content-based foreign language programs.

Foreign language could be integrated into music by learning songs and classical music. Playing rhythm instruments helped students experience the characteristics of music from areas where the target language was spoken. Through these experiences students gained an appreciation of the cultural diversity of the world and yet gained understanding of the uniqueness of parts of the world that share a common language (Met, 1991).

Through activities in physical education students gained comprehension skills in the foreign language and master large motor and small motor physical skills (Met, 1991). Using playground games and sports played by children in the countries that speak the target language, teachers incorporated foreign language instruction. This instruction included specific directions and direction words such as right and left given in the foreign language.

Integrating Culture into the Curriculum

Studying another language and culture provided one the powerful key to successful communication and understanding. This communication and understanding included knowing how, when, and why to say what to whom. Both the linguistic and social aspects must be present for the communication to be successful. Language and culture are in relationship: the development of language gave access to another culture and culture gave the use and development of the language (Pesola, 1991).

The term culture was generally understood to include the philosophical perspectives, the behavioral practices, and the products – both tangible and intangible – of a society (*Standards for Foreign Language Learning*, 1996). Although there was no one definition that social scientists whole-heartedly agreed upon, a generally accepted definition of culture was: the ever-changing values, traditions, social and political relationships, and world views shared by a group of people bound together by a combination of factors that can include a common history, geographic location, language, social class and/or religion (Thompson, 1996).

Schools should reflect the diversity of our society, regardless of the ethnic and cultural composition of the immediate environment. The challenge for educators was to modify curricula to capitalize upon the wealth of knowledge that all students bring to class (Thompson, 1996). Studying language and the culture embedded in the language was one way to do this.

As children experienced culture, rather than observing it as outsiders, they began to link their new language with its cultural meanings and established a foundation for genuine communicative competence (Pesola, 1991). This added dimension of language learning went beyond the four F's (food, facts, festivals, and famous people). The "why" is as important as the "what" or "who" (Thompson, 1996).

If the added dimension of culture was included in the curriculum, what was included beyond the four F's? A reoccurring theme in discussions of what to include in culture was the idea of universals, those things common to all cultures

(Pesola, 1991). The most common of these universals was materials. The universal of materials involved food, clothing, tools, housing, transportation, personal possessions and household articles. The arts, play, and recreation were another cultural universal. This universal included forms of art both fine and folk, forms of play and recreation, and standards of beauty and taste. Verbal and nonverbal communication were also universals of cultures. Family structure was a universal of culture. Another universal was education. This encompassed both formal and informal education. Economic organization that included systems of trade, division of labor, and standard of living was another universal included in culture. The last universal to be included in culture was worldview which includes belief systems and religion (Pesola, 1991).

Not only was the dimension of culture added to foreign language study it was added along with the foreign language to all subject areas. It is important to have a diverse curriculum as possible because all students needed to be able to view things through multiple perspectives (O'Neil, 1998). Viewing things through multiple perspectives helped to develop citizens who were able to consider alternative viewpoints, were able to examine values and assumptions, and were willing to learn to think critically (Bennett, 1999).

Culture in the curriculum should be emphasized but not isolated, incorporated and not compartmentalized. In the integrated learning environment, culture and foreign language interacted with language arts, social studies, mathematics, science, and all other areas of the curriculum, as children used

language to make connections among the many facets of their world (Pesola, 1991).

Examples of this comprehensive and integrated approach to including culture in the curriculum included the exploration of academic disciplines from a variety of cultural perspectives with attention to language and cultural issues (Zeichner, et al., 1998). An example on this integration of culture was the use of authentic texts. Authentic texts, sometimes called trade books, are literature books, both fiction and non-fiction, which are non-basal. Using authentic texts, topics such as math, science, social studies, and language arts could be merged in a cultural context to form a cohesive approach to not only language development but cultural development as well (Redmon, 1994).

Methods and Strategies for Teaching Foreign Language and Culture

The strategies and methods of teaching elementary foreign language were extremely diverse. The strategies and methods of teaching any curriculum at this level were extremely diverse. There was no one method or strategy that was effective with all children. Below are some methods, strategies and approaches currently in use that contributed to effective elementary foreign language teaching.

In the Total Physical Response (TPR) method, students responded with physical activity to teacher commands. An important aspect of this strategy was the creation of novel commands, to encourage creative and careful listening, and the combination of commands, to encourage performance of sequential actions (Curtain, 1991). For example, directed art activities incorporated many aspects of

TRP foreign language instruction. Through following a series of teacher directions to complete an art project, students gained extensive listening comprehension skills in the language (Met, 1991).

The Natural Approach to teaching foreign language involved students learning new vocabulary through experiences and associations with the words in a meaningful context. Listening experiences included TPR, use of pictures to illustrate concepts, and active involvement of the students through physical contact with the pictures or objects being discussed. The listening experiences included choice-making, yes-no questions, and game situations (Curtain, 1991). This approach outlined a useful sequencing of teacher questions, which moved students from a listening mode to a speaking mode.

Using the descriptions and demonstrations methodology, the teacher described an object or picture that had high interest and cultural value while constantly using gestures and elements from the object or picture to make the meaning clear. There was frequent rephrasing during the presentation just as might occur in real conversation (Curtain, 1991). An example of using demonstrations to teach foreign language was a teacher giving instructions to complete a task making heavy use of props, pantomimes and other visual aids to enhance comprehension.

Storytelling was an important method for providing natural language experiences. Stories should be highly predictable or familiar with repetitive patterns. These elements of repetition provided language that could later be used for expressive purposes (Curtain, 1991).

Games were another way elementary foreign language teachers could use to create a setting for foreign language acquisition. Games provided a sense of play and motivation that enhanced both learning and memory. Songs, rhymes, and fingerplays could also be used to create meaning in the same way that games could be used. Culturally authentic games, songs, rhymes, and fingerplays could be used in the target language to bring concepts and common expressions to life for children (Curtain, 1991).

Props and concrete materials were an important factor in creating context for communication. Children learn best from concrete experiences and the more frequently manipulation of actual objects accompanied language use the greater the impact of the language itself (Curtain, 1991). Bringing concrete objects into the foreign language curriculum, or any curriculum, offered children a rich learning environment.

Other strategies for creating context to motivate communication were simulations, dialogs, and role-plays. These strategies placed students in a situation in which they were called on to cope with the unexpected or with a new setting, using the materials they have learned through other classroom activities (Curtain, 1991). An example of a role-play was the ordering of food in a restaurant as part of a unit on food.

Professional Development in Foreign Language and Culture

Including or integrating culture and the language that accompanies it into the curriculum required sufficient knowledge of different cultures and languages. Integrating culture and language into the curriculum also required a willingness to

teach about cultural differences and the ability to develop the appropriate instructional techniques, strategies, and materials to support the curriculum (Brown, 1992). The process of acquiring this knowledge included taking classes, attending lectures, participating in workshops, attending cross-cultural events, visiting other schools and classrooms, interacting with knowledgeable mentors and reading works of notable practitioners (Thompson, 1996). More often than not it was the role of the staff developer or the staff development department of a school district to provide this knowledge along with the materials to support the curriculum.

Teachers were the key to the success of any effort to include culture and foreign language into the curriculum. They must be encouraged and supported to develop and enhance their knowledge of the history and perspectives of other cultures, especially in the content areas (Miranda, Scott, Forsythe, Spratley, and Conrad, 1992). Professional development was often the means through which teachers acquired the knowledge and skills needed to integrate culture into the classroom. Professional development in the areas of culture and language was more difficult than in the basic skills of reading, writing, and mathematics because attitudinal change was involved (Brown, 1992). Helpful aspects of a staff development program that focused on infusing cultural perspectives into the curriculum as noted by Brown included (a) the opportunities for hands-on curricular experiences, (b) the opportunities to discuss curriculum ideas with the staff developers, (c) the materials and resources that were provided and suggested, and (d) new ideas and strategies that were demonstrated.

Summary

This chapter has discussed foreign language instruction and the inclusion of culture in that instruction. Integrating foreign language and culture into the curriculum was discussed. A discussion of methods and strategies used to teach foreign language was included in this chapter. Finally, this chapter discussed professional development in foreign language and culture.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

The benefits of foreign language study are many. One of the benefits is successful communication. Another is the understanding and respect of other cultures. This study focused on two professional development projects designed to introduce elementary and middle school teachers to foreign language and the accompanying cultures.

This chapter describes the foreign language institutes, which were a major component of both the Empowering Professionals, Yes! (EPY) and Border Crossings projects used in the study. Each year the summer institutes introduced teachers to foreign languages and the cultures surrounding the languages. The institutes, held in Oklahoma City, included both elementary and middle school teachers.

The population and sample of the study are described in this chapter. Also described in this chapter are the sources of data. The analysis of the data is described in this chapter also.

Description of the Foreign Language Institutes

This study focused on two grants funded by Title VI and designed to help teachers meet the foreign language requirements of the Oklahoma Priority Academic Student Skills (P.A.S.S.) written by the Oklahoma State Department of Education. P.A.S.S. requires informal instruction in language and cultures in kindergarten through third grade. A sequential foreign language program is

required by P.A.S.S. beginning in fourth grade and continuing through twelfth grade.

The first project was Empowering Professionals, Yes!. This professional development grant provided institutes for teachers from across the state of Oklahoma. The participants were engaged in classes and activities geared toward integrating foreign language and culture into the existing curriculum. During the first year, 1997, of the EPY foreign language project teachers were introduced to Spanish, French, German, Vietnamese and Japanese. This introduction included both the language(s) and the culture(s) surrounding the language. Chinese was added the second year and Arabic the third year and again included both language and culture.

Participants who returned for the 1998 EPY institute received instruction in Chinese and three of the languages presented the first year. These three languages were chosen by the participant. During the third year of the EPY institute, 1999, returning participants received instruction in Arabic and Chinese and chose two other languages. Participants attending for the first time during the 1998 and 1999 EPY institutes received instruction in the original languages; Spanish, German, French, Vietnamese, and Japanese.

The second grant was titled Border Crossings. The languages introduced in EPY were continued in Border Crossings. During the first year of Border Crossings, Russian was introduced. First time participants in Border Crossings had the option of choosing instruction in each of the eight languages or two weeks of Spanish geared toward the beginning of formal foreign language instruction.

Returning participants received instruction in Russian and Arabic along with instruction in three of the other languages. The choice of the three other languages was made from groups of languages formed by the project director of the institute and included both Asian and European languages. Returning participants also had the option of choosing instruction in all eight languages; Spanish, German, French, Vietnamese, Japanese, Chinese, Arabic, Russian, and Korean. Another choice of the first year of Border Crossings was two weeks of instruction in Spanish. This, again, was geared toward the beginning of formal foreign language instruction.

EPY offered instruction in foreign language and cultures to kindergarten through fifth grade teachers. Border Crossings broadened the grade level from only elementary to elementary and middle school teachers. Thus, kindergarten through eighth grade teachers were eligible to attend the institute during the first year of Border Crossings.

Both native and non-native speakers of the languages taught the classes. During the classes teachers received instruction in the language and instruction in activities that could be incorporated into the existing curriculum. These activities were centered on language acquisition and aspects of the culture or cultures surrounding the language.

The curriculum for both EPY and Border Crossings was written by both elementary and secondary teachers and by non-teachers. Included in the groups of writers were both native speakers of the language and non-native speakers. The curriculum writers used the *Core Knowledge Sequence* as the curriculum in which

to integrate foreign language and culture. The *Core Knowledge Sequence* is an outline of specific content to be taught in the language arts, history, geography, mathematics science, and the fine arts. It is a guide of suggested content from grade to grade and is designed to encourage steady academic progress.

During the second week of each of the EPY and Border Crossings institutes an academy for students was held. These academies reflected the languages taught in the institutes. The EPY academies were held for elementary students. The Border Crossings academy was held for both elementary and middle school students. This study focuses only on the Institute participants.

The author of this study participated as a member of the advisory boards and as one of the project evaluators of the EPY and Border Crossing grants. The author took field notes as part of the evaluation. The advisory boards of both grants met monthly and consisted of representatives from the consortium led by Oklahoma City Public Schools. At the time of this study, the author had actively interacted with the participants and staff during the five summer institutes. This active participation involved conversations and interactions that went beyond the normal process of data collection.

The evaluation team was led by an outside evaluator who was responsible for evaluations conducted during the institutes and academies and compiling the information from these evaluations. This team also wrote the evaluation reports required by the grants and submitted them to the Title VI office.

Methodology

The methodology used for this study is case study. Cresswell (1998) defines a case study as an exploration of a "bounded system" over time through detailed data collection involving sources of information rich in context. This "bounded system" is constrained by time and place. Further, this study is a single-case embedded design. A single case study is one in which the case represents a unique case. The embedded design involves an analysis of a specific aspect of the case (Yin, 1994).

This study lends itself well to the case study methodology. Time and place bound this study. The foreign language institutes occurred for a two-week period during five summers where data were collected. This study was also bounded by place. The EPY and Border Crossing institutes were held in Oklahoma City.

One of the characteristics of a case study is that it is a unique event. The EPY and Border Crossings foreign language institutes were unique events. No other foreign language professional development institutes, such as these, were held. The specific aspect of these institutes that was studied was the instructional strategies and materials that teachers used to integrate foreign language and culture into the curriculum after attending the institutes.

Data from multiple sources, a characteristic of case studies, were used in this study. Data from evaluations completed at the institutes, field notes taken during the institutes, interviews and classroom observations were used in this study.

EPY and Border Crossings were held during the first two weeks of June during the summers of 1997, 1998, 1999, 2000, and 2001. EPY was held at Western Heights High School in Oklahoma City and Border Crossings was held at U.S. Grant High School in Oklahoma City. The Western Heights School District and the Oklahoma City School District are both independent districts in central Oklahoma.

Population and Sample

Teachers who attended EPY Institutes (1997 – 99) were kindergarten through fifth grade teachers. Teachers attending the Border Crossings Institute during 2000 and 2001 were kindergarten through eighth grade teachers. These institutes drew teachers from across the state of Oklahoma with several teachers from out of state. Most of the teachers were from the Oklahoma City area with a majority of the teachers coming from Oklahoma City Public Schools.

Teachers who attended the foreign language institutes were from both public and private schools. These participants included all grade levels from kindergarten to eighth grade and all levels of teaching experience. This experience ranged from first year teachers to career teachers.

The population for this study included teachers who attended the foreign language institute for a minimum of two years. The attendance could have been two years in succession or two years not in succession. The number of teachers who attended a minimum of two years was 80.

Attendance records kept by the Curriculum and Instruction Department of the Oklahoma City Public Schools were the source of names for the population of

teachers who attended the institutes. Permission for access to the attendance records from the Director of Curriculum and Instruction was given to the researcher.

A sample was drawn from the population of those participants who attended the foreign language institutes for at least two years. A screening questionnaire was sent to teachers who attended for a minimum of two years. This questionnaire included the following questions.

1. After attending The EPY and/or Border Crossings foreign language institutes for at least two years have you integrated foreign language and cultures into your curriculum?

2. If yes, would you be willing to participate in a further study of the institutes? This study would include interviews and classroom observations of the integration of foreign language and culture into the curriculum and would be conducted over the next several months.

Questionnaires were sent via US mail or were given to qualifying participants at the institute. The 33 returning participants from Oklahoma City Public Schools received the questionnaires. Twenty-seven returned questionnaires indicated a yes response, four indicated a no response, and two were not returned.

A sample of five participants was chosen from the returned questionnaire respondents who indicated an interest in participating in the interview and observation phases of this study. This sample was chosen using purposeful sampling. Merriam (1998) describes purposeful sampling as being based on the assumption that the investigator wants to discover, understand, and gain insight

and therefore must select a sample from which the most can be learned. A unique sample was chosen using purposeful selection. A unique sample is based on unique, atypical, or rare occurrences within the phenomenon of interest (Merriam, 1998).

This sampling process resulted in the "bounded system" of the study. The "bounded system" is defined by the five participants who participated in at least two of the five professional development institutes and applied techniques and employed materials to integrate foreign language and culture into the elementary curriculum.

The first criterion for selecting the sample was attendance. The attendance requirement was two or more consecutive or non-consecutive years. This allowed for the sample to include teachers who had the most experience attending the institutes and, possibly, the more likely to have incorporated language and culture into their classroom. The second criterion for selecting the sample was teachers who were teaching in the Oklahoma City Public Schools. Oklahoma City Public Schools was the primary host for the institutes. Choosing Oklahoma City teachers allowed for close proximity for the research and was the district in which the author worked. The third criteria for selection included those who attended the institutes and selected the institute option that included more than one language, rather than the Spanish only option. The next criterion was attending ninety percent of the days or nine out of ten days of each institute. Attendance was considered because those who attended the most had the most experience. The

grade level taught was the last criteria. This allowed for a varied range of incorporation of language and culture into curriculum.

During the five years of EPY and Border Crossings there were a total of 560 participants. Of these participants, 80 (14%) attended two or more years. Of the 80, 33 (41%) were from Oklahoma City Public Schools. From these 33, the sample of five was selected using the criteria above.

From the 33 returning participants six indicated a "no" response on the questionnaires indicating that they would not participate in the study or did not return the questionnaire. Four were eliminated because of attendance of less than nine days during the two week option. Five were eliminated because of attending one week only. Three were eliminated because they were not classroom teachers. Those who chose the Spanish option only, four, were eliminated. Three were eliminated because they were no longer in the Oklahoma City School District. Three were eliminated because of the grade level they taught.

The first person selected for the sample was Katelyn. (Pseudonyms will be used for the five participants.) Katelyn attended the institute for five years. She had been teaching for nine years; eight in kindergarten and one in pre-kindergarten. All nine years have been in Oklahoma City Public Schools. While attending the institutes, Katelyn was teaching kindergarten. During the summer following the last institute she attended, she changed schools within Oklahoma City Public Schools and changed grade levels. At the time of the interview, she was teaching kindergarten. At the time of the observation she was teaching pre-kindergarten.

Katelyn's school was in south central Oklahoma City. The *2001 Oklahoma City Public School Statistical Profile* indicated that during the 2000 – 2001 school year the school had a total population of 531 students. The racial composition of the school was 45% Caucasian, 25% Hispanic, 15% African American, 14% American Indian, and 1% Asian. The free and reduced lunch population was 86% during that school year.

Asia was the second teacher chosen for the sample. She attended the institute for five years. She had been teaching for 27 years, all at the elementary level. Asia was a special education teacher teaching in a lab setting which included first through fifth grade students. She had taught in Oklahoma City Public Schools all of her teaching career. She was at one school 20 years and had been at her current school for seven years.

Asia's school was in north central Oklahoma City. The *2001 Oklah*oma *City Public Schools Statistical Profile* indicated that during the 2000-2001 school year the school had a total of 383 students. The racial make-up of the school was 46% Hispanic, 26% Caucasian, 19% African American, 5% American Indian, and 4% Asian. The free and reduced lunch rate was 88%.

The third teacher chosen for the sample was Sydney. She attended the institute for four years. Sydney had been teaching for 32 years and had taught pre-kindergarten to twelfth grade. She was teaching transitional first at the time she attended the institute. All of her teaching career had been in Oklahoma City Public Schools.

Sydney's school was in central Oklahoma City. The *2001 Oklahoma City Public Schools Statistical Profile* indicated that this school had 590 students. The racial composition of the school was 53% Hispanic, 18% Caucasian, 17% African American, 7% American Indian, and 5% Asian. The free and reduced lunch rate was 99%.

The fourth teacher selected for the sample was Deja. She attended the institute for three years. She had been teaching for four years. She taught second grade for two years and fifth grade before that. At the time of the interview and observation Deja was teaching kindergarten. This was her first year to teach kindergarten. All of her teaching experience had been in Oklahoma City Public Schools at the same school.

Deja's school was in east central Oklahoma City. According to the 2001 Oklahoma City public Schools Statistical Profile, during the 2001 school year the school had 322 students. The racial make-up of the school was 96% African American, 2% American Indian, 1% Hispanic, 1% Caucasian, and 0% Asian. The free and reduced lunch rate was 79%.

The last teacher chosen for the sample was Caroline. She attended the institute for two years. Caroline had been teaching for 25 years all in two schools in Oklahoma City. She had taught third grade and middle school science. At the time of the interview and observation she was teaching third grade.

Caroline's school was in south Oklahoma City. The *2001 Oklahoma City Public Schools Statistical Profile* indicated that the student population was 490. The racial composition of the school was 60% Caucasian, 22% Hispanic, 9%

American Indian, 8% African American, and 1% Asian. The free and reduced lunch rate was 77%.

Sources of Data and Analysis

This study had three main sources of data. Evaluations completed by participants during the institutes, interviews, and classroom observations were the main sources. Field notes taken by the author during the institutes were used for clarification and for a description of the activities.

Institute Evaluation Data

During the foreign language institutes participants completed evaluations. Evaluations of EPY were conducted on days one, two, three, five, seven, and nine of the institute during all three years. During Border Crossings evaluations were conducted on days one, five, seven, and nine. All participants were given the opportunity to complete evaluations. The evaluations were different for first time participants and returning participants. During EPY the evaluations completed by returning participants were identified by how many years the participant had attended. The evaluations completed by returning participants during Border Crossings were not identified by how many years the participant had attended but were identified by groups. Two groups were first time participants and the other groups were returning participants. Data from 1997 were not used because there were no returning participants during the first year of the institute.

The evaluations included both Likert scales and open-ended questions. Likert scales included items such as the following:

> How comfortable are you in incorporating cultures into your lesson plans or units of study?

_____ Very comfortable
_____ Comfortable
_____ Neither comfortable nor uncomfortable
_____ Uncomfortable
_____ Very uncomfortable

Likert scales were included on all evaluations over the period of the two-week institute.

Open-ended questions were also included on the evaluations. Those questions included items such as:

Describe the activities or components of the institute that have been the most valuable to you related to integrating languages into your lesson plans or units of study.

Describe the activities or components of the institute that have been the most valuable to you related to integrating cultures into your lesson plans or units of study.

What languages have you incorporated into your lesson plans or units of study?

What cultures have you incorporated into your lesson plans or units of study?

Data from the evaluations were compiled and then coded. Open coding, forming initial categories was used first. Following open coding, axial coding was used. Cresswell (1998) describes open coding as forming initial categories and axial coding as assembling the data in new ways after open coding. The unit of analysis for the evaluations was the response to each question. The data from the questionnaires were anonymous, so only group data are reported in this study.

Interview Data

Interviews were another source of data. The five sample teachers were interviewed with follow up interviews held as needed. These teachers were chosen from teachers who had attended the institute for at least two years and indicated on a screening questionnaire that they would participate in further study. The five teachers were chosen using purposeful selection.

Interview questions included the following:

Describe your experiences at EPY and Border Crossings.

What instructional strategies have you used to integrate foreign language and culture into your lesson plans or units of study?

What materials have you used to integrate foreign language and culture into your lesson plans or units of study?

Did attending the foreign language institutes impact or influence your teaching in ways other than integrating foreign language or culture into your curriculum?

The semi-structured interviews were conducted either at the 2001 Border Crossings institute or in the teacher's classroom. The three questions listed above were the initial questions and based on the response of the participant follow up questions were asked to clarify points or to enrich the detail of the initial response to the question. The interviews were tape recorded and transcribed. Following Cressell's (1998) description of emerging data, the interviews were coded using open coding and axial coding. The unit of analysis for the interviews was the response to the question.

Observation Data

Classroom observations were conducted following the interviews. The primary purposes of the observation were to gather data related to two of the three research questions and to relate classroom practice to the information shared during the interviews. The questions related to techniques applied and materials employed to integrate foreign language and culture into the elementary curriculum. These observations lasted from 20 to 65 minutes. Notes were taken during the observations and the observations were tape recorded. These notes were transcribed and coded using open and axial coding.

Summary

This study focused on two professional development projects, Empowering Professionals, Yes! and Border Crossings, funded by Title VI grants. The institutes introduced teachers from across the state of Oklahoma to foreign languages and the cultures surrounding those languages. Teachers attending the institutes were also introduced to how to integrate the language and culture into the existing curriculum.

This study is a case study. The unique events of the professional development institutes lend themselves well to the case study methodology. Data from multiple sources, typical of a case study, were used in this study. The sources of data included evaluations completed during the institutes, field notes, interviews, and classroom observations.

The population of this study included teachers who attended the foreign language institutes for a minimum of two years. Using purposeful selection, a

sample of five teachers was selected for interviews and classroom observations. Criteria for the purposeful selection included attendance at the institutes, teaching in Oklahoma City Public Schools, the option chosen during the institutes, and the grade level taught.

CHAPTER 4

RESEARCH FINDINGS

This study centers on two professional development projects, Empowering Professionals, Yes! (EPY) and Border Crossings which included institutes held during 1997, 1998, 1999, 2000, and 2001. These institutes held in Oklahoma City were conducted by a consortium led by Oklahoma City Public Schools and focused on integrating foreign language and the cultures surrounding the languages into the elementary and middle school curriculum. Elementary and middle school teachers from across the state of Oklahoma attended the institutes. This study focused on elementary teachers who attended the institutes for a minimum of two years.

This case study included multiple sources of data. These sources included evaluations completed by participants during the institutes, interviews, classroom observations, and field notes. The field notes were used for clarification and for further description of the activities. Data from the evaluations from both EPY and Border Crossings were reported as group data. Data from 1997 were not reported because there were no returning participants during the first year of the institute. Data from 2000 were not reported in this study. During this year, the evaluations did not distinguish between first time and returning participants. Five participants who attended the institutes for a minimum of two years were chosen using purposeful selection for the interviews and observations. The five participants chosen for interviews and observations were from Oklahoma City Public Schools.

The research questions that guided this study were:

1. What techniques do elementary teachers who have participated in at least two of the five elementary two-week foreign language and culture institutes apply to integrate foreign language and culture into the curriculum?

2. What materials do elementary teachers who have participated in at least two of the five elementary two-week foreign language and culture institutes employ to integrate foreign language and cultures into the curriculum?

3. Did the participation in a two-week foreign language and culture institute impact or influence elementary teachers in ways other than integrating foreign language and culture into the curriculum?

This chapter discusses the research findings. There are three main sections in this chapter. Each section is defined by the research questions. For each question, there were three sources of data. These sources were the evaluations, the interviews and the observations. Following the three main sections of the chapter is a section triangulating the data from the three sources.

Techniques Applied by Elementary Teachers

During the professional development institutes, participants were introduced to techniques that could be used to integrate foreign language and culture into the elementary curriculum. These techniques included arts and craft activities, games, and language embedded stories. Data on techniques applied to integrate foreign language and culture into the curriculum was gathered from evaluations, interviews and observations.

Institute Evaluation Data

Participants in the Empowering Professionals, Yes! and Border Crossings professional development institutes were asked to complete evaluations during the institutes. The data from these questionnaires were anonymous; therefore, group data were reported. The data from 1997 were not reported because there were no returning participants during the first year of the project. Data from 2000 were not reported because evaluations, the questionnaires, for this year did not distinguish between first-time participants and returning participants.

During 1998 and 1999 the evaluations were organized by first time participants and returning participants. The evaluations for returning participants were distinguished by the number of years the participants had attended the institutes. Similarities between the data of those participants returning for two and three years were noted during a review of the data. Thus, data were reported as returning participants without distinguishing how many years had been attended. In 2001 the evaluations completed by participants were distinguished by first time participants and returning participants. Returning participants were distinguished by the option chosen during the institutes. Options for returning participants included eight languages; French, German, Spanish, Vietnamese, Japanese, Russian, Chinese, and Korean; designed to be a review; the same eight languages designed to be continued study; and five languages; Arabic, Chinese, German, Russian, and Vietnamese; designed to be continued study. A review of these data revealed similarities between all three options. These data were also reported as returning participants without distinguishing the option chosen.

One of the questions on the evaluations during the 1998, 1999, and 2001 institutes was: "Which Institute activities or components were most valuable in integrating foreign language instruction into your classroom?" Responses from this open-ended question were coded. Table 1 illustrates the responses of participants and the frequencies and percentage of participants making that response. The number of participants completing questionnaires for 1998 was 38; 1999, 30; and 2001, 20. The structure of the open-ended question allowed participants to list more than one component that they considered valuable in integrating foreign language in classrooms. Themes common to two or three of the years are discussed following the table.

Table 1

Components of the Institute Most Valuable in Integrating Foreign Language Instruction in Classrooms

1998		1999		2001	
18 (47%)	Activities	15 (50%)	Activities	8 (40%)	Activities
7 (19%)	Materials	5 (18%)	Songs	7 (36%)	Materials
7 (19%)	Instructors	3 (9%)	Tapes	2 (8%)	Language Review
6 (16%)	Language Review	3 (9%)	Everything	2 (8%)	Embedded Stories
		3 (9%)	Language Review	1 (4%)	Background
		2 (5%)	Embedded Stories	1 (4%)	No response

During the foreign language institutes the theme of activities was mentioned each year. The theme of activities included arts and crafts activities along with games. Some of the arts and crafts activities were origami, Vietnamese hats, calligraphy using Chinese characters, Mardi Gras masks, Yule logs, and shultüte (a paper cone filled with school supplies given to children on the first day of school). One example of a game was a paper plate and clothes pin game used to recognize and identify color words or other vocabulary words. Also included in games were traditional children's games adapted to the language. Candy Land played using the vocabulary, color words, in the foreign language is an example of such a game.

Language review was also mentioned each of the three years. The language review included common phrases such as greetings. Also included in the language review were color and number words. Weather words were also included in some languages.

Embedded stories were a category or theme in 1999 and 2001. The embedded stories were common stories with some of the words in the foreign language repeated throughout the story. These stories could be adapted to any language. The Little Red Hen with a substitution in the foreign language for the word red is an example of the stories used during the institutes.

Materials were a theme for 1998 and 2001. Materials given to participants at the institutes were curriculum guides in each language. Materials to support the curriculum guides such as trade books and teacher resource materials were also provided. Participants also received resource and web site lists.

Another question asked on the evaluations during the 1998, 1999, and 2000 institutes was: "Which institute activities or components were most valuable in integrating instruction related to cultures into your classroom?" Responses from this open-ended question were coded. Table 2 illustrates the responses of participants along with the frequencies and the percentage of participants making the response. The number of participants completing questionnaires for 1998 was 38; 1999, 30; and 2001, 20. The structure of the open-ended question allowed participants to list more than one component that they considered valuable in integrating culture in classrooms. Following the table, themes common to two or three years are discussed.

Table 2

Components of the Institute Most Valuable in Integrating Cultures in Classrooms

1998		1999		2001	
24 (62%)	Activities	19 (64%)	Activities	13 (67%)	Activities
8 (21%)	Materials	5 (17%)	Background	3 (14%)	Materials
6 (17%)	Instructors	5 (17%)	Videos	2 (7%)	Vocabulary
		3 (11%)	Songs	1 (4%)	Embedded Stories
		2 (5%)	Discussions	1 (4%)	Food
				1 (4%)	Dances

Activities were mentioned as components of the institutes that were valuable in integrating cultures into the classroom each of the three years. Examples of specific arts and crafts included origami, a free standing paper Eiffel

tower, and calligraphy using Chinese characters. Traditional children's games adapted to the various languages were also included in the activities.

Materials given to the participants of the foreign language institute included curriculum guides for each of the languages. The guides were correlated to the Core Knowledge Sequence. Supportive materials such as trade books, dictionaries, and books that included background information of the culture were also provided.

Interview Data

Using purposeful selection, five participants in the Empowering Professionals, Yes! and Border Crossings institutes were chosen for interviews and classroom observations. These participants were returning participants who had attended the institutes for a minimum of two years. Participants chosen for interviews were all teaching in the Oklahoma City Public Schools, had experience ranging from 4 years to 32 years, and were all teaching at the elementary level.

"What instructional strategies have you used to integrate foreign language and culture into your classroom?" was one question asked during the interviews. Follow up questions were asked as needed. The responses of the five participants interviewed follows.

Katelyn attended the institute for five years. She had taught for nine years, all in kindergarten or pre-kindergarten. At the time of the interview she was teaching kindergarten. During the interview, Katelyn noted that the techniques that she had used in integrating foreign language and culture into the curriculum included total physical response. She also noted that she had incorporated

greetings, color words, and number words into her lessons. Katelyn indicated that she had used Spanish, French, German, Vietnamese, and Japanese to incorporate these words into the curriculum. During the interview Katelyn stated the following:

> Now colors and numbers I do the Hispanic obviously because we have a great number of children. But I also do the French and the German because I am still learning the others. The Vietnamese is probably the hardest for me. I've not done that as much. I've done the Japanese. I'm still a work in progress on the languages so I am having to do it as I learn it.

Katelyn also related that she had used stories from the institute. Along with these stories, such as Cinderella in various versions, she had used puppets, art projects, and music. Katelyn related during the interview that she had also used information from the institute to incorporate holidays into her curriculum.

Asia was a special education teacher with 27 years experience. She attended the institute for five years. Asia related during the interview that she had used cultural information from the institute to lay the background for stories from the basal reading series. She had also used various versions of fairy tales such as Beauty and the Beast and Cinderella. She had used the language CD's in a listening center along with music from various countries. Supporting these data, Asia noted during the interview:

> The CD rom of the five languages ... The kids love to go through that. But again, with a little coaching we go through the numbers and some of the

body parts and stuff like that. They like to go over to the computers and do that.... The five different language CD on the computer has been by far and above the most popular.

Also in the listening center she had used tapes and books written in Spanish. Asia also supported units taught by regular education teachers by incorporating techniques from the foreign language institutes into the curriculum in her special education lab.

Sydney attended the institute for four years. At the time of the interview Sydney was teaching transitional first. She had 32 years experience teaching. She related during the interview that she had used "good morning" in other languages to greet her children. Sydney had also substituted words in stories. As an example, The Little Red Hen became The Little Rojo Hen. "Every morning we say good morning in another language and sometimes if a story has a word in there I'll throw in ... perhaps The Little Red Hen. I'll say the Little Rojo Hen," Sydney noted during the interview. She had read the Madelaine stories to her children substituting words in French. Sydney stated that her children made a paper Eiffel Tower as an activity when she was reading these stories. She had also done a unit on Christmas Around the World in which she used the background information from the institute and the arts and crafts. She used an artist palette to teach color words in other languages. In French, she adapted the song Row, Row, Row Your Boat to teach the color words. She also incorporated pictures by Renoir and Monet and then had the children draw pictures using chalk. In Sydney's teaching

of the continents she had the children identify where countries were in respect to the continents.

Deja attended the institute for three years. She had taught for four years. At the time of the interview Deja was teaching second grade. She noted that she would be moving to kindergarten the next year. She said that she taught the continents. She had used the cultural information from the institute. During the interview Deja said, "We talk about the continents. We talk about the way people live.... Not a lot of language ... more cultural type things so that they realize that not everybody lives like they do." During a unit on Christmas around the world she taught that St. Nicholas was from Germany. She taught her children the chicken dance from Germany. This dance was performed for an all school assembly.

Caroline attended the institute for two years. She had taught for 25 years. At the time of the interview she was teaching third grade. Caroline taught Spanish and German units. During these units she incorporated language, geography of the countries, clothing, food, and literature. The Story of the Poinsettia and The Night of the Posodas were examples of the literature. She also used greetings, color words, and number words during the units along with arts and crafts. Caroline used cultural information learned at the institute as background information for stories in the basal reading series. Caroline stated the following during the interview:

> More in general, I try to do that [bring in cultural information] when we do read stories from different countries ... not to necessarily do a real

intense lesson but just to recognize that it comes from a different country and there are different cultures and customs.

Observation Data

Observations were conducted in the classrooms of the five participants who were interviewed. The observations were conducted during the 2001 – 2002 school year. The observations lasted from 20 minutes to 65 minutes.

Katelyn's class, a four year-old pre-kindergarten program, was set up with tables and a central meeting area on the carpet which was in front of the bulletin board with the calendar on it. There were 17 children in the class -- 5 girls and 12 boys. Hats were on the wall across the front of the room. Included in the hats were a Vietnamese coolie hat, a Santa hat, a chicken hat, and an Arab headdress. The children were working at the tables and then were directed to the carpet. Katelyn greeted each child with, "Buenos dias, como estas?" [Good day, how are you?] Each child answered in Spanish. On the calendar, Katelyn asked what the season was. The students answered spring. Then she asked what was the Spanish word for spring. The students responded in Spanish. The book being read that day was a book about a rabbit. Katelyn asked the students what was the Spanish word for rabbit and what was the French word for rabbit. Then the book was read to the students. After reading the book, children were directed to the tables for a pencil and paper activity. This activity included coloring, cutting, and pasting eggs to match colors and color words.

Asia's room was a special education lab. There were nine students ranging from second through fifth grades. The room was set up with stations or centers,

desks for individual students to work, and a table for teacher directed activities. On the chalkboard were phrases in foreign languages, such as bravo, tres bien [very good], fantastique [fantastic], and bueno [good]. A student greeted the observer with "bonjour" [hello] when she entered the room. The students were then directed to centers by Asia. At one of the centers the students were working on a computer game which was to identify colors in Japanese. The name of the color was given and then the students clicked on a ball to indicate the correct color. The students then switched to a game with the same format except it was to identify body parts. Then, the students worked with a game in Japanese identifying clothing. The same games were played in Spanish. One group of students was making a French fortune teller. This was a version of the children's traditional fortune teller made by folding paper, naming the colors, counting, and then opening a section to reveal the fortune. The colors and numbers were in French and the students were directed to color, cut, and fold to make the fortune teller. At another center students were listening to the story Just Grandpa and Me. This story was on the computer. The students also listened to the story in Japanese and English. An overhead projector was set up at another center. Students at this center were looking at pictures of Germany. Among themselves they were discussing the pictures. After a period of time at centers, Asia directed the students to desks. The whole group was given cards of different colors. Asia asked the students to hold up the color as she named the colors in French.

Sydney's class was a transitional first grade. The class was set up with tables and a common meeting area in front of the bulletin board for the students.

Eleven students were present -- 3 girls and 8 boys. As you entered the room a white board had the message, "Gutentag, my bright kinder" [Hello, my bright children]. Students were sitting on the carpet as the observation began. They greeted the observer with "Bonjour" [hello]. The students stood and sang two songs -- Around and Around the World I Go and Hello to All the Children of the World. The second song had greetings in French, German, Spanish, Japanese, Italian, and English. The students then began the calendar. They named the days of the week in French and in Spanish. They also named the months of the year in French and Spanish. One student pointed out that some of the words in French and Spanish sounded the same. After the calendar, Sydney handed each student a paper plate with colors on it and clothes pins. She directed the students to put the clothes pin on the color she was saying. Sydney named the colors in French. The students then played Candy Land. Sydney put squares of colors on the floor in a path. The students drew color cards, said the color word in Spanish, and moved to that color. Next Sydney handed the students an artist palette with patches of colors on it. The students sang a song in French to the tune of Row, Row, Row Your Boat as they pointed to the colors on the palettes. Then Sydney asked in French for students to point to specific colors.

Deja's class was an all-day Title I kindergarten. There were 14 students present -- 8 boys and 6 girls. The room was set up with round tables with a common carpeted meeting area in front of the bulletin board. Deja directed the students to the carpet and divided them into two teams. She gave them tubs filled with different objects. Deja said the name of a color in Spanish. A student from

each team walked to the tub and pulled out the object of that color. Then Deja asked the color in English. A score was kept for each team. After the game, students practiced saying numbers, which were displayed above the bulletin board. They said the names of the numbers in Spanish. Students took turns pointing to the numbers and asking other students for the number in Spanish.

Caroline's class was a third grade class set up with traditional rows of desks. Student work of maps of Japan was on the bulletin board along with student decorated flags, maps of Japan, and words in Japanese. Fourteen students were present -- 4 girls and 10 boys. Caroline related to the students that they had read the story The Emperor's Plum Tree from the basal reading series and that they had been studying Japan. Caroline related that in the story the emperor had read Haiku poetry. She gave the students examples of Haiku and explained that Haiku was three lines of five syllables, seven syllables and five syllables. An example of a Haiku was put up in front on the class. Caroline explained that a Japanese author wrote the poem and she asked if the students noted anything different about this particular poem. One student noted that the poem did not have the syllables as the others did. Caroline explained that the syllables were "lost" when the poem was translated from Japanese to English. The students wrote their own Haiku, shared it with a friend, and then drew pictures to illustrate the poem. The poems were put on a construction paper scroll as the poems in the story.

Triangulation of Data

Activities appeared as a theme in all three years in both questions of the evaluations as a technique to incorporate foreign language and culture instruction

into the elementary curriculum. Activities also emerged in all five interviews and in three of the five observations.

A second theme to emerge concerning integrating foreign language and culture was language review. This theme appeared all three years on the evaluation question concerning foreign language integration. This theme appeared as vocabulary in one of the three years on the evaluation question concerning culture integration. The theme appeared in all five interviews and in all five observations.

Materials appeared as a third theme in two of the three years on the evaluations. Materials as a theme in all five interviews as a technique used to integrate foreign language and culture into the elementary curriculum. Materials were evident in two of the five evaluations.

A fourth theme to emerge concerning integrating foreign language and culture into the elementary curriculum was embedded stories. This theme appeared in two of the three years on the evaluation question concerning integrating foreign language. It appeared in one interview and in one observation.

Songs appeared in one year of the evaluations in both the questions on integrating foreign language and the question on integrating culture. It also appeared in one of the observations.

Materials Employed to Incorporate Language and Culture

There was no specific question on the institute evaluations concerning what materials were used to integrate foreign language and culture into the curriculum. The evaluations for the institutes were designed prior to the study.

Because of the design of the study, the author felt it important to consider material used to integrate foreign language and culture.

During the foreign language institute materials were given to the participants. These materials included a curriculum guide for each language. These guides were written by the instructors and correlated to the Core Knowledge Sequence. Supportive materials for each of the languages were also given to the participants. These materials included trade books on cultural background, dictionaries, CD games, video tapes, and patterns for arts and crafts activities. Data on materials used to integrate language and culture into the curriculum were gathered from the evaluation forms, interviews, and observations. Field notes taken during the institutes were used for clarification and description.

Institute Evaluation Data

The data related to materials were taken from two questions on the evaluations completed by the participants at the institutes. The first question was: "What components of the institute will be most valuable to you in integrating foreign language into your classroom?" The second question was: "What components of the institute will be most valuable to you in integrating culture into your classroom?" These questions were the same data sources as for the first question of the study. Nineteen percent of the institute participants indicated that materials were a valuable component in integrating foreign language in classrooms in 1998, 0% in 1999, and 8% in 2001. Twenty-one percent of the institute participants indicated that materials were a valuable component of the

institute in integrating cultures in the classroom, 0% in 1999, and 14% in 2001. For this question, specific details are given for the materials employed.

Curriculum guides were written for each of the languages. Participants of the institutes received a guide for each language studied. The guides written by the instructors of each language were related to the *Core Knowledge Sequence*. Included in each guide were a pronunciation guide and common classroom commands and greetings. Cognates; words that are spelled the same or similar, sound the same or similar, and mean the same thing; were included in the guides. Also contained in each guide was literature, such as folk tales and traditional poems. This literature was representative of the culture or cultures surrounding the language and included embedded words of the language. Each curriculum guide also included history and geography. Like the literature, the history and geography encompassed the culture or cultures surrounding the language. People of the culture who influenced the United States were also included in the curriculum guides. Traditional music of the culture was another section of the curriculum guides. Holidays and customs were also included in the guides. Lesson plans for integrating the language and culture into the curriculum were included in the curriculum guides. The lesson plans were written for the appropriate grade level or grade levels.

A wordbook similar to a picture dictionary was included in the materials provided to participants of the institutes. An audio tape was included with the wordbook. Participants received a wordbook for each language studied. The wordbooks included common verbs, color words, numbers, names of clothing

articles, names of body parts, words used in school, names of food items, and names of common household items. The words were given in both English and the targeted language and an illustration accompanied the words. For Arabic, no commercial wordbook was available. Therefore, an Arabic wordbook was written by the instructors. This wordbook followed the same format as the commercial wordbooks.

Teacher resource materials were also provided to participants of the institutes. These materials included such books as a multicultural cookbook, which contained recipes suitable for children to make, and a book of traditional children's games from various cultures. In addition to other materials, books of multicultural versions of Cinderella and Beauty and the Beast were provided to the participants of the institutes. Activity books focusing on multicultural themes were also provided to participants.

Also contained in the materials provided to the participants of the institutes were trade books. These trade books included alphabet books and counting books. Books on background information of the country were also provided. Trade books to support the theme of each institute were also provided. These themes included hats around the world, shoes around the world, bread around the world, and wonders of the world. The trade books were appropriate for the elementary and middle school levels.

Handouts for activities used in the language classes were furnished by the instructors of the languages. These handouts were duplicates of the activities completed in class and included the art activities done in class.

Video tapes, audio tapes, and CD's were also provided. The audio tapes were created by the instructors and included songs used in the classes and some of the phrases or words used in the classes. The video tapes showed the customs and people of the country of the target language. The CD's provided were language games that children could play on the computer. The games taught color words, numbers, and clothing in the targeted language.

The Goethe Institute provided information and materials on Germany. The Goethe Institute working on behalf of the Republic of Germany promotes German culture to enhance a global society along with bringing world culture to Germany. The materials provided by the Goethe Institute contained overheads of maps of Germany and pictures of Germany. These materials provided information on the history and geography of Germany along with art works, architecture, German society, and the culture of Germany. The instructors who were teaching German in the institute presented the materials and information to participants after being trained by the Goethe Institute.

Interview Data

Five participants of the EPY and Border Crossings institutes were chosen for interviews. The participants were returning participants who attended the institutes for a minimum of two years. These participants were chosen using purposeful selection and were all teaching in the Oklahoma City Public Schools. The data from the interviews on materials used to integrate language and culture into the classroom follow.

Katelyn, a pre-kindergarten and kindergarten teacher, who attended the institute for five years, indicated that the materials she had used were the videos and tapes. She decorated her room with hats from the "Hats Around the World" unit which was a theme of one of the institutes. The following quote from Katelyn supports this point:

> I decorate my room with hats that we've made in the institute and then I've collected. The children like to wear those or talk about them. I'll say, "This hat is from France." Then I might even ask somebody to find France on the world map.

She also stated that she had used the art activities in her classes. A gingerbread house made from graham crackers was an example of the art activities that she used.

Asia, a special education teacher, attended the institute for five years. Asia declared that she used the curriculum guides in planning activities for her students. She stated that she has used the German materials from the Goethe Institute. Support of this point is supplied by the following quote:

> The curriculum guides. That's where I start. I have to. That's where I start and I go through and kind of ... okay, we did this. Specifically, I start with the curriculum guide. I have done the German mostly because the very first year we did this, we had a tremendous amount of materials they gave us.

Asia indicated, too, that she had used the tapes of the music presented in the classes. One of the songs that she used was the Chicken Dance. She verified

during the interview that she has used the language CD in a center in her classroom.

Sydney attended the institute for four years and was a transitional first teacher. She stated during the interview that she had used the activity books. She stated when asked what materials she had used, "A lot of those activity books that have been handed out. I used the multiculture Cinderella stories when we did Cinderella." She also indicated that she used the multicultural stories that were provided at the institute. She said she read one of the stories to her class every morning. She stated during the interview that she used stories with embedded language. Art activities and games were also materials that Sydney indicated that she used. The art activities included making an Eiffel Tower and an artist palette. Games included a paper plate and clothes pin game used to learn color words in various languages.

Deja attended the institute for three years and was teaching second grade at the time of the interview. During the interview, Deja indicated that she used the materials on clothing and body parts. She also stated that she used the chicken hats. Supporting this data is the statement, "We did the chicken dance for Rise and Shine [an all school assembly held once per week]. I wore my chicken hat and I made hats for all the kids."

Caroline, a third grade teacher, attended the institute for two years. She stated during the interview that she used the handouts on how to say hello. These handouts gave the language and the gestures used to say hello. She also stated that

she used the arts and crafts activities. Caroline also used the literature suggested in the curriculum guides. Caroline stated during the interview:

> We did a lot of the arts and crafts suggestions and pulled in a lot of the literature that was suggested and used our books and then I just pulled other books from my shelf that I knew would fit in.

Caroline also noted during the interview that the arts and crafts ideas she used were tied to the stories she was teaching not necessarily tied to a specific language.

Observation Data

Observations were conducted in the classrooms of the five participants interviewed. These observations lasted from 20 – 65 minutes. Data gathered on materials during the observation included only data that was evident during the observation. The data from the observations on materials used to integrate language and culture into the classroom follow.

Katelyn's class was a 4-year-old pre-kindergarten program. During the observation, the children were gathered on the carpet in front of the room. They were doing the daily calendar. The room was decorated with hats made at the institutes or collected by Katelyn. This was the only evident use of materials during the observation.

Asia's classroom was a special education classroom with students from second through fifth grades. During the 65 minute observation, children worked in centers. Some children worked on the computer using a CD rom to identify colors, body parts, and clothing in both Japanese and Spanish. Children at one

center made a French fortune teller and wore berets while making them. At the overhead, students looked at pictures of Germany and German culture. Students at another computer read the story "Grandpa and Me" in Japanese and English. The CD roms used and the overheads were materials provided to participants of the institutes. The French fortune teller was an arts and crafts activity from the institutes.

Sydney's classroom was a transitional first grade. During the observation the students were gathered at the front of the room engaged in the opening activities of the day. Sydney started an audio tape of songs and the children sang two songs. During the calendar activities, Sydney referred to the curriculum guides from the institutes to check pronunciation of the names of the months in French. She also checked the curriculum guide for the pronunciation of the numbers in French. Students also used a paper plate and clothes pin game to learn or review the color words in French. Sydney gave the name of the color word in French and the children put the clothes pin on the color. She also used an artist palette to help the children learn the color words in French. Students also played Candy Land using color words in Spanish. The tape of the songs, the paper plate clothes pin activity, the artist palette, and the Candy Land game were materials from the institutes.

Deja's class was an all day kindergarten class. During the observation students played a game choosing a colored object after being given the color word in Spanish. They also reviewed the number words in Spanish. No specific use of materials from the institutes was evident during the observation.

Caroline's class was a third grade class. During the observation children worked on Haiku poetry. On the bulletin board was displayed commercial pictures of Japanese children along with student decorated flags of Japan, words in Japanese, and student colored maps of Japan. These were the only evident use of materials from the institutes.

Triangulation of Data

Materials appeared as a theme in two of the three years on the evaluation question related to the component of the institute most valuable in integrating foreign language in classrooms. Materials also appeared as a theme in two of the three years on the evaluation question related to the component of the institute most valuable in integrating culture into the classroom. Materials provided to participants of the institute included curriculum guides for each language, videos, trade books, teacher resource materials, arts and crafts activities, maps and overheads from the Goethe Institute, and multicultural fairy tales. Materials mentioned in the five interviews included hats made at the institutes, the curriculum guides, the materials from the Goethe Institute, the language CD, the tapes of music, and the multiculture Cinderella stories. Evident during the observations were use of the language CD, the curriculum guides, the hats used to decorate the classroom, the materials from the Goethe Institute, and arts and craft activities. Materials from the professional development institutes were evident in three of the five observations.

Impact on Elementary Teachers

Data for the third research question were gathered from evaluations completed by institute participants and from interviews. The impact other than incorporating foreign language and culture into the curriculum and the use of materials was not apparent during the observations. Thus, data from the observations were not used to determine the impact of attending the institute had on teachers.

Institute Evaluation Data

Evaluations were completed by the participants of the professional development institutes, EPY and Border Crossings. The data from the evaluations were anonymous so group data will be reported. The evaluations from 1998 and 1999 for returning participants were distinguished by the number of years the participants had attended the institute. Because of the similarities of the data, the data were reported as returning participants without distinguishing the number of years attended. Data from the 2000 institute evaluations were not reported because the evaluations did not distinguish between first-time participants and returning participants. Returning participants of the 2001 institute had several options pertaining to languages studied at the institute. These options included each of the nine languages during the two weeks of the institute or two weeks of Spanish only. Because of the similarities of the data, the data from the 2001 institute were also reported as returning participants without distinguishing the option chosen during the institute or the number of years attended.

Two questions on the institute evaluations related to the impact attending the institute had on elementary teachers. The first question on the evaluations relating to the impact attending the institutes had on elementary teachers was: "The most important thing I have learned about incorporating foreign language instruction in lesson plans and units of study is..." Responses on this open-ended question were coded. Table 3 illustrates the responses of participants and the frequency and percentage of participants making that response. The structure of the open-ended question allowed participants to list more than one important thing learned about integrating foreign language. The number of participants completing questionnaires for 1998 was 36; 1999, 22; and 2001, 20. Themes common to two or three of the years are discussed.

The theme of adaptability was mentioned on the evaluations each of the three years. Included in the comments for this theme were: can be done with any subject matter, can adapt lesson plans to any subject, and can be done even in math and art. Can be slipped into regular skills, can be done during subjects already being taught, and can be used to teach other concepts were also included in the comments in the theme of adaptability.

The theme of understanding was mentioned each of the three years. Comments included in this theme were: appreciation for other cultures, helps students realize there are other people than those in their hometown, and it is an opportunity for children to learn about other cultures. Also included was the comment that students need to share and understand differences.

Table 3

Most Important Thing Learned About Incorporating Foreign Language Instruction in Lesson Plans and Units of Study

1998	1999	2001
10 (28%) Adaptability	7 (32%) Adaptability	7 (35%) Adaptability
7 (19%) Can Be Done	3 (14%) Understanding	4 (20%) Can Be Done
3 (8%) Understanding	3 (14%) No response	2 (10%) Fun
3 (8%) Simple	2 (9%) Repeat	1 (5%) Understanding
3 (8%) Similarities	2 (9%) Simple	1 (5%) Non-fluent
3 (8%) No response	1 (4%) Fun	1 (5%) Time
2 (5%) Fun	1 (4%) Non-fluent	1 (5%) Sequence
2 (5%) Planning	1 (4%) What works	1 (5%) Just Do It
1 (3%) TPR	1 (4%) Eager	1 (5%) No Response
1 (3%) Natural	1 (4%) Similarities	1 (5%) Simple
1 (3%) Modeling		
1 (3%) Necessary		
1 (3%) Words		

Also mentioned each of the three years was fun. Included in this theme were the comments: it's got to be fun, have fun, and it makes learning more fun.

The theme of keep it simple was also mentioned each of the three years. Comments included in this theme included: keep it simple, can be simple and still effective, and introduce a little at a time.

Can be done, similarities, and non-fluent were themes mentioned two of the three years. Can be done included the comments: can be done with available materials, and I can do it. Similarities included the comment languages are similar. Comments included in the theme non-fluent included: you don't have to be a native speaker and a non-speaker can incorporate language without knowing a lot.

Another question on the evaluations during the 1998, 1999, and 2001 institutes was: "The most important thing I have learned about incorporating different cultures in lesson plans and units of study is ..." Responses from this open-ended question were coded. Table 4 illustrates the responses of the participants and the frequency and the percentage of participants making that response. The number of participants completing questionnaires for 1998 was 36; for 1999, 22; and for 2001, 20. Themes common to two or three of the years are discussed.

The theme of acceptance was mentioned each of the three years. Comments included in this theme were: when we learn about differences, differences are accepted; helps students find a "heart" for other cultures; the teacher's acceptance of others; and being different is more than acceptable. Enriches tolerance and gives children an appreciation of how we are all alike and different were also included in the comments.

Table 4

Most Important Thing Learned About Incorporating Different Cultures in Lesson Plans and Units of Study

1998		1999		2001	
13 (36%)	Acceptance	10 (45%)	Acceptance	5 (26%)	Acceptance
6 (16%)	Similarities	2 (9%)	Background	3 (16%)	Exposure
5 (14%)	Fun	2 (9%)	Opportunities	3 (16%)	Similarities
3 (8%)	Worth the Effort	2 (9%)	Correlation	3 (6%)	No response
2 (5%)	Other Subjects	2 (9%)	No response	1 (5%)	Native Speaker
2 (5%)	Involved	1 (5%)	Bonus	1 (5%)	Interesting
2 (5%)	Curriculum	1 (5%)	Time	1 (5%)	Needed
2 (5%)	History	1 (5%)	Stories	1 (5%)	Adaptability
1 (2%)	No fear	1 (5%)	Fun	1 (5%)	To Do It
1 (2%)	No response				

The theme of similarities was mentioned in two of the three years. Included in the comments in this theme were: how much cultures have in common is amazing and each language has similar cultural aspects. Different cultures have much in common was also included in the comments.

Fun was a theme mentioned in two of the three years. Included in the comments were activities make the learning fun and it can be fun. Also included in the comments was having fun is a learning process.

Interview Data

Five participants of the Empowering Professionals, Yes! and Border Crossing were interviewed. These participants were returning participants who attended the institutes for a minimum of two years. The participants interviewed were teaching on the elementary level in Oklahoma City Public Schools.

Katelyn a pre-kindergarten teacher noted during the interview that attending the institutes had made her more sensitive to other cultures and more tolerant of other cultures. Supporting this point is the following quote:

> I thought that I was pretty sensitive to other's cultures and maybe tolerant of other cultures from my Christian background and just being a teacher. It's impacted me a lot more than I thought because ... you understand their history and their values and we ... and I am as guilty as anybody ... think that America ... we're the guys in the white hats ... and we're the right ones ... and learning that maybe we haven't always been for the good of the whole ... that we're self serving and like everything to be to our liking ... not being willing to learn other languages ... It's like going to another country and expecting everybody to speak English ... you're not valuing them ... you're expecting them to be like you.

Katelyn also noted that attending the institutes helped her understand the history of other cultures. As a result of attending the institutes, she noted during the interview that she had hosted a foreign exchange student from Poland. She stated during the interview that she had also traveled to Israel and was able to use some of the Arabic she had learned at the institute.

Asia, a special education teacher, noted that attending the institutes had increased her desire to travel particularly to Germany and France. She noted that this was because of the instructors made the countries "sound so wonderful." She also commented that attending the institutes had made her realize the need for her to be more active in her son's choice of a second language. The following quote supports this point:

> I will influence my son to be more active in his choice of a language. But which one? Spanish? Because we are so close to Texas. You know we are getting a huge Hispanic population. Or, French because they are the most important language according to them. Or, the German language because it is the technical, medical.... It is kind of like ... Oh, why can't we learn all of them?

Sydney, a transitional first teacher, voiced that attending the institutes made her want to travel to all the places that she learned about in the institutes. She also noted attending the institutes had made her more aware that as a citizen she needed to know more about the world around her. Sydney stated, "It has made me more aware as a citizen that we need to know more about our world around us and what is going on." She also noted that she had incorporated more current events into the curriculum as a result of attending the institutes. She talked to her children about the culture in which the current event was taking place.

Deja, a kindergarten teacher, stated that as a result of attending the institutes she had become more aware of the children in her classes and their respective cultures. The following quote supports this point:

> I think it [attending the institutes] has made me a little more aware of the kids and where the kids are from. All though we mainly have African Americans, we really don't cover that in the institute. But you do realize that there are cultural differences even within that group. I think just making you aware of the differences is probably the biggest thing.

Deja also stated that having the opportunity to meet with teachers during the two weeks of the institute also impacted her. She noted that the opportunity to visit with other teachers was a rare one and that she really enjoyed visiting with other teachers during the institute.

Caroline, a third grade teacher, stated that attending the institutes made her more aware of the importance of including cultural information into the curriculum. She stated during the interview, "We talk about different current events.... We talk about different cultures and different dress and why they do these things and why they may be different than what we do. But that doesn't make them right or wrong." Caroline also noted that attending the institutes had brought her great respect for immigrants who come to a country without knowing the language, without knowing the customs, and without knowing the cultures. She attributed this to the instructors who shared their personal stories of immigration during the course of the institutes.

Observation Data

The impact other than incorporating foreign language and cultures into the curriculum on elementary teachers was not discernible during the classroom observations. Thus, observations were not used to gather data for this question.

Triangulation of Data

Adaptability emerged as a theme on the evaluation question concerning the most important thing learned about incorporating foreign language into the curriculum. This theme, adaptability, appeared all three years on that question and in one of the three years on the evaluation question pertaining to the most important thing learned about incorporating culture into the curriculum.

Understanding appeared as a theme on the evaluation question pertaining to the most important thing learned about incorporating foreign language into the elementary curriculum. Understanding appeared all three years. Understanding appeared as a theme in three of the five interviews.

Another theme that emerged was acceptance. This theme emerged on all three years of the evaluations on the question concerning the most important thing learned about integrating culture into the curriculum. This theme also emerged in four of the five interviews.

Fun appeared a theme in all three years on the evaluation question pertaining to the most important thing learned about incorporating foreign language instruction into the curriculum. This theme also emerged in two of the three years on the question concerning the most important thing learned about incorporating culture into the curriculum. The theme of fun did not appear in the interviews.

Summary

This study had four sources of data. One source was evaluations completed by participants in the professional development institutes, Empowering

Professionals, Yes! and Border Crossings. Other sources of data were interviews and classroom observations. Field notes taken during the institutes were used for clarification and description.

Three research questions guided this study. The first question related to the techniques that elementary teachers apply to integrate foreign language and culture in the curriculum. Themes that appeared in the analysis of data related to this question included activities, language review, materials, embedded stories, and songs.

The second question that guided this study related to the materials employed by elementary teachers to integrate foreign language and culture into the curriculum. Materials that appeared in the analysis of the data included the curriculum guides, trade books, arts and crafts activities, teacher resource materials, and multiculture stories. Also appearing was the materials provided by the Goethe Institute and language CD's.

The third question to guide this study related to the impact or influence other than integrating foreign language and culture into the curriculum that attending the professional development institutes had on elementary teachers. Emerging as themes for this question were adaptability, understanding, acceptance, and fun.

CHAPTER 5

DISCUSSION

In 1992 the Oklahoma legislature passed legislation establishing the Priority Academic Student Skills. This new law require foreign language instruction in kindergarten through twelfth grades. To help meet the mandates of this new law, a consortium led by Oklahoma City Public Schools wrote and received a Title VI grant. This grant provided funding for resources and training in languages and cultures for elementary teachers across the state of Oklahoma. A second Title VI grant was written and received in 1999. The focus of these grants was to provide professional development institutes introducing teachers to the integration of foreign language and culture into the curriculum. The professional development institutes were held in 1997, 1998, 1999, 2000, and 2001.

Need for the Study

The need for the study resulted from legislation that required classroom teachers, most of whom had no preparation to teach foreign language and culture, to incorporate foreign language and culture into an already existing curriculum. At the same time there was very limited research available to assist teachers with this requirement. The limited literature available suggested two ways to incorporate foreign language and culture into the curriculum. The first suggestion was to define the content area objectives and then add the foreign language objectives. A second suggestion in the literature was to begin with the foreign language object and then adding the content objectives that fit with the foreign language.

Further defining the need for the study was the lack of information about teachers who had attended professional development and had integrated foreign language and culture into the curriculum. The literature that was available focused on what to include in the professional development and on the structure of the professional development. The literature suggested that professional development in the area of incorporating foreign language and culture into the curriculum include hands-on curricular experiences, demonstration of new ideas and strategies, materials and resources, and opportunities for discussion with staff developers (Brown, 1992).

Research Questions

Techniques applied by teachers to incorporate foreign language and culture into the elementary curriculum was a focus of this study. Materials employed by teachers to incorporate foreign language and culture into the elementary curriculum was also a focus. The last focus was the impact or influence attending a professional development institute for a minimum of two years had on elementary teachers. Research questions included:

1. What techniques do elementary teachers who participated in at least two of the five elementary two-week foreign language and culture institutes apply to integrate foreign language and culture into their curriculum?

2. What materials do elementary teachers who have participated in at least two of the five elementary two-week foreign language and culture institutes employ to integrate foreign language and culture into the curriculum?

3. Did the participation in a two-week foreign language and culture institute impact or influence elementary teachers who participated in at least two of the five elementary two-week foreign language and culture institutes in ways other than integrating foreign language and culture into the curriculum?

Population and Sample

The sample for this study was chosen from the population of teachers who attended the professional development institutes, Empowering Professionals, Yes! and Border Crossings for a minimum of two of the five years the institutes were held. The sample of five was chosen using purposeful selection. The five teachers chosen for the sample were teaching in the Oklahoma City Public Schools on the elementary level.

Data Sources

This study had four main data sources. One of the sources was evaluations completed by the participants of the institutes. This data were reported as group data. There were no returning participants during the 1997 institute; therefore, data from this institute were not reported in this study. The evaluations of the 2000 institute did not distinguish between returning and first-time participants. Data from this year were not reported in this study. A second source of data was interviews of the sample population. A third data source was classroom observations. Five returning participants of the professional development institutes were interviewed. Following the interviews, classroom observations were conducted. Field notes were used for clarification and description.

Methodology

This study is a case study. Cressell (1998) defines a case study as an exploration of a "bounded system" through detailed data collection involving sources rich in context. This study is a single case embedded design. A single case study is one in which the case represents a unique case. The embedded design involves an analysis of a specific aspect of the case (Yin, 1994).

One of the characteristics of a case study is that it is a unique event. The Empowering Professionals, Yes! and Border Crossings professional development institutes were unique events. No other foreign language professional development institutes were held.

Another characteristic of a case study is multiple sources of data. Multiple sources of data were used in this study. Those sources included evaluations completed by the returning participants of the institutes, interviews and classroom observations. Field notes were also used as a data source.

Findings of the Study Related to the Literature

Data gathered and analyzed for this study included evaluations completed at the professional development institutes, interviews and observations. Field notes were used for clarification and for a description of the activities conducted during the institutes. Structured around the research questions, the findings related to the literature are reported.

Techniques Applied by Elementary Teachers

Guiding this study was the research question: "What techniques do elementary teachers who have participated in at least two of the five elementary

two-week foreign language and culture institutes apply to integrate foreign language into the curriculum?" Data for this question were gathered from evaluations completed at the professional development institutes, interviews with five participants, and observations conducted in the classrooms of those teachers interviewed.

As a technique applied by elementary teachers to incorporate foreign language and culture into the elementary curriculum, activities appeared as a theme in institute evaluations, interviews, and observations. This is consistent with developmentally appropriate practices in early childhood classrooms. The theme of activities included arts and craft activities along with games. Supporting this point is the following quote from Sydney, "We made Eiffel Towers. We made the palette. I've done ... there is several other things ... made the berets and several other little things.... There are so many things I've gotten. So many things I've used." The use of activities to integrate foreign language and culture into the curriculum varied during the observations. Integrating activities into the curriculum included center activities such as using a CD rom in foreign language and a cut and paste activity. Using whole group activities such as the game Candy Land was also used as a technique to integrate language and culture into the curriculum. Further, in three of the observations language was integrated into the daily calendar activities by the use of color words, number words, and the names of days and months. Weather words were also included in the calendar activities. Using activities to integrate foreign language and culture into the curriculum also included arts and crafts activities to support basal texts. This was done in the third

grade class that read a story with a Japanese background and then wrote Haiku poetry and put the poetry on a scroll.

Many of the activities used by teachers involved manipulation of concrete materials. Children learn best from concrete experiences and the more frequently manipulation of actual objects accompanied language use the greater the impact of the language itself (Curtain, 1991). This study found that concrete objects were used in the integration of language and culture into the curriculum. Some of the objects that were manipulated were cut and paste activities used in centers and as a follow-up activity to a story in a basal reading series. Also used was the paper plate and clothes pin game to learn color words and an artist palette to learn color words.

Met (1999) stated that content areas that lend themselves readily to the incorporation of foreign language and culture include social studies, language arts, and reading. Language arts and reading were the content areas that showed the most integration during this study. Based on the observations and the interviews, activities to incorporate language were used in the daily calendar activities, in centers, and as whole group activities.

A second theme appearing on the institute evaluations on the question concerning integration of language and culture into the elementary curriculum was language review. The most forceful argument for teaching language through context was the parallel of such an approach with language acquisition and context attainment in natural settings (Met, 1991). Asia noted during her interview:

> My Hispanic children love to hear a different language. They like the French. Vietnamese was a stretch because I can muddle my way pretty good through French and German and Japanese. The Japanese was probably a favorite. I think Korean is going to be their favorite this year. Of course, that wouldn't have anything to do with the way I present it, is it?

This study found that language was incorporated into the curriculum using greetings as students came into the classroom, into the daily calendar activities with number words and the names of the months and days, and into phrases of encouragement.

Materials was a third theme that emerged on the evaluations to incorporate language and culture into the curriculum. The materials provided at the professional development institutes included curriculum guides for each language and materials to support those guides. Also provided to participants were trade books, dictionaries, and teacher resource books. Materials provided to the participants also included CD roms of language games and audio tapes of the songs sung at the institute. Materials provided by the Goethe Institute included overheads and art work. The following quote from Asia notes the use of materials from the Goethe Institute:

> My kids love the German units not so much the language but we'll get out the ... they gave us maps. They gave us so much stuff. The overheads, some in color, some not. And I will just put them out and they love to put

the overheads on and just look because it is different and it's neat. I've used specifically the German.

As part of the materials, participants were also provided with patterns for arts and craft ideas and games. The interviews and observations revealed that the curriculum guides were used to integrate language and culture into the curriculum. The curriculum guides were used as a starting point for planning, as a reference for the pronunciation of words, and to provide background information. Materials also used included the materials from the Goethe Institute, CD roms for language development, tapes of songs, games, and arts and crafts activities.

A fourth theme that appeared on the evaluations included the embedded stories. These were stories that had some foreign language words repeated in them. Curtain (1991) stated that stories used for foreign language learning should be highly predictable with repetitive patterns to provide language that could later be used for expressive purposes. During the interviews the use of stories with the foreign language embedded emerged. One of these stories was the Little Red Hen.

Through learning songs students gain an appreciation of the cultural diversity of the world and gain an understanding of the uniqueness of parts of the world that share a common language (Met, 1991). During one year on the evaluations songs emerged as a theme. Songs were also used during one of the observations.

The use of techniques to incorporate foreign language and culture into the curriculum varied. The techniques also varied. The most use of the techniques came from the lower elementary teachers who incorporated language into the

daily routine of the calendar. One of the techniques that was used by all five of the teachers that were interviewed and observed was the inclusion of arts and crafts that coordinated with the subject. Making an Eiffel Tower after reading Madelaine stories was an example. One of the techniques used to incorporate language and culture into the elementary curriculum was the inclusion of background knowledge to support the existing curriculum. Another use of techniques was to include activities into independent student work.

Materials Employed to Incorporate Foreign Language and Culture

The second question to guide this study was: "What materials do elementary teachers who have participated in at least two of the five elementary two-week foreign language and culture institutes employ to integrate foreign language and cultures into the curriculum?" Brown (1992) noted that one of the helpful aspects of professional development that focused on infusing cultural perspectives into the curriculum included providing materials and suggestions for using the materials. No literature was found on the specific materials used to incorporate foreign language and culture into an existing curriculum. During the professional development institutes materials were provided to the participants. These materials included curriculum guides for each language, trade books and teacher resource books. Related to the teacher resource materials, Asia noted during the interview:

> I am kind of a resource for the other teachers at school. I am going, "I have all of this stuff for your Core Knowledge. Please come use it. I will

never be able to use it in all of my teaching career. Please come I've got from this to this."

Materials emerged as a theme on the evaluation questions all three years on the question concerning incorporating foreign language and on the question concerning incorporating culture into the curriculum. The use of materials to incorporate foreign language and culture into the curriculum varied. The use of materials as revealed in the observations included decorating the room with hats, using the curriculum guides as a reference, using games to incorporate language, using computer games, and using arts and crafts activities in a center. During the interviews it was noted that materials that were used encompassed the curriculum guides, the multicultural stories, videos to provide background knowledge, the art activities, tapes of music, handouts that were given to the institute participants.

Impact on Elementary Teachers

The third question that guided this study was: " Did the participation in a two-week foreign language and culture institute impact or influence elementary teachers in ways other than integrating foreign language and culture into the curriculum?" Brown (1992) stated that professional development in the areas of language and culture was more difficult than in the area of basic skills because attitudinal change was involved. Results of the data analysis in this study indicated that attending the professional development institutes did promote attitudinal change.

Acceptance and understanding emerged on the evaluations all three years. Acceptance included the teacher's acceptance of the students and student's

acceptance of other students. Also noted on the evaluations was that learning about other cultures enriched tolerance and it gave students an appreciation for how we are all alike and different. Comments included on the evaluations concerning understanding included that studying another language and culture helped students realize that there are other people than those in their hometown. During the interviews three of the five teachers interviewed stated that attending the institutes made them more sensitive to the culture and the cultural background of their students. Supporting this point is the following quote from Caroline:

> We did two specific units. We did on Spanish and we did German. We talked ... both of these we did the language, we did the geography, the different cultures.... I have three little boys in; my class who Speak Spanish and I knew I could get their help if I needed help. [laughter] And we chose the German. I think we wanted to pick a language where ... of the European and it wasn't ... those are different cultures ... but it wasn't anything we see. You know we talk about Caucasians but there are lots of different groups and we're all ... we're all kind of put in one group together so we wanted to bring that out.

Also noted during the interviews was the importance of including cultural information or background information in the study of current events.

Adaptability appeared as a theme on all three years of the evaluations. Comments made on the evaluation included that incorporating foreign language and culture into the curriculum could be adapted to any subject and to any grade level. Observations and interviews indicated that foreign language and culture

was incorporated in the curriculums of pre-kindergarten, kindergarten, transitional first grade, third grade, and into a special education lab with students from first to fifth grade.

Conclusions Related to the Data

As indicated by the evaluations completed by institute participants, interviews and the observations, there was no one technique that works best or was used to integrate foreign language and culture into the curriculum. The techniques ranged from whole group instruction during the daily calendar activities, independent activities during center time, and small group activities. The techniques used included arts and craft activities, games and stories the computer, the use of an overhead projector to view materials on Germany, and the inclusion of language into the daily class routine. The use of background information to support the existing curriculum was also used. The technique that was used the most as indicated by the observations and interviews was the inclusion of language into calendar activities. This inclusion of language included the pre-kindergarten class, the kindergarten class, and the transitional first class.

Another conclusion related to the data was that no consistent materials were used to integrate foreign language and culture into the curriculum. The five participants that were interviewed and observed used different materials to integrate foreign language and culture into the curriculum. Various materials were indicated on the evaluation forms completed by the participants of the foreign language institutes. The materials used included the curriculum guides and the teacher resource materials. Also used were the trade books, the videos, the CD's

and the tapes. The materials provided to participants were used in various ways. This included using the materials as a teacher resource to provide background information and using the materials directly with students.

The professional development institutes impacted the participants by changing their perspective is another conclusion based on the data. This change in perspective included an understanding or acceptance of different cultures as indicated by the evaluations and interviews. The impact also included incorporating foreign language and culture into the curriculum is compatible with any grade level and with any subject and does not have to be a separate subject.

Recommendations

Based on the data collected during the study and the knowledge gained from conducting the study, the following recommendations are made. These recommendations include recommendations for school districts, recommendations for teacher preparation programs, and recommendations for further study.

School districts

As a result of this study, it is recommended that school districts provide professional development to incorporate foreign language and culture into the curriculum. Attending the professional development institutes provided by the Empowering Professionals, Yes! and Border Crossings grants supported teachers to incorporate foreign language and culture into the elementary curriculum. It is also recommended that materials to promote the incorporation of foreign language and curriculum also be provided.

Another recommendation for school districts is to establish a process of identifying teachers who are already integrating foreign language and culture into the curriculum. These teachers could be used to mentor other teachers or to provide professional development for teachers interested in integrating foreign language and culture into the curriculum.

The data from this study found that the materials and techniques to integrate foreign language and culture into the elementary curriculum were used in reading, language arts, and in daily calendar activities. Another recommendation for school districts is to form curriculum teams to examine the possibility of integrating foreign language and culture into other content areas such as math and science.

During the foreign language institutes, cultural activities and background information were provided by community resources. A further recommendation for school districts is to investigate the resources available in the community that would provide cultural information and materials to teachers and students that could be used to incorporate foreign language and culture into the curriculum.

The current No Child Left Behind legislation requires the disaggregation of test data into subgroups of the student population. As a means of meeting the needs of any subgroup, school districts might consider the use of materials relating to the culture of the subgroup and techniques to integrate foreign language and culture into the curriculum. This is supported by the data of this study relating to the impact on teachers. This data found that attending

professional development institutes related to foreign language and culture helped teachers to understand and accept the culture of diverse students.

Teacher Preparation Programs

It is recommended that teacher preparation programs include foreign language and culture instruction in the programs. This type of program would benefit new elementary teachers in Oklahoma by offering techniques and materials to teach P.A.S.S. objectives in foreign language. Instruction on incorporating foreign language and culture into the curriculum would provide new teachers an understanding of the cultures of students, particularly those teachers who chose to teach in a diverse community or school system.

Further Study

One recommendation for further study is to replicate the study using upper elementary teachers, middle school, and high school teachers. This study included primary teachers only. Primary teachers were the predominant participants of the institutes.

Another recommendation is to study specific materials used to incorporate foreign language and culture into an existing curriculum. This study found that materials provided to participants of the professional development institutes were used but no specific materials were used.

A long-term study on the impact of attending professional development in the area on incorporating foreign language and culture into the curriculum is also recommended. A long-term study would involve following participants as they go through the professional development. Data would be gathered before the institute

and after each succeeding year attended to determine the impact or change in attitude.

This study used a sample of teachers from an urban school district. Another recommendation for further study is to replicate the study using teachers from a rural or suburban school district.

Summary

This chapter focused on the findings of the study and conclusions as a result of the data. Another focus of this chapter is the recommendations made a result of the study.

One of the findings of the study centered on the techniques used by teachers to incorporate foreign language and culture into the curriculum. These techniques included activities, which encompassed arts and crafts, games, and the inclusion of language into daily calendar activities. Other techniques used to incorporate foreign language and culture into the curriculum included providing background knowledge on culture for stories in the basal texts and using stories with embedded foreign language. The use of the techniques varied from teacher to teacher during the observation.

Another finding of the study centered on the materials used by teachers to integrate foreign language and culture. The materials used by teachers included the curriculum guides provided for each language, the trade books, and the teacher resource materials. CD roms, video tapes, and audio tapes were also materials used to incorporated foreign language and culture. Arts and craft activities were also used.

The impact on teachers who attended the professional development institutes was also a focus of this study. Acceptance and understanding of different cultures was one impact demonstrated by the evaluations and interviews. The adaptability of incorporating foreign language and culture was also a finding.

Recommendations for further study included school districts providing professional development to aid teachers in the incorporation of foreign language and culture. Further recommendations included including foreign language and culture into the course work of teacher preparation programs.

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