<u>WORLD LANGUAGE TEACHERS' UNDERSTANDINGS OF INTERCULTURAL
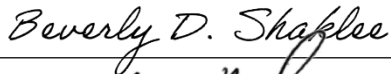COMPETENCE: "MORE THAN…" AND BEYOND</u>

by

Kelley E. Webb
A Dissertation
Submitted to the
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in Partial Fulfillment of
The Requirements for the Degree
of
Doctor of Philosophy
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Committee:

_____ Chair

_____

_____ Program Director

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World Language Teachers' Understandings and Integration of Intercultural Competence: "More Than…" Language and Beyond

A Dissertation submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy at George Mason University

by

Kelley E. Webb
Master of Arts in Education
Virginia Polytechnic Institute and State University, 2005
Bachelor of Arts
James Madison University, 2001

Director: Rebecca K. Fox, Professor
College of Education and Human Development

Spring Semester 2022
George Mason University
Fairfax, VA

Dedication

I dedicate this achievement to my parents, Philip and Susan Webb, who have always guided me to pursue my dreams and achieve my highest goals. Your unwavering support and availability to be helpful in any way I needed has been a constant I could always depend on throughout this journey.

To my son, Liam, who has given me so many more ways of knowing and understanding the value of human connection and communication in this world. I dedicate this dream of mine to you and for all that you continue to teach me each day. I am inspired by the light inside of you and the life you have given to me and your father. I will always strive to be the best mamá and advocate I can be for you.

"If you can imagine it, you can achieve it. If you can dream it, you can become it."
-William Arthur Ward

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All Glory to God.

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Abstract

WORLD LANGUAGE TEACHERS' UNDERSTANDINGS AND INTEGRATION OF INTERCULTURAL COMPETENCE: "MORE THAN…" LANGUAGE AND BEYOND

Kelley E. Webb, Ph.D.

George Mason University, 2022

Dissertation Director: Dr. Rebecca K. Fox

The rising emphasis for students to develop global and intercultural competence leads the purpose of this qualitative study to explore United States (U.S.)-based world language (WL) teachers' understandings and integration of intercultural competence (IC) in their language classrooms. The importance of this study was to add to the extant literature and fill a gap regarding a better understanding of U.S.-based WL teachers' perceptions of IC and how and why it applies to their instructional context and practices. This qualitative study employs an interpretive and inductive thematic approach for qualitative analysis designed to capture the voices from a diverse range of WL teachers across languages, teaching experience, instructional and academic levels, and regions in the U.S. The data sources include online questionnaires and in-depth interviews allowing the voices of the participants to emerge. Emic and etic themes inform the findings, which address the complexity of IC and firmly include language as a key component of IC development.

Participant data also emphasizes the integration of IC into instruction through purposeful, pedagogical, and programmatic application. The findings of this study highlight the richness of these WL teachers' understandings and intentional integration of IC in their instructional practices. Findings serve to inform policy, pedagogy and practice, and future research initiatives regarding the importance of language within IC models and an interdisciplinary approach to IC integration.

Chapter One

The development of global and intercultural competence is of paramount importance today because of the diversity of communities and classrooms across the United States (U.S.) and the world, thus calling for skills needed to effectively communicate with one another. Global competence has become a prevalent term within the mission statements, curricular goals, and learning standards of many educational institutions, schools, and organizations in the U.S. and worldwide. The 2018 Programme for International Student Assessment (PISA) defines global competence as:

> the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and world views of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development. (p.7)

Along the same vein, intercultural competence has taken a front seat of the international educational agenda as a part of the recently published Futures of Education initiative by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) (Rosenbaum, 2021), also supported by and in collaboration with the Association of International Education Administrators (AIEA).

Byram (1997), Deardorff (2006), and Garrett-Rucks (2016) are some of the researchers and scholars that view global competence (GC) and intercultural competence

(IC) as intricately connected in their purpose and share components of the various definitions in the literature. Some of the overlap in the descriptions of GC and IC include the ability to effectively communicate with people of other cultures and languages, interact with empathy, sensitivity, and cultural awareness, and value the knowledge and perspectives of others.

Deardorff's (2004) Delphi study concluded that the most understood definition of IC was "the ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes" (p. 194). Deardorff (2006, 2020) also describes IC as an ongoing, lifelong process of developing targeted knowledge, skills, and attitudes leading to behavior and communication that are both effective and appropriate in intercultural interactions. Whereas the importance of effective communication and interactions is represented in these definitions of GC and IC, the recognition of how language is an important component of effective communication and interactions is overlooked through its omission.

Engaging in the stated aims of global position statements and calls for intercultural development requires intentional planning and preparation. Preparing students to become global citizens by developing their global and intercultural competence is a multidimensional task that extends to all stakeholders in education. For educators, this task starts in the classroom and resides in the responsibility to prepare students for the evolving demands and pivots of the 21st century so that they can live, work, interact, and communicate with people of varying backgrounds, cultures, and languages. The National Education Association (NEA) states that to compete in today's

global society, today's students must be "proficient communicators, creators, critical thinkers, and collaborators (the 'Four Cs')" (n.d., p. 5). These are the NEA's Four Cs that should be woven as a multidisciplinary approach for students to master through language learning and other content areas so that they complement each other. The inclusion of components of both GC and IC within mission and position statements, student goals, and national standards is an action toward the internationalization of education and a call for the development of IC in students, teachers, and teacher educators. Therefore, there is an importance to communicate these goals and streamline educational initiatives toward the internationalization of education to build stronger student outcomes.

Due to the nature of the world language (WL) discipline, IC has a natural place in its the curricular agenda with the goal of preparing learners to effectively communicating with people of other cultures and linguistic backgrounds (Garrett-Rucks, 2016). In this study, WL teachers are ones who teach modern spoken languages such as Spanish, French, German, Italian, Japanese, and Russian. In the field of WL, The American Council on the Teaching of Foreign Languages (ACTFL) recognizes the importance of developing students' cultural competence in several ways within their nationally recognized standards, Global Competence Position Statement, and the Can-do Statements. The *World-Readiness Standards for Learning Languages* (W-RSLL) (National Standards Collaborative Board, 2015) situates the development of these skills within five goal areas of (a) Communication, (b) Cultures, (c) Connections, (d) Comparisons, and (e) Communities, often referred to as the 5Cs. These standards were updated in 2015 to reflect a more defined understanding of cultural competence in three

of the five goal areas. When used together, these five goal areas embrace a dynamic approach to WL teaching and learning that interconnect the multitude of skills designed for learners to develop throughout their language education. ACTFL describes these skills within each goal area in the W-RSLL as being able to:

- communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes;

- interact with cultural competence and understanding;

- connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations;

- develop insight into the nature of language and culture in order to interact with cultural competence; and

- communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. (National Standards Collaborative Board, 2015, p. 9)

One of ACTFL's stated goals is to also prepare learners to be globally competent and apply the skills they have outlined in the 5Cs. In their Global Competence Position Statement (ACTFL, 2014), they define global competence as the ability to:

1. Communicate in the language of the people with whom one is interacting.

2. Interact with awareness, sensitivity, empathy, and knowledge of the perspectives of others.

3. Withhold judgment, examining one's own perspectives as similar

   to or different from the perspectives of people with whom one is

   interacting.

4. Be alert to cultural differences in situations outside of one's

   culture, including noticing cues indicating miscommunication or

   causing an inappropriate action or response in a situation.

5. Act respectfully according to what is appropriate in the culture and

   the situation where everyone is not of the same culture or language

   background, including gestures, expressions, and behaviors.

6. Increase knowledge about the products, practices, and perspectives

   of other cultures. (ACTFL, 2014, p. 1-2)

ACTFL emphasizes the importance of knowing more than one language to prepare

learners to communicate with people of other cultures with respect and cultural

understanding, emphasizing that "the need to communicate with someone of a different

language or culture may arise at any time; knowing more than one language prepares one

to know how, when, and why to say what to whom" (ACTFL, 2014, p. 1). The

interconnectedness between global and intercultural competence is evident from these

definitions and descriptions from ACTFL's *Global Competence Position Statement*

(2014) and the W-RSLL. They also share many of the same components of other

definitions of IC, noted at the end of this chapter, but with an emphasis and identified

importance of language as a key skill in the development of cultural competence and IC.

Leading into the rationale of this study with WL teachers, Fantini (2009) suggests, "In

today's world, everyone needs intercultural competence, and learning a second language and developing the complex of abilities that lead to intercultural competence are essential" (p. 212).

Rationale

The Institute for the Future (IFTF) identified increased global interconnectivity as one of the six "drivers of change" that has an impact on the future workforce, which requires skills of adaptability, characteristics of diversity, and cross-cultural competency (Davies et al., 2011). In this report, cross-cultural competency is recognized as one of the top 10 Future Work Skills and is defined as the "ability to operate in different cultural settings" and "demands specific content, such as linguistic skills" (p. 9). IC is an essential trait for interacting and communicating successfully with others. Therefore, language educators play an integral role in the development of students' IC and share a responsibility that extends to all educators to help students achieve these national education and workplace goals.

In the fall of 2017, the National Council of State Supervisors (NCSSFL) and ACTFL co-published the *Can-do Statements for Intercultural Communication* (CSIC) and the *Intercultural Reflection Tool* (NCSSFL-ACTFL, 2017) as resources for WL teachers to use to support the integration and learner development of IC in their classrooms. In these documents, intercultural communicative competence (ICC) is the term used to describe the outward goal of the intercultural communication indicators for students at each language proficiency level. This publication is described as a guide for teachers and their students to use for monitoring performance indicators and identifying

proficiency benchmarks of IC development for learners' demonstrated knowledge and skills in the target language. With the publication of this document alongside the revised W-RSLL, it is important to gather empirical evidence on how WL teachers across the U.S. currently understand and use these resources in their curricular frameworks and instructional practices. Having this collective insight will better inform dialogue and content for WL pre-service teacher preparation programs and in-service teacher professional development on this topic. As of date however, this topic and within this specific context has not yet been represented in current scholarship.

With the diversity of the student population across the U.S. and internationally, the development of IC is of increasing importance for practicing teachers, teacher educators, and teacher preparation programs (Zhao, 2010). Duckworth et al. (2005) indicate that student teachers, pre-service teachers, and in-service teachers around the world are not as internationally minded they need to be. Yuen and Grossman (2009) posit that U.S. teachers do not yet possess the intercultural sensitivity they need to have to work successfully within culturally and linguistically diverse classrooms. To address the call to develop globally competent students, Zhao (2010) recognizes the challenge U.S. school systems face because to cultivate global competence in students, there is an initial need to have globally competent teachers who recognize and can demonstrate these skills to propel students' development of GC and IC.

Additionally, even though much attention is being given to students' development of GC and IC at national and international levels (ACTFL, 2014; Byram, 1997), there is scant research on teachers' understandings and development of IC (Sercu, 2006),

particularly within the field of WL education in the U.S. As teachers are the orchestrators of the lesson content and instruction in the classroom, it is important to understand their conceptualizations of IC to inform pre-service teacher preparation programs and professional development for in-service teachers. Thus, there is a need for more research with U.S.-based WL teachers and on their understandings of IC and how it informs and influences their instructional practices.

Research on IC has been explored across many countries and contexts and with a variety of participants in education, business, and social work. The majority of published empirical research related to language instruction and IC has examined student outcomes of IC development or has explored WL teachers' beliefs on how to teach students to develop IC (Wagner et al., 2018; Young & Sachdev, 2011). Even though IC has been researched in the field of education for almost 30 years (Bennett, 1986, 1993; Byram, 1997; Deardorff, 2004), it has been only in the past 5-7 years that it was included as a specific standard within WL education in the U.S. within ACTFL's W-RSLL (National Standards Collaborative Board, 2015) and the CSIC (NCSSFL-ACTFL, 2017). Nonetheless, WL teachers have shown the challenges with incorporating concepts of culture in their instruction (Alyan, 2011; Sercu, 2006; Tian, 2013). Now that there is an even more of an emphasis on its development in the WL field, this prompts the call for this timely research that emphasizes how WL teachers understand and address this emphasis on IC development, which includes knowledge of the target culture.

A final aspect of this research that supports its rationale is the quest to understand the terminology used by WL teachers when describing IC and how they interpret the term

IC for their instructional practices. In the WL field, the concept of IC is commonly spoken of as intercultural communicative competence (ICC), in reference to Byram's (1997) research and development of his conceptual model within the WL education domain. This model includes the component of communication as a key element, which is not necessarily emphasized in competing models of IC. Outside the WL domain, this concept is commonly referred to as intercultural competence (IC) in much of the research and scholarly literature because it does not specifically include communication and/or language development as a part of its definition. Deardorff (2006) posits that communication is often implied when referencing IC. In this investigation, I chose to use the term intercultural competence as a neutral term to refer to the concept across multiple fields, as it is commonly presented this way in the literature. This decision was made with the intention of allowing the space for my participants to clarify how they identified and used the term and what the concept meant to them.

Statement of the Problem

In the field of education, the call for teachers and schools to prepare students for the globalized world remains at the forefront of the educational agenda (Shaklee & Baily, 2012). Although published a decade ago, it really remains at the forefront for students to be prepared with the skills to interact and engage with IC. In response to this call, many curricular frameworks used in schools (e.g., *IB Learner Profile*; *Portrait of a Graduate*) include goals to develop students who are open-minded, reflective, and effective communicators, all of which are qualities described of an interculturally competent individual (Byram, 1997; Deardorff, 2006). Whereas the teaching of interculturality has

often been commonly thought to be the sole job of the WL teacher (Byram, 1997), the reality of the international classroom in the U.S. (Levy & Fox, 2015) leads the call to develop the IC of teachers in other content areas as well (Sercu, 2005).

To meet the challenges of globalization, researchers suggest that schools need globally competent teachers who are able to understand and meet the learning needs of their diverse student populations (Longview Foundation, 2008; Zhao, 2010). According to the Longview Foundation (2008), a globally competent teacher should have:

- knowledge of international dimensions of their subject matter and a range of global issues,
- pedagogical skills to teach their students to analyze primary sources from around the world, appreciate multiple points of view, and recognize stereotyping,
- a commitment to assisting students to become responsible citizens both of the world and of their own communities. (Longview Foundation, 2008, p. 7)

Accompanying these skills of global competence, teachers need intercultural sensitivity, understanding, and intercultural competence as they work with students who may have varying educational backgrounds, language proficiency, and cultural influences (Cushner & Mahon, 2009). The paradigm shift in WL education toward teaching for IC puts a new demand on WL teachers, "who should not only be interculturally competent themselves, but also be equipped with the means of cultivating students' ICC" (Gu, 2016, p. 255). Magos and Simopoulous (2009) contend:

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In order for second-language teachers to be able to help students develop

intercultural competence in their classes, they need to acquire it themselves. It is

necessary for them to have consolidated the knowledge, skills and attitudes that

define the context of intercultural communication. (p. 256)

Zeichner and Bier (2015) state that many teachers in the U.S. are not prepared to

teach for the internationally diverse classroom, largely because of program requirements,

lack of program time, and resources for diverse practicum placements and internships.

According to Levy and Fox (2015), "teachers need to have an understanding of

multilingualism that includes supporting students' language development, as well as their

content knowledge and cognitive development" (p. 286). They should also be competent

in more than one language and understand second language acquisition theories (Levy &

Fox, 2015). This declaration leads into the background of this study and the importance

of hearing the perspectives of WL teachers regarding their understandings of IC and its

place in WL classrooms.

The field of world languages has had a longstanding focus on culture as the

inextricable connection between language and culture has had an integral presence in

language teaching and learning (Shrum & Glisan, 2010). The evolution of the concept of

culture in WL education has grown and changed over the past 30 years; it's shifted from

the study of culture, also known as *Big C, little c* culture, to the *3Ps* (i.e., products,

practices, perspectives), and now to intercultural competence. Along this path, the

development of communicative competence has also been a goal of WL learning. In the

next two sections I share more about the background of this problem and how IC has risen as an essential goal for student outcomes in education.

Intercultural Competence in WL Education

In WL education in the U.S., the term *cultural competence* was integrated in the ACTFL *Standards for Foreign Language Learning* in 2006, following a shift in instructional pedagogy toward a communicative competence-based approach for the 21st century. Cultural competence refers to the knowledge and skills for understanding the products, practices, and perspectives other cultures. Cultural competence was included within three of the five learning standards (i.e., Cultures, Comparisons, Communities) within this edition of the ACTFL *Standards for Foreign Language Learning* (National Standards in Foreign Language Education, 2006), which previously only referenced understanding the products, practices, and perspectives of the target culture in the 1999 edition. At the time, teaching for communicative competence emphasized the importance of students being able to use the target language to communicate with native speakers and not have WL instruction solely be focused on rote grammar and vocabulary drills. Since then, the native speaker model and the goal of communicative competence has also evolved to become more inclusive of other skills learned in a language classroom setting, such as the development of intercultural communicative competence (ICC).

Now titled the *World-Readiness Standards for Learning Languages* (W-RSLL) (National Standards Collaborative Board, 2015), the national standards for foreign language learning were updated to their fourth, and most recent, edition in 2015. These updates include WL education goals that promote students' skills for interacting with

others and that also focus on developing students' global and cultural competences. The W-RSLL were named because of their focus on real-world applications, which complements the push for students to not only be college and career-ready, but also "world-ready" (National Standards Collaborative Board, 2015, p. 16). The name also demonstrates the shift from calling it *foreign* to *world* language education, which emphasizes that the languages students are learning are no longer foreign but are among the many languages represented and used across the world, within the U.S., and in the local community. The development of cultural competence continues to be emphasized within three of the five curricular goals in the current edition of the W-RSLL (2015).

In 2017, the National Council of State Supervisors (NCSSFL) and ACTFL joined together to co-publish the *Can-do Statements for Intercultural Communication* (CSIC) and the *Intercultural Reflection Tool*. The CSIC (NCSSFL-ACTFL, 2017) are designed for students to use to chart their growth in language and intercultural proficiency. The *Intercultural Reflection Tool* (NCSSFL-ACTFL, 2017) is an accompanying resource that can be incorporated either for use in or outside of the classroom for students to engage in reflective practice on their intercultural learning and development. In these documents, intercultural communicative competence (ICC) is referred to as "the ability to interact effectively and appropriately with people from other language and cultural backgrounds" (NCSSFL-ACTFL, 2017, p. 1). The suggested use of these Can-do Statements is as a guide for monitoring performance indicators and measuring proficiency benchmarks of learners' ICC by assessing their knowledge and skills in the target language and their attitudes and reflective understanding through this reflection tool. Since the first

publication of ACTFL's *Standards for Foreign Language Learning* in 1996, this is the first time the term intercultural communicative competence has been included as a learning benchmark, goal, or intention within this national organization's standards of WL education in the U.S. This is relevant because it indicates the shift in the profession toward developing students' IC and a focus on the pedagogies that support these changes.

Research on IC in WL Education

Sercu (2006) states that foreign language teaching has shifted from the primary goal of being communicative competence to the acquisition of intercultural competence. With few students studying WLs long enough to reach advanced levels of proficiency, some educators question how to incorporate culture and IC into the curriculum when students may study the target language for only a few years (Van Houten & Shelton, 2018). Moller and Nugent (2014) urge that "foreign language teachers must reconsider methods of teaching language and culture in the classroom if the goal is to create true interculturally competent speakers of the language" (p. 8).

Several researchers have suggested that K-16 education teachers do not have a clear understanding of IC or a systematic way to integrate it in their instruction (Bickley et al., 2014; DeJaeghere & Cao, 2009; DeJaeghere & Zhang, 2008). However, research has not yet adequately addressed how WL teachers in the U.S. currently conceptualize IC and integrate the concept in their instructional practices. The inclusion of culture within WL instruction is not a new concept (ACTFL, 1996) as it has presented itself within the WL instruction goals over the past 30 years. Phillips and Abbott (2011) reported that 42 states in the U.S. had adopted state WL standards that aligned with ACTFL's *Standards*

for Foreign Language Learning (2006); however, to date, it is unclear how WL teachers currently conceptualize the more recently evolving concept of IC with the revised edition of the W-RSLL (National Standards Collaborative Board, 2015) and how they apply this knowledge and understanding of IC in their classrooms.

Purpose of the Study

The purpose of this study was to gain a broader understanding of WL teachers' conceptualization and integration of IC in their instructional practices in their U.S.-based language classrooms. In response to the revisions of the W-RSLL (National Standards Collaborative Board, 2015) and the released publication of the CSIC (NCSSFL-ACTFL, 2017), this study explored the ways in which WL teachers have come to understand IC and how they approach integrating and applying elements of IC in their WL classrooms.

The research questions guiding this qualitative study were:

1. How do U.S. WL teachers describe their understandings of IC?

2. In what ways do U.S. WL teachers integrate IC in their instructional practices and why?

Significance of the Study

The lack of empirical studies set in the U.S. regarding this topic holds significance to this study because it provides insight into initial and timely research on WL teachers' understandings and integration of IC in their classrooms. While a great deal of research is still needed with regard to practical applications and assessment tools for IC in the WL domain (Dervin, 2010), it is important to have a baseline understanding of

how WL teachers in the U.S. conceptualize IC and how these understandings inform and influence their integration of it in their classrooms, if at all.

Outside of the U.S., the majority of research on WL teachers' understanding and integration of IC has been with English as Foreign Language (EFL) teachers (Atay et al., 2009; Demircioğlu, & Çakır, 2015; Grossman & Yuen, 2006; Sercu, 2006; Westrick & Yuen, 2007; Young & Sachdev, 2011). Within the U.S., Cushner and Mahon (2009) and DeJaeghere and Zhang (2008), all researchers in the intercultural field, have examined K-12 teachers' development of IC, but not specifically within the WL domain. Neither of these investigations used frameworks of IC that included language as a component, but rather with ones that focused on knowledge, attitudes, and skills. The potential conceptual differences of IC within the fields (i.e., inside vs. outside WL education) impact how research outside of the WL domain informs understandings of WL teachers' conceptualizations of IC. Thus, exploring the perceptions of WL teachers' understandings of IC will provide insight for a conceptualization of IC that includes their voices.

Supported by her research in the EU, Sercu (2006) states that with regard to intercultural competence, the "foreign language and intercultural competence teacher" (FL&IC teacher) (p. 56) is still in a state of growth but needs to continue to be reassessed and developed. FL&IC teachers are described as a those who not only possess IC themselves but embed IC development within their target language instruction; not as teachers who separate IC development apart from their curricular language goals. One intention of my research was to move Sercu's (2006) call forward by investigating WL teachers in the U.S. and seeking out their current understandings of IC, over a decade

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since her research was conducted. My study will contribute to the U.S.-based scholarly research of IC with WL teachers and will help develop dialogue within future WL teacher professional development regarding their perceptions and integration of IC.

Fox and Diaz-Greenberg (2006) along with other researchers (e.g., Phillips & Abbott, 2011; Sercu, 2005) indicate that WL educators typically have struggled with incorporating the elements of culture of the target language in their instructional practices, particularly in a way that is meaningful to students and their development of cultural competence. Recent publications have spoken to the ways in which some teachers in certain regions of the U.S. are addressing IC in their classroom using theory and research-based practices (Byram et al., 2013; Wagner et al., 2018). My intention was to expand the participant boundaries of former studies to include WL teachers across the U.S. and explore how they might be integrating IC in unique ways. The participants in my study spanned across all five WL conference regions of the U.S., a variety of languages, academic and instructional levels (e.g., K-16), and language levels (e.g., novice-advanced).

Despite its long history within the field of education, business, and healthcare, the development and assessment of IC continues to be relevant in current research with the imperative for global competence (Zhao, 2010) and has resurfaced as a timely topic within WL education. I recognize there is more research to be done with regard to better understanding how to assess students' development of IC; however, this study serves to fill the need to better understand WL teachers' perceptions of IC as a first step toward reaching this objective.

Research Study Goals

Guiding the reasons for conducting this study are my professional, personal, and scholarly research goals (Maxwell, 2013). I briefly discuss them here to point out the value of the study and why it is worth doing. I also highlight how these goals justify the importance of this study and its contribution to the WL field.

Professional Goals

As a National Board Certified Teacher of World Languages other than English (e.g., Spanish) and educator for the past 20 years, the development of this study was a professional goal of mine because of my experiences having taught in both the U.S. and abroad. Intercultural competence is a concept I have found to be important in the profession as an educator of diverse student populations. I have continued to follow the research and application of effective pedagogy and instruction in the WL field and actively participate in scholarly dialogue and presentations at national, regional, and state WL conferences. I experienced the pedagogical shifts in WL instruction at the onset of my teaching career as I learned how to use the communication and proficiency-based models of language teaching, which were very different from how I learned a second language in school. It was then that I understood the importance of becoming a teacher who prepared students to use the target language in appropriate contexts instead of memorizing rote passages and conversation pieces. I worked in a school district that strongly aligned its curriculum with ACTFL's *Standards for Foreign Language Learning* (1999, 2006), but I was not as comfortable with how to best incorporate and teach the target culture beyond the *Four Fs* approach (i.e., food, fashion, festivals, folklore)

(Banks, 2002) at the time. From what I have read in the literature, many WL teachers feel or have felt the same way about teaching culture in the WL classroom. From my experience with this aspect of WL education, I felt drawn to explore teachers' understandings of IC in my own research and contribute what I have come to understand throughout my doctoral studies as the concept of intercultural competence.

Personal Goals

The incorporation of interculturality and the development of IC within the revised W-RSLL (National Standards Collaborative Board, 2015) caught my interest on a personal level because in 2014 I had just returned from a three-year international teaching position based in Colombia, South America and had gained many new perspectives and worldviews that enhanced my understanding of these concepts and the importance of integrating them in a purposeful way in WL instruction. In this career move, I transitioned from being a WL teacher of Spanish to an English language teacher to native Spanish-speakers. I was no longer the U.S.-born teacher of Spanish, but an English language teacher with insider knowledge of U.S. culture and Spanish speaking proficiency. I became an ex-pat living outside my home country and sought to immerse myself in this new culture and expand my identity. This international experience was unlike any of the other travel or study abroad experiences I had before, primarily because I was more advanced in my career, mature, and had committed to living in another country for an extended period. In these three years, I grew as an intercultural speaker of English and Spanish because I was surrounded by real-world opportunities and experiences to use my language skills daily to interact with others who grew up

differently than myself. What I came to better understand about myself by living in another country is that communication is not only about knowing how to interact using the same language, but that it also requires knowing what is culturally appropriate and being aware of how to use additional skills of IC to interact effectively with others. This knowledge includes being aware of others' beliefs, values, and perspectives and how they are influenced by the context in which they live. This awareness impacted my teaching in a way that allowed me to become an even more reflective practitioner than I had been in my native country. This is an awareness that I am reflective of every day as a wife of a Honduran immigrant, who recently became a nationalized U.S. citizen, and a parent raising a bicultural/bilingual child. Last, this understanding is part of my motivation for pursuing a doctoral degree in international education because I continue to desire and better understand how IC plays a role in furthering WL education, teacher pedagogy, and personal relationships.

Scholarly Goals

Over the past seven years since my return to the U.S., I have been studying the theories and research on IC, including its many definitions, conceptualizations, models, and integrations among various fields, including international education and teaching and teacher education, my primary and secondary specializations within the Ph.D. program. I now know that IC has many conceptualizations, generally depending on its intended purpose within varying fields and disciplines. Except for Byram's (1997) model of ICC, many of the other models and corresponding definitions do not incorporate language proficiency as a component of IC development. In WL education, language is a leading

component of IC due to the nature of communicating and interacting with others via language. In understanding the connection of IC to the CSIC (NCSSFL-ACTFL, 2017) and integration of IC within the W-RSLL (National Standards Collaborative Board, 2015), it is essential to understand how WL teachers across the U.S. conceptualize IC and how they see it connects with language learning and in their classroom instruction. This research is an important and scholarly contribution to the WL field because of the diversity of world languages taught in the U.S., apart from EFL, and across grade levels (e.g., K-16), which is currently underrepresented in the literature.

Definition of Terms

Within the literature and across fields, there are various definitions used to describe the desired knowledge, attitudes, and skills of IC. In this section, I list the definitions of terms that are relevant to this study and its background. My understanding of IC relates closely with the definitions that incorporate the element of language (Byram, 1997; Fantini & Tirmizi, 2006); however, I led this study with the recognition that WL teachers in the U.S. may have varying conceptual understandings of IC, which is what I sought to learn more about. The definitions that informed this study are:

- global competence – "the acquisition of in-depth knowledge and understanding of international issues, and appreciation of and ability to work with people from diverse linguistic and cultural backgrounds, proficiency in a foreign language, and skills to function productively in an interdependent world community" (Van Roekle, 2010, p. 1).

- intercultural competence – "the ability to interact effectively and appropriately with people from other cultures" (Perry & Southwell, 2011, p. 455); no single definition of this term has been agreed upon in the literature (Deardorff, 2006).

- intercultural communicative competence – "knowledge of others; knowledge of self; skills to interpret and relate; skills to discover and/or to interact; valuing others' values, beliefs, and behaviors; and relativizing one's self. Linguistic competence plays a key role" (Byram, 1997, p. 34).

- intercultural communicative competence – "a complex of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself" (Fantini & Tirmizi, 2006, p. 12).

Summary of Chapter One

To conclude, the aim of this qualitative study was to learn more about WL teachers' understandings of IC and how and why they integrated the concept within their instructional practices in the WL classroom, if at all. Furthermore, because global competence is an imperative from the NEA for students' education in the U.S. (Van Roekle, 2010), educators also need have a strong understanding of IC to be able to effectively teach students the skills, dispositions, and knowledge of "knowing how, when, and why, to say what to whom" (National Standards Collaborative Board, 2015, p. 12). There is limited research on IC with WL teachers in the U.S., and this study attempted to fill this gap with regard to gathering a deeper conceptualization of how WL teachers in the U.S. understand and integrate IC in their classrooms.

Chapter Two

In this chapter, I present the literature that has both informed my knowledge and understanding of IC and framed the development of this study. Further, this study has been guided by a conceptual framework shaped by prominent models of IC both in and outside of the WL domain and empirical research regarding teachers' beliefs and understandings of IC and its integration in WL education. This review of the literature also guided my development of the study in determining the context, data collection, and analysis procedures by framing it in a way that I recognized had not yet been deeply and qualitatively explored.

This chapter has three main sections. First, I begin with an historic look of IC in WL education and the accompanying pedagogical shifts that have worked their way through WL classrooms, as instructional practices are guided and supported by pivots currently happening in the field. Second, I describe the IC models and frameworks relevant to this study. This section bears importance because several of the participants mentioned these models and frameworks during the interviews. The third major section of this chapter addresses two areas of the empirical research involving IC understanding and development among (a) U.S. teachers and (b) WL teachers, including English as a second/foreign language. I conclude with how the review of this relevant literature that situates this study and its aim to fill an existing gap in research on IC with WL teachers in the U.S.

A Historical Glance at IC in WL Education

The concept of IC has been discussed in scholarly literature as early as the 1950s. In the 1950s-1960s, research on IC focused on the increasing number of Westerners who were moving overseas for international work or to engage in community service, such as the Peace Corps (Spitzberg & Changnon, 2009). Research in the 1970s-1980s focused on investigating individuals' experiences and the acquisition of IC via study abroad, cultural training for businesses, and the acculturation of immigrant groups (Sincrope et al., 2007). Today, IC has a role within many fields and is becoming of increasing importance in WL education and the intercultural dimension of language teaching (Sercu, 2005, 2006).

Many authors have noted the inconsistent use of the concepts of intercultural and global competence within teaching and research (Deardorff, 2006; Dervin, 2010), also referred to as the terminology debate (Marshall, 2015). There are a variety of terms used alongside intercultural competence, such as intercultural communicative competence, transcultural communication, cross-cultural adaptation, and intercultural sensitivity (Fantini & Tirmizi, 2006). Witte and Harden (2011) also note that although the concept of intercultural competence has gained a great deal of attention in educational research, the concept is still rather vague. It is also noted that although many authors appear to be talking about the same thing, there are some conceptual differences in how the terms are being applied (Dervin, 2010).

There is a current call for WL teachers to help students to become "intercultural citizens" so that they can engage in a globalized and internationalized world (Wagner & Byram, 2015, p. 29) through applying the competences they learn in the WL classroom to other contexts beyond the school walls (Byram, 2008). The W-RSLL (The National

Standards Collaborative Board, 2015) in the WL domain, alongside the CSIC (NCSSFL-ACTFL, 2017), include IC development as a component of language learning. Cited in the curricular documents of the CSIC (2017) are the IC frameworks of Bennett (1986, 1993), Byram (1997), and Deardorff (2006).

The inextricable connection between language and culture has always had its presence in language teaching (Shrum & Glisan, 2010). Language and culture are inextricably connected; the latter shaping how language is used and language conveying various cultural meanings (Bennett, 1998; Byram, 1997; Kramsch, 1993). Moeller and Yu (2015) emphasize that, "language learning is no longer simply learning vocabulary and grammar structures, but rather is regarded as a means of communication that includes equal attention to the development of intercultural competence, emphasizing the inextricable link between language and culture" (p. 55). According to Bennett (1998), understanding the *Big C* culture creates knowledge, but does not necessarily address the *little c* culture of knowing how to interact competently with other people of different cultures and language backgrounds. Big C culture refers to what is most visible in a culture, including holidays, art, history, and food. Little c culture includes the beliefs, behaviors, and values of people of a culture.

With this understanding of the evolving approaches to language teaching, integrating IC should not be approached as a developing fifth skill (i.e., beyond reading, writing, listening, and speaking) but rather integrated systematically within language instruction (Bickley et al., 2014). Kramsch (1993) recognizes this difference between the teaching of culture and intercultural teaching and describes the first as "knowing about another culture" vs. the latter being "knowing the culture from within through learning

and using the language" (Moloney, 2013, p. 214). This leads into a brief review of the instructional pedagogies that have guided WL education over the years and now toward teaching with an intercultural approach.

Pedagogical Shifts in WL Education

Over the past few decades there have been several notable pedagogical shifts in the field of WL education that are relevant to the inclusion of IC and is role in instruction. Beginning with the grammar-translation (i.e., linguistic) approach and then transitioning to the communicative approach, WL instruction has now emerged toward the intercultural approach. The grammar-translation approach emphasizes the learning of vocabulary by using direct translations of the target language. In this approach, culture is oftentimes considered static and, if included within instruction, is learned as specific knowledge apart from the learning the language. The communicative language teaching approach focuses on achieving communicative competence in the target language as a primary goal, particularly within the four skills of reading, writing, listening, and speaking. Communication and interaction are at the forefront of language learning with this approach, and information gap activities are commonly used in this type of instruction (Popescu & Iordachescu, 2015).

The intercultural approach addresses the links between language and culture and the effective communication between native and non-native speakers of the target language as intercultural communication, two shortcomings of the communicative language teaching approach (Crozet & Liddicoat, 1999). In using an intercultural approach to language learning, time is also taken to examine one's own culture and identity in relationship to the target culture. This negotiation of culture and language

fosters the development of awareness and being able to apply these skills in intercultural communicative interactions (Marczak, 2010). Byram (1997) asserts, "teaching for linguistic competence cannot be separated from teaching for intercultural competence" (p. 22).

In shifting toward the intercultural approach to language teaching, a greater awareness of the role of IC needs to be present, not only for WL teachers to understand the concept, but also to support their pedagogical decisions and curricular goals for building students' language acquisition. There are numerous IC models presented in the scholarly literature both within and outside of WL education. In the next section, I describe several frameworks and models of IC that are commonly referenced from these domains, many which were also mentioned by the participants as having informed their understandings of IC.

Models of IC in WL Education

In this section I present the five models of IC that bear relevance to this study and are most cited in the fields of global and WL education. Afterward, I will share the empirical research involving IC, in which some of these models are used as a framework. There are many more models of IC that are described in the literature (Matveev & Merz, 2014; Spitzberg & Changnon, 2009), but the ones I address in this section are the most relevant to and cited in world language and teacher development research. I also chose to only focus on reviewing these models in this literature review because several were mentioned by the participants when describing their understandings of IC.

The first two models are developed by Milton Bennett and Michael Byram, researchers in the intercultural and international WL fields, respectively. The third and

fourth models are designed by Darla Deardorff and Alvino Fantini, researchers in the fields of teacher education and WL education, respectively. I also describe a fifth model outlining intercultural literacy (Heyward, 2002), which has similar components of the other four models, but also adds the component of language proficiency, which was also identified by my participants as a key pillar of IC understanding and development.

Bennett's Developmental Model of Intercultural Sensitivity

Bennett's (1986, 1993) Development Model of Intercultural Sensitivity (DMIS) was created as a framework to explain the observed and reported experiences of individuals within intercultural situations. The first three stages of the model (i.e., denial, defense, and minimization) are identified in the ethnocentric stage, as one relates to others through the understanding of his/her own culture. The second three stages (i.e., acceptance, adaptation, and integration) are identified in the ethnorelative stage, as one's own culture is experienced and understood within the context of other cultures. The stages of development are situated along a continuum in which one progresses forward, depending on one's experience of difference in cultural contexts and situations. This forward continuum has been criticized for not showing lateral (i.e., forward and backward) movement along the continuum, particularly when one is introduced to new intercultural situations (Kramsch, 1993). Other researchers have commented on the possibility of regression of individuals along Bennett's continuum based on contexts and experiences and suggest that the continuum be bidirectional, allowing one to move backward and forward (Garrett-Rucks, 2016).

Bennett's framework of the DMIS has been used in conjunction with the Intercultural Development Inventory (IDI) (Hammer & Bennett, 2001) to assess one's

development of intercultural sensitivity and measure it on a scale of stages of

intercultural sensitivity between the stages of ethnocentricity toward ethnorelativism.

According to the interpretation of the IDI results, one who measures more on the

ethnocentric side of the model tends to minimize cultural differences and thinks of

everyone as being the same. One who measures more to the right side of the scale, or

ethnorelative side, is able to see multiple perspectives and is open-minded in

viewing/understanding differences. The IDI has been used as instrument in several

quantitative studies in education research as it has been deemed reliable and valid to use

for these types of investigations (Hammer et al., 2003; Paige et al., 2003). Although this

study did not focus on assessing IC, it was important to acknowledge the work of this

author in conjunction with this assessment tool because a few of the participants in this

study were familiar with the IDI and mentioned it during their interviews.

Byram's Model of Intercultural Communicative Competence

Byram's (1997) comprehensive Model of Intercultural Communicative

Competence (ICC) outlines five elements or what he calls *savoirs* of ICC. These five

savoirs include the (a) knowledge, (b) attitudes, (c) skills (e.g., interpreting and relating),

(d) skills (e.g., discovery and interaction), and (e) critical cultural awareness that lead one

toward developing ICC. The combined the skills of communicative competence (i.e.,

linguistic competence, sociolinguistic competence, and discourse competence) are

intertwined with these five savoirs of intercultural competence. Byram (1997)

acknowledges a difference between IC and ICC. He views intercultural competence as the

ability to interact successfully with people of another culture in one's own language and

distinguishes it from intercultural communicative competence as the ability to

successfully interact with people of another culture in a second or foreign language. His model is commonly used in the education domain across international settings.

The knowledge savoir pertains to knowledge of how social groups function, but not necessarily about a particular culture. The attitudes savoir regards the intercultural speaker and encompasses one's curiosity and openness to other possible values and behaviors. The intercultural speaker is one who can communicate and interact within a diverse and pluralistic community. According to Byram, the native speaker model is not the ideal, as one will need skills to communicate with all speakers of languages, not solely the native speaker. The skills savoir is described as the ability to interpret, explain, and relate to events of another culture. Additionally, there are skills of discovery and interaction, in which one demonstrates the ability to acquire new knowledge of a culture and its practices. The fifth savoir is critical cultural awareness and is described as the ability to evaluate the practices and products of one's own and other cultures. These five savoirs, when situated together in his model, outline the elements of ICC as it pertains to the skills one needs to be successful in intercultural situations.

In Byram's (1997) framework of ICC, he indicates that one must possess knowledge of his own country as well as of the country of the interlocutor. This type of knowledge is developed through experiences and intentional interactions with individuals and society. Key to developing ICC is one's attitudes such as, "curiosity and openness, of readiness to suspend disbelief and judgments with respect to others' meanings, beliefs and behaviours" (Byram, 1997, p. 94) and "a willingness to suspend belief in one's own meanings and behaviours, and to analyse them from the viewpoint of the others with whom one is engaging" (p. 94). The skill sets needed for developing ICC are skills of

interpreting and relating and skills of discover and interaction, with knowledge of language and culture integrated within all the savoirs. Linguistic competence in an additional language is a difference noted between the terms ICC and IC.

Byram's (1997) model of ICC is frequently associated with WL education because of his research and experience in this field. Although his model centralizes critical awareness with the other elements or savoirs surrounding it, his model is primarily descriptive of the concept of ICC, rather than one that indicates progression, such as the DMIS by Bennett (1986, 1993). Whereas both Byram and Bennett's models vary in their descriptions of ICC and IC, another difference between the two is that Byram conscientiously includes linguistic competence as a component for ICC development apart from the five savoirs in his description of the model elements, whereas Bennett does not include language development at all in his model. However, neither focus on the integral importance of language as a key component of IC in their models.

Deardorff's Process Model of Intercultural Competence

Deardorff's (2006) Process Model of Intercultural Competence is a process orientation model of the development of intercultural competence which includes three domains: (a) affective, (b) cognitive, and (c) behavioral. It is used to describe the evolution or process of one's development of IC. Its components comprise the findings from her dissertation research with leading interculturalist experts in the field of education. The model begins with the development of one's attitudes and knowledge/skills and proceeds through the process of demonstrating the desired internal and external outcomes through one's interactions with others. Attitudes such as respect, openness, curiosity, and discovery are an important foundation to this model. Critical

thinking skills are also integral to this model as learners move toward their development

of knowledge and skills for "acquiring and processing knowledge about other cultures as

well as one's own" (Deardorff, 2006, p. 255). Then, one moves into developing more

knowledge of their own cultural self-awareness and the skills to listen, observe, interpret,

and relate to others. Through these acquired attitudes, knowledge, and skills, learners are

able to demonstrate the desired outcomes of adaptability, ethnorelative views, empathy,

and effective communication and behavior in intercultural situations. These outcomes

lead learners to interact with others in more interculturally appropriate ways. Learners

may enter the framework with various levels of intercultural competence, depending on

their prior experiences and understandings. Deardorff asserts that the development of IC

is an ongoing process and learners should be given opportunities to reflect on and assess

their IC development over time.

     Deardorff's (2006) model of IC is frequently cited in research in teacher

education and international learning experiences. Her model does not specifically address

the skills of interacting in another language, which might be why it is not as commonly

used in WL education research. However, she presents the development of IC as a

process which, unlike Bennett's continuum, emphasizes that the evolution of

development of IC is over time and begins with the needed requisite attitudinal skills of

respect, openness, and curiosity. These skills impact how one enters this process of

developing knowledge, comprehension, and skills needed for interacting effectively

within intercultural situations. The inclusion of desired internal and external outcomes

sets her model apart from Bennett's (1986, 1993) model, although these characteristics

are similarly defined in Byram's (1997) model.

Fantini's Model of Intercultural Competence

Fantini (2006) states that intercultural competence may be defined as "a complex of abilities that are required to perform *effectively* and *appropriately* when interacting with others who are linguistically and culturally different than oneself" (p.12, emphasis in original). As a WL educator himself, he emphasizes "the goal of foreign language instruction requires an expanded focus that includes intercultural competencies, not just language as a linguistic system, devoid of context" (Fantini, 2009, p. 195). In his model of intercultural competence, there are three areas of ability: (a) establish and maintain relationships, (b) communicate with minimal loss, and (c) collaborate to accomplish a mutual goal. There are also four skill dimensions within this model: (a) knowledge, (b) attitudes, (c) skills, and (d) awareness. Awareness is the central skill of his model and is at the center of the pinwheel-shaped image that represents how each of these components stimulate and impact one another. Fantini (2009) asserts that awareness is critical; "whereas knowledge can be forgotten, awareness cannot" (p. 198). Although it is not visually represented in his model, he also emphasizes the importance of target language proficiency for developing ICC. He states, "Lack of a second language – even at a minimal level – constrains one to continue to think about the world and act within it, only in one's native system, and deprives the individual of one of the most valuable aspects of the intercultural experience (Fantini, 2005, p. 2). Alongside his model, there are four benchmarks (i.e., levels) for measuring and monitoring the developmental levels of IC. These are: (a) Educational Traveler, (b) Sojourner, (c) Professional, and (d) Intercultural/Multicultural Specialist. Level I is described as participants in short-term exchange programs, Level II are participants of cultural immersion experiences lasting 3-

9 months, Level III are those who work in intercultural contexts, and Level IV are those who are trainers and educators in consulting and advising positions of multinational students.

Published after Bennett's (1986, 1993) and Byram's (1997) models, Fantini's (1999) Model of Intercultural Competence is also framed within WL education and is situated as a multidimensional and developmental model that shows how knowledge, skills, attitudes, and awareness all impact one another. Even though Fantini expresses that target language proficiency is at the core of his model, it is not visible in his pinwheel diagram; awareness is at the center of his model. Fantini's model has received the least attention among the four models of ICC/IC. This may be because Byram's model was already well accepted in the WL field by this time and Fantini had yet to use his model with empirical research. Considering the publication dates of all these models, new consideration should be given for the inclusion of skills, such as language proficiency, and how they fit and can be used within future research and educational initiatives in today's diverse and complex learning environments.

Heyward's Multidimensional Model of Intercultural Literacy

Heyward (2002) developed a Multidimensional Model of Intercultural Literacy to validate and use in his dissertation research. He defines intercultural literacy as "the understandings, competencies, attitudes, language proficiencies, participation and identities necessary for cross-cultural engagement" (Heyward, 2002, p. 10). Whereas he does not use either the terms ICC or IC, his model of intercultural literacy is informed by a combination of many of the same dimensions of these terms as defined by the other leading researchers (e.g., Bennett, Byram, Deardorff, and Fantini). One of the differences

between his term, intercultural literacy, and the other terms used in the literature to describe IC is that Heyward specifies using the word *intercultural* versus *international* because the latter suggests that one's nationality is more important than the identity constructs understood within the term intercultural. The term intercultural focuses more on one's cultural identity and includes competencies such as understandings of, attitudes toward, participation in cross-cultural settings.

Heyward (2002) suggests that literacy crosses cultural boundaries and thus a culturally literate person possesses the understandings, competencies, attitudes, and identities necessary for living and working in multicultural settings. Literacy is also a focus of ACTFL's W-RSLL (National Standards Collaborative Board, 2015). Literacy in language learning is defined as "being attentive to the conventions of the language, using increasingly precise vocabulary, and understanding how language functions" (National Standards Collaborative Board, 2015, p. 47) and includes the four skills of reading, writing, listening, and speaking.

Heyward's (2002) research, anchored in his dissertation, primarily focused on international schools and developing teachers' and students' intercultural literacy within these cross-cultural settings. The linear stages of his model include five levels of increasing awareness ranging from monocultural to intercultural or bicultural. There are six descriptors of intercultural literacy identified in this model, including: (a) understandings, (b) competencies, (c) attitudes, (d) participation, (e) language proficiencies, and (f) identities, which he states could be used as an assessment tool based on the findings of his dissertation research. Built on the foundations of other IC models, Heyward (2002) emphasizes that his framework represents a model of process and

learning, rather than acculturation, with the reality of "multiple cultural identities" (p. 15). His model is unique from the other models outside of WL education because he specifically identifies language proficiencies as a component of developing intercultural literacy, in which other models (e.g., Bennett, 1986, 1993; Deardorff, 2006) do not visibly incorporate this essential component. This is important because for WL teachers, seeing how language acquisition fits within a model of IC development will show the inextricable connection between language acquisition and IC development as a pedagogy for purposeful integration in WL classrooms.

The Empirical Research on IC in the U.S. and Abroad

Research on IC has been explored across many countries and contexts and among various participants in education, business, and healthcare (Spitzberg & Changnon, 2009). Spitzberg and Changnon (2009) contend that "conceptualizations of intercultural communication competence are highly diverse in their disciplines, terminologies, and scholarly and practical objectives" (p. 5). These scholars also state that even the term *competence* itself has received much contestation in its interpretation.

Therefore, in preparing this review of the literature, I carefully selected and reviewed publications and empirical research that aligned specifically with the context and frameworks of IC that informed the design of this study. The research I present in the next sections focuses on two contextual descriptors: (a) U.S. teachers, non-subject specific, and their understandings and development of IC, and (b) IC integration within WL education. The purpose of narrowing my focus in this review of the literature is to frame the development of this study within the gaps that have not yet already been empirically researched and published.

Investigating Teachers' Understandings and Development of IC

The development of IC is not yet a widespread movement in the public K-12 schools in the U.S. as much as it is in the IB schools and WL classrooms. However, it certainly is a growing competency needed by all teachers in the U.S. due to the increasing cultural and linguistic diversity in classrooms and the inclusion of global competence within mission statements, curricular goals, and learning standards (e.g., ACTFL's Global Positional Statement, International Baccalaureate, and ACTFL's W-RSLL). Researchers who have investigated the IC of teachers in the U.S. report findings that show that the majority of teachers fall in the ethnocentric stages of Bennett's (1986, 1993) DMIS (DeJaeghere & Zhang, 2008; Mahon, 2006). This means that these teachers have worldviews that primarily focus on their experiences and culture as the center of their understanding of other's cultures.

DeJaeghere and Zhang (2008) are among the few scholars who have researched the development of IC with U.S. teachers of culturally and linguistically (CLD) learners. They used the Intercultural Development Inventory (IDI) as a baseline tool to measure the intercultural sensitivity levels of 352 teachers from nine schools. Afterward, they used the results as a guide for future professional development as well as teachers' own personal awareness of their intercultural sensitivity. Following the IDI survey and release of the scores, the participating teachers took a survey to continue reflecting on their understanding of their own IC and how they applied it in their instructional practices in their classrooms. For the majority of the teachers in the DeJaeghere and Zhang (2008) study, their IDI scores were in the minimization stage. Bennett and Bennett (2004) describe those who are in the minimization stage to likely believe that "deep down, we

are all the same" (p. 155) and any differences between people and their culture(s) are not easily seen or understood. Therefore, for the professional development the researchers provided afterward, it was important to bring awareness to these teachers' cultural assumptions, values, and practices to potentially help them recognize these traits in other cultures and people as well. DeJaeghere and Zhang's (2008) findings show a positive correlation to teachers' perceptions of IC and the professional development they received on IC, meaning professional learning on IC can be beneficial if combined with reflective practices and revisited over multiple opportunities.

In a study of 60 English language teachers in International Baccalaureate (IB) schools in five different countries across the world, Demircioğlu and Çakır (2015) found teachers' experiences in other cultures and living abroad positively affected their teaching and development of IC. In general, the participants' responses to the questionnaire from this study reflected a greater awareness of diversity, cultural differences, and willingness to incorporate IC in their teaching practice. Specifically, the teachers in Turkey expressed that their experiences with people of other nationalities allowed them to gain new perspectives and broader understandings of others, all of which they said transferred to their teaching practice in the IB classroom. The teachers from Spain said that being exposed to other cultures taught them how to be open-minded of cultural diversity. Many of the teachers from the United Kingdom had worked internationally and said that these experiences allowed them to see things from another point of view and how they adapted their teaching styles to the needs of their students. For example, one teacher expressed the motivations to learn English from her students in Turkey were much different than those from China, which affected how she approached English instruction because of the

different ways the language is emphasized in the two countries. Overall, the teachers in this study shared that they gained more patience and empathy by working in diverse settings because of their exposure to other cultures and working in international settings.

Ghanem's (2017) research focuses on teachers in the U.S. and their development of ICC, addressing a gap in the research with this context and population. In her qualitative investigation of eight graduate student instructors (GSIs) at a large university in the southwestern part of the U.S., she used questionnaires, reflective journal entries, a focus-group interview, individual semi-structured interviews, and classroom observations to collect data on their attitudes toward and practices of ICC in the classroom. Her questionnaire was adapted from Sercu's (2005) survey, and her findings show that GSIs struggled with defining ICC and how to integrate teaching culture in the classroom. Although GSIs do not have the same preparation for teaching as K-12 teachers in the U.S., the findings of this study corroborate with other studies of K-12 teachers as well (DeJaeghere & Cao, 2009; DeJaeghere & Zhang, 2008; Mahon, 2006). Also, even though the teachers agreed that ICC instruction is important (Ghanem, 2017), for the majority it remains a challenge, at any level, to effectively integrate ICC in their classroom instruction.

Ghanem (2017) used multiple measures (e.g., questionnaires, reflection journals, a focus-group interview, semi-structured individual interviews, classroom observations) to evaluate German GSIs' perspectives of IC and integration in their WL classes. Multiple measures for examining IC are favored over singular methods due to the complexity of IC (Deardorff, 2004). This combination of data collection was also integral for triangulating the data for a richer analysis. The data were collected during three separate

occasions over the course of a semester and provided insight on how to continue meaningful professional development on IC with these teachers. Although only eight GSIs participated in this study, the findings indicated that they struggled with fully understanding IC and teaching it in their courses.

In another U.S.-based study, Merryfield (2000) interviewed 80 teacher educators who were recommended by their colleagues as successfully preparing teachers in multicultural and global education. She found these faculty members shared different types of experiences that led them to become successful educators in teaching multicultural and global education. She examined the benefits of teachers with international experiences and noted that while doing so they gained greater intercultural sensitivity in working with CLD students. She also noted that it is not only external experiences that contribute to developing IC, but rather "it is the interrelationships across identity, power, and experience that lead to a consciousness of other perspectives and a recognition of multiple realities" (p. 440). Experiential learning, such international field experiences and working abroad, allow the opportunity to immerse oneself in another culture and foreign community. This experience of being outside one's native surroundings opens the door to the feelings of being the "other" and gaining new insights and perspectives.

Merryfield (2000) asserts that experiences alone do not make for becoming a multicultural or global educator. Identity, power, and equity affect how people relate to feeling privileged and subordinate to others. Educators who can reflect on their identities and how their experiences have shaped their positions in the world are likely able to contribute to adding an intercultural lens to their teaching, but this is not guaranteed.

Much effort is needed for teacher educators to purposefully integrate discussions, reflections, and experiences within teacher preparation programs for this to permeate in their students as well.

Investigating IC in WL Education

Although IC has been discussed and researched in education for decades (Bennett, 1986, 1993; Byram, 1997; Deardorff, 2004; Sercu, 2005, 2006), it has been just a mere seven years that it was included as a specific standard within WL education in the U.S. as a part of ACTFL's W-RSLL (National Standards Collaborative Board, 2015) and five years since the CSIC (NCSSFL-ACTFL, 2017) were published. From earlier research on IC in WL education, findings show that WL teachers have continued to demonstrate challenges with incorporating concepts of culture in their instruction (Alyan, 2011; Sercu, 2006; Tian, 2013).

The majority of research that has been published with regard to intercultural competence has examined IC in the WL classroom as a student outcome of learning or explored WL teachers' beliefs on how they teach students to develop IC. Few researchers have explored WL teachers' beliefs on IC and how they teach students to develop this concept (Byram & Feng, 2004; Sercu, 2006), with a few exceptions of teachers of English as a foreign language (EFL) and English as a second language (ESL) (Bickley et al., 2014; Magos & Simopoulos, 2009; Young & Sachdev, 2011).

In the WL field, the concept is more commonly spoken of as intercultural communicative competence (ICC) but is referenced as intercultural competence (IC) in much of the research and literature. Deardorff (2006) states that the *C* for communicative is frequently assumed, which may be why IC is more commonly cited in the research in

other fields. IC in WL instruction is often cited in the literature as a performance target or developmental goal for student learning in the WL classroom (Byram, 1997; NCSSFL-ACTFL, 2017). Therefore, most studies in this field reference IC in terms of development as a student skill or competency to be gained in WL education rather than as a teacher trait. The IC of WL teachers is a growing area of research as they are expected to be the models of IC and mediate its development with their students in their instructional practices (Sercu, 2006). This assumption presumes that WL teachers may intuitively understand IC, which from the existing research has shown to be inconsistent in comparing their teaching beliefs to their actual instructional practice (Atay et al., 2009).

Atay et al. (2009) investigated the role of IC in a random selection of 503 teachers of English as a foreign language (EFL) within all instructional levels in Turkey. Their primary data instrument was a questionnaire. Their findings show that although teachers are aware of the role and importance of IC in EFL instruction, they do not often incorporate it within their instructional practices. The research of Demircioğlu and Çakır (2015) and Sercu (2006) also presented similar findings. In the Atay et al. (2009) study, even though Turkish EFL teachers had a positive belief toward the teaching of culture and IC in the EFL classroom, their practice showed that language/linguistic instruction took priority. This discrepancy between teachers' beliefs of the importance of IC and actions in the classroom may be explained by the teachers' unfamiliarity with how to regularly incorporate culture in WL instruction and facilitate students' development of IC in the curriculum as well as a lack of resources and training to do so (Atay et al., 2009).

Sercu (2006), a WL education researcher based in the E.U., investigated 424 WL teachers across seven different countries (e.g., Belgium, Bulgaria, Greece, Mexico,

Poland, Spain, and Sweden) by examining their dispositions toward teaching for IC in their home country settings through quantitative and qualitative methods (i.e., an open and closed question survey). She described the "foreign language and intercultural competence" (FL&IC) (Sercu, 2006, p. 56) teacher as possessing the knowledge, skills, and attitudes to teach for IC in the WL classroom and used Byram's (1997) ICC model as a framework for her research. The aim of her study was to better understand teachers' beliefs regarding the teaching of IC and the cultural dimension of WL education. She implemented a web-based survey that primarily consisted of closed questions and a few open questions that took participants about an hour to complete. The participants were purposefully selected and were considered representative of the secondary WL teachers of their perspective countries. Her quantitative analysis included descriptive and correlational statistical techniques and the qualitative data were analyzed manually.

Sercu's (2006) findings suggest that the current profile of the WL teacher does not yet match that of the FL&IC teacher, but it is moving favorably in that direction. There seems to be an "average language and culture teaching profile" (Sercu, 2006, p. 67) of the FL&IC teacher across the seven countries, primarily divided between two types of teachers: (a) those who focus on communicative competence and (b) those who integrate culture in language teaching, while also focusing on the acquisition of communicative competence. Sercu (2005) identifies some of the challenges faced by WL teachers in effort to integrate the development of IC into their curricula, which include lack of student interest, time, and appropriate resources that are not culturally biased. Sercu (2006) also discusses some misguided interpretations many WL teachers have with regard to using culture as a means for teaching for IC. For example, simply teaching

students factual knowledge about the culture of other countries of a spoken language does not make students more interculturally competent. She asserts that WL teachers must promote the acquisition of intercultural skills, such as through interacting with others and reflecting one's own identity in relationship to others, in order more authentically integrate culture and the development of students' IC within their instructional practices (Sercu, 2005).

In Sercu's (2006) investigation, she focused on understanding the knowledge and skills of WL teachers and did not collect data on teachers' attitudes or personality preferences (e.g., interpersonal skills, openness to new experiences, empathy, and respect). Although her intent was to focus on the teachers' knowledge and skills regarding teaching language and culture, teachers' personal qualities are a significant part of understanding their IC and should be investigated too. Additionally, the majority of Sercu's participants were EFL teachers, thus leaving a gap in the research of WL teachers and their understandings of IC. The principal method of data collection was a self-reported survey, which some researchers have critiqued regarding the inaccuracies in self-reported data (Griffith et al., 2016).

Bastos and Araújo e Sá (2015) examined Portugal language teachers' perceptions of ICC with the research questions: (a) What does ICC mean for language teachers? and (b) What are teachers' views on the development of ICC? Within an in-service teacher education program entitled *The Intercultural Teacher*, the researchers' purpose was to understand how teachers understood and envisioned ICC in their classroom instruction as to inform the development of this training program to further develop EFL teachers' ICC. The training program incorporated four areas in its design: (a) awareness of the

cultural/linguistic diversity in societies, (b) reflection of personal and professional

perceptions, (c) communicative and intercultural action, involving interactive sessions

with participants from other countries and cultures, and (d) professional action, in which

the teachers worked collaboratively with other teachers on a jointly negotiated project.

The findings from their qualitative data collection (e.g., interviews) and analysis show

that ICC is a multidimensional competence, including a complex network of affective,

cognitive, and praxeological dimensions. Praxeological is described as the plurilingual

and cultural components. For these researchers, the development of ICC is best

represented as a spiral diagram as it is constantly being updated and informed by previous

experiences. ICC development is triggered by an affective component, such as

motivation, similar to Deardorff's (2006) model. The stages involved in developing one's

ICC include an information stage, followed by reflection and interaction, and then the

process is repeated. Limitations to this study include the number of participants and the

homogeneity of the context and participants.

Bickley et al. (2014) investigated beliefs and practices of ICC of 70 ESL

instructors in Canada with the purpose of better understanding teachers' attitudes and

instructional practices within the ESL classroom and direct future professional

development and accompanying materials for them to use. They used an online survey

for data collection, and their findings show that teachers value the integration of ICC in

their instructional practices but lack a unified understanding for how to best implement

culture in the ESL classroom. The teachers perceived culture to be integral to

communication and that ICC skills must be taught explicitly in the language classroom;

however, although the majority of teachers remarked ICC should be taught explicitly, few

reported they did this in a systematic way. Most of these teachers agreed that more time and resources are needed to successfully integrate ICC in the classroom. Assessing ICC also remains a challenge among these teachers. Suggestions for future research included gathering additional data through interviews and classroom observations.

Magos and Simopoulos (2009) investigated 20 teachers of the Greek language in immigrant classes in Greece. Their primary research question addressed whether and to what extent the teachers promoted effective intercultural communication in their second language classes. Data included classroom observations and semi-structured interviews with the teachers and some of their students. The conclusions were that the majority of the teachers who teach Greek as a second language were not interculturally competent, as primarily defined and described by Byram (1997) and Sercu (2006). Teacher education programs that support reflection and experiential learning are recommended for better preparation of interculturally competent language teachers.

Last, in a study conducted with teachers of the U.S., United Kingdom, and France, Young and Sachdev (2011) explored the beliefs and practices of 21 experienced English language teachers using Byram's (1997) Model of Intercultural Communicative Competence as a conceptual framework. Using journals, focus groups, and questionnaires, the researchers collected qualitative data over two stages of the study. Their findings were that these experienced (i.e., 2 years +) teachers reached a consensus regarding their understanding of ICC and its intended application in the EFL classroom. Although they agreed that ICC was an important component of language learning, they noted that it was not as visible in the course syllabi and lessons as it should be. Integrating ICC was not a priority due to challenges with finding appropriate resources,

knowledge of how to assess it, and hesitancy on the part of the teachers to introduce

topics of controversy in the classroom.

According to Byram (1997), discussing and negotiating meaning of the other is an

important part of the development of ICC. One limitation to Young and Sachdev's (2011)

study was that the researchers introduced Byram's model of ICC to the participants in

advance of their data collection for them to examine and interpret on their own. Thus,

having a model to examine in advance seems to contradict the design of the study which

intended to investigate how WL teachers understood ICC on their own accord. Also,

other empirical studies of EFL teachers have shown similar findings regarding teachers'

lack of theoretical background of ICC and how to integrate language and culture into an

intercultural model of pedagogy (Bickley et al., 2014; Göbel & Helmke, 2010).

Setting the Stage for this Research on Intercultural Competence

Based on her research in the EU, Sercu (2006) states that the FL&IC teacher is

still in a state of growth but needs to continue to be reassessed and developed. The

intention of my research is to move this call forward by investigating WL teachers in the

U.S. to better understanding their current conceptualizations of IC, over 15 years since

Sercu's (2006) research was conducted. Her study is still one of the most current and

comprehensive studies on IC understandings conducted with a broad participation of WL

teachers across multiple nations. Although Sercu's research is still significant to the field

of WL education, further research is needed to: (a) update the existing literature in the

field, (b) target teachers of world languages other than English, and (c) include WL

teachers from the U.S. within the research.

Summary of Chapter Two

The development of IC is becoming of increasing importance in WL education through the intercultural dimension of language teaching (Sercu, 2005, 2006) and educational initiatives for the development of global citizens (ACTFL, 2014; Battelle for Kids, 2019; UNESCO, 2013; World Council on Intercultural and Global Competence, 2021). Sercu (2006) contends that educators are in the best position "to help their pupils relate their own culture to foreign cultures, to compare cultures and to empathize with foreign culture's points of view" (p. 58). This statement is as important today as it was fifteen years ago; IC development has a place in our schools and across all disciplines and curricula.

As presented in this review of the relevant literature, it is important that IC continues to be explored with WL teachers as a first step to gathering baseline data for understanding WL teachers' awareness of the concept and its application in WL classrooms in the U.S. Teachers must first understand their own cultural identity before being able to integrate and assess the development of IC with their students (Bennett, 1998; Magos & Simopoulos, 2009). Therefore, this study was designed to probe for teachers' understandings of IC, using semi-structured interviews for rich, qualitative data collection, and to learn about how they were informed by their knowledge, identity, culture, and previous experiences, if at all.

Teacher perspectives of IC and its development play an important role in the decisions teachers make in their classroom and teaching practices. Few researchers have specifically investigated teachers' understandings of IC or their application of the concept in their classroom instruction (Byram & Feng, 2004; Young & Sachdev, 2011; Young et

al., 2009). Many teachers argue that teaching for IC is not an explicit part of their curriculum because it is not tested (Young & Sachdev, 2011), although the standards for students to develop global competencies are present in recent curricula changes across the globe (e.g., *IB Learner Profile*, ACTFL's W-RSLL)

Few studies have addressed the perceptions and attitudes of WL teachers regarding their understandings of IC (Sercu, 2006). In this research study, I investigated U.S.-based WL teachers' beliefs and understandings of IC and how they integrated this concept within their instruction practices. There is an expressed need for further research on how teachers connect their understandings and components of IC into their teaching practice (Atay et al., 2009; McNeal, 2005; Westrick & Yuen, 2007). Jikikokko (2005) suggests that teachers understand IC as a concept with pedagogical applications; however, several studies have found there is a possible disconnect between teachers' intended pedagogy and actual practice in international settings (Correa Bernardo & Malakolunkthu, 2013; Moloney, 2013; Sercu, 2006). My investigation sought to better understand how WL teachers' conceptualization of IC extended into their instructional practices within the WL classroom. In Chapter Three, I present the methodology of this study, including the qualitative research design and the components of the selected data sources.

Chapter Three

This study sought to explore U.S.-based WL teachers' understandings of IC and how they integrated the concept within their instructional practices in their WL classrooms. This chapter describes the purpose of the study, research questions, and approaches that were used throughout the qualitative research design, such as determining the setting and context, participant selection, data instruments, data collection, and data analysis procedures. As the principal researcher, I also discuss my positionality as both an international educator and WL educator in the U.S. In the section on trustworthiness, I share how I addressed potential validity threats, such as prior assumptions and biases that may have impacted my analysis of the findings. I conclude with a summary of Chapter Three.

This research is timely due to the emphasis of intercultural competence and global competence in many educational forums as skills desired and necessary for future workplaces (Davies et al., 2011) and resulting from the most recent updates in the ACTFL W-RSLL (National Standards Collaborative Board, 2015) and the publication of the CSIC (NCSSFL-ACTFL, 2017). From an extensive review of the literature on IC and related empirical research, many studies indicated a call for more research on this topic. In addition, with the increased interest in the intercultural dimension of language education that supports students' development of IC (Wagner et al., 2018), it has become increasingly important to understand the teachers' perspectives, from their voices, as they are the frontrunners in fostering students' development of IC in their classrooms.

Purpose of Study

The purpose of this study was to understand how WL teachers in the U.S., across languages and academic levels, have come to know and make sense of IC and the ways in which they apply IC learning and development in their instructional practices. This research informs WL educators' understandings of IC within the educational paradigm for intercultural development (Byram, 1997; Sercu, 2002, 2005, 2006). The findings also serve to further guide WL programs, pre-service teacher preparation, and in-service teacher professional development toward a deeper knowledge base of IC and the intercultural dimension of language teaching in the U.S.

Research Questions

The research questions that guided this study were:

1. How do U.S. WL teachers describe their understandings of IC?

2. In what ways do U.S. WL teachers integrate IC in their instructional practices and why?

Research Design

I designed this qualitative research study with an interpretive approach (Merriam & Tisdell, 2016) with the purpose of inductively exploring the concept of IC with practicing WL teachers in the U.S. I applied an inductive thematic analysis of the data as a methodological framework (Guest et al., 2012) to deeply capture their understandings and application of IC in their instructional practices in their WL classrooms. As a constructivist, I approached my research with this lens to focus on meaning, understanding, and process (Merriam & Tisdell, 2016). I also angled this qualitative study through a process theory orientation (Mohr, 1982) to seek an understanding of how

WL teachers across the U.S. have come to conceptualize and integrate IC in their classrooms. Merriam (1998) states that "the interest [in a qualitative study] is in process rather than outcomes" (p. xiii). A key element to process theories are the events that lead to and describe the phenomena (Mohr, 1982). I used a sequential design (Teddlie & Tashakkori, 2009) to investigate the concept of IC in WL teachers' descriptions of their understandings and integration of IC in their U.S.-based classrooms through a nationally dispersed, online questionnaire and follow-on interviews with a consenting group of these participants. My data analysis was inductive and comparative, and the findings are richly descriptive and presented as themes (Guest et al., 2012; Merriam & Tisdell, 2016; Saldaña, 2016).

The research design of this study was guided by Maxwell's interactive model (2013) as tool for examining the purposeful interconnectedness of the qualitative design components of the investigation. The five components of this interactive design include: (a) research questions, (b) goals, (c) conceptual framework, (d) methods, and (e) validity (i.e., trustworthiness) of the investigation. In this chapter, I focus on the methods and trustworthiness (i.e., the fourth and fifth components of the model). The other components of the research design (e.g., research questions, goals, and conceptual framework) are introduced and described in Chapter One and Chapter Two. I created a diagram of this Research Design Map to list all the research components and display how they interact with each other (see Appendix E). The use of this interactive model for the research design encourages the researcher to closely examine the relationship between the design components and how they impact and implicate one another. This process presents clarity to the research along with a unified cohesiveness and structure among its

components. I also selected this model to inform the research design while also reflectively addressing my researcher positionality, including reflexivity, assumptions, and biases. I acknowledge the flexibility embedded in this research design model as the nature of qualitative research is not rigid or fixed (Maxwell, 2013) and monitored all components throughout the study for any needed adjustments.

Setting and Context

The majority of prior investigations regarding IC in the WL educational domain have largely been conducted in Europe and Asia (Byram, 1997; Sercu, 2005). This study was set in the U.S., and the context is situated in the domain of WL education. WL education in the U.S. is informed and guided by the national standards for foreign languages developed by ACTFL, known as the *World-Readiness Standards for Language Learning* (W-RSLL) (2015), and the performance indicators for language and IC proficiency, the latter known as the NCSSFL-ACTFL *Can-do Statements for Intercultural Communication* (CSIC) (2017). Also informing the context of WL education in the U.S. is the call for contemporary and communicative language pedagogies and instructional practices (e.g., content-based, proficiency-based; skills-based; student-centered instruction) to build learners' language proficiency in real-world contexts. The published research regarding WL teachers' understandings and integration of IC in the U.S. is scant in comparison to other countries; therefore, there was a need for more empirical research to be done on this topic and within this setting and context.

Participants

At the time of the study, all participants of this study were practicing WL teachers across regions, languages, and academic levels in the U.S. The study purposely included

participants who had a range of career experiences across the K-16 spectrum, worked in various types of school systems and regions in the U.S., and taught a variety of world languages, to which I achieved this proposed sampling (see Table 1).

Selection Criteria

In February 2019, I posted my first call for participants for this study using WL organization forums and distribution LISTSERVS (e.g., ACTFL Special Interest Groups, FLTeach, WL groups on Facebook) to reach a broad range of potential participants geographically across the U.S. and with diversity among languages, levels taught, and career experiences. For the online questionnaire, a widespread participant pool was desired to provide rich data of the context of WL teachers in the U.S. and their understandings of the concept of IC in WL education. Fifty-four WL teachers initiated the online questionnaire and 38 completed it in its entirety. Three were excluded because they lived in countries outside of the U.S. and some questionnaires were omitted due to being incomplete. The online questionnaire asked for participants' demographic information, teaching experiences, and written responses to open-ended questions regarding their understandings of IC and applications of the concept in their instructional practices. The online questionnaire was also used as a screening tool in preparation for the follow-on interviews in the second phase of the study. For the second phase, participants were invited to participate in a follow-on interview, to which consent was requested at the end of the online questionnaire. Thirty-two participants consented to the follow-on interview.

For the second phase of the study, a purposeful selection (Maxwell, 2013; Patton, 2015) of up to 20 participants was anticipated to be made from the respondents of the

online questionnaire. Purposeful selection is "a conscious and deliberate method" that enacts researchers' mindful choices within research (Reybold et al., 2013, p. 700). For qualitative researchers, this does not assume generalizability, but rather illuminates specific participants for the context of the study (Patton, 2015). The criteria for the selection of the continuing participants for the second phase of the study were that they agreed to a follow-on interview upon completion of the online questionnaire and provided their email address as a point of contact. Additional selection criteria sought for maximum variation (Patton, 2015) among the consenting participants' demographic characteristics such as region (i.e., location, state), languages and levels taught, and years of teaching experience.

This study sought out participants who lived across the U.S., taught a variety of grade levels (e.g., K-16) and languages (e.g., Arabic, Chinese, French, German, Japanese, Italian, Russian, and Spanish). Career experience was defined by number of years teaching, including early career (i.e., 1-5 years), mid-career (i.e., 6-15 years), and experienced (i.e., >15 years) teachers of WL other than English. This study also focused on recruiting teachers who taught across age ranges and grade levels because recent literature suggests the importance of integrating IC in the early levels of WL education through adulthood (Wagner et al., 2018).

A maximum of 20 participants was planned for this study because of boundaries of time for data collection to be completed within one academic semester and before teachers went on summer vacation. However, when requesting interviews from the 32 participants who consented, 21 agreed and selected a date for the interview, so I decided to proceed with all 21 interviews instead of randomly removing one participant. Having

one extra participant for the second phase of the study also fell within the parameters of my IRB approval.

There were three goals to support my reasoning for selecting up to 20 participants for this study, as described by Maxwell (2013). The first was to achieve participants' representativeness of locations (i.e., regions and states) across the U.S. and instructional age groups (e.g., K-16). A second goal informing this selection of participants was achieving variation of career experiences, languages, and levels taught among the participants. Patton (2015) describes this variation as "reasonable coverage of the phenomenon" (p. 314). The third goal addresses the possible types of participants, including "information-rich" (Patton, 2015, p. 264) and "extreme" cases (Maxwell, 2013, p. 98). Information-rich cases are those that enabled to best explore my research questions. Extreme cases are those participants whose conceptualization of IC is either highly or loosely defined (i.e., the extremes) based on their responses to the open-ended questions on the online questionnaire. These cases are important for discovering the differences in these participants' understandings and conceptualization of IC.

Participant Demographics

There were 21 participants who fully completed the online questionnaire, consented to a follow-on interview, and then participated in the follow-on interview of this study. These participants comprise various self-identified characteristics, educational backgrounds, and teaching experiences and contexts. They self-identified as 86% females (one self-identified as cis female) and 14% males. For race, 86% self-identified as Caucasian/white, 5% European American, 5% German, and 5% Slavic. For age, 33% were between the ages of 46-55, followed by 24% between ages 36-45, and three

participants, 14%, in each of the age brackets of 26-35, 56-65, and >65. These 21

participants lived in 14 different states. The educational backgrounds included 71%

having master's degrees and 29% holding doctoral degrees. Additionally, 62% reported

having state teaching licensure; the other 38% taught in higher education and licensure

was not a requirement. Teaching experiences ranged with 14% being early career (i.e., 1-

5 years), 38% being mid-career (i.e., 6-15 years), and 48% being experienced teachers

with >15 years of teaching. The teaching experiences of these 21 participants spanned all

academic levels with 19% teaching in elementary/middle grades, 43% in secondary (i.e.,

high school), and 38% in higher education. With regard to teaching context, 90% of the

participants were in public schools and institutions, and 10% were teaching in private or

independent schools. Representation of the language(s) of instruction were: Spanish,

43%; French, 38%; German, 14%; Italian, 5%; Latin, 5%; Japanese, 5%; and Russian,

5%. Three of the French teachers also taught a second language (e.g., Latin, Russian,

Spanish), which is why the percentages do not collectively total 100. Most of these WL

teachers, 76%, taught more than one language level, such as a combination of novice and

intermediate levels or novice, intermediate, and advanced levels at the time of this study.

Novice levels include level 1, 2, and elementary courses; Intermediate includes levels 3

and 4; Advanced includes levels 5, 6, Advanced Placement, and specialty courses. Table

1 details the number counts of these participants' demographics. The *n* counts for

Languages Taught and Levels Taught exceed 21 because three of the teachers taught

more than one language and 16 teachers taught more than one language level.

Table 1

Participant Demographics

Characteristic	*n*	%
Gender		
Female	18	85.7
Male	3	14.3
Race		
Caucasian/White	18	85.7
European American	1	4.8
German	1	4.8
Slavic	1	4.8
Age		
26-35 years	3	14.3
36-45 years	5	23.8
46-55 years	7	33.3
56-65 years	3	14.3
> 65	3	14.3
State		
Arizona	2	9.5
Connecticut	2	9.5
Illinois	1	4.8
Louisiana	1	4.8
Maine	1	4.8
Maryland	2	9.5
Massachusetts	3	14.3
Minnesota	1	4.8
New Jersey	1	4.8
North Carolina	1	4.8
Pennsylvania	2	9.5
Tennessee	1	4.8
Vermont	1	4.8
Virginia	2	9.5
Educational Background		
Master's Degree	15	71.4
Doctoral Degree	6	28.6
Teaching Experience		
1-5 years	3	14.3
6-15 years	8	38.1
>15 years	10	47.6
School/Institution Type		
Public	19	90.5
Private	2	9.5
Academic Level		
Elementary / Middle School	4	19.0

Characteristic	n	%
Secondary (High School)	9	42.9
Higher Education (Undergraduate)	8	38.1
Language Taught[a]		
Spanish	9	42.9
French	8	38.1
German	3	14.3
Italian	1	4.8
Latin	1	4.8
Japanese	1	4.8
Russian	1	4.8
Language Levels[a]		
Novice	17	81.0
Intermediate	15	71.4
Advanced	10	47.6

Note. N = 21. Percentages rounded to the tenth.

[a] *N* exceeds 21 because of cross-over in languages and levels taught.

Research Relationships

Negotiating research relationships is a main component of qualitative methods (Maxwell, 2013) because participants are essential to the design of the study and the data collected. For this study, I needed to first gain access to my prospective participants in a way that maximized the potential population pool across languages, levels, and regions in the U.S. To seek access to these participants, I used LISTSERVS and online forums that are available to WL teachers for receiving information and calls for research participants, like for this study. Specifically, the organizations where I posted my call for participants were: the ACTFL Special Interest Groups (SIGs) for Teacher Development, Research, and Language Educators*;* the Foreign Language Teaching Forum (FLTeach); and the Facebook Group titled *Teaching for Intercultural Competence*. I also posted the call for participants on my personal social media page and permitted sharing so that it could be shared by my WL teacher colleagues across the nation.

Most of my participants said they learned of the study through the post on the ACTFL SIG forums. The ACTFL Teacher Development SIG has over 2,000 members and is a forum for WL teacher preparation at the pre- and in-service levels. The ACTFL Research SIG has 620 members and provides a forum for sharing research to inform instructional practices and theory. The ACTFL Language Educators SIG, with over 17,000 members, is an open forum for all ACTFL members to share and discuss topics of general interest. FLTeach was founded in 1994 and is an online service for WL teachers in the U.S. for communicating, sharing, and collaborating at all levels. The web site and LISTSERV for FLTeach are hosted and monitored by the State University of New York College at Cortland. The Facebook group, *Teaching for Intercultural Competence*, was launched in 2018 by a WL teacher in the U.S. and has 2,700 members and active weekly posts during the time of this study.

One way of initiating a positive research relationship with participants was to clearly define the purpose and intentions of the study within the call for participants and informed consent, including what I planned to ask participants to do (i.e., time commitment, resources to participate in the study), how the data would be managed, and any benefits they may gain from participating in this study. I also examined my role as the researcher and my positionality (Merriam & Tisdell, 2016) by carefully considering any power or demographic differences that may have impacted the researcher-participant relationship throughout my interactions with participants. I attended to researcher reflexivity throughout my interactions with the goal of reducing potential barriers with my participants so that it would allow for natural conversations to flow during the interviews. I recognized my position as a researcher may hold potential power relations

and addressed this by sharing with my participants that I was also a WL teacher, an insider, and a collegial counterpart, who was exploring this topic to better understand the perspectives of teachers in the classroom.

My role as a researcher at the university and experience having taught post-secondary courses, also gave me an insider perspective when interviewing the participants who were teaching undergraduates because they were also teaching in the higher education environment. In considering my research positionality as being both an insider and outsider, I engaged with my participants throughout my interactions with my "WL teacher practitioner hat" on with the intention that they would not perceive any power difference and feel as if they could share what they wanted with me without any judgement. This positionality also allowed me to more clearly understand and relate to the experiences my participants described as WL teachers because I was familiar with the terms they used to describe their classroom practices and pedagogy.

I engaged in memo writing (Maxwell, 2013) throughout the study to work through the findings and reflect on my researcher identity and the assumptions and biases I may have had about this research. Additionally, I was mindful of participants' time and availability when scheduling the interviews as I recognized that they had busy lives during the academic year with teaching, planning, grading, preparing materials, communicating with parents, among a long list of other expected duties. I offered interview times throughout the daytime and evening hours and throughout the course of the week, including weekends. I kept to a maximum interview time allotment of 45 minutes and asked for permission to extend this time if the participants wanted to continue the interview longer.

Data Collection

The procedures in preparation for the data collection for this study included designing a timeline for implementing the study, piloting the instruments, seeking IRB approval, and posting the call for participants. I carefully considered the preparation of the instruments for data collection, ethical considerations, participant confidentiality, data collection processes, and secure data management when preparing the sequence of these procedures. All data were secured in a password protected files on my computer, and participants' names were replaced with pseudonyms (see Table 3) and ID numbers within these files.

Timeline of Data Collection

The timeline of data collection, including preparation and implementation of the procedures, spanned over nine months between the fall 2018 and summer 2019. There was sufficient time allotted over the 16-week period between February and May 2019 to gather the participants' responses to the online questionnaire and conduct the follow-on interviews for the proposed maximum number of participants for this study. Table 2 displays the timeline of data collection for this study.

Table 2

Timeline of Data Collection

Data Collection	Time Frame	Location
Piloting the Instruments	Fall 2018	Online (via email and phone)
IRB Application Approval	January 2019	Online (IRB portal)
Call for Participants & Online Questionnaire Distributed	February 2019	Online (via Forums/LISTSERVS/ social media)
Scheduling Interviews	Feb - March 2019	Online (via Google Forms, email)
Conducting Interviews	March - May 2019	Online (BlueJeans/WebEx, phone)
Incentives Distributed	June 2019	Online (via email)

Piloting the Instruments

In the fall of 2018, after successfully defending my dissertation proposal, I piloted the instruments for data collection for this study, as approved by my committee. I shared the online questionnaire and interview guide with three critical friends, two who are WL educators (Ph.D. Candidate and Ph.D. in Education) and one who has a Ph.D. in Higher Education. None were participants in this study. The purpose of piloting the instruments was to test their functionality and clarity in wording prior to using them with potential participants. From this practice, I received feedback on how to improve the presentation of my online questionnaire and interview protocol and made the following adjustments. In the online questionnaire, I combined some of the original content and moved the section related to demographic information to the end to allow the first part to focus on areas related to the research content. In the interview protocol, I reordered some of the

original interview questions and expanded upon them to account for participants who may have had different experiences in their professional development and teacher education. I also learned the importance of making my interview questions broader in scope so that they did not lead the participants a certain way. As a result, I included several potential sub-questions to assist with narrowing the focus of a response for when participants responded differently.

IRB Approval

After successfully defending this research proposal to my dissertation committee and piloting the instruments, I submitted the research plan and required documents to the Institutional Review Board (IRB) at George Mason University (GMU) (Fairfax, VA) for review in December 2018. Upon receiving approval from the IRB in January 2019 (see Appendix A), I followed up with the WL organizations to confirm permission to use their sites and/or distribution lists for posting the call for participants for this study.

Call for Participants

The call for participants for this study was sent out to the ACTFL SIG groups, FLTeach, and posted on the Facebook with an access link to the informed consent and online questionnaire via these distribution lists on two separate occasions and with 2-3 weeks in between each time posted. This second time served as a follow up to ensure that the message was received and as a reminder if there were potential participants still interested in participating. After Day 1 of the first posting of the call for participants, there were over 30 participants who had completed the online questionnaire. The participation continued to increase over the first week and after the second posting of the call two weeks later. After being open for a 4-week period, 54 participants had completed

the online questionnaire. I then closed access to the portal so that I could begin to contact the participants who consented to the follow-on interview.

Scheduling the Interviews. A Google Form for scheduling the interviews was emailed to the 32 participants who consented to the interview and sent out a second time a week later to those who did not respond to the first email (see Appendix B). After waiting two weeks, 21 of the 32 participants responded to the Google Form with their interview scheduling preferences. I emailed them individually to confirm the time and date between February and April 2019 that they requested for the interview. I offered interview times during all days of the week and times throughout the day to best work with their busy schedules as teachers.

Incentives. A monetary incentive was offered to these 21 participants in reciprocity for their time and contribution to the study. Amazon e-gift cards were selected as the monetary incentive because of the limitless purchase possibilities for participants and their preferences. In the spring 2019, I was awarded a research grant from GMU to help cover some of the expenses of conducting this study. Each participant who fully completed the online questionnaire and interview received a $25 Amazon e-gift card. The participants were aware of the potential to receive this incentive after completing the online questionnaire and consenting to the follow-on interview. These Amazon e-gift cards were distributed after all data were collected and emailed to the participants at the email address they indicated on the questionnaire as a point of contact for scheduling the interview.

Data Instruments

The data instruments I used in this study included an online questionnaire, follow-on interviews, and memo writing. After receiving approval from GMU's IRB, I posted the call for participants and included a link to the consent form and online questionnaire set up in Qualtrics. The follow-on interviews were arranged in the eight weeks following participants' completion of the online questionnaire with those participants who consented to the interview. Memo writing was done throughout the study to document the research and analysis processes (Maxwell, 2013). Each of these instruments are further described in the sections below.

Online Questionnaire

I created an online questionnaire using Qualtrics (see Appendix C) and shared it via an access link within my call for participants through the WL organization LISTSERVS and communication forums (e.g., ACTFL, Facebook, FLTeach) who granted permission for me to post this call for participants. Qualtrics is an online platform for distributing web-based surveys. Within this online data management platform, the account user can set up an online survey with informed consent that can be distributed through a link to prospective participants. The data is password protected through the user's account and can be downloaded for analysis. All data is secured through password protection. Data can be analyzed and aggregated within the system and downloaded. GMU offers free accounts to students and faculty to use with the advanced features of Qualtrics.

The online questionnaire took about 10-15 minutes for participants to complete. It composed of six sections, including: (a) the informed consent and signature page, (b)

three Likert style questions, (c) three open-ended questions, (d) their teaching experiences and context, (e) demographic questions, and (f) consent for a follow-on interview. The three Likert style prompts and three open-ended response questions pertained to the participants' understandings and integration of IC in their instructional practices. At the end of the questionnaire, there was a section on the self-identified demographics of the participants. The purpose of the online questionnaire was to gather initial data on WL teachers' understandings and integration of IC, including an exploration of the experiences and professional development they identified as having informed these understandings and integration of IC in their classrooms. Additionally, the online questionnaire served as a screening tool to collect demographic information of participants as to cast a wide net of WL teachers across the U.S. At the conclusion of the questionnaire, participants were asked if they agreed to participate in a subsequent, audio-recorded interview. If so, participants entered their email address as a point of contact and a confirmation of their consent to continue their participation in the study with a possible follow-on interview.

As shown in Table 3, the 21 participants' assigned pseudonyms, academic instructional levels, years of teaching experience, and language(s) of instruction are identified. The pseudonyms are used in the narrative descriptions within the findings of this study in Chapter Four.

Table 3

Participants' Pseudonyms and Academic Level of Instruction

Pseudonym	Academic Level(s)	Years of Teaching Experience	Language(s)
Beatriz	Elementary	Early (1-5 years)	Spanish
Patty	Elementary & Middle	Experienced (16+ years)	French, Latin
Rachelle	Middle School	Experienced (16+ years)	French
Jackie	Middle School	Experienced (16+ years)	German
Brianna	High School	Early (1-5 years)	German
Bianca	High School	Mid (6-15 years)	French
Samantha	High School	Mid (6-15 years)	Spanish
Stephanie	High School	Mid (6-15 years)	Spanish
Chase	High School	Mid (6-15 years)	Spanish
Sandra	High School	Experienced (16+ years)	French
Natalia	High School	Experienced (16+ years)	French, Spanish
Beth	High School	Experienced (16+ years)	Spanish
Julia	High School	Experienced (16+ years)	Spanish
Melanie	Higher Education	Early (1-5 years)	Italian
Dana	Higher Education	Mid (6-15 years)	French, Russian
Bridget	Higher Education	Mid (6-15 years)	German
Sean	Higher Education	Mid (6-15 years)	Japanese
Dalila	Higher Education	Mid (6-15 years)	Spanish
Emalie	Higher Education	Experienced (16+ years)	French
Joslyn	Higher Education	Experienced (16+ years)	French
Richard	Higher Education	Experienced (16+ years)	Spanish

Semi-Structured Interviews

The second phase of data collection for this study included follow-on interviews with a group of the participants who completed the online questionnaire and consented to the follow-on interview. The in-depth, semi-structured interviews were scheduled and completed with 21 of the 32 participants who consented to the follow-on interview. These

interviews were conducted between March and May 2019. I had originally intended to interview between 10-20 participants; however, 21 of them scheduled interviews with me within the first few weeks, so I continued with all these participants to capture a diverse range of teachers. This provided more diversity among the participants with their WL teaching experiences, contexts, and locations. Adding one more participant than expected also did not interfere with my IRB approval.

The follow-on interviews lasted between 30-60 minutes, with an average of 45 minutes. The interviews were conducted one-on-one using BlueJeans and WebEx, both of which are secured online videocall platforms that were approved for use by students and faculty at GMU. I began the first half of the interviews using BlueJeans and then was required to switch to WebEx when GMU changed preferred platforms. I conducted a few of the interviews over the phone due to technology glitches with connecting to these platforms or because of participants' preferences.

The interviews were audio-recorded using a hand-held audio recording device and an audio recording app on my phone as a backup. Upon the completion of each interview, the audio files were securely sent out to be professionally transcribed by Rev.com. Rev.com is a fee-based transcription service that guarantees 99% accuracy of their transcriptions which are done by humans. Although the company's website indicates transcription accuracy at 99%, I wanted to ensure that they accurately and completely matched the audio recordings. After each transcription was returned, I re-read the transcriptions twice through while listening to the audio files as an additional way to make sure they accurately captured the words of the participants. I made punctuation updates and corrected any errors found during this data cleaning process. Additional edits

I made during these two reviews of the transcriptions included noting when a WL was spoken and adding punctuation marks to account for participants' intonation and pauses.

I used a semi-structured interview guide (see Appendix D) when conducting the interviews. The semi-structured format allowed for essential questions to be addressed with each participant within the time frame anticipated for the interviews, while also giving opportunity for additional open-ended questions to be formulated in the process (Patton, 2015) and to provide clarity to the participants' responses. For example, I referenced the participants' responses to the Likert style prompts and open-ended questions from the online questionnaire by repeating what they had written, asking if this was correct, and prompting them if there was anything else that they wanted to add to their statements. By doing this practice, I added to the trustworthiness and reliability of this study as the participants were provided the opportunity to confirm and add to their responses, all while leading the direction and flow of the follow-on questions. Spradley (1979) suggests that semi-structured interviews are to be open in style and responsive to the participants in that they take the lead on answering the questions versus the interviewer being in control of the flow of the interview. This style of interviewing also allows for some consistency to be maintained across interviews (Corbin & Strauss, 2015). During the audio-recorded interviews, I also wrote marginal notes and referenced these notes to elicit participant feedback and clarification of responses throughout the interview. As a scholarly interviewer, keeping a methodological research journal (i.e., memos regarding my methodological dilemmas, directions, and decisions) (Charmaz, 2014) is important for the functionality of the semi-structured interview protocol and phenomenological interviewing approach.

Memo Writing

Maxwell (2013) suggests researchers write memos throughout data analysis to think analytically about the data and stimulate new insights. I wrote researcher memos (Maxwell, 2013) throughout the data collection and analysis processes of this investigation to document what I was doing and throughout the stages of the research. These memos included my initial thoughts, reactions, and questions that followed the interviews, as well as during the multiple stages of coding and theming of the data. I also wrote memos during the interview process to record insights, leading concepts, and additional questions for the participants. I wrote marginal notes on the transcriptions during the first reading of them, while also checking for transcription accuracy, and took note of what I heard by developing tentative categories and concepts that I saw emerging in these data (Maxwell, 2013).

I also wrote analytic memos (Miles et al., 2014) during the first and second cycle of coding the data to make sense of the categories and themes as they emerged. The purpose of analytic memos is to synthesize the data into higher level meanings beyond descriptive summaries as a conceptual and sense-making exercise (Miles et al., 2014). I referenced these memos throughout my coding and analysis to keep track of the emerging themes and to reduce categories, as needed.

I kept a methodological research journal of my memos and analytic process throughout the study to record all actions I did regarding the investigation (Charmaz, 2014). This journal was a tool for documenting my actions, engaging in reflexivity, and responding to suggestions from my critical reviewers and committee throughout the study from beginning to end. This journal was also useful for monitoring my biases and

assumptions throughout the implementation of the study. I also used this journal to note

follow-up questions I had during the interviews. For example, instead of interrupting

participants while they were speaking, I wrote these questions down and addressed them

later in the interview as to not interrupt the flow of the conversation.

Data Analysis

I used an inductive and iterative approach to analyzing the data of this study by

implementing a modified constant comparative analysis (CCA) method (Charmaz, 2014)

and using various coding techniques (Charmaz, 2014; Saldaña, 2016). Using a modified

CCA was not intended to build a substantive theory as in a grounded theory approach, but

rather to provide an inductive and comparative method for deep and sharp thematic

analysis (Charmaz, 2011). Charmaz (2000) emphasizes that CCA as a method can be

used with other methods, which I accompanied with a first and second cycle coding

sequence (Saldaña, 2016) for each data set. A strength of using CCA is to maintain the

emic perspective, or that of the participant, while using the theoretical framework of the

study to maintain the etic perspective throughout the analysis (Fram, 2013). Using CCA

also ensures that all data will be accounted for and systematically compared to all other

data (O'Connor et al., 2008).

My data analysis began with the first data collected and continued as a

simultaneous and iterative process during and after all data were obtained (Merriam &

Tisdell, 2016). The online questionnaire responses were the first source of data collected,

providing demographical information about the participants and their responses to the

three Likert style prompts and three open-ended questions about their understandings and

integration of IC. I approached analyzing these data as they were submitted and

continually compared my memos after each analysis of the participants' responses. I used the tools on Qualtrics to aggregate the participants' demographics and responses to the Likert style prompts and open-ended questions. I downloaded these data and prepared an Excel spreadsheet to aggregate the participants' demographics and ensure my participant group captured a broad range of languages taught, academic levels, and regions in the U.S.

The online questionnaire data served multiple purposes throughout my analysis. First, I used the online questionnaire responses to familiarize myself with each participant prior to conducting the follow-on interviews. Second, I used these responses to prompt individualized, in-depth questions in the interviews about participants' understandings and integration of IC based on their responses to the online questionnaire and their teaching contexts. Last, I used these responses to corroborate what was said in the follow-on interview and ensure that it aligned with what they indicated in the online questionnaire. This was an important step for cross-checking the data and clarifying some of the responses to the Likert style prompts in the online questionnaire. For example, there were five participants who indicated they had a *basic* understanding of IC and/or *sometimes* integrated IC in the online questionnaire; however, during the interview it became clear that they actually held a more in-depth understanding than basic, as they had indicated in the survey, and that they were integrating it more frequently than sometimes. Having multiple data sources allowed me to probe for these types of potential variances between and across sources, which served as a form of reliability to determine potential discrepancies.

I completed an initial content analysis (Krippendorff, 2013) of the written responses to the open-ended questions in the online questionnaire using open coding with In Vivo and process codes (Miles et al., 2014; Saldaña, 2016). After reading through the written responses from the online questionnaire to get an idea of the content, I used open coding and marginal notes to record my initial thoughts regarding category and relationship formation to later compare with the interview data (Maxwell, 2013). I wrote memos to reflect on these initial thoughts and used mapping and matrices as tools to organize my thoughts regarding the emergent themes from this first data source. Upon completion of data collection, I took a holistic and systematic approach to collectively analyzing the data sets using multiple rounds of re-coding the data (Saldaña, 2016).

In the first cycle of coding the online questionnaire responses for category constructions, I continued to use open coding, followed by thematic constructions through focused coding techniques (Charmaz, 2014). I also looked for patterns across participants' responses, such as the first words they used when they described what IC meant to them, the action verbs they used to describe how they integrated IC, and the common experiences they shared that had an impact on their understandings and integration of IC. In the second cycle coding of the online questionnaire data, some additional coding techniques that I used were coding for topics and actions/gerunds (Charmaz, 2014), looking for the negative case (Corbin & Strauss, 2015), and forming concepts through "thinking phenomenologically" (Saldaña, 2015, p. 75) and "thinking interpretively" (Saldaña, 2015, p. 156), among others referenced by Saldaña (2016), such as structural coding and themeing the data.

Once I began the interview process, I began analyzing these data as it was collected by keeping handwritten notes in a methodological researcher journal (Charmaz, 2014) to record memos (Maxwell, 2013; Miles et al., 2014) about the topics shared by each participant. As I proceeded through conducting the interviews, I continually compared these notes to previously collected data (e.g., online questionnaire, memos, and interview transcriptions) as an iterative process for understanding the data inductively and through multiple lenses (i.e., theoretical framework, research questions, and researcher positionality). I noted potential code words that I later used to build the categories and themes that emerged from the data (Merriam & Tisdell, 2016). Analyzing the data simultaneously during data collection also helped inform me of any specific coding leads to pursue in my data analysis of the interviews. This allowed for my initial analysis to be iterative and ongoing throughout the study.

During my first cycle coding of the interview transcriptions (Saldaña, 2016), I started with open, holistic coding by hand on the paper copies of the transcriptions to serve as a preparatory baseline in developing the more extensive codebook I used throughout the remainder of the initial (i.e., first cycle) and focused coding (i.e., second cycle) rounds of data analysis. I reviewed the full interview transcriptions many times throughout the analysis process. It was an iterative process using first and second cycle coding methods and an eclectic combination of coding categories that best fit with these data and my research questions, including descriptive, In Vivo, process, and values *c*oding during the first cycle of coding. I used focused coding categories, such as structural, subcoding, and themeing the data for the second cycle coding processes (Saldaña, 2016). Last, I focused in more closely on these analyzed data combined and

used an inductive thematic analysis to present the findings by the key themes that emerged (Guest et al., 2012).

After reviewing about 10 of the participants' interview transcriptions, I arrived at a point where I began to see redundancies arise, leading me to consider that I may have reached a point of saturation in the data. Strauss and Corbin (1998) describe achieving saturation "when no new information seems to emerge during coding, that is, when no new properties, dimensions, conditions, actions/interactions, or consequences are seen in the data" (p. 136). However, I was grateful to have the additional 11 interviews, totaling 21, to capture a greater number of participants' perspectives and experiences to confirm and add more detail to my findings from this sample of WL teachers across the U.S.

I concluded my coding sessions by writing memos (Maxwell, 2013) to record initial thoughts and emerging concepts I was observing in the data and highlighted representative verbatim quotes from the participants that stood out as representative of these concepts. These quotes were later winnowed down to the ones that provided the richest descriptions to support the thematic findings of the study (Merriam & Tisdell, 2016).

I then engaged in further analysis during my second cycle of coding to examine frequency counts of the most mentioned codes and categories, which in turn assisted with process of gathering a deeper understanding of the overall data. Maxwell (1992) asserts that using numbers in quantitative analysis contributes to the internal generalizability of the researcher's claims as well as providing evidence of the researcher's interpretations with a more in-depth understanding of the data (Maxwell, 2012). While it was interesting to consider frequency counts as an initial means of reporting the findings, I ultimately

chose to present them by the storyline revealed by the participants in response to both research questions. This added layer of consideration helped me to see that frequency counts may not best represent the meaning and intention behind the participants' qualitative descriptions embedded in the data sources. Nonetheless, this was an important step in my thorough investigation of the data.

Researcher Positionality

As a qualitative researcher, I hold a constructivist (i.e., interpretive) orientation to my worldview, which guided this empirical study within its philosophical framework and purpose of seeking a deeper understanding of U.S.-based WL teachers' conceptualization of IC. With interpretive research, the researcher believes that reality is a social construction, and it is negotiated through various meanings (Merriam & Tisdell, 2016). I considered my placement both inside and outside of the research as I am a WL teacher and teacher education researcher. I provide an important lens to this study because I have been a WL educator for over fifteen years, with teaching experiences in both the U.S. and international settings. These experiences, which I also described in Chapter One, have broadened my worldview and understanding of teaching, learning, and the role of language and culture, particularly in WL education settings. This is an aspect of my researcher positionality that supports the rationale of this study to further the research on U.S.-based WL teachers' conceptualizations of IC and more deeply understand the ways in which they integrate it in their classrooms.

I attended to reflexivity by recognizing my positionality as the researcher and how that may impact participants' responses. I shared that I was a practicing WL teacher and was interested in understanding how other WL teachers in the U.S. were making sense of

the concept of IC, personally and professionally. I made conscious effort to present the study as an exploration of teachers' understandings of IC and point out to the participants that there was no right or wrong way of responding to my questions. Regarding teachers' stated understandings of IC, I was sensitive to their conceptualizations of IC and how they described integrating it in their classrooms. I listened intently and asked follow-on questions for clarity.

Throughout my time as a doctoral student, I have had the opportunity to read extensively about IC in the literature. Therefore, I internally acknowledged that I might have a deeper awareness of IC and the ways in which it can be integrated in WL education. However, I appreciated that I might also learn from these WL teachers across the nation as they have come from different places, backgrounds, and experiences, and I wanted their voices and perceptions to shine through in the findings. Some teachers were unsure of what IC meant to them, and in these cases I listened attentively and did not hold any judgement. Other teachers had vast experiences that informed their understandings of IC, to which I remained open-minded to hear about what they shared. For example, three of the WL teachers considered themselves bicultural and identified themselves as immigrants to the U.S. As WL teachers in the U.S., their background experiences were much different than the other WL teacher participants who were not native speakers of the target language(s) they taught nor were raised outside of the U.S.

Trustworthiness

The quality of this investigation can be attributed to the many aspects of the research design that were planned and carried out throughout the study, as identified in my Research Design Map (see Appendix E). Some of the reliability measures that I took

were piloting the instruments of this study, using multiple data instruments to address the research questions, and triangulating the data during my analysis. Piloting the instruments in advance allowed me to test out the questions prepared for the online questionnaire and follow-on interviews for content, clarity, fluidity, and thoroughness. I also used triangulation of the data from the online questionnaire, interviews, and memos (Maxwell, 2013; Miles et al., 2014) to cross-check analysis and specifically address the two research questions being explored. Using multiple data sources allowed me to triangulate data during analysis (Patton, 2015) to address validity of my findings, check for patterns and/or discrepancies in these findings, and illuminate the data in the sources that answered the research questions. For example, I used the online questionnaire data to prepare me for conducting the interviews by having a preview of the participants' initial perspectives of IC. Using multiple data sources (e.g., online questionnaire, interviews, and memos) also allowed me to triangulate data and provide a deeper understanding of the research problem. It added to the reliability of the participants' responses because I was able to compare what they wrote in the online questionnaire and have them expand upon their response or clarify meaning in the interview. Having multiple data sources also adds credibility to my conclusions because there were several sources from which to provide thick descriptions of my findings (Creswell & Poth, 2018), and it helps reduce the bias of using only one method of data collection (Maxwell, 2013).

I used multiple data sources to recount and expand upon different aspects of the reported data. For example, the online questionnaire responses provided a glimpse into the teachers' reported understandings and integration of IC in the WL teachers' classrooms; however, the interviews illuminated these responses and added to these

reported accounts through detailed descriptions and examples, to which the online

questionnaire could not adequately capture due to limitations in response length. Using

multiple methods also creates a "dialectic stance" (Greene, 2007, p. 79-82) to engage in

discussion of the varying methods, perspectives, and potential differences in findings.

This strategy encouraged me as the researcher to re-examine what was happening through

these different sources to provide a more complex understanding of the concept of IC.

After I finished all rounds of coding and memo writing, I invited a fourth critical

friend, who specializes in WL education and has a Ph.D. in Education, to code check

samples of each of these data sources from three different participants. The purpose of

doing this was to ensure credibility of the open and focused codes I used throughout the

interview transcriptions, which were used to create emerging categories, develop the final

themes, and add to the trustworthiness of the findings.

Validity Threats

Teachers' reported integration of IC in the online questionnaire and interview was

one validity threat to this study as their self-reported data may have contained biases. One

way I addressed this was checking their responses to the online questionnaire with their

interview transcripts. Another aspect of validity regarding this study was that participants

who consented to the interview could be considered "key informants" (Pelto & Pelto,

1975, p. 7) and because of their interest in the study's topic they may have biases and

preferences regarding this topic. This issue could be evident in my findings through my

participant population showing a greater understanding of IC than actually exists across

WL teachers in the U.S. However, the WL teachers in this study had varying teaching

backgrounds, career experiences, and teaching contexts across the U.S. that are

considered representative of the national WL teacher demographics in most areas. For example, French and Spanish were the two most taught languages, and this group was composed of primarily secondary and higher education WL teachers. There were few elementary WL teachers in this study as WL education is still growing in many elementary school settings across the U.S.

Researcher Bias and Assumptions

In all the years that I have been a WL educator, I have been active in learning, investigating, and experiencing the intercultural domain of language instruction, all of which led me toward the development of this study. Even though this gives me credibility in my knowledge about the topic under study, I recognize that this extensive knowledge and awareness of IC may be a bias in my analysis because I may see what I want to see in the data based on my own understanding of IC. I took conscientious action to see between this prior knowledge I had by looking for ways in which WL teachers were understanding IC differently than I do. As a WL educator, I also have my own beliefs regarding the integration of culture in the classroom, and I recognized that these participants may also have their own perspectives and viewpoints on this topic. I strived to remain objective in the interview process by valuing all participants' opinions and re-examining how I could connect their responses and more deeply understand the research problem. I was objective in my data analysis by reading and listening to what participants communicated about their understandings of IC, all while observing that it may differ from my own understanding.

Some assumptions that I had regarding the topic of this study were that most WL teachers in the U.S. were actively using ACTFL's W-RSLL (National Standards

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Collaborative Board, 2015) and already had some degree of awareness toward the role of IC in WL education. The first assumption turned out false as it was not the case for participants across all regions, school contexts, or academic levels to follow ACTFL's W-RSLL and some did not even know about the CSIC (NCSSFL-ACTFL, 2017). In these cases, specifically, I remained open to learning more about how these teachers conceptualized IC and integrated it in their own ways in their WL classrooms. Also, I assumed that there may be varying interpretations of IC that strayed from the widely accepted model of Byram (1997) in WL education, which there were. In these cases, I benefited from gaining more knowledge of the various models of IC that these WL teachers in the U.S. knew about and understood in the WL pedagogies they practiced.

Summary of Chapter Three

This chapter provided a detailed description of the research design, including the setting, context, participants, and data collection and analysis procedures of this qualitative study. I used Maxwell's (2013) interactive research design to map to interconnect the components of this qualitative study and as a measure of reliability addressing this study's purpose and design. The research questions centered this study's qualitative design and guided the process for data collection and analysis. I used modified constant comparative analysis (CCA) (Charmaz, 2014) and an eclectic selection of qualitative and interpretive coding approaches suggested by Saldaña (2015, 2016) for qualitative research studies to analyze the data. I applied an inductive thematic analysis (Guest et al., 2012) to organize and present the key findings that emerged in the data across both research questions. I kept a methodological researcher journal (Charmaz, 2014) throughout the stages of the research and used memoing strategies (Maxwell,

2013; Miles et al., 2014) throughout the analysis process to record my insights and the emergence of the concepts and themes. I shared the ways in which additional validity measures were addressed, including my positionality as the principal researcher; I also addressed important considerations and potential limitations to this study. Chapter Four presents the findings across data sources and in response to the research questions.

Chapter Four

This study investigated U.S.-based WL teachers' understandings and integration of IC in their instructional practices. The importance of this study was to add to the extant literature and fill a gap regarding a better understanding of U.S.-based WL teachers' perceptions of IC and how and why it applies to their instructional context and practices. This clearer understanding of U.S.-based WL teachers' understandings of IC contributes to the scholarly literature and global knowledge of IC integration in WL instruction. I used an interpretive approach (Merriam & Tisdell, 2016) to explore the qualitative data sources of this study, which included an online questionnaire and follow-on interviews with 21 WL teachers across the U.S. I applied an inductive thematic analysis of the data as a methodological framework (Guest et al., 2012) to deeply capture their understandings and application of IC in their instructional practices in their WL classrooms. The participants' demographics spanned across a wide scope of academic and instructional levels, years of experience, and language(s) taught.

The collected data included an online questionnaire with three Likert style prompts and three open-ended questions followed by an audio-recorded, semi-structured interview. There were two research questions explored for this study. The findings of both research questions are presented in this chapter and are organized by the prominent themes that emerged from the data and representative narratives of the WL teachers' responses. Participants' narratives are identified by their assigned pseudonyms, which are referenced in Table 3 in Chapter Three.

Research Question 1

There were several data collection points that addressed Research Question 1 (RQ1) of this study: How do U.S. WL teachers describe their understandings of IC?, including a Likert style question and two open-ended questions in the online questionnaire, probing interview questions, researcher memos, and analytic memos. In response to the online questionnaire, these 21 WL teachers indicated their understanding of IC on a Likert style scale, from which they selected from the choices: (a) *strong*, (b) *basic*, or (c) *would like to know more.* Figure 1 displays the breakdown of their selections, with 13 reporting themselves on the Likert scale as having a *strong* understanding of IC, seven indicated they had a *basic* understanding of IC, and only one WL teacher indicated they *would like to know more* about IC. These responses represented WL teachers across all academic instructional levels, experience levels, and languages taught for the 2018-2019 academic year.
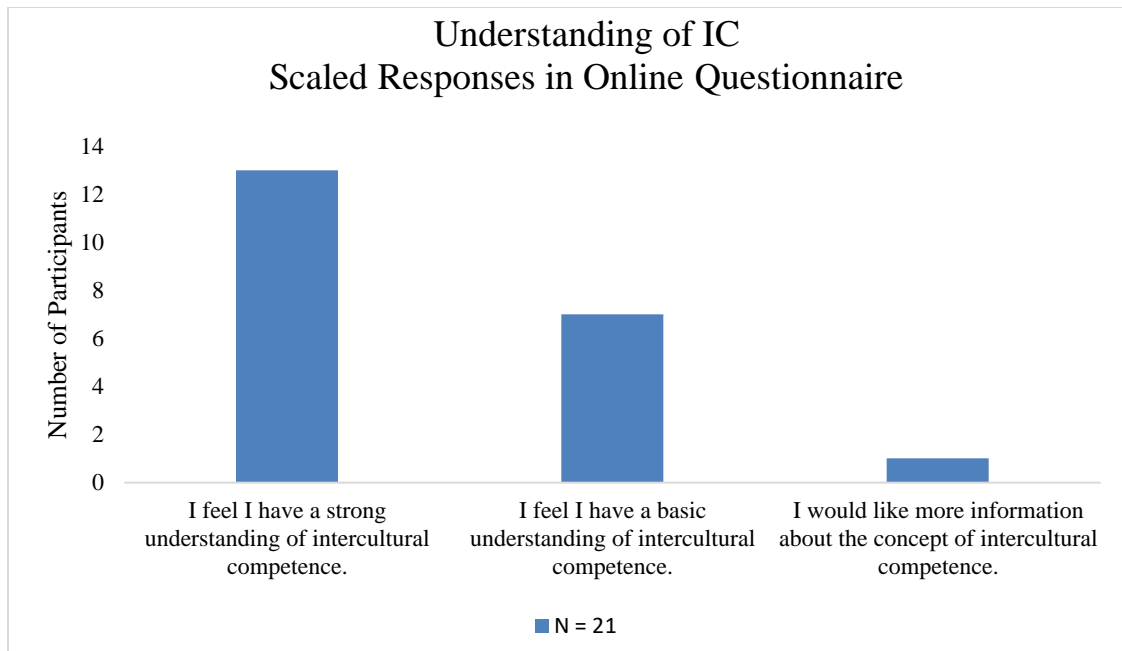
Figure 1.

WL Teachers' Understanding of Intercultural Competence

Additionally, from the three open-ended questions in the online questionnaire that sought to elicit a deeper description of these WL teachers' understandings and integration of IC, two of them pertained to RQ1. These questions were:

1. What does intercultural competence mean to you?

2. What experiences informed your understanding of intercultural competence?

In the follow-on interviews, the following questions were asked regarding these WL teachers' understandings of IC:

1. Would you tell me a bit more about your perception of intercultural competence and the concept in general? What does it mean to you?

2. How you think experiences, if at all, make a difference in one's understanding of intercultural competence?

3. What background experiences might have informed and influenced your

   understanding (and development) of intercultural competence, if any?

The semi-structured interview protocol was flexible for when additional prompt questions

needed to be asked based on participants' responses to these starting questions.

  Through deep analysis and my accompanying memos, five key themes emerged

from the data that addressed RQ1. In the next sections, I describe these five themes,

which include the 21 WL teachers' understandings of IC as: (a) Skillset, (b) Mindset, (c)

Developmental and Reflective Process, (d) Developed through their Experiences, and (e)

Through the Mist. The themes are organized by participants' narratives and accompanied

with frequency counts to support these findings from the data. While frequency counts

were interesting to note, they did not determine the presentation of the findings alone.

They did however serve as evidence of my interpretations and complement the patterns

from the data (Maxwell, 2012). Table 4 displays these WL teachers' understandings of IC

and the predominant attributes of the concept.

Table 4

World Language Teachers' Descriptive Understandings of IC

Description of IC	Attributes
A Skillset	Language
	More than language
	Communication
	Interactions
	Actions and Behaviors
A Mindset	Awareness
	Understanding
	Knowledge
A Developmental & Reflective Process	Process
	Incremental; with steps
	Personal Journey
	Developmental Process
	Reflection / Reflexive Practices
Developed through Experiences	Personal Experiences
	Travel, Study, and Living Abroad
	Personal Relationships
	Thoughtful Interactions
	Self-Identity
	Early Language Learning
	Professional Experiences
	Professional Development
	Being a WL teacher
	Scholarly Literature & Research
	Teaching Abroad & Other work experiences
Understanding IC Through the Mist	Clarifying the Concept
	Is there more to IC?
	Mixed Terminology
	Not the Expert

Theme 1: Understanding IC as a Skillset

The first key theme to emerge in response to RQ1 is Understanding IC as a Skillset. In each of the five sub-themes within this leading theme, I present the skillsets identified within the combined responses of all 21 WL teachers to describe IC. For

example, six teachers specifically described their understandings of IC by stating it was a "skillset," such as in the skills of knowing language(s), cultural knowledge, and culturally appropriate behaviors. Several of these WL teachers began their description of what IC meant to them with the phrase "IC is the ability to…" and included terms such as "function" and "in another culture" to describe this skillset or ability. Others combined skills together in their description of IC and indicated that IC possessed "more than" a singular skill in and of itself.

In the five sub-themes identified within Theme 1 – Understanding IC as a Skillset, I present the findings by the flow of the participants' narratives because the frequency numbers were so similar across all five sub-themes. Presenting them in this order aligns with the participants' meaning and intention shared in the qualitative data sources. This theme leads the findings of this study because of the sheer number of ways and the complexity of their combined descriptions of Understanding IC as a Skillset.

IC is Language. For nearly half of these 21 WL teachers, language was a central facet of their understandings of IC. Ten WL teachers specifically mentioned language within their descriptions of IC; although as WL teachers, language was likely implied from the other participants. Even if not explicitly stated in response to the question: What does IC mean to you?, the importance of language was evident throughout all their responses in other places in the qualitative data. For the 10 teachers who specifically discussed language as being a part of their understandings of IC, they shared that language was a core component of IC because "one has to use language appropriately to understand somebody else's culture" (Patty, Elementary Teacher) such as in "how you're

speaking…the language that you're using…and the level of language that you're using"

(Natalia, High School Teacher). Dalila, a Spanish instructor in higher education, stated:

> To me, it means that the individual should have some kind of basic knowledge of
>
> the practices of another culture…ability to communicate with people, which is
>
> why I think some knowledge of the language that people speak is really essential.

Thus, across academic levels (i.e., Elementary-Higher Education), language is a key facet

of understanding IC.

Among some of the WL teachers who taught in higher education, there was a

connection to global awareness and mindedness in the ways they described their

understanding of how language was a central facet of IC. For example, Dana, a WL

instructor at the higher education level, stated that for her, learning languages has "been a

bridge to understanding how the world functions…and without languages…I would have

never understood any other culture." Richard, a Spanish instructor in higher education,

shared his understanding of the importance of language as a facet of IC as it is embedded

within linguistic codes. He stated, "Linguistic codes sometimes are encoding a type of

thinking that's different than the way that we might normally think [of] the language

itself." He similarly supported the indication that language is the key for understanding

and connecting with others through this mode of communication. He also stated that

"sometimes you have to say things in a way that kind of shows or supports a different

way of thinking about the world. So, it's like a worldview encoded in language."

Patty, an Elementary WL teacher, also shared that people of various cultures have

different ways of expressing themselves and may use their language differently than

others, thus emphasizing the importance of language to understanding IC as a worldview.

For several more of these WL teachers, language was the avenue in which people can communicate with each other, as represented by Sandra when she said, "language exists in order to allow people to communicate with each other." For her, it is through language that this communication exists. Thus, shedding light on a sub-theme to follow within this section titled *IC is Communication*.

As a concluding thought, there were additional aspects of the role that language plays in understanding IC by these 21 WL teachers. One of note to include in these findings was the intersection of language and power. For example, Joslyn described language as being filled with power, and that IC also embodied understanding this power and the ways language may be used for the purpose of power. She said:

> One of the really important things is being mindful of the relationship that the writer has to the language. Whether it is that relationship of writing in the language of the colonizer, whether that's a positive or negative sort of feeling, or whether the language is used unthinkingly, simply as that natural vehicle of the native language.

What Joslyn shared leads directly into the second sub-theme that shines a light on IC being more than language. In the next sub-section, I address this second prevalent sub-theme that emerged within Theme 1 of this study, that IC is more than language.

IC is More than Language. Ten of the WL teachers in this group expressed their understandings of IC as being "more than language" in their descriptions of the concept. As Joslyn said, it goes beyond "communicative competence." Brianna, a high school German teacher, said that IC is "more important than the language itself" because

"intercultural competence, that understanding or that worldview, is something that they [students] can use in any case." She went on to say:

> Sometimes it's really good to know things that are more than language to understand each other or to avoid misunderstandings…I think there's so much more to language teaching than just purely language as in grammar aspects and how to speak it.

Emalie, a French instructor in higher education, similarly stated that language learning alone does not make someone more culturally aware. High school French teacher, Sandra, stated, "For me it means being able to negotiate meaning communication between cultures. Not just by using words from the dictionary, but also by behaving appropriately and by paying attention to the non-verbal or non-written language cues." She also said that wait time, tone of voice, and proximity are also components of intercultural competence. She went on to say that:

> Language exists in order to allow people to communicate with each other and people always bring their own agendas to languages and messages…The words are important, but you have to put them always in the context of the situation and the speaker or writer.

> From the perspective of an instructor in higher education, Sean stated, "I think there are aspects of intercultural competence that are not necessarily specifically related to language itself, but actually have also a big impact on one's ability to successfully communicate with people." This statement alludes to the importance of the previous sub-theme, IC is Language, and foreshadows the next one to follow, IC is Communication.

To conclude, Bianca shared that she believed IC was much more than what she had read in the literature from scholars and through organization descriptions. She was still putting together her full interpretation but believed it could be "more than" what she had previously read.

IC is Communication. Ten of these 21 WL teachers expressed that communication was an integral part of their understandings of IC. Communication included the use of language, but it also included other aspects of getting one's message across effectively. For example, Richard, a Spanish instructor in higher education, stated in the online questionnaire that for him, "intercultural competence is being able to function in another cultural context with regard to courtesy, communication styles, and interpersonal relationship styles." He shared that these communication styles included rate of speech, eye contact, and discerning which topics were appropriate for discussion. As previously mentioned, Sean also wrote in his response to the online questionnaire that IC is "the ability to communicate successfully in the target culture." He went on to define "success" in this context as "communicating in a way that would not cause any difficulty, discomfort, or misunderstanding" particularly when interacting with others with whom you may not have a common first language or those who have never experienced interacting with foreigners.

Patty, an elementary school Spanish teacher, also indicated the importance of communication through the ability to speak another language. In her interview, she stated, "I think that understanding a language and how it is put together also helps a person be able to communicate with the people that speak that language, and therefore begin to understand how they think." This points to the understanding that language alone

does not represent IC holistically. IC also includes communication and understanding, which the latter is also another sub-theme within the findings of RQ1.

Other WL teachers in this group shared the importance of being "clear" when communicating, especially in another language, to avoid being misunderstood. Several shared examples of how they experienced being misunderstood when traveling or communicating with others in another language and the awkwardness it made them feel. Although these were valuable learning experiences for them, it showed them the importance of communication in their understanding and demonstration of IC in these instances.

To conclude, Bianca, indicated that communication was a key element of IC and that she generally prefers to use the term intercultural communicative competence, because it incorporates the term "communication"; however, as I will discuss in Theme 5, this term often gets removed from IC terminology because it is shorter to reference or is already implied.

IC is Interactions. Eleven of the 21 WL teachers used the terms "interact" or "interactions" as a part of their described understandings of IC. Additionally, various adverbs were used in conjunction with this term to describe the quality of the interactions with others. These adverbs included interacting effectively, sensitively, ethically, intelligently, and gracefully. Opportunities to interact is repeated theme within this study and is also presented within the findings of Research Question 2 (RQ2). I will now share some representative examples of these 11 WL teachers' understandings of interactions as a facet of IC.

Jackie, a middle school German teacher, when describing her understanding of IC said, "When I hear that term, I think of competence as far as understanding enough about other cultures to interact intelligently and gracefully with people who are different, versus thinking that's odd or strange or wrong because it's different." She added to this by stating that just "as important as learning the language is how to interact appropriately with people of the culture."

The ability to interact with intelligence and grace similarly aligns with Joslyn's understanding of IC in her response to the online questionnaire. She wrote that IC is "the mindful capacity to interact effectively, ethically, and sensitively with people across a variety of cultures." Natalia, a high school WL teacher, also wrote that IC was "the ability to interact effectively in the target language, using gestures, behavior, content appropriate to the situation and the culture." For Patty, an Elementary school French teacher, and Jackie, a middle school German teacher, IC was described as understanding by connecting with others. For this connection to work, the interaction must include appropriate language to demonstrate IC. Jackie also stated in her response to the online questionnaire that IC means that one can connect with others on "a deeper level than just speaking the same language." In summary, interactions in the target language were considered a component of IC for appropriately and effectively connecting with others.

IC is Actions and Behaviors. Fourteen of the 21 WL teachers included actions and/or behaviors as a facet of their understandings of IC. For Chase, a high school Spanish teacher, to be representative of showing a high level of IC, these demonstrated actions and behaviors needed to be "spontaneous," meaning not rehearsed as they are typically done in the beginning stages of IC development within language classrooms.

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Other WL teachers used the term "appropriate" to describe the actions and behaviors that were a part of their understandings of IC. For example, Joslyn stated IC was "a range of skills and behaviors that…promote positive and appropriate behavior among communicators."

Sean described punctuality as a behavior in his understanding of IC. He said, "The time that you show up to an event, that isn't something you do with your words, right? It's when you arrive." He also expressed that in Japanese culture, the action or behavior of being punctual to events was viewed differently than the American perspective. For him, "what you do, your behaviors" are a "big part of intercultural competence" such as how you structure an apology or how one interacts with people of a different age or generation. Bianca, a high school French teacher, stated that actions and behaviors were aspects of IC, but they were not the only facets of her understanding of it. As previously mentioned in the other sub-themes, for many of these WL teachers, IC is more than one single component.

Patty identified a facet of her understanding of IC that also includes not doing certain actions because they are not appropriate in the context of a culture. She stated, "There are certain conversations that you don't have in certain languages, and certain gestures and certain things that you don't do in different languages because they are moot or inappropriate or have no meaning." Richard similarly identified the action of "consciously doing things a little bit differently" than perhaps one's customary behaviors as a recognition of the importance of actions and behaviors in his understanding of IC.

Some of the specific examples of actions and behaviors that were representative in these WL teachers' understandings of IC included navigating difference, noticing,

seeing, wondering, making comparisons, and changing or transforming opinions. For Emalie, behaviors were an essential facet of her understanding of IC; however, she specified that actions and behaviors do not necessarily have to be adopted to demonstrate IC. In another example, Bianca, a high school French teacher, said, "ICC is the ability to see and wonder about other practices before judging, to integrate them if desired, and to be able to perform them in other countries when acceptable." Her understanding of ICC is latent with action, even though she believed action was not necessary to possess it. For Joslyn though, action was important, but as she stated, "One does not have to have gone abroad to see how the tools and skills that we learn, navigate cultures, mediating of cross cultures, are skills that are applicable whether you are living and working internationally or domestically." For her, the opportunity for action is all around, locally and globally.

Summary of Theme 1 Findings. In conclusion to Theme 1, Understanding IC as a Skillset, five sub-themes emerged to indicate the varying facets and components of these WL teachers' understandings of IC. The 21 WL teachers described these as language, more than language, communication, interactions, and actions and behaviors. For almost half of this group of WL teachers, IC was viewed as more than language and collectively included other sets of skills as a means for effectively and appropriately communicating with others. Understanding that IC is more than these described skillsets alone leads into the second key theme of this study, Understanding IC as a Mindset. For these WL teachers, IC comprises much more than what is outwardly seen, heard, and done. It is composed of many facets that represent an inner mindset as well.

Theme 2: Understanding IC as a Mindset

A mindset is a set of beliefs and/or attitudes that shape the way one thinks about something. The second theme of the findings of RQ1 addresses Understanding IC as a Mindset. This theme emerged as a collective way to represent the knowledge and attitudes of the mind that this group of WL teachers shared about their understandings of IC. These internal characteristics of IC were described by all 21 WL teachers using terms such as: understanding, aware(ness), respect(ful), non-judgmental, and open-minded to other perspectives. Three participants described IC as "a mindful capacity," "mindfulness," and "being mindful" as inner characteristics of this concept. Another participant phrased IC as a "worldview" to encompass the global mindset of IC.

In the following sub-themes, I describe the characteristics these WL teachers used to describe three poignant aspects of this mindset of IC. The three ways they described this mindset were through characteristics of having awareness, understanding, and knowledge of others.

IC is Awareness. Eleven participants described their understanding of IC through the mindset of awareness. To start, Brianna, a high school German teacher, recognized that awareness of other cultures and other people is a "first step" to understanding and developing IC. This awareness was also mentioned by participants through the mindset of "receptivity" and "curiosity" as ways to recognize and connect with other cultures and possible differences. For example, Stephanie, a high school Spanish teacher, presented her understanding of IC by saying:

The first word that pops in my head is respect and curiosity…I have a working

definition that I've been using, combining pretty much Byram's definition and a

bit of what Asia Society has, but I use the idea of the attitudes, knowledge and

skills and the ability to interact with people outside your culture, with those added

skills of curiosity, respect, empathy, sensitivity, awareness.

Continuing with this thought of "sensitivity" as a descriptor of IC, another high school

WL teacher, Natalia, shared that IC included "the idea of developing your own inner

sensitivity of culture." This sensitivity included having an awareness of others, but also

of one's own self and culture. Bianca, a high school French teacher, described this

awareness of one's own IC as being "cognizant," particularly when traveling and noticing

what others are doing around you in the target culture. It included recognizing

intercultural differences among people and cultural practices and having the receptivity to

acknowledge them as they were, not as being weird or strange, but as simply being

different. As one WL teacher, Melanie, stated, "people have different ways of doing

things, and that's okay."

IC is Understanding. The second sub-theme is IC is Understanding. All 21 WL

teachers described their understandings of IC using the term "understanding" in some

part of their description and examples from the online questionnaire and interviews, such

as a quality of understanding, a synonym, or an action to demonstrate it. I will share these

descriptions of IC as understanding within the following two sub-sections titled

Understanding and *Additional Qualities of Understanding*.

Understanding. Fifteen of the 21 WL teachers shared that IC is understanding, as

in the affective quality of being understanding and the mindset of understanding how

other's think. Additionally, IC was described as a process of understanding how to

interact with others who are different from oneself. Understanding differences was also a

commonly described quality of IC. This appeared in participants' statements such as "understanding how and why people do things" and "understanding that there is more than one way to do and think about something." For example, Jackie said that "when you travel, and you understand that other places do things differently, it's not necessarily wrong, it's just different. Maybe it's actually better. There are things to be learned from."

In her interview, Joslyn referred to IC as "a transferable skill," which supports Theme 1 of this study and shows its transferability and applicability in Theme 2. She said, "Your cultivation of the skills of understanding allows you to learn to bridge cultural differences, and to see them, and to understand that you're not a blank slate." For her, it was important to emphasize that humans come with their own cultural backgrounds, and they are never a tabula rasa. Therefore, to better connect with others, people must also understand themselves as being able to transfer this understanding of others and possible cultural differences to their own understandings.

Also mentioned by several of these WL teachers were mindful aspects of IC such as negotiating meaning, avoiding misunderstandings, and transforming opinions as a part of their descriptions. This included knowing how to act or what to do in addition to knowing the target language as a means for understanding others more clearly. For one WL teacher, it also included a transformation or change of opinion, but other WL teachers from this group did not agree that change had to occur for IC to be present; only having openness to other ideas. Even though I included these specific examples within this theme of IC as a Mindset, they were also represented in the first Theme of IC as a Skillset as examples of actions and behaviors of IC.

Additional Qualities of Understanding. In addition to using the term
"understanding" as an affective attribute of IC, other qualities of understanding were used
by participants to show IC as a Mindset. For example, being non-judgmental, being able
to suspend judgement, and not stereotype were qualities of IC described by nine WL
teachers. For example, Rachelle shared that IC included:

> Having some perspective on your own culture; being able to look at other cultures
> without judgment, and then maybe the more classic ACTFL piece about
> understanding the products, practices, and perspectives, but also being able to
> engage in an intercultural encounter.

Melanie shared a similar understanding which included being non-judgmental, as she
stated:

> To me, intercultural competence means to really understand the attitudes believed,
> and behaviors of people from other countries, and why people might act in
> different ways, or do different things, maybe to achieve a same goal. And also
> understanding that there is not a right and a wrong, but there are just different
> ways of doing things. And not being judgmental when you learn about a custom
> that other people might have that is different from your own.

Bianca shared that the ability to suspend judgment likely leads to acceptance, which is
another quality of IC that is represented in the next sub-theme, IC is Knowledge.

Additionally, nine WL teachers used terms such as respect(ful), empathy,
sympathy, acceptance, tolerant, appreciation (of), and being open when describing what
IC meant to them. Melanie included the term respect in her description of how she came
to understand IC by saying:

I think an aspect that I learned and that really helped me understand how I am

developing intercultural competence, in a way, through the understanding that

people are behaving differently, and you just have to respect, and I guess act in a

way that is respectful to them by understanding their cultural behaviors.

Dana, a French instructor at the university level, shared the importance of being

respectful and tolerant in her global understanding of IC when sharing that "One nation is

not a whole world. There are other cultures, and we need to be respectful, we need to be

understanding, we need to be, you know, at least tolerant."

Consideration of one's personality and attitudes were mentioned by several of

these WL teachers as well. Stephanie, whose definition of IC was mentioned at the

introduction of this theme, also described how personality and attitude played a role in

her understanding of IC. In her interview she said:

I think empathy is something that a lot of people have as a personality trait…until

you've been in a situation where you're uncomfortable or when you see someone

uncomfortable, I don't think you can really know empathy a lot…I think both

personality and experiences play a big part.

Dalila, a Spanish instructor at the university level, shared how her understandings of IC

included attitude by stating:

I think it is also a question of attitude. I think you have to have a sense for how

people might be the same and how people might be different…And it's a

sympathy towards people. An interest in learning what is similar in this human

and what is different.

In the next sub-theme, I share how these WL teachers also identified knowledge as a characteristic of IC that is represented in the theme of IC as a Mindset.

IC is Knowledge. The third sub-theme of understanding IC as a mindset is titled IC is Knowledge, as in the knowledge of and about others, their language and culture, and one's own culture. Twelve of the 21 WL teachers included knowledge as a part of their description of IC. Four WL teachers specifically referenced knowledge as cultural knowledge and five additional WL teachers used the terms such as the products, practices, and perspectives of a culture, also known as the 3Ps by ACTFL. The products being the items used in the daily lives of people within cultures. The practices being the actions, behaviors, and customary routines typically done within cultures.

Regarding knowledge of the perspectives of cultures, seven of these WL teachers shared how having knowledge of other cultures led to being able to understand other's perspectives with different lenses and navigate any differences. This opened space for being able to navigate differences and potentially make changes in one's opinion of other practices and perspectives. For example, with regard to perspectives on gender roles, Beatriz, an elementary school Spanish teacher, shared that she introduces various perspectives of gender roles to open her students' minds to other ways of doing things. She emphasized, "Gender is also another really huge piece of culture. So just an understanding and appreciation of, and respect of, other cultures. And being sensitive to that...Gender differences happen all over, everywhere." Rachelle presented an example from her classroom context sharing the importance of understanding perspectives by stating:

I think for a lot of my students who are monolingual or monocultural, French

class is the first time that they understand that toilets don't look the same

everywhere in the world, and door handles don't look the same everywhere in the

world. People in other cultures may not think that working hard and making a lot

of money is the most important thing.

Rachelle recognized that for many of her students, navigating cultural differences and

perspectives was not something they had frequently experienced. Therefore, she

understood that this knowledge of other cultures and their products, practices, and

perspectives to be an important aspect of her understanding and integration of IC.

Making comparisons is another aspect of knowledge as a facet of the integration

of IC. To make comparisons, one needs to understand their own culture as well as the

products, practices, and perspectives (i.e., 3Ps) of the target culture. Five of the WL

teachers specifically mentioned the 3Ps as a component of their understandings and

integration of IC. Additionally, several mentioned the importance of suspending

judgment as an element of IC that goes beyond making comparisons.

Summary of Theme 2 Findings. To conclude the theme of IC as a Mindset,

these 21 WL teachers shared the facets of their understandings of IC through awareness,

understanding, and knowledge of one's own culture, language, and of others as well. This

mindset also included aspects of one's personality, sensitivity toward difference, and

acceptance of others. In the next theme, Theme 3, I share their understandings of IC as a

Reflective Process.

Theme 3: Understanding IC as a Developmental and Reflective Process

The third theme of this study, Understanding IC as a Developmental and

Reflective Process, emerged as an emic finding through which over half of this group of

WL teachers shared their understandings of IC as a process or journey. During the

interviews, 12 of the WL teachers referenced process as a facet of their understandings of

IC. Nine of these WL teachers referenced the practice of reflection as a part of this

process. Specifically, regarding the type of reflection that embraces one's own culture,

seven of them shared their understandings of IC through the lens of self-identity and self-

reflective practices. I will share a few of the representative examples within the following

two sub-themes titled IC is a Developmental Process and IC is Reflective Process.

IC is a Developmental Process. Twelve of these WL teachers combined referred

to IC as a process with steps, a developmental process over time, and a personal journey.

Also of note, four WL teachers described IC as being non-measurable. In the following

sections, I share representative examples of these four characteristics of the

developmental process of IC.

A Process with Steps. Nine of these WL teachers specifically used the term

"process" to describe their understandings of IC. Natalia shared that IC development does

not necessarily happen at the same rate as language proficiency. In her interview she

added to her definition of IC from the online questionnaire as being a process by stating:

> To me it means that there's only so much learning you can take, you can take in at
>
> one time. And so, it's a process of learning the language, but it's also a process of
>
> understanding that there are gestures that go along, that are different to one
>
> culture to another. And that there are different perspectives. People from different

cultures bring different perspectives to different things. So, to me I think that's

what I mean by a process. It's a process of learning over time.

Brianna, a high school German teacher, shared her understanding of IC as a process

having steps, which included using the CSIC (NCSSFL-ACTFL, 2017) as a resource for

reflection in her classroom. She stated:

I mean, I'm sure that there's a more extensive, more appropriate definition,

but…knowing to look, when to mimic, how to mimic, and when to ask questions

about it, have those conversations. And I think with the ACTFL Can Do

statements, it brings it to the next step of reflecting and making those comparisons

with your own culture.

Although Brianna shared the possibility of there being a more extensive definition of IC,

like many other WL teachers in this study (see Theme 5), she also found the ACTFL

resources to be a positive contribution to her practice for engaging students in "the next

step of reflecting" as a part of the process of developing IC.

A Developmental Process over Time. Seven WL teachers spoke about the

developmental process of IC occurring over time. Melanie, an Italian instructor at the

university level, stated her understanding of IC was developed over a period of years.

Like the process of language learning, Carlos, also described IC as taking years to

develop. Stephanie, a high school Spanish teacher who has taught languages at all

academic levels, described IC as a "very long-term thing." She said, "It's just like

developing language proficiency. It takes a long time too. You can't just see a big change

in one year." She shared that when she has taught students for multiple years in a row,

she saw more growth in her students' IC development over that extended period.

Chase, a high school teacher, questioned how the age of learners would impact their ability to suspend judgment, a facet of IC identified in Theme 2. For him, maturity trumped ability in developing IC proficiency in comparison to building language proficiency. Beatriz, an elementary WL teacher, also shared the belief that younger students may not have the developmental maturity to understand how experiencing differences impacts their attitudes and behaviors. Regarding the potentially limited experiences younger students may have and their developmental awareness, she stated:

> I think their experiences have everything to do with how they understand other
>
> cultures. And my students probably aren't completely cognizant of all the
>
> experiences they've had and how that influences their attitudes and behaviors
>
> towards other people and how they perceive things, because they're just so young.

A Personal Journey. Six WL teachers described their understandings of IC as being a process, such as a personal journey. For example, a couple of WL teachers referred to their own identities as English learners having informed their understandings of IC. Dana, a university WL instructor, shared that her identity as being a woman and as an immigrant to the U.S. informed her personal journey of understanding IC. Rachelle, a middle school French teacher, added that it is a process for WL teachers too. In her interview she described IC as "a lifelong process and everyone comes along on their own pace." Stephanie described how developmental age impacts the maturity level of students and their openness toward new perspectives by stating:

> The maturity of the students, from experiences of the students, really of a person,
>
> really affect something like empathy…It is something that a lot of people have as

a personality trait. So, all of those things play into how kids, or a person, are able

to see the other side.

She also described the "personal journey" of her students' development of IC stating:

The middle school students are middle school students. They just have this certain

way of thinking…it's almost like a personal journey that they had to go on,

and…maybe chip away at some of those thoughts that they have…the self-

centeredness…at that age.

Overall, this understanding of IC as process takes time, considers developmental age, and

is a personal journey. In the next sub-section, I share the additional attribute of IC as

being non-measurable or difficult to assess.

   A Process that is Non-measurable. Four WL teachers in this group specifically

commented on the notion that IC could not be measured, thus also contributing to it being

a process by which it is in a constant state of development. For example, Stephanie, high

school Spanish teacher, shared her lack of clarity with how to assess IC if one's

understanding of it is not complete. She stated, "I think the really unclear part is

assessment…just how to assess it and how to look for it, because how do you even know

if you're doing it if you don't know how to look for it at the other end?" These WL

teachers expressed that IC is not clearly measurable, and therefore, it is a challenge to

assess in others, particularly if many of the facets of IC are affective qualities and

indicate IC as a mindset, as presented in Theme 2. Additionally, this notion that IC is

non-measurable reappears in the findings of RQ2 of this study as a challenge many WL

teachers face with their integration of IC in their instructional practices.

IC is a Reflective Process. Reflection was a described facet of IC by nine of the WL teachers in this study. Reflective practices were integrated throughout the responses of how these WL teachers described their understandings of IC. For example, Joslyn, a university level French instructor, stated in her interview that her understanding of IC included:

> To me the word mindful is important, because whether it's in a language class or whether it's in an intercultural studies class, it's building that competency in self reflexive behavior. And, cultivating that capacity to look at yourself from the outside, and that takes a lot of work.

For Joslyn, IC is a mindful, reflexive practice in which individuals understand their own points of view through the process of self-reflection. After self-reflection, individuals then may be able to use this "vantage point" as a lens in which they can come to understand others better in comparison to their own identities.

In another example, Emalie, a former French teacher at the higher education level, shared her understanding of IC as:

> Understanding of self and other as well as other as cultural beings…It's not, "I'm normal and you're something different." It's that kind of basic understanding of culture is relational…I think it's almost like having antennae out; knowing enough to know something might be different culturally…that kind of awareness.

These "antennae" that she described are having cultural knowledge and awareness that lead one toward the reflective process of IC. Being "competent" for her did not necessarily mean adopting other's behaviors, but rather noticing the differences and being ok with that space of difference through the process of reflection. In another example of

this reflective process, Chase shared how reflection is a part of the language learning process for him when he said, "the whole idea of suspending judgment or reflecting on how to filter the products, practices, and perspectives we're seeing, that's something that I feel should be integrated and woven throughout the whole language learning process."

Summary of Theme 3 Findings. In concluding Theme 3, IC is a Developmental and Reflective Process, over half of these WL teachers included the process and/or reflection as components of their understandings of IC. IC was described as a process by which it is developed over time through an incremental journey. IC was also described as developed through reflexive practices of examining one's own identity. In the next section, I present the findings of the fourth theme of RQ1, Understanding IC through Experiences, which describes the experiences that helped to form and shape these WL teachers' understandings of IC.

Theme 4: Understanding IC through Experiences

Understanding IC through Experiences emerged as an etic theme in the findings of this study. In response to the interview questions: What have you felt to be the most significant things that helped you understand intercultural competence? and What made it click for you?, all 21 WL teachers talked about the experiences that made a significant impact on their understanding of IC. These WL teachers shared a compilation of personal and professional experiences that informed their understandings of IC, and for many, their own development of IC. For example, Melanie stated, "I think experience, experiences in general, are fundamental for the development of intercultural competence." Similarly, Sean shared, "I think that [experiences] makes a huge difference. I don't think I would be able to address intercultural competence in the classroom in the

way I do if it weren't for so many experiences that I have personally." In the following two sub-themes, I describe the many types of personal and professional experiences shared by this collective group of WL teachers that informed and developed their understandings of IC.

Personal Experiences. Personal experiences were identified by all 21 of the WL teachers in this study as having informed and developed their understandings of IC. Stephanie, shared how experiences played a "huge role" in her understanding of IC because, as she stated, "until you've been in a situation where you're uncomfortable or when you see someone uncomfortable, I don't think you can really know empathy a lot." This is important because empathy was indicated by several of the participants as a facet of IC within Theme 2.

There were several types of experiences that this group of WL teachers mentioned, including experiential experiences such as travel, study, and living abroad, alongside the experiences of understanding how their self-identity and exposure to early language learning opportunities impacted their understandings of IC. Additionally, nearly half of this group of WL teachers shared how personal relationships and interactions with others was a significant part to their understanding of IC. I will highlight some of these collective and representative personal experiences in the three sub-themes below.

Travel, Study, and Living Abroad. All 21 participants shared that travel, study, and living and/or working abroad were important experiential learning experiences for their understanding of IC and its development. Specifically, all of them mentioned travel and sixteen shared their experiences with study abroad and/or working in international

locations having informed their understanding of IC. It was through these types of

experiences that they described how they learned to recognize and appreciate differences.

Regarding travel and experiencing other cultures, Patty, an elementary school

French teacher, stated, "You need to be part of another culture's rhythm to be able to

understand it." Similarly, along this line of experiential learning, Jackie, a middle school

German teacher, also shared that, "when you travel and you understand other places do

things differently, and it is not necessarily wrong, it's just different. Maybe it is actually

better and there's things to be learned from." A couple of these WL teachers also shared

that even though experiences were important to understanding IC, travel was not required

to have those impactful experiences; interactions with others who are different from

themselves was equally as important. In the next section, I share how these interactions

and personal relationships informed these WL teachers' understandings of IC.

Personal Relationships and Thoughtful Interactions. Nine of these WL teachers

shared that having personal relationships and thoughtful interactions with people from

other cultures than their own had informed their understandings of IC and their ability to

develop it as well. Six of these nine teachers mentioned that having close personal

relationships, such as a spouse, partner, or friends, provided them with the opportunity to

develop and understand IC better. For example, Bridget, a high school German teacher,

also shared that her spouse is from another country and was raised in a different culture

than her own, which brought the dynamic of IC into her home and personal life. She

reflected on that experience and how it prompted her to think of her own first culture

when she said, "I think when you learn about other cultures, you actually start thinking

about your own quite a bit more. And I say that from experience." Additionally, some of

them also shared that having intercultural friendships was important to their growth and understanding of intercultural competence.

Whereas interactions emerged as a descriptive component of IC in Theme 1, IC as a Skillset, six WL teachers specifically mentioned that interacting with people of differing cultural or linguistic backgrounds was also important for developing IC. For example, Jackie described her understanding of IC as all about experiences and engaging in interactions. She said, "If you've never interacted significantly with other cultures, you don't even know what you're missing." Having these thoughtful interactions thus shows to be an important part of the way these WL teachers describe their understandings of IC and its development from personal experiences.

Self-Identity and Early Language Learning Experiences. Six WL teachers mentioned characteristics of their identity and early language learning experiences having informed their understandings and development of IC. These characteristics included being a woman, being an immigrant, being bilingual and/or bicultural, and learning English at a young age. Brianna, a high school German teacher, was one of several WL teachers who shared her personal experiences as being an immigrant to the U.S. having informed her understanding of IC. She shared that having been raised in different cities across Europe, she grew up learning multiple languages and traveling to many countries. She was exposed to different cultures at a young age, and thus was able to experience exposure to other cultures and people from all over the world as a child.

Bridget, a WL teacher of German in higher education, shared how experiences in her life impacted her understandings of IC by referencing her self-identity as "being bi-cultural myself." She shared, "I've lived here for many years and so I know the German

culture, I know the American culture, and I see the differences between the two. I see myself as having one leg in each culture, neither fish nor fowl, so to speak."

Four participants also talked about the personal experience of language learning at a young age and how that impacted their understandings of IC. Learning another language as a child impacted Melanie's understandings of IC through her own development of her self-identity. For example, she stated, "I think about myself as a language learner because English is my second language. I think I developed through the years this concept of intercultural competence." Dana, a WL instructor in higher education, stated that for her learning languages has "been a bridge to understanding how the world functions." Having few experiences learning different languages and having grown up in a less diverse area as a child also contributed to a couple of these WL teachers' motivations to want to learn more about others and understand IC.

The examples in this sub-theme of Personal Experiences show the importance of how experiences, both diverse and less diverse, can spark awareness of how IC is developed and is a self-reflective component of these WL teachers' understandings of IC. In the next sub-theme, I will describe the professional experiences that these WL teachers collectively shared having informed their understandings of IC.

Professional Experiences. All except for two of these 21 participants specifically shared how professional experiences had informed their understandings of IC. These experiences included attending teacher professional development, being a WL teacher, having read scholarly literature and research through coursework or for personal interest, teaching abroad, and having other work-related experiences. I will describe these experiences and share representative examples in the sub-sections that follow.

Professional Development and Being a WL Teacher. Twelve of these WL teachers shared having formal professional development (PD) experiences and/or that being a WL teacher in and of itself had informed their understandings of IC. Ten of them specifically mentioned having participated in targeted PD of IC, such as graduate coursework, conferences, and workshops at national and district levels. One WL teacher indicated having had formal training in administering the Intercultural Development Inventory (IDI). Participating in PD was described by Sandra as "important to me, to always be looking for new ideas, and always to keep learning." There were a few teachers who stated they did not have any formal "training" in IC and have been doing their own research and have been attending professional workshops to gain a better understanding of the concept.

Four teachers indicated that the experience of being a WL teacher was also a factor in their understandings of IC. For example, Stephanie said, "I think experience plays a huge role. I think language teachers in general have it [IC] more because of their experiences studying another language." These teachers also shared that having had experiences where they were immersed in cultural and linguistic differences impacted how they approached teaching and learning in the WL classroom as they could relate to their students who were also learning to navigate difference through language learning.

Scholarly Literature and Research. There were nine WL teachers who shared that their understandings of IC had been informed by scholarly literature and research. Listed in alphabetical order, some examples of the publications that these WL teachers had read were published by: ACTFL, Asia Society, Milton Bennett, Michael Byram, Carly Dodd, Alvino Fantini, Darla Deardorff, Claire Kramsch, Anthony Liddicoat,

Ohio's Rubrics for Intercultural Communication, and Manuela Wagner. Several also mentioned having been enrolled in graduate programs that were focused on social justice work alongside WL education and pedagogy.

Teaching Abroad and Other Work Experiences. There were 10 WL teachers who shared that they had either taught abroad and/or had other work-related experiences that had informed their understandings of IC. Some of the examples of work experiences outside of teaching included being a social worker, interpreter, study abroad director, exchange student host, and travel leader with students. The WL teachers in this group described these work experiences abroad as opportunities to immerse themselves in other cultures and prepare their current students to interact within other cultures, through other languages, and experience difference, all of which informed their understandings of IC.

Summary of Theme 4 Findings. In summary, all 21 WL teachers reported that both personal and professional experiences had a great impact on their understanding of IC. Identified as a finding that will also be presented in RQ2, some of these WL teachers desired to emulate or change the experiences they had as language learners as a part of their motivation for integrating IC in their instructional practices. They wanted to provide meaningful experiences to their students because they were cognizant of the impact experiences had on their own understanding and development of IC. In the next section, I present the fifth and final theme of RQ1.

Theme 5: Understanding IC through the Mist

The fifth theme of RQ1 is titled *Understanding IC through the Mist.* As a concluding theme to RQ1, it is important to share that even though these teachers have shared IC as a skillset, mindset, developmental and reflective process, and being

informed by experiences, some remain somewhat puzzled by IC and report that they do not have a complete understanding of it as a concept. I coded and titled the final theme of RQ1 as Understanding IC through the Mist because over half of these WL teachers shared being in a state of working through what IC really meant to them.

As previously displayed in Figure 1 in the introduction to the findings of RQ1, 13 of these WL teachers indicated on the Likert scale in the online questionnaire that they had a *strong* understanding of IC, followed by seven who indicated they had a *basic* understanding, and one who indicated that they *would like to know more* about IC. Even though the majority of the participants indicated that they had a *strong* understanding of IC in the online questionnaire, there were 11 WL teachers who shared feelings of uncertainty of the concept by describing it in the follow-on interviews with words like "murky" and "vague" and "I don't know." These descriptive terms contributed to their understandings of IC as being somewhat apparent but in wavering states of clarity as they worked their way through the mist. When navigating through this mist, the concept of IC was present, but not completely clear for them at that moment in time (i.e., during data collection). As presented in the previous four themes, these WL teachers described their understandings of IC as a skillset, mindset, developmental and reflective process, and informed by experiences; however, some still shared a hovering uncertainty as to what IC might entirely entail.

For example, seven participants used other terms to describe their understandings of IC during the interviews, such as cultural competence, cross-cultural competence, cultural literacy, intercultural communicative competence, and interculturality. Seven participants also identified themselves as not being an expert with regard to their

understandings of IC and/or their knowledge of the culture of the target language of their instruction. Thus, from their words "murky" and "vague" in their descriptions of IC, thus emerged the theme of Understanding through the Mist. I present these described understandings of IC within the following three sub-themes: Is There More to IC?, Mixed Terminology, and Not the Expert.

Is There More to IC? Even though there was only one participant who indicated in the online questionnaire Likert style prompt that they *would like more information* on the concept of IC (see Figure 2), even more of these WL teachers expressed some level of wonder about how to fully describe it throughout the interviews. Additionally, whereas all but one participant was able to answer the open-ended question in the online questionnaire: What does IC mean to you?, the interviews gave space for these WL teachers to expand on their understandings, in which 12 of them described IC as being unclear or as having doubt regarding its meaning. For example, in response to the open-ended question on the online questionnaire, Patty, an elementary WL teacher, began her understanding of IC with the statement, "I.C. could mean…", which showed she had some level of doubt about what IC is and meant to her. In the interview, she also described difficulty in understanding the concept and said, "Sometimes you do things, and you can't even label it. That's perhaps why I had so much trouble with the whole concept."

Melanie, a WL instructor at the university level and Ph.D. student as well, shared that her understanding of IC was "clear, but not complete." This indication of incompleteness was also described by Beatriz, an elementary WL teacher, as she questioned whether there was more to IC stating, "Well, I don't know if what I believe it

to be totally encompasses what it really is. I'm not sure if what I believe it to be is what it really is, or if there's more to it."

Another teacher at the high school level, Brianna, questioned whether there would be more to IC if she were to look up the definition of IC and see how it was defined in a textbook. She indicated she would be interested in learning more about IC by doing more reading, but that time to do this kind of research was a challenge when working as a teacher. She came from a business background prior to switching her career to teaching and based a lot of her understandings of IC from those experiences having worked in another field. She also recognized the importance of how to interact in ways that to lead to better understanding among people of various backgrounds. Melanie shared her understanding of IC as being more than what is presented in textbooks and literature at the higher education level. In the interview, she described IC in comparison to how it was presented in language textbooks in this statement:

> The way I think about intercultural competence differs…it's more like thinking
> about the other culture with comparison, understanding more about other people's
> beliefs and attitudes, way of being. In my opinion, the textbooks and literature
> that we use, that is not really at all an integration of intercultural competence.

She indicated that despite having a clear understanding of IC, there is always something more to learn about it when she stated, "I think that you cannot really get a complete understanding of something. I mean, there is always something that is going to be missing."

Mixed Terminology. Seven participants used various terms for describing their understandings of IC, thus emerging the sub-theme of Mixed Terminology. These

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alternative terms were cultural competence, cross-cultural competence, cultural literacy, intercultural communicative competence, and interculturality. Whereas some had specific reasons or preferences for using an alternative term instead of IC, some either spoke of these other terms as adding to their understanding of IC or they did not specifically address why they preferred one term over another.

Rachelle, a middle school WL teacher, described her preference for using the term *interculturality* instead of *intercultural competence* specifically because of her understanding of "competence" and what it meant to her. She stated, "I guess the word competence makes me focus more on how well you can do it. Whereas interculturality, sounds to me more like the thing that you are doing well or not well, according to your competence." She went on to describe how she interprets interculturality as a broader concept by sharing:

> Interculturality feels like you're aware that your own culture in some ways is a construct and is finite…that is not the only way…Having some perspective on your own culture, being able to look at other cultures without judgement, and then maybe the more classic ACTFL piece about understanding the products, practices, and perspectives, but also being able to engage in an intercultural encounter.

Bianca, a high school French teacher, indicated that she uses the term intercultural communicative competence or ICC but that she does not always remember to include the word communicative for reasons of it being too lengthy to say. She clarified the importance of communication in her understanding of IC by stating, "I think that communication is a really important part of it because that's what we as language teachers are doing, we're breeding people who can communicate…I really feel like the

communication part needs to be highlighted in the title." She shared an example of her perspective that IC is more than language and communication as she went on to say:

I think that you're learning about those behaviors and mimicking those behaviors, whether it's in your speech patterns, or your gestures, or taking off or not taking off your shoes or coat…I think that those are all in the spirit of communication because when you go into someone's house and they have a shoes off house, and you leave your shoes on, you're communicating a disrespect, even if you're not doing that intentionally.

Beatriz, an elementary Spanish teacher, also shared her interpretations between the terms IC and cross-cultural competence by stating:

I think cross-cultural is an older term that was used more with this implicit idea of contrastive of difference, and intercultural is more between and among…I think I hear that more often these days in cross-cultural interaction between and among people of different cultures.

This interpretation expresses that IC is more than contrasting differences, but that it includes being in a space that is between and among other cultures. This space was also referenced by Bianca when she described how one acquires a "third culture" or "Culture 3" in the process of IC development, which is a third space apart from one's own culture (Culture 1) and the target culture (Culture 2). In this space of Culture 3, comparisons between cultures occur and allow for placing oneself outside of their own culture when trying to understand others. She described it as:

The idea of you've got your own culture…Then you're learning about this second culture here, so what pieces are you going to bring back into your first culture,

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and then we call that Culture 3. That's where the comparisons really come in…I

think that that helps you be empathetic to both sides.

Sean, a WL instructor in higher education, shared that the term intercultural competence

does not always get used in his department or context, but that it is understood by him

and his departmental colleagues as "communicating through culture" and as being

different from cultural competence. He said that cultural competence is more about what

one knows about another culture, such as knowledge, and IC is more about how language

learning is combined with communication, such as in how one interacts with others in the

target language. He emphasized that IC is demonstrated by being exposed to the target

culture directly so that students can transfer their knowledge or cultural competence into

a real-world situation of interaction.

In the next, and final, sub-theme of Theme 5, Understanding IC through the Mist,

I share the understanding that these WL teachers are not the experts, which is a positive

affirmation that this group of WL teachers recognized their ongoing development of IC

and understood that teachers do not have to know everything about the target language

culture in order to demonstrate IC.

Not the Expert. Seven of these WL teachers identified with not seeing

themselves as experts when presenting their understandings of IC and/or their knowledge

of the target culture in their instructional practices. They shared that being WL teachers

does not mean they know or must know everything about the target culture of the

language(s) they teach, and several felt comfort in knowing that it was not expected of

them either.

For example, Stephanie, a high school Spanish teacher, stated, "I'm not an expert on anything. I feel like that is a part of having intercultural competence." Sandra, a high school French teacher, shared, "I have not had the opportunity to live everywhere, and so, I don't want to mislead my students, and I certainly never try to present myself as an expert on things I don't know about." She went on to say that she wanted to encourage her fellow colleagues "to feel empowered to seek out those types of topics without fear of having to be the expert" or "having to know all of their students' answers." She suggested that students can equally be a part of investigating unknowns and finding possible perspectives through their own research.

Jackie, a middle school German teacher, shared this like-minded perspective of involving students in developing their own understandings of the target culture while teachers navigate not having to be the experts by stating, "I tell the kids, 'You're going to discover stuff in your research that I don't know. There are 192 countries on the planet. I haven't been everywhere, and I don't know everything.'" Julia, a high school Spanish teacher, recognized the value that her heritage learner students brought to her instruction when she did not know something about the target culture and that they could share and offer their experiences and perspectives to the class.

Natalia, a high school French and Spanish teacher, also included this perspective of the WL teacher not being the expert by sharing in her interview:

Even if we know a fair amount about the culture, we don't know everything…One of the big challenges of teaching culture is that you have to constantly remind kids that this is the knowledge that we have right now…We may find out more that will change how we're viewing those things…We'll see that there is perhaps

another perspective than the one that we thought might be the perspective. So, I

think that is the biggest challenge of teaching for intercultural competence.

Particularly as a non-native speaker of the language of instruction, she also emphasized:

You're modeling to your students that you don't know everything and that you're

still learning about certain things, but that's a challenge as well. And not all

teachers are willing to be completely honest about how little they know or how

much they know, or what they're missing.

This feeling of vulnerability or not knowing everything may feel uncomfortable for some

teachers, but as I heard from many of these WL teachers, it can also be reaffirming to

their practice and build their confidence in that they do not have to know everything to

have an understanding of and incorporate IC in their instructional practices, as I present

in the next section of Chapter 4 addressing the themes of the findings of RQ2.

Summary of Theme 5 Findings. To summarize this theme of Understanding IC

through the Mist, these WL teachers shared many aspects of their understandings of IC

that were still unclear or incomplete, followed by a myriad of terms that they used in

addition to or instead of IC to describe this concept. The understanding of not being the

expert is a positive interpretation of the complexity and the many facets of the meaning

of IC that these WL teachers have brought forward to understand it better. Although

some are making their way through the mist of what it all means, there are many clear

ways in which these WL teachers expressed their present understandings of IC through

these five themes addressing RQ1. In the next section, I introduce the findings to RQ2

that is composed of a two-part question and presents four additional themes in the

findings of this study.

Research Question 2

Research Question 2 (RQ2) addressed: In what ways do U.S. WL teachers integrate IC in their instructional practices and why? In response to the online questionnaire, these 21 WL teachers indicated their perceived integration of IC on a Likert scale, from which they selected their frequency of integrating IC from the choices: *frequent*, *sometimes*, or *would like to know more*. Figure 2 displays the breakdown of their reported frequency of integrating IC in their instructional practices and shows that 11 indicated they frequently integrate IC, six indicated they sometimes integrate IC, and four indicated they would like more information about how to integrate IC in their language instruction. These responses represented WL teachers across all academic instructional levels, years of experience, and languages taught.
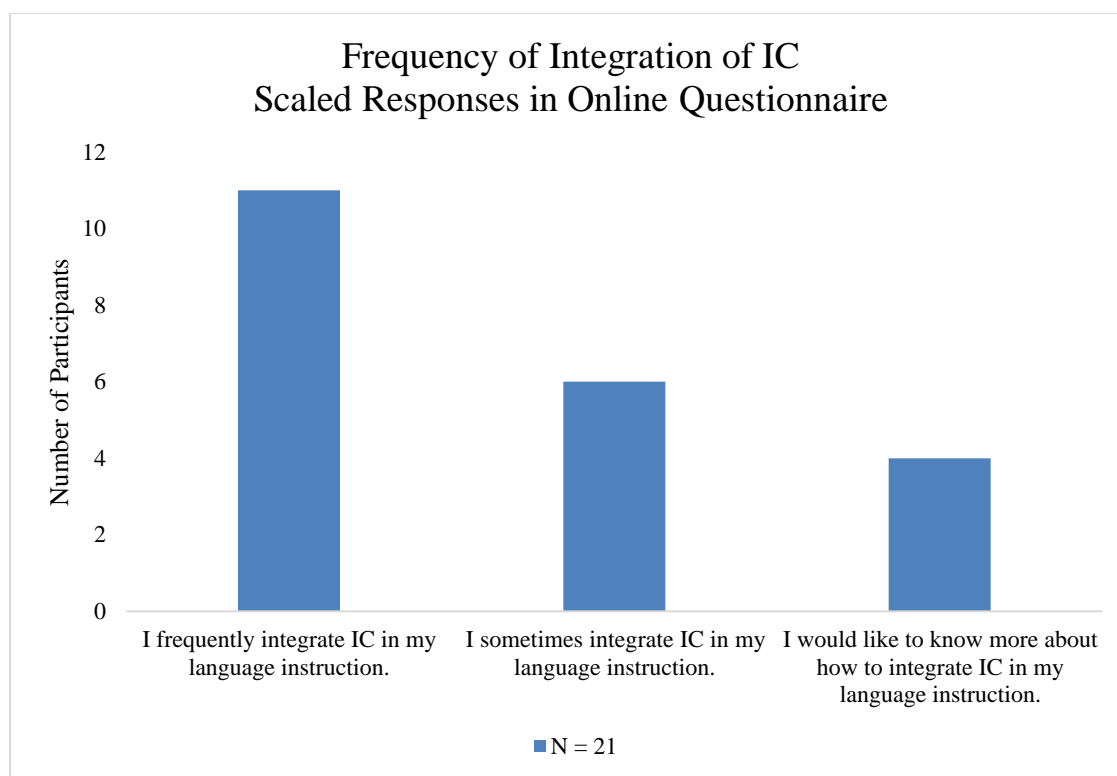
Figure 2.

WL Teachers' Frequency of Integration of Intercultural Competence

Additionally, there was one open-ended question in the online questionnaire that sought to elicit a preliminary understanding of the ways in which these WL teachers reported integrating IC in their instructional practices to use as baseline data and guide the follow-on interviews. This question I asked was: In what ways, if at all, do you integrate intercultural competence in your language instruction? The online questionnaire data served as a resource of validity (i.e., quality measure) that I referenced before and during the follow-on interview to compare responses across these two data sources. This was particularly important for better understanding the extent to which these WL teachers reported their frequency of integrating IC because there were six cases in which the WL

teachers indicated they *would like to know more* or that they *sometimes* integrated IC on the online questionnaire, but during the interviews they expressed numerous and detailed examples that were more representative of frequent integration of IC. They also shared that they were not confident in their original response to this Likert scaled question. I also discovered that their indication of wanting to know more about how to integrate IC did not necessarily mean that they were not integrating IC at all in their instructional practices. When cross-checked with the interview data, I confirmed that the four WL teachers who indicated that they would like to know more about how to integrate IC shared many examples of how they did so in various ways. They also told me that they had selected that they wanted to know more about how to integrate IC better on the online questionnaire because they desired a more systematic approach to doing so.

In the follow-on interviews that took place post-questionnaire, the primary prompts and questions that served to guide the data collection for RQ2 were:

1. Please tell me about the foreign/world language program at your school and/or within the school district where you teach.

2. In the online questionnaire you stated that you _____ (state frequency of integration of intercultural competence). Based on your understanding of intercultural competence, how do you think it applies to you, your students, and within your teaching location?

3. In the online questionnaire you stated _____ (read written questionnaire responses) about your orientation toward integrating culture or an intercultural approach in your language instruction. Would you tell me a bit more about this?

How would you see this perspective informing how you apply intercultural

competence in your instructional practices in your classroom?

4. Is there anything else that you would like other world language teachers to know

about the role of intercultural competence in language instruction?

I also asked sub-sequent questions between each of these primary questions that probed

for deeper information based on their responses. The full list of interview questions is in

Appendix D.

Four themes emerged from the analysis of the data that addressed RQ2 from these

21 WL teachers' responses to the online questionnaire and within the follow-on

interview. In the next sections, I describe these four themes: Integrating IC

Pedagogically, Integrating IC Purposefully, Integrating IC Programmatically, and IC as a

Greater Motive. The findings to both parts of RQ2 (i.e., how and why IC are integrated)

are embedded within each of these four themes. The themes are presented in the order of

frequency, highest to lowest, and by the narratives from the interviews to retain the

message of these participants in their responses to the two parts of RQ2. I begin with

Theme 6, Integrating IC Pedagogically, which was present theme in the qualitative data

from all 21 WL teachers.

Theme 6: Integrating IC Pedagogically

This section presents the myriad of ways all 21 participants reported their

pedagogical IC integration. There are six sub-themes of Integrating IC Pedagogically, the

first five delineating the types of common pedagogical practices they integrated into their

language instruction: (a) Language-centered, (b) Constructivist, (c) Collaborative, (d)

Inquiry-based, and (e) Reflective Approaches; and the sixth sub-theme captures the

inquiry or wonder by some of these WL teachers as to whether they had been "doing this already" or integrating IC all along in their instructional practices. I present these six sub-themes in order of frequency by participants' mentions in the data sources from highest to lowest counts. I begin with the first theme titled *Language-centered Approach to Integrating IC* because language was identified as a leading way of integrating IC in the classroom by all 21 WL teachers.

A Language-centered Approach to Integrating IC. Introducing the first sub-theme of Theme 6, all 21 WL teachers led their pedagogical integration of IC through a language-centered approach. Two pathways emerged to delineate these WL teachers' language-centered approaches: Integrating IC through Language Acquisition and acknowledging IC as "More Than" Language acquisition alone.

Integrating IC through Language Acquisition. All 21 WL teachers specifically mentioned the importance of using the target language in their instruction for integrating IC. For example, when Dana spoke of the importance of language in her instructional practices and identity as a WL teacher, she said, "I am an ambassador of this idea that learning languages is awesome. Learning languages is very beneficial. Learning languages can give you access to all these things you never had before." Similarly, Joslyn, a French instructor in higher education, shared the importance of language and how it cultivates the capacity for one to look at themselves from the outside. She said, "learning a language gives you that capacity to look at yourself from a different vantage point." For her, it was through language learning that people acquire different perspectives and lenses on the world.

A couple of WL teachers indicated that even though they used the target language for most of their instruction, at times for novice language learners and during reflection activities, some English was appropriate and necessary to use. This aligns with ACTFL's suggested 90% use of the target language during instruction, and that when using the NCSSFL-ACTFL *Intercultural Reflection Tool* (2017), students may use their first language outside of class to engage in reflection. Nonetheless, the target language was identified as being used to engage students with IC both in and outside of the classroom. In the next section, I present how these WL teachers acknowledged that IC is integrating more than language acquisition and development in their classrooms.

IC is Integrating More than Language. As mentioned in the findings of RQ1, almost half of these WL teachers shared that there was more to IC than an understanding of the target language by itself. Following suit, the findings of RQ2 also show that there were 10 WL teachers who shared how their integration of IC was specifically "more than" just teaching the about or in the target language. To note, all 21 WL teachers shared the many ways they integrated IC outside of teaching about and in the target language and culture; however, these 10 WL teachers highlighted how their pedagogy specifically addressed being "more than language." For example, the WL teachers in this group shared how their language instruction included aspects of more than grammar and vocabulary, as Bridget emphasized, "I think that simply language competence is a thing of the past."

For Richard, a Spanish instructor in higher education, his instruction had "a focus on understanding a broader concept of the language and the people that might speak it." This broader concept included understanding cultural practices across cultures,

communication styles and cultural nuances, and appropriate ways for interacting within the target culture. For Sandra, her language instruction focused on more than language because she expressed the value in wanting her students to build skills of intercultural competence for real world settings and interactions. She said:

> You definitely want your students to know the capital city of the countries that speak your language and how they celebrate holidays, but you also want them to know what's appropriate in how you apply for a job or how you treat someone that works for you or works with you, or how to approach someone in a professional setting. So, all of those things go into intercultural competency.

She then added the importance of integrating IC using real-world context, stating:

> And the challenge, really, is to make sure students aren't just learning vocabulary and grammar but are always practicing those things in the context of the real world. And specifically, the real world of that particular part of your language world.

For Jackie, the skill of appropriately interacting with others was key to her purpose for integrating IC in her language instruction. This was presented in Theme 1 as well. She said, "I think it is key. It is as important as learning the language, is how to interact appropriately with people of the culture." With the support of her administration, she valued how students in her district have the option to travel abroad and learn other languages. She also shared:

> I am really grateful to be in a district where our superintendent promotes travel…And his perspective is, if kids travel, they'll be motivated to learn a

language, because they'll understand there's stuff out there that they want to know more about, and a part of that would be learning a language.

In addition to experiencing interactions as a part of integrating more than language in these WL teachers' practices, Natalia shared the importance of integrating opportunities for deeper understandings of the target culture in her classroom. She said, "I think it's really critical…an understanding of the importance of not just the language, knowing the words, but having that deeper understanding of…how they view things differently." Brianna similarly shared how she wanted her students to be able to interact with people of different backgrounds and be curious. She said:

> To me it's [IC] very, very important. More so than the language, I want my students to take that away from my class, that there is a whole world out there... I want them to look further than our borders, and I want them to be curious… even within our borders, about each other and each other's backgrounds.

As a WL instructor in higher education, Dana shared her perspective on the value of her language courses as being more about a place for students to develop competencies, such as IC. She said, particularly regarding instruction within upper-level language courses, "It's not about language, unfortunately…it's about cultural competence…Even if they forget the language, they will remain competent…competence stays, even when the linguistic layer goes away." For her, IC seemed to be a skill that would last longer than the skill of knowing another language, and thus it was important to incorporate in conjunction with the linguistic objectives her WL courses.

Continuing with the sub-themes of Theme 6, I will share four additional pedagogical approaches these WL teachers described using as ways for integrating IC in their language classrooms: constructivist, collaborative, inquiry-based, and reflective.

A Constructivist Approach to Integrating IC. Many of the 21 WL teachers described the inclusion of constructivist teaching approaches in their instructional practices, such as ones in which students are actively involved in making meaning of and developing IC. Some examples of ways that these WL teachers integrated a constructivist approach to integrating IC were through opportunities to travel abroad, service-learning experiences in the community, and collaborative group activities in the classroom.

Technology was a principal means for facilitating the constructivist approaches in their instructional practices. As an example of one WL teacher's constructivist learning approach to integrating IC, she implemented a flipped learning instructional model to engage her university level students to examine the products, practices, and perspectives of the target culture. Bridget, the WL teacher who used this approach, shared that she was committed to using 21st century learning approaches in her classroom and believed that "flipped learning is the best way to take away the focus on the instructor and learn within the classroom." With flipped learning, students engage with the content and knowledge outside of the classroom so that time spent inside the classroom is focused on engaging, interacting, and discussing its meaning. For her, this was time she could engage in transformational teaching with a learner-centered classroom and a focus on students developing and transforming their opinions. She said:

I think that transmission of knowledge is not just 20th century. It's medieval…I want transformational teaching. I think that is extremely important that we use

our precious little time that we have with our students and really help them, if

they are interested, in transforming their opinions.

For Bridget and many of these WL teachers, using technology to engage students in the

language classroom, such as through flipped learning, was a student-centered,

constructivist approach that opened the space for students to come to their own

understandings of the target culture, thus integrating and developing their own IC.

A Collaborative Approach to Integrating IC. Almost half of these WL teachers

spoke of the ways they integrated IC in their instruction through collaborative approaches

that included having partnerships with schools in the target culture and embedded

experiences for students to interact authentically in the target language. One teacher

spoke about her efforts to collaborate with other content teachers in her school, whereas

more talked about collaborating with other teachers within the WL department. There

still were a few that felt as if they were working in silos when integrating IC and that it

was not a systematical, collaborative approach shared by other WL teachers in their

departments.

Technology was used as a main gateway to interact with native speakers of the

target language in or from the target culture; however, some also invited heritage

speakers of the target language who lived in the community to speak to their students.

These guest speakers were students in the school, parents, or business owners, and they

were able to offer their perspectives and share their experiences having lived in or having

heritage with target culture.

Several of these WL teachers also spoke about how they use collaborative group

work to invite students to learn more about the target culture and share their personal

experiences to engage their students in aspects of understanding and developing IC.

Brianna, a high school WL teacher, shared that she uses her students' backgrounds and

experiences as a baseline for building on their prior knowledge and learning from one

another in her classroom setting. This is a way she integrated IC qualities such as

understanding one's own identity and being open-minded to learning from others. Dana,

a higher education WL teacher, said, "I am a big proponent of group work. I like when

they [students] learn from each other." One way she integrated group conversations was

through food days. She exclaimed, "food is the easiest way to integrate people in

culture…we share food, what can be more human and more cultural than sharing food?

And honestly, this is the way I learnt French culture." Therefore, she integrated

opportunities for her students to learn about the target culture and its food, music, and

entertainment by exposing them to samples of each in her class to share and discuss

together.

      An Inquiry-based Approach to Integrating IC. A handful of these WL teachers

shared instructional practices to integrate IC through inquiry-based approaches, such as

Problem-based Learning (PBL), active questioning techniques to encourage higher order

and critical thinking, and activities that promote deeper levels of noticing and wondering

about the products, practices, and perspectives of the target culture and their own.

Rachelle, a middle school WL teacher, shared how she uses inquiry throughout the

electronic pen pal (e.g., e-Pal) exchanges her students have with another class in the

target culture of France. Her students participate in exchanging written letters to their

electronic pen-pals in France. When they receive them, she has them use the *Intercultural

Reflection Tool* (NCSSFL-ACTFL, 2017) to reflectively guide students through what

they learned in the experience and metacognitively engage them in thinking about the communication partnership. The questions presented on this document are: (a) What did you already know that helped you understand this letter? (b) What questions do you now have, having read this letter? (c) What is the next step you could take to have the most successful continued relationship with your e-Pal as you go forward? Other teachers shared how they incorporate student-inquiry by the types of open-ended questions they present in the target language to their students when examining cultural artifacts, such as images, video clips, and readings.

A Reflective Approach to Integrating IC. Twelve of these WL teachers shared specific ways they integrated IC through a reflective approach in their instructional practices. Some examples of reflective activities and resources included using debriefing conversations before and after service learning and travel experiences, and integrating student journals, student portfolios, and the *Intercultural Reflection Tool* (NCSSFL-ACTFL, 2017) within their classroom instruction. These modes of reflection provided spaces for students to articulate unspoken assumptions. For example, in Jackie's middle school German classes, during reflection time students are encouraged to "shift from thinking different is weird to understanding different is just different…And it doesn't necessarily mean it's wrong or weird, it's just another way of viewing things."

Some other intentions for using a reflective approach to integrating IC in these WL teachers' instructional practices were for students to have the opportunity to build and recognize their own self-identity. For example, in Joslyn's French courses in higher education, she said she builds a framework for self-reflection in her instructional practices that incorporates examining the target culture and one's own for subjects such

as education, government, religion, and health care systems. She then shared how her students examine the interactions of elements of surface culture, such as artistic expressions, technology, communication and how they relate to elements of deep culture, such as beliefs and identity, much like the notion of the cultural iceberg. She explained how this gives them a framework for looking at themselves and recentering their perspectives, so they do not think, "My culture is it, and everybody else is different."

High school French teacher, Sandra, shared that she has her students keep a portfolio to track their language and intercultural learning throughout the year. She said:

> They have their can-do statements for each unit in a portfolio that is kept in the classroom along with their assessments, their intercultural, presentational, and interpersonal assessments…When they get those back graded and with feedback, they then match those to the can-do statements, and if they've earned 80% or higher, they can check those off.

She also recognized the valuing in having students keep track of their progress throughout the year and provided timely feedback and one-to-one conference time to speak with them about their goals at least once a quarter, as she indicated that some students may need more time as language and intercultural learning are a process.

Bianca, another high school French teacher, said that she integrates reflection "all the time" and that every day her students are reflecting on the language and culture they are experiencing in the class lesson and conversations. She said that she sees her role as being a coach and guiding students through this skill of reflecting, stating:

> I think that I'm really coaching students to practice a skill of being able to look deeper than surface level, not just to see the action or hear the word, but to

understand a little bit what's behind it. Then on the better days to compare that

back to their culture and to be able to reflect on why there might be a difference.

Natalia shared that having her high school students write in a reflection journal each class

also allows them to delve into the experiences they are having as they learn the language

and interact with the target language and culture. She, along with several other WL

teachers, shared that the reflections can be written in English, particularly if it is an

introductory class and the students are still learning the vocabulary to express themselves.

However, some of the upper-level WL teachers shared that they try to keep all

communication in the target language if the students are capable and they are already

communicating in this way throughout instruction.

Am I Doing It Already? The last sub-theme of this section is titled "Am I doing

it already?" because it was a direct quotation from several participants who reflectively

inquired in the follow-on interview as to whether IC was something they were already

doing and/or whether it was a similar concept in the field but with a new name. Six WL

teachers expressed this wonder of IC being something they had been doing all along in

their careers but also recognized a shift in terms to describe it over time within the field.

For example, Patty shared that she does not always have a name for the practices she uses

in her language classroom. She indicated in the online questionnaire that she would like

to know more about the concept of IC, although within her interview, she presented many

authentic and intentional ways that she integrates IC in her instructional practices. She

expressed that she wanted to know more indications as to whether she was "doing it

already" such as through external resources and examples of what IC looks like at

different language levels. Because she teaches in a private setting, she has a lot of

autonomy in the content and selection of materials she uses in her classroom; however, she was interested in knowing more about the CSIC (NCSSFL-ACTFL, 2017) and the supplemental tools to use with this resource.

Sean, a WL instructor in higher education, felt confident sharing that he thought WL teachers were probably already integrating IC in their language classes, but was not sure to what degree if compared to ACTFL's standards or within the field of WL education. He stated:

I suspect we're probably addressing intercultural competence already pretty extensively in our classrooms here. But I would be kind of curious as to, in terms of the field, what they're looking at for intercultural competence… I'd be curious if the field is shifting at all towards emphasizing that more and if there were aspects of intercultural competence that maybe we weren't addressing in the classroom.

At the time of these interviews, Chase felt that the integration of IC within the ACTFL standards was so new that they had not yet had the time to be systematically integrated within districts and programs; however, he did feel that WL teachers were likely already integrating many aspects of IC in their instructional practices without doing them as a direct mandate from those standards.

Dalila, also a WL instructor in higher education, felt as if "intercultural competence is a term that has only been recently sort of standardized by ACTFL." She went on to say that "how you do it with a conscious attempt at awareness to cultivate their intercultural competence, I think is very new, and a very new field of study in foreign language learning."

Rachelle, who shared that her understanding of IC was "murky" from the findings of RQ1, also indicated in the interview that her understanding of how to integrate IC has been "a little bit murky" too. She also shared that "having gone to the ACTFL sessions and then trying to think about what are the realistic classroom expressions of [IC], there's a big gap there." She went on to say that she thought there was also a gap in WL teachers fully understanding how to best implement current practices in WL education. She recognized that even though there are newly published resources regarding the integration of IC, she felt that she had been doing it all along. For her, IC was already a part of her instructional practices that she has been fine tuning over the years.

Summary of Theme 6 Findings. Theme 6 focused on the five pedagogical approaches the participants integrated in their instructional practices: language-centered, constructivist, collaborative, inquiry-based, and reflective. Additionally, over a quarter of them pondered whether they had been integrating IC for a much longer time than they have known it to be named as IC. Some spoke of a gradual shift toward integrating IC as they were still learning more about it, and others shared that IC has always been an important and central part of their instructional practice. The next theme addresses the ways in which these WL teachers purposefully integrated IC through embedded, intentional, and authentically designed instructional planning.

Theme 7: Integrating IC Purposefully

For all 21 of these WL teachers, intentionality emerged as being integral to their thinking and planning of IC integration. They expressed that they integrated IC "purposefully" in their instructional practices through a variety of departmental, institutional, and/or personal initiatives in their language classrooms. This purposeful

integration was described as authentic, inclusive, and intentional in its implementation, which are the three sub-themes of Theme 7. Some examples of the ways these 21 WL teachers described their purposeful integration of IC was through using the target language, engaging their programs and district initiatives, celebrating students' diversity, and being inspired by their own language learning experiences. The four sub-themes in Theme 7 are presented in order of frequency by participants' mentions in the data sources from highest to lowest counts. I begin with sharing how IC is authentically integrated in their instructional practices in the first sub-theme of Theme 7.

Authentically Integrating IC. All 21 WL teachers shared ways in which they authentically integrated IC in their instructional practices. Authentic integration was described as using "authentic" resources designed from the target culture and for its people. Dalila described them as, "resources that were not designed for language learners…resources that were prepared for people who speak the language, like newspapers…or music videos." Some of these resources were used from the WL teachers' personal collections of realia from prior travel experiences in the target culture; others were retrieved from online resources.

Authentic integration was also described as incorporating situational and experiential tasks for students to interact and engage with these resources in the target language and for real world application. Some examples of how many of these WL teachers engaged their students with authentic interactions in the target language included developing partnerships with schools and classes in the target culture and inviting guest heritage speakers to their classes to share about their culture in the target language. A few also mentioned traveling abroad with students to engage in intercultural experiences, but

this was not as common as having local and/or global partnerships with people and schools in other countries to create authentic experiences for students to engage with the target language and culture.

Additionally, almost all these WL teachers mentioned using technology in their language classrooms to find authentic resources and to engage their students with the target culture and in the target language. Although textbooks were still being used as a primary resource by almost half of these WL teachers, most of them indicated they supplemented their instruction with additional authentic materials and several mentioned being in the process of shifting from using the textbook completely. The following sub-sections highlight some of the examples of these modalities used for authentic integration of IC.

Authentic Resources/Realia. All 21 WL teachers included the use of authentic resources or *realia* as a part of their instructional practices for integrating IC in their classrooms through the target language and culture. Jackie shared how authentic resources were central to her lesson planning and engaging students with other perspectives, stating, "I can put the authentic resources at the center, and then…let's pull out the culture in an explicit way, and talk about what we're noticing from a cultural perspective." For Dalila, using authentic resources was integral step toward developing students' IC. She stated, "The idea of using authentic resources that actual native speakers use in their daily lives, as opposed to stuff that was specifically prepared for students, has been considered a major step on the way to intercultural competence." She described her efforts to use specific authentic resources, indicating, "I try to choose

resources that are, first of all, intended for native speaker audience, but second of all, have some kind of cultural meaning or significance to be for the intended audience." Similarly, Dana shared how she preferred teaching through using cultural objects as the center of the conversation. She said, "I really dislike teaching culture by text. I feel that any kind of text cannot teach us culture. And the way I'm taught to teach culture, which I love, is by objects, a cultural object." She went on to say that a downfall of only using the textbook as a resource was that by using a cultural object, she felt as if she could integrate many more aspects about the target culture than what was written in a textbook. For example, she said, "there are so many questions you can ask before even you introduce an object [such as a coffee mug]…you can talk about bakeries, you can talk about food, you can talk about daily routine. There are so many things that you get out of it."

As an authentic way for integrating IC in their instructional practices, the *3Ps*, also known as the products, practices, and perspectives of the target culture, were also specifically mentioned by several of the WL teachers at the elementary, middle, and high school levels. WL teachers in higher education more frequently mentioned integrating perspectives as a part of their integration of IC, which will be addressed further in Theme 8. Based on the online questionnaire and interview data, only half of these WL teachers used their language textbook as a resource for integrating IC. Moreover, most mentioned using supplemental resources to integrate timely and relevant material with their students. When Stephanie, a high school Spanish teacher, reflected on the importance of interacting with authentic materials, she recognized their value even more so for her students for when face-to-face interactions could not take place. She said:

I think authentic material comes with interaction…You can't always interact with

the target culture person, but you can interact with the materials from the place

that you are getting it. I think you are getting to develop that perspective and the

sensitively toward, the curiosity toward, and the openness toward something.

That "something" leads toward the development of IC by being exposed to and

interacting with authentic resources. As Sandra stated, "You cannot be aware of things

you are not exposed to. If you do not have the opportunity to see things from someone

else's perspective, you will not have the opportunity to embrace other perspectives."

Situational Tasks. There were seven WL teachers who shared how they integrate

situational tasks or role play as avenues for integrating IC in their instructional practices

to expose and prepare students for future experiences in the target culture and

communicating in the target language. Richard, a Spanish instructor in higher education,

shared how he uses literature from the target culture, such as novels, to introduce the

theme of families and lifestyles in his language courses. Then, he asks students to role

play the characters in the novel and conduct interviews with each other, as if they were

them in real life. In this exercise, the students adopt the identity of a character and present

in that role for their final presentation. This allows them to bring in parts of what they

learned from the novel as way to identify with the target culture and connect with the

people by playing the role of a character in the novel. At the middle school level, Jackie

shared that she also uses literature to show situational instances of miscommunication

between people. For example, she explained that while reading a dialogue from an

excerpt with her students, they discussed how some words in the target language have

two meanings and when used incorrectly could cause confusion. She said that she would

follow up with her students after they identified the miscommunication in the excerpt they were reading, stating:

> The misunderstanding came about because they didn't clarify the meaning of that word, so one of them was in one place, and one was in the other place…I talked to them [the students] about being crystal clear when you communicate, especially in a foreign language, to make sure that you're not misunderstood.

As identified in Theme 1, having successful communication skills, by avoiding misunderstandings, was a component of these WL teachers' understandings of IC.

Situational tasks also included real-world based activities such as taking an imaginary trip and practicing how one would board a plane for an international flight and interact with the flight attendant. These real-world situated activities were intentionally structured and guided by students' developmental age and language level but also engaged students with tasks they might encounter in real-life situations. As Natalia called them, these "manufactured intercultural experiences" are a useful part of language instruction because students can engage with others in situational tasks and in the target language because it is a challenge to create in-person travel experiences with young learners or maintain longstanding e-partnerships over time. These interactions, for her, still felt "manufactured" but they were at least an opportunity for students to practice the language and their intercultural skills.

Experiential Tasks. Ten WL teachers shared the ways that they integrated IC through creating experiential tasks and opportunities for students to realistically engage with the target culture and in the target language. Melanie, an Italian instructor in higher education, shared the importance of creating experiences for her students that exposed

them to the target culture through virtual reality using technology. She had earned a grant to purchase Google Cardboard virtual reality headsets for her classroom from which her students could learn more about the Italian culture and environment by exploring the country virtually through these wearable headsets. During this activity, she asked them to watch how people interacted with each other and what else they noticed in their virtual surroundings. Later in the class, she shared that they discussed their perceptions of the virtually visited locations and interactions among people in the target culture. She said she noticed how this experiential task allowed students to understand more about the target culture and even changed some of their perspectives.

Bianca, a high school French teacher, shared the importance of realistic experiences for students to develop IC. She said that she regularly travels with students at her high school in an exchange program they have developed with a sister school in France. She commented on the struggle of finding suitable resources and opportunities for students to interact in the target language and experience other cultures without having firsthand connections with people in the target culture, stating:

> Coming up with resources that help them [students] practice those skills in different ways is kind of challenging because obviously the best way to learn intercultural competencies is to put yourself in another culture and practice. When you don't have that opportunity, when your interpersonal conversations are with another nonnative speaker, and when your presentations are not being given to a native speaker audience, you can't see their reactions to you.

She went on to say that "It kind of ends up being this echo chamber void, and so that just tells us all the more how we need pen pals, and virtual pen pals, and travel experiences to make this more realistic."

Joslyn spoke about the service-learning course and travel opportunities that she is involved with at her institution and said:

> We also have a service-learning course that we developed, and we're very intentional about how we prepare the students before they go work in an orphanage or go and work in a medical clinic in Ecuador. We ask them to do readings and preparation and discussion prior to that experience. An example would be a book that a lot of NGOs use *When Helping Hurts*, that makes them look at themselves and the reasons why they think they want to go and serve abroad.

Julia, another high school Spanish teacher, expressed the value of traveling for developing IC and language skills. She shared that she has frequently led trips with her students and tells them, "The only way you'll learn a language is go to that country. Put yourself out there." When traveling is not an option, many of these WL teachers talked about having sought out alternative ways to connect their students with people of the target language and culture, which will be shared in the next sub-section.

Partnerships and Native Speakers. Nine WL teachers shared how they authentically integrated IC in their instructional practices through developing partnerships abroad and inviting native speakers to their language classrooms in person on via technology sources to share about their culture in the target language. For example, Dalila shared that although her institution was not very demographically

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diverse, she was starting to see more heritage learners in her Spanish courses. She said

she invited them to share about their heritage culture because the other students

"appreciate having someone in the class who is of a different background…someone in

the class who can describe from personal experience what some traditional recipe is

like…from personal experience from another culture or from another country." However,

Sean, a Japanese instructor in higher education, shared that there were limited

opportunities for his students to practice speaking the target language with native

speakers in their community, so he sought out international partnerships using a branded

technology platform so that his students could frequently engage with native speakers.

Several other WL teachers shared that their students desired to hear the real

stories from real people to learn about the target culture rather than from the textbook.

Five of the WL teachers shared how they use electronic pen pals to connect with their

partnership schools abroad. Rachelle preferred to use regular mail to have her students

write back and forth with their partners in France so that her students could experience

the feeling of having to wait in anticipation to hear back from them. At other times she

would have them use email to ask a quick question in the moment they were learning

about a topic and wondered about something. For her, "trying to find ways for them to

have experiences with people from other cultures, sort of push out the four walls of the

classroom" was something she felt was doable in her instructional practice. What was

challenging though was thinking about how to access IC, which I addressed in Theme 5

and will further discuss in Chapter Five.

It was also mentioned by these WL teachers that time differences across the globe

limited opportunities to connect synchronously with people of the target culture;

therefore, some of these WL teachers used other means of communicating via technology, such as sharing videos, Google Docs, and Padlet. Richard shared how he uses Skype, an online videocall platform, to connect with people he has partnered with overseas from the target culture to have his students listen to authentic dialogues, such as stating someone's phone number in the target language using the format expressed in the target culture. Many more of these WL teachers shared additional ways they used technology as authentic resources for integrating IC in their instruction, which will be shared more in detail in the next sub-section.

    Technology. Almost all these WL teachers shared how they used technology to engage students with the target culture and interact with authentic resources in their lessons. Some of these WL teachers expressed not having been able to travel to the target culture in many years, so it was important for them seek up to date and authentic resources to use with their students, which could readily be found online. Beth, a high school Spanish teacher, shared that she relies on technology and the internet to support finding authentic resources in the target language and from the target culture. She stated:

> I think technology has helped open the door considerably to intercultural competence in that you can go to any website from the target language country and see what they're saying, see what they're doing, go to YouTube and get videos in the language. And you can access online materials, new articles, things like that. So, thankfully, right now I don't feel limited. In fact, I almost feel like there's too much information out there to share. And then it's a matter of weeding through all the possibilities.

Melanie indicated the value technology has in connecting people across the world. She said, "Instead of just having students work with each other, and being around each other, expose them to people from other countries…And we can do that today through technology." To conclude, technology was referenced as a way for students to connect with authentic audiences, such as their school partnership classes or electronic pen pals, both in synchronous and asynchronous formats.

Inclusively Integrating IC. Ten WL teachers shared specifically about the inclusive practices they were using to celebrate their students' heritages, honor their identities, and drive their instruction with an asset model approach. Examples of how these WL teachers inclusively integrated IC included building on students' prior knowledge and beginning instruction based on their baseline skills at that time. Also, several of them shared the value in having their students work together in groups so that they have many opportunities to learn from each other.

Six of these WL teachers shared that they use an asset model approach for inclusively integrating IC in their classrooms. This asset model approach included incorporating heritage learners as authentic resources to share perspectives and knowledge about the target culture with other students. This form of inclusion was recognized by these WL teachers as a way to honor and celebrate students' identities and heritages as well as to highlight the diversity of their student body. As previously mentioned, most of these WL teachers identified their schools and contexts as being highly diverse with regard to language and cultural diversity, except for a few teachers who said their schools and communities were more monocultural. Beatriz, an Elementary

school Spanish teacher, shared the purpose of highlighting her students' heritages in her class, saying:

> I like to highlight the countries and cultures of the students who are in my classes…I like to do that because I think those kids really love to share, and they feel so proud. I like for the students who are not from a Spanish-speaking country to appreciate their cultures a little bit more and understand them, and to see that they're really not different from them.

Patty shared an experience in which she observed how one of her students grew more confident in his bilingual identity over his years with her as his WL teacher and wanted to share more about his cultural heritage with the class. She described this incident like this:

> A long time ago, I had a child in first grade, he did not want to acknowledge that he spoke Chinese at home. He didn't want to do that. By sixth grade, in his Latin class, he was ready to give his class a lesson in Chinese and he was proud of it. So, all I can say for that is that during those years he must have begun to feel comfortable with his different culture that he brought from home and share it with the people at school.

Recognizing students' identities and heritages is a sensitive topic, and these WL teachers explained the importance of including this within their language instruction and integration of IC because it was a way to honor and celebrate their students' diversity in the classroom context.

Another aspect of why these WL teachers inclusively integrated IC in their instructionally practices was due to the described levels of diversity (i.e., highly diverse, and highly monocultural) among their student body and community context at both

extremes. For example, Patty, who teaches in a school with a diverse study body, said that at her school they recognize and celebrate various holidays and events that are important to the students and their families. Julia, a high school Spanish teacher, shared how she builds relationships with her students and because of their diversity, stating, "My students know that they can ask and answer me anything related to culture…they can come to me to discuss open and honestly [about] race issues." She also recognized that many of her students were not exposed to intercultural opportunities and thus she felt more inclined to integrate elements of IC in her instruction.

Rachelle recognized that many of her students also had limited experiences with cultural difference, and thus she believed it was important to include this in her teaching practice too. Dana, a WL teacher who identified herself as an immigrant to the U.S., shared that she felt American students were not exposed to enough cultural difference before entering higher education, and therefore were not as prepared with the knowledge to understand and appreciate others of different backgrounds. She wished that IC integration and discussions began earlier for students to better prepare them for examining perspectives, making cultural comparisons, and developing critical thinking skills. More about these critically reflective practices will be shared in Theme 8. In the final sub-theme of Theme 7, I share how these WL teachers intentionally integrated IC in their instructional practices.

Intentionally Integrating IC. Thirteen WL teachers described how their integration of IC was "purposeful" and "intentional" because of having been inspired by their own personal experiences to embed it in their language instruction and because they stated they valued its relevancy for their students. A few poignant examples of these

personal experiences that influenced these WL teachers to integrate IC in their classrooms were being inspired by their own WL teachers' methods and instructional practices, wanting to provide their students with experiences they did not have when learning a language, and experiencing the challenges they faced from stereotyping due to being immigrants themselves.

Being inspired by early language learning experiences was one of the reasons why Emalie integrated IC in her instructional practices. She shared her story, saying:

I think prior language learning experiences can be important…most of my high school work was with a wonderful teacher I had who was American, but who was just so excited about France. She was the most important teacher I had, and getting me started, and getting me interested. Interestingly, it was a conversation that I still remember that we had out of the classroom one day…she said, "Everything there is different, everything. The way a man combs his hair, the way they…" I remember…I was so excited. It was almost like she cast a spell on me when she said that. She was excited about the difference. And boy, that was a seed that just grew and grew and grew in me.

Chase described how when growing up he did not have many experiences or opportunities to interact with native speakers. He stated that he really did not have this opportunity until he went to college in Chicago and began to volunteer with the youth group at a Hispanic church, that he still attends almost 20 years later. He went on to say:

It's through contact with people; that's how it happened for me [understanding IC]. As a teacher, I want to give more of that exposure within my classroom… Now, I feel like as a teacher, I'm trying to give as much of that to my students and

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my classroom now, that I didn't have through my own Spanish education…I feel like I owe it to my students, even my heritage students, to give them a sampling of the different Spanish-speaking cultures around the world.

For Chase, even though exposure to the many Spanish-speaking cultures was important to share with his heritage language students, he also valued the importance of the Hispanic culture that was immediately around them in the community. He said that "because of the location of my school and the fact that most students come from outside the neighborhood of my school that it's important to present teaching about the Hispanic culture that is present in my school's community." This exemplifies how he purposefully integrated IC because of both his present and past experiences.

For Beth, a high school Spanish teacher, having her students "try something new" during their language learning experience with her was important for developing their own IC. Whether this was interacting with a server at a local restaurant in the target language or examining and discussing photos of cities in the target culture, integrating these opportunities each class was "a learning opportunity for them for intercultural competence." At the elementary level, Beatriz shared how IC was already integrated in the curriculum in her district, and that it was a way to strengthen language acquisition and break down stereotypes. She said, "I just know from my experiences that really having an understanding of the culture just strengthens the language acquisition so much…I want to pique their interest and they want to know more. Also, some misconceptions I think are clarified." For Dana, a WL instructor at the university level, shared how one of her main understandings of IC was that it was not stereotyping. The intentional integration of IC in her instruction was inspired by her own experiences as being an immigrant to the U.S.

and preparing her students for the larger world, where English is not the only language spoken. She said:

> Students need to be prepared for that, prepared to the fact that not everybody speaks English in the world. There are tons of languages. The United States is just one country in the world. If you go to Russia, probably not everybody is going to speak English to you, and you need to be prepared.

As identified in this WL teachers' statements, the intentional integration of IC for many of these WL teachers was also because of its relevancy to students. Dalila shared this relevancy by stating:

> I think that my students are very interested in acquiring intercultural competence. A lot of them, that's one of their major uses for it for studying Spanish. I have to say Spanish, in particular, because they want to have greater competence in this culture in particular. It's very relevant to our students.

She described her integration of IC as "a conscious effort," which for another teacher, Sandra, was also evident in her described efforts to intentionally plan activities that integrated IC at age-appropriate levels of discourse and consider aspects of her students' lives outside of school as impacting their receptivity toward difference. She said, "it is a challenge for students to sometimes hear things that's different from what they hear at home or at church. And not feel like they have to take sides." She said that she was conscientious of her class conversations, but that she felt like her students have been able to "open up their views a little bit more" when discussing complex topics. Overall, this group of 13 WL teachers emphasized the many ways they intentionally integrated IC in

their instructional practices through their internal and external motivations, such as personal experiences, research-informed practices, and relevancy for students.

Summary of Theme 7 Findings. To conclude Theme 7, all 21 of these WL teachers shared how they purposefully integrated IC in authentic, inclusive, and intentional ways in their language instruction. Using the target language in class was a priority for these WL teachers and their students when engaging authentically with people, products, practices, and perspectives of the target culture. Textbooks continued to be used as a resource by half of these WL teachers for language instruction, but they were not preferred resources when seeking ways to integrate IC. Using authentic resources at the center of language instruction was a way to lead with culture through the target language and have students interact, negotiate meaning, and engage with IC more meaningfully, particularly through situational and experiential tasks and partnerships with the target culture. Overall, the purposeful and inclusive ways these WL teachers integrated IC gave meaning to the importance of preparing them for their futures. In the next theme, Theme 8, I share the ways IC was integrated programmatically for these WL teachers and within their teaching contexts.

Theme 8: Integrating IC Programmatically

Within the online questionnaire and interviews, 17 WL teachers in this study shared specifically how IC was integrated programmatically in their instructional practices. There were several programmatic aspects of IC integration that stood out from these 17 WL teachers and within their WL programs, which I will describe in the following two sub-themes: IC is Embedded, and IC is Supported through Resources. Although these qualitative data sources prompted for individual responses, many of these

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WL teachers also included how their departments and districts addressed IC from an internal approach. This is not to say that there were not more ways in which IC was referenced as being programmatically integrated from the other WL teachers; however, these 17 WL teachers independently shared these aspects of their programs to highlight what they were doing individually as well. As previously shared in Chapter Three, the WL teachers in this study spanned academic levels K-16, language levels novice-advanced, and instruction in seven world languages.

IC is Embedded. For 17 of these WL teachers, IC was intentionally "built-in" or embedded in their programs through their departments, school initiatives, WL programs, and classroom instruction. For Jackie, "IC is a built-in feature that I teach." It was not only embedded in the WL program at her middle school, but she attributed WL teachers as the ones who naturally "bridge" IC in their curriculum. For Bridget, in higher education, IC was also at the core of her instructional practices. Rachelle, at the middle school level, also stated many ways in which IC was intentionally integrated in her instructional practices, such as through the partnership her classes have with a sister school in France and the preparation they do to interact with each other about topics that are relevant to them.

At the high school level, Natalia spoke about the progressive integration of IC in their language program, such as in the rubrics they use that have an IC component. Sandra shared that some professional development on IC was beginning to be offered to teachers at the district level. Bianca said her WL department was moving forward in their thinking with regard to integrating IC, but also shared concerns for time and space to fit in in within the district curricula because IC is not a component of students' language

assessments. Other WL teachers at the secondary and higher education levels spoke of

department initiatives to integrate IC and move thinking forward in the program. For one

of the WL instructors at the university level, embedding IC was a part of the efforts to

shift the pedagogy in the curriculum more toward what the students needed and wanted.

The language specific program at her university was in danger of being cancelled so she

was implementing a more contemporary approach to language learning to attract new

students and keep the program standing.

Ten WL teachers shared how their district and school-based initiatives were being

supported by administration and seen by them as an effort to include elements of IC more

broadly to address instances of cultural insensitivity and racism in their learning

community and as a means for introducing more inclusive and equitable practices.

Administrative support was also mentioned by several WL teachers as being a factor in

their motivation for integrating IC in their instructional practices. These efforts were also

recognized by WL teachers at the university level as a part of internationalization

initiatives.

Whereas over 80% of these WL teachers spoke of how IC is embedded in their

instructional practices, six teachers still felt as if they were working in silos or shared that

the reason for IC being intentionally embedded in their instruction was because they had

the teacher autonomy to do so. These instances were referenced more by WL teachers at

the elementary level and for WL teachers in private settings. Only one WL teacher

specifically shared her efforts to collaborate with other teachers and connect IC to other

disciplines; however, several spoke of recent efforts within their language departments to

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revise their curricula and seek out additional materials beyond what they are required to do to address IC in their classrooms.

Six WL teachers shared some challenges regarding their ability to embed IC in their programs and instructional practices. These challenges mainly centered around not having enough time, having to follow a rigid curriculum, or having other departmental requirements. Across academic levels, most of these WL teachers expressed IC was embedded their programs and instruction. The perception of how and why IC was embedded was mixed, but overall was represented by 81% of these WL teachers as being present in some way. One WL teacher, Dalila, shared that although she felt she did not integrate IC systematically, she felt as it was "the next frontier" for her and her professional development as a WL teacher.

Vertical Alignment. Five WL teachers specifically shared there was vertical alignment across language levels (i.e., novice-advanced) that incorporated IC within their curricula and department goals. To note, this was specific to their academic placements in their schools and did not cross over between academic contexts (e.g., elementary to middle, high school to higher education). However, all five of these WL teachers taught in at the high school level and were likely referencing the academic context within their building for Grades 9-12. Horizontal alignment, meaning across multiple WL teachers teaching the same language in a school/district, was only mentioned a few times. These few WL teachers expressed feeling as if they were working "in silos" when integrating IC in their instructional practices within their departments and/or districts.

Developmentally Appropriate. Consideration of the age of their students and the creation of developmentally appropriate activities within academic contexts (e.g.,

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elementary-higher education) was mentioned by seven participants. Again, this finding does not assume that the other WL teachers in this study did not do this, but rather that these WL teachers shared the importance of this aspect of their integration of IC in their responses in the qualitative data sources. These seven WL teachers spanned all academic contexts from elementary through higher education.

IC is Supported through Resources. All 21 WL teachers referenced the resources that they used to support their integration of IC in their instructional practices. For many, it remained a challenge to find enough authentic resources, but they did have access to resources within their districts, departments, and personal collections. This sub-theme addresses the resources made available to them at the district and department levels as these resources impacted their integration of IC programmatically. The following sub-topics address these common and available resources, which included textbook integration, departmental practices, and ACTFL resources.

Textbook Integration. As previously mentioned in Theme 7, textbooks were being used by half of these WL teachers, but most of them preferred to use them as a supplementary resource in conjunction with primary authentic resources. For example, Rachelle, a middle school French teacher, described the shift her WL department was making to better integrate IC using the French textbook as a resource for class discussions. She shared an example of instances of stereotyping within their textbook and how she addressed this with her students in this example:

> The textbook we were using treated culture in a very typically textbook,
>
> superficial way. I used to have to do a lesson to unteach some of the stereotypical

messages…We would do a whole lesson about how our textbooks, how textbooks

create prejudice.

Patty described how much she enjoyed using her selected textbook for elementary French

classes. She said, "the contents in this book and the humor of it as well will support the

children in their learning as well as maintaining their curiosity and their desire to learn."

Joslyn, at the higher education level, also shared how in the intermediate level textbooks

they used for teaching French, "the principles with intercultural competence are well

threaded throughout, and really, the tools for cross-cultural understanding." She,

however, teaches at the introductory level and said that she rarely uses the selected

textbook for novice language learners as a primary resource.

    Departmental Practices. With the various ways textbooks were used and valued

among these WL teachers, it was not a surprise that they shared other common practices

that were programmatically integrated with IC in mind. Some of these practices included

the use of common thematic units across languages that centralized culture, essential

questions that addressed elements of IC, Integrated Performance Assessments (IPAs) that

were real-world and task-based, the W-RSLL (National Standards Collaborative Board,

2015) for program alignment, and the CSIC (NCSSFL-ACTFL, 2017) for integrating IC.

To highlight a few examples of how IC was integrated in the use of these tools,

Stephanie, a high school Spanish teacher, shared the impact of using essential questions

that addressed elements of IC in her language class by describing them as:

    Essential questions, the deeper questions that make students really consider life.

    I've had a lot of my students, especially when they graduate as seniors, come back

    and say they have this deeper understanding of life, and they didn't realize that

other kids weren't getting that same kind of conceptional framework of what the

world is like until they went to college and saw what was really in the minds of

other kids.

She also went on to share how she and her WL department are all using IPAs because by

"using integrated performance assessments, and in that way, we're trying to really make

sure we're using the things that we're learning in a real-life way, and that's probably been

a big way of seeing students demonstrate their intercultural competence."

Natalia, also at the high school level, shared how they also used IPAs and include

rubrics with their tasks stating, "all of our rubrics include an intercultural component that

they [students] can interact with intercultural competence, whether it's speaking or

writing, or that happens in reading to as well as listening at times." She explained that the

WL department started using thematic units across languages about ten years ago, but

that not everyone in the department was integrating IC as intentionally as she was doing

at that time. She shared, "I think we are on the journey and some of us use [thematic

units] more than others, but I would say that we all try to lead with culture."

ACTFL Resources. In the interviews, most of these WL teachers referenced using

the ACTFL resources, such as the W-RSLL (National Standards Collaborative Board,

2015) and almost half were integrating the CSIC (NCSSFL-ACTFL, 2017). Figure 3

shows these WL teachers' responses to the online questionnaire regarding their

familiarity and integration of the CSIC, which were published in the fall of 2017, almost

a year and half prior to the start of this study.
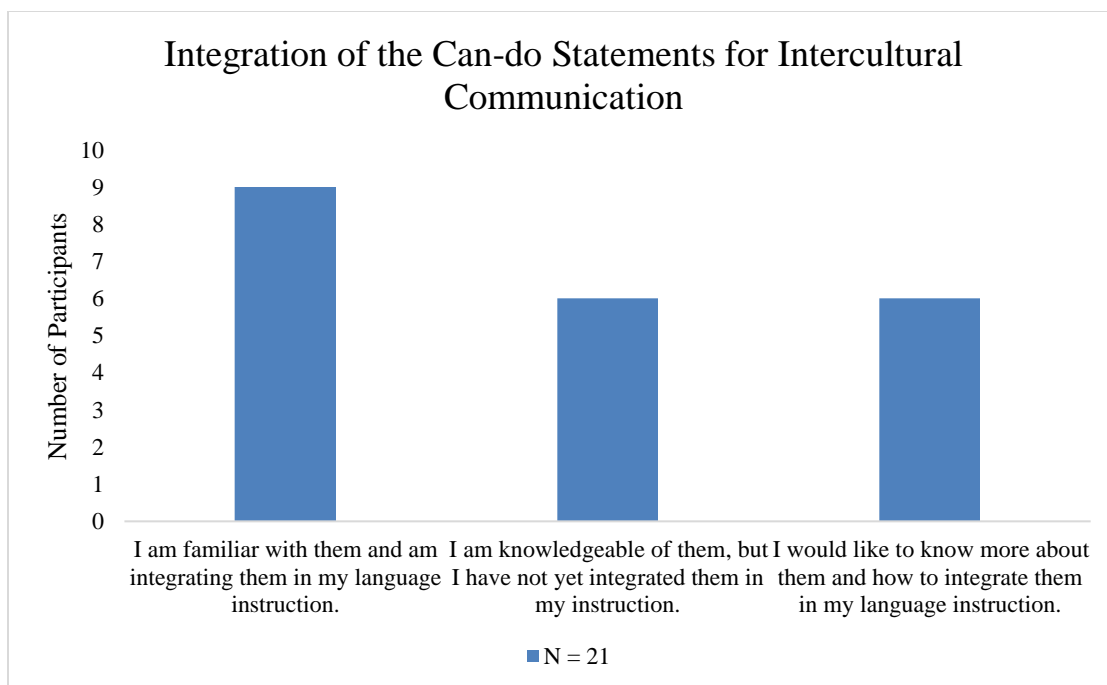
Figure 3.

WL Teachers' Integration of NCSSFL-ACTFL Can-do Statements for Intercultural Communication

Nine WL teachers indicated they were familiar with the CSIC and integrating them in their language instruction. Six WL teachers indicated they knew about them but were not yet integrating them. Four WL teachers indicated that they would like to know more about the CSIC and how to integrate them.

For Sandra, a high school Spanish teacher, the W-RSLL and the CSIC were useful resources to assist her with integrating IC in her instructional practices. She indicated on the online questionnaire that she frequently integrates IC in her lessons and that she was using the CSIC as a resource with her students. In the interview she shared:

I am personally using them [CSIC], but as a district or as a school and a school district, we have not officially taken any action to incorporate those…I believe

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that all of the ACTFL Can-do statements and standards are terrific umbrella

statements. I believe that there can still be a lot of interpretation for individual

programs. And I certainly believe that most of us could use more guidance and

training in what that really looks like in a unit to unit, lesson to lesson, day to day

kind of basis.

From the interviews, eight WL teachers shared they were not yet using the CSIC in their

instruction. This number slightly differed from what was reported on the online

questionnaire, likely because of the way the Likert style statements were worded. Some

WL teachers may have indicated on the online questionnaire that they *would like to know*

more about these Can-do Statements (Option 3), when they may have also wanted to

indicate that they *were not yet using them* (Option 2). They were only permitted to choose

one option on the online questionnaire to response to this question, which is another

reason why the follow-on interviews were important to gain clarity in their responses and

verify their accuracy.

Because many of the participants discussed how external resources and literature

helped to inform their understandings and integration of IC, a few of them shared more

about how they discerned the messages embedded within them regarding the

conceptualization of IC in WL education. For example, Chase, a high school WL teacher,

shared his puzzlement with some aspects of IC and how it is presented in the CSIC.

Although he described his understanding of IC as "knowing what to say, to whom, when,

and where," resembling ACTFL's statement of "knowing how, when, and why to say

what to whom" (ACTFL, 1996, p. 3), he was confused by how IC was presented in the

2017 updates to the CSIC and its connection to the language proficiency levels. He

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stated, "I really find it a little puzzling how you can take something like that [IC] and divide it up into different parts by language proficiency level." He was referring to how the CSIC are leveled by the five language proficiency benchmarks of novice, intermediate, advanced, superior, and distinguished proficiency. He went on to say that "Dividing it up into different pieces by proficiency level, though, I think is a little bit puzzling, and I think maybe a little overambitious on ACTFL's part." In continuing the conversation about his puzzlement in the interview, he also shared:

> I notice at the advanced and superior levels on the intercultural competence scale, it talks about "I can suspend judgment about other values or about other cultural things that I see." To me, something like that depends on the age of the language learner; something like that is not a proficiency-based thing. That's a personal maturity thing, regardless of whether you're learning a language or not learning a language.

At the conclusion of his interview, Chase said, "So, my overall assessment of intercultural competence is, it's an admirable effort on ACTFL's part, but I feel it's just a little overambitious." He also indicated on the online questionnaire that he was not currently using the CSIC in his instructional practice. However, Rachelle, a middle school French teacher who indicated she was using the CSIC, shared that this resource has been helpful in her planning and teaching. She also recognized its limitations by stating:

> I think it's been a way to set some realistic expectations and a bit of a ceiling on what's feasible for our students, given where they're at. Which I find complicated,

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because I feel like their intercultural competence could be highly developed, even

though they have very low language skills or vice versa.

Chase did not indicate that he was aware of the ACTFL resources for teachers that

accompany the CSIC or that students' development of IC could be at a different rate than

their development of language proficiency, meaning their IC development could be at an

advanced level, while their language proficiency may remain at a novice level.

Another high school WL teacher, Samantha, shared this uncertainty with the way

IC is presented in the CSIC by stating:

I don't really think ACTFL tells people what it is. I think what they've done is

broken down the practices, the perspectives, and products…They break it in

to interpret and interact. So, I don't even know what they mean when they talk

about communicative competency. That's my biggest thing. What is

communicative competency? I don't even know if that really exists. I just think

being interculturally competent...I mean communicating, I guess, how you greet

people, but...I don't know.

After questioning what "communicative competency" really means, Samantha went on to

critique how the term competency is implied in the CSIC and her understanding of what

it meant by sharing that she did not see all of them as authentic intercultural tasks. She

referenced how she perceived intercultural tasks to be ones that push one to go from a

monocultural mindset to a multicultural mindset and the competency part being that one

can do this when immersed in another culture; however, she concluded with doubts of

how IC is being proposed in these documents for WL teachers. Beyond these doubts of

what IC really is, she also indicated that there is more to "competency" than how it is

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being described in the CSIC. She, like other WL teachers in this study, remained in the mist about what competent really means in their understandings of IC.

   Summary of Theme 8 Findings. Concluding Theme 8, the majority of these WL teachers integrated IC at a programmatic level to some degree in their language instruction. This included IC being "built-in"/embedded their lessons and curricula and supported through their departmental resources through textbooks, common practices, and the use of ACTFL resources, such as the W-RSLL and the CSIC. In the final theme, Theme 9, I introduce how many of these WL teachers integrated IC as a greater motive.

Theme 9: Integrating IC as a Greater Motive

   The final theme of the findings addressing RQ2 highlight the ways in which these 21 WL teachers were integrating IC as a greater motive and described their intentions and reasons for purposefully integrating IC within their language instruction. Several shared how they valued IC as WL teachers because they recognized the importance of experiencing it themselves and that this was a motive for integrating it in their instruction. Some described how they could relate to how one develops IC through a process because that is how they experienced it themselves. Others shared the importance of keeping their pedagogy and teaching skills up to date by evolving their practices as to better serve their students in the WL classroom. A handful of these WL teachers recognized that they, alone, do not have to be experts on IC or know everything about the target culture to integrate it purposefully in their instruction. However, the majority of them valued a deeper purpose or greater motive as their intention for integrating IC development to prepare their students for the world and spark their curiosity and enthusiasm to consider others' perspectives. Therefore, there are three sub-themes that

highlight the greater motives of these WL teachers in Theme 9: WL Teachers as

Ambassadors, Developing Students as World Citizens, and IC as a Social Responsibility.

WL Teachers as Ambassadors. All 21 of these WL teachers indicated that they

believed they had a role in developing their students' IC. For many, this role began with

being a language teacher. For example, Patty, an elementary WL teacher, recognized the

important role WL teachers have in developing students' IC. She said, "We start with

language, that's my contribution to it." She went on to say, "I think the beginning of

understanding amongst cultures starts with teaching languages." For Joslyn, WL teachers

have a unique position for integrating IC in their instruction and curricula. She said:

> I think language teachers are in a very unique position, to be able to address that
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> notion of intercultural competence, whether it's through psychology, whether it's
>
> through linguistics, whether it's through literature, that interdisciplinarity that we
>
> bring to the intercultural competence arena, really allows us to open up questions.

She went on to say that:

> I think that particularly language teachers…we're particularly good inter-
>
> disciplinarians in a way that other people aren't, which is why I think that
>
> language teachers are particularly well positioned to have this as part of their tool
>
> kit, so to speak…because of the way that we deal with a variety of subjects
>
> through another linguistic lens. We're used to having to deal in a greater way,
>
> interdisciplinary, just by nature of what we teach.

This "tool kit" she described is a part of the WL teacher identity, which includes

understanding how language, culture, and IC connect interdisciplinary.

Brianna, a high school German teacher, felt that integrating IC in her instructional practices was a part of her role as a WL teacher. She described this by saying, "I believe that my job is not only teaching them intercultural competence of the German speaking country, but just to have an understanding in general." Similarly, Stephanie, a high school Spanish teacher, shared that as a WL teacher it was a part of her job to integrate and develop students' IC for the greater good in the world. She said, "I felt like I had a huge role…by making the world a better place and helping these students understand their role in making the world a better place."

Then, there were some WL teachers who expressed how this role was something greater, such as being an ambassador of IC. For example, Dana, a WL instructor in higher education, shared this connection of being an ambassador of IC as a part of her role as a WL teacher. She said:

> When I'm in the classroom, or when I talk to the people, I always feel like I'm an ambassador. And I'm an ambassador of a few things. I'm an ambassador of French and Francophile culture because this is my specialty. Additionally, I'm an ambassador of Russian culture because this is my heritage culture. And also, I'm an ambassador of the... of this perception of intercultural competence.

She went on to speak about the importance of language learning and shattering stereotypes, saying:

> I am an ambassador of this idea that learning languages is awesome. Learning languages is very beneficial. Learning languages can give you access to all these things you never had before…It's my duty to spread the word that stereotypes are not real, and we all need a little bit more perceptive to one another.

Being an ambassador for language learning and IC development serves a greater purpose for these WL teachers because it is opening doors for their students to experience the world and contribute to their development of IC.

Developing Students as World Citizens. Ten of these WL teachers specifically shared their greater motive for integrating IC as a means for developing students to become world citizens. IC was valued as a skillset that these WL teachers believed was beneficial for their students in their future so that they can interact appropriately with others in their community and of different backgrounds and to be able to look beyond borders when developing this awareness of others. For example, Bianca believed in the value of language learning for her students' futures and their interactions with others. She stated:

> I believe that my students are going to use their language in the future. I believe that the world as we know it in their working lifetime, before they retire, is going to drastically change. Virtual work is probably going to become a bigger part of their lives, and so it's likely that whether their office is 20 minutes from their house, or whether they have virtual Skype into meetings halfway across the world, they're going to be working with people who don't come from their culture.

Brianna, another high school teacher, shared her aim to reach students through their interests so that they can become interested in other cultures and gaining "a more global view of the world than just the U.S." Rachelle, a middle school teacher, shared one of her reasons for integrating IC was to further her students' global development. She recognized that her students were starting to understand that they were "not the center of the world" at this age and that they were in a position to become "more open,

approachable, curious, less judgmental" and that the experiences they have in her class will help them "create some habits of mind and practice that they can transfer outside of the language class." For her community context and academic level of instruction, she said, "Given where I teach, I feel like it's an important topic, it's an important moment in their lives, as middle schoolers and beginning to kind of step outside their families and understand their place in the world, a little bit."

Dana described her classroom as "a platform" or a place where her students can prepare to interact with the world by learning a world language. For Beth, she said, "I would like to develop my students into world citizens, and I think the more that they experience of culture, the better." She felt her students were very sheltered and that her classroom and instruction was a place for learning more about the world, stating, "Coming in my classroom should feel like, "Oh, wow. We're going to learn about not just conjugating verbs, but we're going to learn about who are these people who speak Spanish."

Dana, a WL instructor in higher education, described the WL classroom as being a safe place to introduce IC and integrally support its development. Bridget, another higher education instructor, shared that her students were far removed from other cultures (i.e., other than what they see on television) and that they needed to "be woken up from their cultural slumber." She described an instance of a student who gained a deeper perspective of others in her course and commented that "he will be a much more open world citizen" because of the experience of being in her course, and that was a goal she desired for him.

IC as a Social Responsibility. Ten WL teachers expressed a greater motive of integrating IC in their instructional practices because they believed IC was a social responsibility for all, particularly as educators. Developing a "more global view" of the world was how Brianna described her intentions for her integration of IC. For Beatriz, she said she integrated IC as a demonstration of social responsibility "because I think it's something that is what I want to teach my students. I want them to be aware of the cultures of that language they are learning." For Patty, she recognized the growing diversity across the nation as this diversity was present in her school and community. This reality brought forward the importance and social responsibility for integrating IC in her classroom. She said, "we have so much diversity in our school, which I think probably think in many schools across the country now. They influence each other, they influence me."

For other WL teachers, integrating IC was a social responsibility to help students move past stereotypes, shatter prejudices, and celebrate diversity. Samantha said:

> I think for my students, my goal will be that that really impacts on their understanding of how they work with differences…I really hope that what they come out of this is the idea of reaching for understanding and not just stopping and making a judgment. But understand that there's something behind that, that they should be curious about. There you go, intercultural competency.

Joslyn shared the social responsibility of integrating IC in her WL classroom because her students are not exposed to a lot of diversity around them. She said:

> Our student body, at this faith based private institution, tends sometimes to be very sheltered. And so, I think that the discussions that we have in language

classes or intercultural studies classes, it helps to bridge the issues of how you

deal with diversity in a sensitive way, and also in a very mindful kind of way.

Melanie shared her concern for how their curricula at the university level are designed for

semester-long courses and how that makes integrating IC very challenging when the

courses are more textbook driven. She said:

> In my experience, in general, and what I've seen in language instruction is the
>
> desire to rush to the textbooks and make sure that students learn everything in one
>
> year. That's probably the reason students are not able to develop intercultural
>
> competence and understanding of another culture. To me, that's a problem that we
>
> see a lot everywhere, and I think we are still very far from really integrating
>
> culture into the classroom. Although research says that this is important and that
>
> we should be doing it from the practice standpoint…in my experience, not many
>
> people that are doing it, so there is a lot of work to do.

Bridget also brought forth the challenge to break stereotypes and build toward peacefully

coexisting with each other. She said:

> People think that the language is just a skill that they learn, like driving a car
>
> when it's actually so much more to it, and we need that…in order to coexist
>
> peacefully and be successful in the global economy. And also, break some of
>
> these mono-cultural stereotypes that so many people hold.

To conclude, these WL teachers felt that they had a role and a social responsibility to

integrate IC in their language classrooms to bring awareness to how to exist with

diversity and be aware of colonizing behaviors and possible misunderstandings due to

assimilating and acculturating beliefs, so that students can learn to coexist and interact with others who may be different from them.

Summary of Theme 9 Findings. In conclusion to Theme 9, the WL teachers in this study shared their greater motives and goals for integrating IC in their instructional practices to serve a deeper human purpose. For some, they integrated IC because they viewed themselves as "ambassadors" of language learning and IC development, and for others they wanted to provide the opportunities for their students to develop the skills and experiences needed to become world citizens. Additionally, almost half of these WL teachers integrated IC because they valued it as a social responsibility as individuals and professionals.

Summary of Chapter Four

Chapter Four presented the findings of this study in the order of the two research questions that guided this qualitative investigation and the participants' narratives. There were five themes that emerged to answer RQ1: How do WL teachers describe their understandings of IC? There were four themes that emerged to answer RQ2: In what ways do WL teachers integrate IC in their instructional practices and why? The nine themes were presented by both the combined narratives of the data from the online questionnaire and follow-on interviews and frequency mentioned within these qualitative data sources.

The findings of RQ1 indicate that IC comprises many skills-based and affective facets; however, these WL teachers are still working through their own understandings of it, inside and outside of WL education, as a developmental and reflective process. The findings of RQ2 illuminate the intentional ways these WL teachers integrated IC in their

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instructional practices within their pedagogy, programs, and purpose for teaching world languages. The findings of this study further reveal that even though language is an essential component of IC, there is a need for it to be integrated and developed across age groups and other content areas. WL teachers reported needing more resources and professional development that addressed understanding and integrating IC specifically within the WL domain.

Chapter Five provides further discussion of these findings and connections to existing research within the conclusions, limitations, considerations, and implications of this study. Recommendations for future research will also be presented to deepen the discourse regarding IC understanding and integration within other contexts of WL education, such as online learning and within classrooms of less commonly taught languages, and to connect the findings to further WL teacher education and professional development in the U.S.

Chapter Five

The purpose of this study was to seek a deeper understanding of the concept of IC through the perspectives of U.S.-based WL teachers. An interpretive approach (Merriam & Tisdell, 2016) guided this qualitative study to understand how a wide representation of K-16 teachers from across the U.S. conceptualized and integrated IC into their WL classrooms. I applied an inductive thematic analysis of the data as a methodological framework (Guest et al., 2012) to deeply capture their understandings and application of IC in their instructional practices in their WL classrooms. I used an interactive research design (Maxwell, 2013) composed of two data instruments (e.g., online questionnaire, semi-structured interviews). Researcher and analytic memos (Maxwell, 2013; Miles et al., 2014) further corroborated the findings allowing me to reflect on the development of the themes that emerged throughout the whole analysis process. Using this interactive model for the research design, I considered how the research questions interacted with the research design components, which included the purpose, conceptual framework, methods, and trustworthiness of the study. The research questions that guided this study were:

1) How do U.S. WL teachers describe their understandings of IC?

2) In what ways do U.S. WL teachers integrate IC in their instructional practices and why?

In Chapter Two, I shared the key literature that highlights several frameworks and models of IC and scholars' conceptualizations of IC both in and outside of the WL education domain. As IC is a global initiative for student learning, I included the relevant empirical studies that reported teachers' understandings of IC from other countries and continents (e.g., Belgium, Bulgaria, China, France, Greece, Mexico, Poland, Spain, Sweden, and the United Kingdom) and within other instructional areas (e.g., English as a foreign language and English as a second language). I designed this study with these scholarly publications in mind and with a primary goal of filling a gap in the literature regarding U.S.-based WL teachers' understandings and integration of IC. Although there have been some publications regarding the incorporation of IC in teachers' instructional practices in the U.S. (Cushner & Mahon, 2009; DeJaeghere & Zhang, 2008; McCalman, 2014), there were not any published empirical research at the time of this study that sought to specifically capture the ideas and understandings of IC from K-16 WL teachers themselves, the people who are expected to understand, interpret, and apply IC into their teaching practice.

A second, and personal, goal of this study was to meaningfully contribute empirical research on this timely topic in the WL field that would inform and benefit the global community of international educators. As a member of the World Council on Global and Intercultural Competence, I see that U.S. WL teacher representation in IC research is scant but is in a state of growth due to gaining interest in how IC development should be inclusive across disciplines. This research is timely due to the most recent updates in the U.S.-based WL standards and supporting resources (e.g., ACTFL W-

RSLL, 2015; NCSSFL-ACTFL CSIC, 2017), the recognition of IC development as a desired workplace skill (Davies et al., 2011), and the call for greater IC as a goal for all Americans (U.S. Departments of State and Education, 2021).

The findings of this study highlight the richness of these WL teachers' understandings and intentional integration of IC in their instructional practices. These participants accentuate the many ways IC development is both a personal and professional aspect of their professionalism as WL teachers. Stemming from the combined findings of both RQ1 and RQ2, there are four notable conclusions that can be drawn from the teachers' voices in this study that I will discuss in this chapter: (a) language is central to IC development, (b) IC is complex, (c) IC understanding and development is a journey for both WL teachers and their students, and (d) the 3Ps of IC, a triad approach for integrating IC in WL instruction. Following these conclusions, I propose a conceptual model of IC integration and development for WL education that encompasses the findings of this study from these participants' voices and integrates several components of existing models of IC that these teachers expressed in their understandings and integration of IC.

Language is Central to IC Development

Drawn from across the findings related to both RQ1 and RQ2, the importance of language emerged as a strong and consistent message across all data sources and from all participants regarding their understanding of IC and its development. I began this study with an online questionnaire to field potential participants' understandings and integration of IC in addition to their perceived orientation toward the teaching of

language and culture in WL education. The data revealed the importance that these language teachers held about language as a medium for understanding and developing IC in the WL classroom. Language, and specifically the use of the target language, was seen by all 21 participants as a form of cultural knowledge and a skill for communication that they identified as an essential part of understanding IC. Additionally, these WL teachers shared that the ability to communicate in the target language was a central component of how and why they integrated IC in their WL classrooms. Some even described how the process of learning a language themselves was integral to their own personal development of IC.

These WL teachers viewed language as a form of cultural knowledge and an outward skill for communicating, alongside other presentational (i.e., non-verbal) ways to communicate through gestures, behaviors, and actions. Thus, an essential skill of world language classes is to learn to effectively communicate in the target language, both through verbal and non-verbal communication skills. Perhaps it was because I explored the perspectives of WL teachers, and language is central to this profession, that the importance of language was predominantly revealed in their descriptions of IC understanding and integration; however, it is important to recognize that many IC development frameworks do not centralize the importance of language development in their models, but for these WL teachers, language was a core component of their IC understanding and integration.

Moreover, these WL teachers recognized the inextricable link between language and culture in WL education and IC development as stated in the W-RSLL (National

Standards Collaborative Board, 2015). Their descriptions of how they integrated IC in their instructional practices focused on how interacting in the target language was a medium for developing IC, an important aspect of intercultural communication also noted by Van Houten and Shelton (2018). As Natalia, a WL teacher from this study, specifically stated, IC is "the ability to interact effectively in the target language, using gestures, behavior, content, etc. appropriate to the situation and the culture. It's a process."

The participants also indicated the importance of IC development in their WL classes by sharing how they intentionally and frequently included opportunities for their students to communicate in the target language for the purpose of interacting with others and the goal of developing IC. These WL teachers shared that language and the ability to communicate effectively were of the essence of their understandings of IC. One of these WL teachers captured this idea particularly well in her written description on the online questionnaire, responding:

> Intercultural competence means that you can interact in appropriate ways with
> native speakers of the language through conversations, interpreting authentic
> texts, and identifying the significance of culturally unique elements in literature,
> popular culture, and everyday life. My understanding of this competence is rooted
> in the belief that understanding and using language must be linked to the people
> that speak that language – real people in the real world.

The IC and ICC models that framed the development of the NCSSFL-ACTFL CSIC (2017) were those of Byram (1997), Bennett (1986, 1993), Deardorff (2006), and

Fantini (2009). Although Byram and Fantini are educators in the WL domain and included language and communication as a component of ICC and IC, respectively, in their written descriptions of their models, the visuals they developed to show the key components of their models do not centralize the importance of language in IC development. Visually, Deardorff's (2006) model emphasizes the process of developing IC, and Bennett's (1986, 1993) model of intercultural sensitivity captures the continuum of its development. However, language development is not mentioned in either of these two models. This study emphasizes the importance that WL teachers place on language as a component of IC because it is one of the primary means for interacting and communicating with others. Thus, this study establishes WL teachers' views concerning the centrality of language in IC understanding and development.

The centrality of language as a means of communicating and interacting in the target language emerged across all data sources. Thus, an overarching message drawn from WL educators' responses is that language is a core component of IC and its development; therefore, this study underscores the importance of language and its embeddedness in IC. The ultimate message of this conclusion calls for language to be considered as integral to IC, and as a result should occupy a key space within a specific developmental model of IC for WL education.

The Complexity of IC

A second conclusion drawn from the data is that IC is complex; it has a complexity in all aspects of its understanding, development, and actualization in the learning pathway and instructional practice. These 21 WL teachers viewed IC as a

compilation of skillsets, mindset, and a developmental and reflective process. Complexity is added to these components by personal and professional experiences these participants described as influencing the development of these components of IC over one's lifetime. In addition to supporting the complexity of IC noted in existing research (Bennett, 1986, 1993; Byram, 1997; Deardorff, 2006; Fantini, 2009; Wagner et al., 2019), this study expands the understanding and integration of IC as it is situated within WL education. Two notable aspects that further exemplify the complexity of IC in these WL teachers' understandings of IC from this study are that IC is "More Than" and IC is Actions and Interactions.

IC is "More Than"

Highlighting the importance of this study's findings, the participants' descriptions of IC showed the complexity of the concept as a compilation of components described as being "more than" one single dimension alone. Byram (1997) and Heyward (2002) also indicate the multidimensionality of IC, despite the compositions of their models being slightly different from one another and the dimensions described by these WL teachers. Byram (1997) frames ICC around five savoirs of knowledge, attitudes, skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness. Intersecting with these components, Byram recognizes ICC is also composed of linguistic, sociolinguistic, and discourse competences which shape one's communicative skills. Heyward's (2002) multidimensional framework of IC distinguishes six components of what he calls intercultural literacy, including understandings, competencies, attitudes, participation, language proficiencies, and

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identities. Designed as a developmental model, Heyward identifies increasing levels of awareness across these six components beginning with monocultural and extending toward intercultural.

The theme of IC is "More Than" emerged from the findings of both research questions in this study, addressing the ways that teachers expressed their understandings and the ways that they spoke about integrating it into their teaching practice. The essence of this conclusion is that these qualitative data, which initially formed the category of More Than as a descriptor of IC, thus captured the non-singularity of the concept. The theme of IC is More Than resonated throughout the data as a reoccurring statement that supported the findings of RQ1 and RQ2. Almost half of these participating WL teachers shared the challenges of conceptualizing IC into solely one framework or list of components in their responses to the online questionnaire and follow-on interview. When they described what IC meant to them (RQ1), some WL teachers used the exact phrase "IC is more than…" alongside additional descriptors such as communicating effectively and exhibiting appropriate actions in intercultural interactions. Addressing RQ2, the participants described the many ways they integrated IC into their instruction as it was "more than" about teaching the language, it was about developing skills of understanding, non-judgement, and respect and engaging with others in culturally appropriate ways.

The conclusion that IC is More Than describes that there is more than one way to understand IC, and that it comprises a complex, multitude of attributes of the mind, body, and spirit. This finding is supported within the scholarly, empirical research of Byram (1997) and Deardorff (2006). For some of these WL teachers, IC was more about the

skills one must have and use to communicate effectively. For others, IC was more about

how one receives information and responds during intercultural interactions with others

to demonstrate understanding and respect. Thus, even though there was no single

definition of IC by these WL teachers, they shared many commonalities within their

understandings using descriptors of it being more than linguistic and cultural

development, such as being able to effectively communicate and interact with others

from other cultures and languages, and display actions of understanding, empathy, and

open-mindedness. Using a qualitative research approach allowed me to capture the

complexities of their understandings beyond what the existing IC frameworks indicate.

IC is Action and Interactions

The commonly known frameworks of IC recognize the complexity of its

attributes across various knowledge, skills, and attitudes (Byram, 1997; Deardorff, 2006).

Byram's (1997) Model of Intercultural Competence also includes the intertwining of

linguistic, sociolinguistic, and discourse competences as interacting components through

which one's knowledge, skills, attitudes, and awareness are enacted. The WL teachers in

this study identified language as a key attribute of IC, while they also recognized that

there is more to IC than language skills alone. From their descriptions, demonstrating IC

means that language must also be in unison with one's actions, behaviors, and other

interpersonal skills when interacting with others, including body language, use of cultural

formalities, and gestures, among other things. Context and culture, alongside knowing

how and when to use language and gestures appropriately, were also mentioned as other

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aspects to consider in understanding and enacting IC in communicative situations and interactions with others of different cultural and linguistic backgrounds.

Martin & Nakayama (2012) frame IC around key knowledge, skills, and attitudes, as do other scholars in the literature including Byram (1997), Deardorff (2006), and Fantini (2009); however, the findings of this study explicitly support including actions and interactions in the conceptual framework as components of IC for WL education, as the CSIC (NCSSFL-ACTFL, 2017) also incorporate. Actions are external outcomes of IC that engage one in intercultural interactions and communication. Deardorff's Process Model of IC (2006) includes interactions as part of the process of IC towards the external outcome of using effective and appropriate communication and behaviors in an intercultural encounter. In this study, many of the WL teachers identified IC with actions as an outward attribute that is communicated within interactions between people of different linguistic and cultural backgrounds.

Wagner et al. (2019) also identify actions as a component of their Intercultural Citizenship (ICit) framework. The acknowledgement of actions as a component of IC is also presented in the CSIC (NCSSFL-ACTFL, 2017) where it distinguishes the proficiency levels of IC in its actions of investigating and interacting. In this document, there are two action-based benchmarks for guiding students to (a) investigate products and practices of the target culture to understand cultural perspectives and (b) interact with others in and from another culture. Both benchmarks focus on actions that facilitate students' development and demonstration of IC through the suggested performance indicators regarding their ability to engage with the products and practices of the target

culture to varying degrees, demonstrate their ability to communicate in the target language, and use appropriate behaviors during these interactions. As language proficiency and cultural knowledge increases, these elements are also ever increasing and developing.

The inclusion of interactions within the CSIC (NCSSFL-ACTFL, 2017) shows that they are viewed as an essential outcome of IC. Even though slightly fewer than half of these participants were using and integrating the CSIC in their planning and instruction, the way they talked about their understandings of IC and ways of integrating it in their classrooms show that actions and interactions were important components of IC integration in WL education. These WL teachers used student-centered learning approaches and engaged their students in many opportunities to interact in the target language, which shows evidence of the importance they valued on integrating actions and interactions for IC development in their classrooms.

IC is a Developmental Journey for WL Teachers and their Students

The third conclusion is that IC is a journey for both WL teachers and their students. This journey plays a role in how IC is a process, which is developed through experiences and over time. It also includes the development and expression of inward and outward attributes and actions, including reflection. I will discuss three aspects of this journey, including the process, experiences, and reflection in the following sub-sections.

The IC Journey is a Process

Over half of the WL teachers in this study identified IC development as being a process, or journey, in their described understandings and integration of it within their

instructional practices. This finding of IC as a process is also supported by other researchers such as Deardorff (2006) and Bennett (1986, 1993) and noted in their frameworks, but not necessarily in the same way as the "journey" of IC understanding and development was described by these participants. For them it was over time, experiences, and across age cycles that IC is developed. Bennett's Developmental Model of Intercultural Sensitivity (1986, 1993) is more linear in its presentation, whereas Deardorff's (2006) Process Model of Intercultural Competence depicts the cycle of the developmental process of IC. The CSIC (NCSSFL-ACTFL, 2017) also describe ICC development as a growth continuum that can be monitored through the proficiency levels.

Language acquisition is a process that develops over time, which the ACTFL Proficiency Guidelines (2012) also recognize in their spiraling model to indicate the continuum levels of language proficiency and intercultural development (NCSSFL-ACTFL, 2017). The findings of this study also show that IC is not developed through one single event, but rather developed over time through a multitude of experiences and embedded in purposeful reflection. Because these WL teachers identified with how their own development of IC was a process, they recognized that it was a process for their students as well. This was presented in their shared knowledge that IC was not meant to be developed in just one course and that it was important to weave it throughout the language learning continuum, starting with young learners.

The notion of developmental age was presented by several of the WL teachers in this study, who also believed that age, maturity, and experiences influence one's position toward developing IC. Early language and intercultural learning are also supported in the

work of Wagner et al. (2018) in their participatory action research project with WL teachers in a single district across the K-16 academic grade levels. What they shared in their book is that the integration of IC can be done across age ranges, even though it may look differently from one academic context to another. Their framework of IC indicates that IC is meant to be developed over time and is a journey, or process, for students as young as elementary age learners. The participants in this study also reflected on the impact of students' age and maturity as factors in developing IC. Skelton (2015) notes that the human brain is still developing through age 23 and that skills such as international mindedness may not be exhibited until students' brains have fully matured. Therefore, the importance of this aspect of the findings supports early integration of IC to build many opportunities for students to learn and develop IC at a young age to support more complex ways of thinking while their brains are developing.

Therefore, this conclusion of IC as a journey means that its development should be included across the age range for students, while taking their language development into consideration, and also into teacher development programs for teachers so that they can learn how to integrate it in their WL classes and instruction. It also means that teachers must be purposeful in the development of the activities they create as to offer meaningful experiences that encompass the elements of IC within all the many facets of its composition, such as through experiential learning opportunities, study abroad, and technology to link students together from the target cultures of study. I will present these suggestions more in depth in the implications section.

The IC Journey is Informed by Experiences

All 21 WL teachers described how experiences informed their understandings of IC. Thus, experiences are essential to shaping one's IC development. The types of experiences they shared were both personal and professional. For example, some talked about how friendships and personal relationships with people who speak languages other than English and have heritages from cultures outside of the U.S. have opened them toward understanding the importance of having IC for building relationships. The majority of these WL teachers had also international travel, work, and study abroad experiences which they described as integral to the ways they understood IC. This finding corroborates with the scholarship on IC in multiple fields (Demircioğlu & Çakır, 2015; Merryfield, 2000). The findings of this study also extend those of Demircioğlu and Çakır (2015), who found that IB teachers' experiences in other cultures and living abroad positively affected their teaching and development of IC. It also affirms my previous conclusion that IC conceptualization and development is a process that occurs over time. Having one intercultural experience does not make a person interculturally competent.

Participants shared both personal and professional experiences that they believed led to their own development of IC. Thus, having these experiences also shaped the way these WL teachers came to understand IC. It was not developed through a singular event, but rather evolved over time, as a part of the journey. In turn, because they described how these experiences were integral to their IC development, they now valued the importance of integrating IC through active engagement and experiences for students in their instructional practices.

In Webb and Fox's (2022) study with WL teacher educators, which explores their understandings and programmatic integration of IC for teacher development, the findings also highlight the value of experiences for both pre- and in-service teachers in developing their own IC and understanding of how to best integrate it within their WL classrooms. The findings of this present study suggest the importance of embedding experiences into WL education and other content areas as to bridge opportunities for students to make connections across disciplines and build skills of IC through communicating with people.

Reflection is Woven throughout the IC Journey

Opportunities for reflection were identified as guiding both teachers and their students toward better understanding their own personal identity as a pathway toward being open-minded and non-judgmental when learning about other cultures and the perspectives of target language speakers. These WL teachers reported that it was through their personal reflections that they were able to see how they developed IC and came to understand it better. Reflection has been shown to be integral in IC development in previous research in order more deeply connect learning and experiences to personal beliefs and development (Conway & Richards, 2018; DeJaeghere & Zhang, 2008; Ghanem, 2017; Merryfield, 2000).

In valuing opportunities for reflection as an integral part of the journey of developing IC, many of the WL teachers allowed time students to reflect on their learning, particularly after having interacted or participated an intercultural experience using the target language. Natalia mentioned using the Autobiography of Intercultural Encounters (Council of Europe, 2009) and its supporting resources by the Council of

Europe. This resource includes materials that can be used for both young learners and adults to engage them in reflecting critically on the intercultural experiences they have had. A few WL teachers shared that they were using the CSIC and *Intercultural Reflection Tool* (NCSSFL-ACTFL, 2017) at the time of this study, as this resource was published shortly prior to this data collection. Several others mentioned the additional ways they integrated opportunities for reflection throughout their instructional practices, such as through journaling and developing student portfolios. In these activities, students could use either English or the target language to best express themselves and their development of IC in the WL classroom. The importance of this finding points to the visibility of reflection for developing IC as key practice for these WL teachers in their instructional practices and for their students.

The New 3Ps of IC

The fourth conclusion recognizes the new "3Ps of IC" integration that were born of this study, a triad approach that these WL teachers engaged in to integrate IC in their WL classrooms purposefully, pedagogically, and programmatically. In WL language education, the 3Ps are most traditionally known as the products, practices, and perspectives of the target language culture. This new triad approach incorporates elements of the traditional 3Ps in ways that also illuminate the integration of IC purposefully, pedagogically, and programmatically (see Figure 4). In the center of the triad are the four principal descriptors of developing IC that these WL teachers identified in response to the findings addressing RQ1: language, skillsets, mindset, and critical

reflection. The three intertwined circles represent the triad approach for integrating IC based on the findings from participants' responses addressing RQ2.

Inside each circle are some of the representative examples of how these WL teachers integrated IC in these three ways in their instructional practices. With this framework, there are several areas that overlap showing the crossover of IC components in its integration into instructional practices. This captures the embeddedness of the component and how each one supports and influences the others, all factors which should be taken into careful consideration when planning to integrate IC. The overlapping circles for the three approaches for integrating IC is an intentional design that encompasses the complexity of IC and addresses the intersection of complex ideas, actions, and development.

Figure 4.

The "3Ps of IC" Integration

Whereas many of the WL teachers in this study shared how they incorporated the
traditional 3Ps in their instructional practices as a launching pad for integrating IC, this
new set of 3Ps of IC represents the collective design of their purposeful, pedagogical,
programmatic approaches for integrating IC. There is potential for using this framework
for integrating IC across multiple disciplines because of the complementary strategies

within each circle that could be used in cross-disciplinary contexts. I will share more details about integrating each of the new 3Ps of IC in the following sections.

Integrating IC Purposefully

The first *P* represents the purposeful planning and design for integrating IC. As presented in the findings pertaining to the integration of IC stemming from RQ2, these WL teachers shared how they perceived integrating IC within their classroom instruction and practices in purposeful and thoughtful ways. In their language pedagogy, they created ways for students to communicate and interact as much as possible in the target language with both native and non-native speakers, as to provide experiential learning opportunities to build their confidence and communication in the target language. They made time for students to reflect on these experiences and reflect on their own identities and cultures, a purposeful practice for developing self-awareness alongside beginning to understand others. The takeaway of this approach is that in developing IC, teachers need to be purposeful and intentional in all elements of their instructional practices when integrating IC. It is not intended to be an add on, but rather integral from the start of setting the learning goals, designing the unit and lesson plans, and then continuing with the selection of activities and experiences to fully engage learners in their intercultural development.

Integrating IC Pedagogically

The second *P* represents the pedagogical approaches that emerged as examples of the integration IC in these WL teachers' instructional practices. These pedagogical approaches were language-centered, constructivist, collaborative, inquiry-based, and

reflective. Leading with language as a medium for integrating IC, these WL teachers also recognized that IC development was more than language acquisition alone. The constructivist approaches they described for integrating IC included experiential learning opportunities, the incorporation of technology to explore and make intercultural connections, and the investigation of perspectives of the target culture in comparison to their own. The collaborative approaches they integrated included technology as a means for connecting with partnership schools for students to engage with others in the target language and from the target culture. Inquiry-based approaches were founded on developing deep questions that fostered critical thinking and investigation of the products, practices, and perspectives of the target culture. Additionally, these WL teachers integrated journaling, portfolios, and engaging students in better understanding their own identities and cultures as reflective approaches for integrating IC.

A common thread between the ways these WL teachers pedagogically integrated IC in their instructional practices was through the overlap of using multiple pedagogical approaches. It is interesting to note that a cross-curricular, or integrative, approach to developing students' IC was scarcely mentioned by these WL teachers. Perhaps this contributed to their feeling of being "in silos" and feeling as if they were the only ones working toward developing students' IC in their schools. Having cross-curricular and interdisciplinary initiatives for integrating IC is a well-rounded approach for supporting students' development of IC. This is supported in the scholarship of Wagner et al. (2018) and Byram and Wagner (2018) that connects IC development with intercultural citizenship (iCit) across disciplines and age ranges.

Integrating IC Programmatically

Programmatic integration of IC is the third *P* and includes considering horizontal and vertical alignment across curricula, grade levels, and school contexts. The interdisciplinary effort of these teachers' WL programs and school contexts to integrate IC uniformly in their curricula was mixed. Several of these WL teachers shared how the pedagogical integration of IC was at the district level and not in isolation of their own WL classrooms. This effort for IC to be programmatically present within district and school-wide curricula made it more visible and considered to be a topic that was discussed with frequency for many of these WL teachers during their professional development and departments' curricular meetings. Although very few of these WL teachers shared how IC development was not as visible outside of their WL departments, some reported how their districts and/or school leaders recognized the need for professional development for teachers in this area and surrounding topics of equity, diversity, and inclusion (EDI).

These demonstrations of the purposeful, pedagogical, and programmatic integration of IC were also supported by the reasons why these WL teachers chose to integrate IC with intention in their classrooms. These WL teachers shared how they valued their students' identities and used this knowledge in their pedagogy for integrating IC development in their instructional practices. This action of IC integration is an important step for all educators to consider as an entryway for curricular inclusion of IC development. Perhaps because these WL teachers had all recognized their own development of IC stemming from their own learning experiences over time that they

placed a strong value toward integrating it within their instructional practices. However, many also indicated that IC development should not be solely defined and experienced within the walls of the WL classroom and desired greater interdisciplinary design for IC integration so that students could gain more experiences and opportunities to develop IC. This leads me to the presentation of a proposed model for integrating IC in WL education with these new 3Ps of IC in mind.

A Model for Integrating IC Development

After synthesizing how these WL teachers described their understandings of IC and connecting this to how they perceived integrating the concept into their instructional practices, I present a Model for Integrating IC Development (Webb, 2022) to capture its complexity, the central tenant of language, and the developmental journey of IC (see Figure 5). This model includes attributes or pillars of IC that were born of both these WL teachers' rich descriptions from the data and inspired by several of the established models in the literature. I also incorporate examples of the actions of the new 3Ps of IC (i.e., purposeful, pedagogical, programmatic) shared by these WL teachers for how IC can be integrated in the WL classroom. Because of their overlap with other goal areas for developing global and intercultural competence, these practices are likely transferable to other content areas. As such, this model is appropriate and designed for application across disciplines.

A MODEL OF INTERCULTURAL COMPETENCE
For Integrating IC Development
Developmental Journey

Acquiring Language Proficiency

Building Skillsets

Developing Attitudes & Dispositions

Engaging in Appropriate Actions & Interactions

Fostering Effective Communication

Reflecting and Practicing Critical Awareness

Understanding Cultural and Self-Knowledge

Experiences

Figure 5.

A Model for Integrating IC Development

Drawn from analysis of the complex data from teachers' perceptions, experiences, and reported integration of IC, a model has emerged whose seven pillars represent the ways they conceptualized integrating IC. The Model for Integrating IC Development (see Figure 5) includes the following pillars: (a) Acquiring Language Proficiency, (b) Building Skillsets, (c) Developing Attitudes and Dispositions, (d) Engaging in Appropriate Actions and Interactions, (e) Fostering Effective Communication, (f) Reflecting and Practicing Critical Awareness, and (g) Understanding Cultural and Self-Knowledge. These are seven active practices for IC development that emerged from the

data analysis of the participants' voices regarding their combined understandings and integration of IC.

This IC model also incorporates the aspects of other published frameworks that were also referenced in the participants' interviews and representative of how these WL teachers described their understandings and integration of IC. One of these elements is the notion of the developmental process (i.e., journey) (Deardorff, 2006), which is represented with the bidirectional arrows across the top of the model. I also incorporated the triad of knowledge, skills, and attitudes (Byram, 1997; Deardorff, 2006; Fantini, 2009; Martin & Nakayama, 2004) and the importance of critical awareness (Byram, 1997; Fantini, 2009) as these components were commonly referenced by the participants. I added the elements of actions and interactions, which are more recently included components of IC in their iCit Model (Wagner et al., 2019) and the CSIC (NCSSFL-ACTFL, 2017). Language acquisition as a leading pillar of developing IC based on the findings of this study.

The intent of this model is to portray the many pillars that comprise IC development all in one model, based on this study's findings and the participants' voices, and the ways in which they can be integrated to build IC development through engagement in various experiences. These pillars are listed individually for reference but are designed to be implemented as complementary and intersecting actions as one engages in intercultural learning experiences, noted in the bottom bar labeled "experiences" with the upwards arrows into each pillar. Engaging in intercultural experiences allows individuals to develop these pillars of IC throughout their lifetime.

Context and experiences impact IC development over one's lifetime. The rounded edge at the bottom of each pillar denotes that everyone's experiences start at different times in their lives. The pillars are labeled with action verbs in the progressive tense to represent the ongoing nature of developing IC, as in the journey. Life presents opportunities for intercultural development through education, personal relationships, and experiences that all foster IC in different ways. The degree or level that each pillar is developed will also change based on context and location of intercultural experiences. This may change the way in which one demonstrates IC, but it does not make void any of the other skills and competencies. IC is composed of many competencies that interact together to produce the external outcome of demonstrating intercultural competence (Deardorff, 2006).

Moving forward, in the next section I present some limitations of this study. Additionally, I share some considerations for further attention which address some of the questions and curiosities mentioned by these participants that report the existing challenges in their understandings and integration of IC.

Limitations

As is the case in qualitative research and the available selection of participants for this qualitative study, the intent was not to produce generalizations for an entire group or population, but rather provide insight into how these WL teachers across regions in the U.S. conceptualized and integrated IC in their language classrooms. Although, these findings are limited to this group of participants, readers of this study can learn from this empirical research to apply in teacher education and professional development programs

for advancing the dialogue on the role of IC both inside and outside of WL education. This study's findings add relevance and understanding of IC within this context (i.e., U.S.) and setting (i.e., WL classrooms) because there is scant research that focuses on these particular aspects of IC using a qualitative research design.

A potential limitation of the participant recruitment plan of this study was the use of the WL discussion forums and LISTSERVS distribution lists as the primary avenues for posting the call for participation. Potential participants would have had to be paying members of these organizations, part of the distribution lists to receive the emailed notification about the call for participants, or active members on the social media sites where the call was posted. On the contrary, a benefit of using these distribution lists was they could cast a broad reach for potential participants who I aimed to have represented in this study, such as WL teachers who spanned K-16 academic and instructional levels across multiple contexts and locations.

Although these data produced rich, detailed responses for analysis from WL teachers across the U.S., nonetheless, there are considerations that must be acknowledged. The design of this study was intended to capture a diverse range of WL teachers across the U.S. who lived in different regions, taught different languages and at various levels, and had a range of years of experience in the field. Therefore, one way to further this line of study in future research includes diversifying and expanding the pool of participants to target specific groups, such as educators of less commonly taught languages and at elementary levels, because they were less represented in this study.

Due to the research design of this study and the participants having been in 14 states across the U.S., the most efficient way to collect data were through telecommunication and virtual data collection sources which included the online questionnaire via Qualtrics and video/telephone-based follow-on interviews. Thus, the responses to these two data instruments were limited to self-reported data. Observational data could be another data source for the researcher to confirm what the participants report in the other data sources; however, with the locations of the participants of this study spread across the U.S., it was not possible. For future research, one could investigate WL teachers across several districts within driving distance to allow for observational data to be a part of the data collection.

Another consideration is the diversity of the participants of this study and how that demographic impacts the findings. Whereas the majority of the participants were white females, which corresponds with the current demographics of teachers in the U.S. (National Center for Educational Statistics, 2021), greater inclusion of teachers of color and diverse cultural backgrounds is needed to enhance participant representation in this study. There were a few participants in this study who identified as bicultural which shows that this demographic is present among U.S.-based WL teachers, and thus a greater representation of diversity should be sought out for future investigations. Additionally, greater representation of elementary WL teachers is necessary for future studies, as the findings of this study support the importance of early integration of IC for learners' intercultural development and it would be beneficial to learn more about their perspectives and integration of IC as a group. This would also support the benefit of a

more visible and active presence of IC development in younger age groups. This calls for a targeted participant search in regions that actively include language instruction at the elementary level, also presented in the project work of Wagner et al. (2018).

Considerations

In the following section I address some considerations brought forth by the participants in this study regarding more clarity of IC in WL education and calling attention to some of the participants' questions and curiosities which were shared in the interviews. They involve three questions posed during the interviews regarding seeking greater clarity of IC in WL education.

At the outset of the study, I used three Likert style prompts in the online questionnaire to capture the participants' understanding of IC, frequency of its integration, and knowledge of the CSIC (NCSSFL-ACTFL, 2017). Although the data retrieved from the online questionnaire were primarily used to triangulate with the follow-on interview data, it also revealed that these WL teachers believed themselves to have some familiarity of the term IC and were integrating it to some extent within their classroom contexts across all academic levels and languages (see Figures 1 and 2). It was also of interest to learn about how some WL teachers expressed wanting to know more about what IC meant specifically within WL education, even though they were able to share their understandings of it, to some degree, and how they were integrating it in their WL classrooms with frequency, to some extent. These data indicate that, at least for these participants, that there still exists wonder and curiosity about what IC fully means, particularly within WL education.

The WL teachers in this study shared various, but similar, interpretations of what IC meant to them, all of which have been accounted for throughout the themes that emerged from this study; however, the instances of their expressing further questioning and wonder about IC were also very present in these perceptions of the concept and descriptions of how they integrated IC in their language classrooms. The following sub-sections are titled with the three questions posed verbatim by the WL teachers in this study as they sought out more clarity of IC.

Is it IC or ICC?

There is a terminology debate that exists in the quest for understanding and conceptualizing IC. As an umbrella term, intercultural competence has been considered an overarching concept that has housed many other terms and concepts alongside it. Fantini and Tirmizi (2006) list several terms used to describe this similar, but different, concept, including intercultural skills, intercultural development, intercultural communication, intercultural sensitivity, and intercultural citizenship. These terms are also mixed across the literature and resources in WL education, as identified by the WL teachers in this study. The understanding of *competence* however was challenged by the WL teachers in this study because of its interpretation of having the ability to do something successfully or efficiently. Rachelle said in her interview that "the word competence makes me focus more on how well you can do it." She believed the focus of IC development should be on the action being done, not necessarily how well it is being done; therefore, she preferred to use the term *interculturality*.

Because IC has been described as having many components, the participants shared that the interpretation of IC under the terms "competence" and "competent" is challenging because it could lead one to presume competency across all the understood components of IC, within any context, at any time, and within various interactions with people of different cultures than their own. Additionally, with the notion of IC being a process of development, using the term "interculturally competent" could presume that it has an end point, which contradicts how these WL teachers conceptualized the concept.

Some teachers expressed their preference using specific terms to describe IC. Several teachers viewed IC beyond a singular noun and used the term "competencies" to express the notion of the plurality of its attributes. Deardorff (2020) and UNESCO (2013) also reference them as "competencies" vs. "competence" when cited as multiple, separate components. When referenced as competence it could be interpreted that one must acquire all the components of IC to be able to demonstrate it. However, when IC is viewed as multiple competencies, or as a developmental competency model (see Figure 5), then it may be more comprehensible to reference the specific competencies a person presents within a specific context or intercultural interaction. Based on the understandings of these WL teachers' conceptualizations of the concept, IC was not viewed as a singular competence in which all its components were either developed or not. Therefore, it is founded to acknowledge IC development with the understanding that competence is "the ability to make progress, realize that progress and be able to carry out learning tasks independently" (Moeller & Yu, 2015, p. 50).

This study surfaced a need for the creation of a competency model that is specific to WL education. The model I designed (see Figure 5) to encompass these pillars of IC, explicitly includes language as a component alongside many of the other aspects of IC noted in previously published models. With regard to the difference between ICC (Byram, 1997) and IC, this new IC model includes language as a recognized competency. Communication is not a separate entity apart from IC, rather it is encompassed within the model as one of the pillars. This is a value-added finding born of these data to contribute to the scholarly literature.

The findings of this study also point to the use of mixed terminology to identify the shared understandings of IC among these WL teachers. There were seven participants who specifically used other terms (e.g., cross-cultural competence, intercultural communicative competence, and interculturality) to describe their understandings of IC. This presents the issue of confusion between their meanings because so many other terms exist. It can be unclear which term means what unless someone has thoroughly read the scholarly literature in and outside of the field. In response to this conclusion, I pose the following questions to be considered by WL stakeholders in the U.S. to address this need:

1. How can WL organizations and stakeholders be clearer about what IC means within the field of WL education?

2. Would it be helpful to include a description of IC in the glossary of terms that exist on the ACTFL website?

3. And if so, would this definition need to specify how it is understood within the WL domain and/or include a statement that recognizes that multiple co-existing terms exist in other fields of study?

Is IC Measurable?

A prominent response of these WL teachers regarding their understandings and integration of IC circle around the topic of assessment and whether IC could be assessed or evaluated in any way within a classroom setting. Although this study did not address assessing IC, I felt it was important to mention in these considerations because the participants inquired about it. With assessment, one of the principal considerations is about how to measure a skill. The expectation to include IC as a part of many state- and district-wide curricula also brings forward the question of how and if it can be measured. Many of these WL teachers questioned whether IC could even be measured to a certain degree, and if so, they wanted to have more knowledge of resources and access to tools that they could use to do so.

Additionally, they wanted to know more about how to measure it and what they could do in their classrooms with their students to assess their IC development. Many also questioned whether assessing IC was even a feasible task to accomplish and whether it should be expected to be measured in the classroom setting. Because the majority of these WL teachers identified with IC being a process and its development also dependent on one's age and maturity, it makes sense that they felt as if they were not able to adequately assess students' IC development within an academic semester or year-long course because many of their programs were not described as being vertically aligned or

having a collaborative process of transferring students from one school context to the next with learning goals alignment. Therefore, for a concept that is understood to be developed over time, there was no clear indication that IC was being integrated across all teachers and academic grade levels in their school contexts. These WL teachers also identified IC as not being a concept that is developed solely within the WL classroom, but that should also be supported within other disciplines and content areas to fully support a cross-disciplinary intent of developing critical thinking skills and ways of knowing in different contexts.

Am I doing it already?

Several of these WL teachers also wondered if their understandings of IC aligned with other educators in the field. Some WL teachers felt more confident that they had been already integrating IC in their instructional practices, whereas others were not sure how their understandings and integration of IC compared to how it should be integrated in the WL classroom. For example, Rachelle identified both her understanding and integration of IC as "murky" even though she shared interpretations and classroom practices of IC that were authentic and aligned with the literature. Sean expressed his curiosity as to whether the WL field was shifting its focus to more IC integration. These feelings of curiosity and confusion support the conclusion that WL teachers need more structured guidance on the understanding of IC as a concept within the field. It is not that they felt that they were not integrating it at all, but as educators they did not seem to have a cohesive understanding as to what was expected for them to do, how, and with what resources. Therefore, there should be concerted efforts to discuss this locally, in schools

and departments, and in state, regional, and national conferences for the professional development of all teachers.

In concluding this section, I want to recognize the extent to which these WL teachers recognized and valued their role in developing students' IC. All 21 WL teachers agreed that their position as language teachers played an important role in developing students' IC. Through their descriptions of how they integrate this concept into their instructional practices, these data show that WL teachers have embraced the call to evolve their practice and strive for a more integrated way of teaching world languages.

Over the past 30 years, WL teachers have been called to evolve their pedagogy and practice as it pertains to the greater goals and purpose of language learning. This evolution incorporates a transition from linguistic focused language pedagogy toward communicative and intercultural language learning practices. The majority of this group of WL teachers ($n = 11$, 52%) had 16+ years of teaching experience, followed by the next largest group ($n = 7$, 33%) with between 6-15 years of teaching experience, and only three teachers or 14% had fewer than five years of teaching experience. Many of them described how their teaching practices have evolved over their tenure in education. This shift in the ways they approached teaching world languages was evident in their value and focus on developing students' IC.

Regarding Sercu's (2006) recognition that foreign language teaching has shifted from the primary goal of being communicative competence to the acquisition of intercultural competence, the WL teachers in this study collectively shared the ways their teaching currently fits within the framework of contemporary language teaching practices

and culturally relevant pedagogies. They valued their students' heritages as an asset to their classroom and recognized that when their students deepen their own understanding of their identities, then they are also working toward developing a greater understanding of others. They also valued IC development as an outcome of their pedagogy which included using culturally relevant teaching practices and addressing issues of social justice related to the contexts where they lived.

These WL teachers also recognized that it is not possible for one person to know everything about the target culture of study and that this belief alone can positively shape the way IC is integrated in their classrooms through student-initiated investigations. Many of them shared the importance of being open-minded to exploring others' perspectives and not having to be the experts on everything regarding the culture of the language of instruction. Several WL teachers shared how they use these opportunities of wonder for students to investigate and explore possible meanings of other practices and beliefs through guided reflections and direct interactions with people from the target culture through technology, such as with their electronic pen-pal partnerships.

In the following section, I present several implications for policy, pedagogy and practice, and future research initiatives in WL education. I consider what language educators, university faculty, administrators, policymakers, and other stakeholders can learn from these data. I also share insights to improve professional learning for teachers and students in a world that calls for greater world understanding, language proficiency, and intercultural competence while living, learning, and working within increasingly diverse spaces, both demographically and linguistically. I conclude with the importance

of this study and how it contributes to national and global educational initiatives. These are calls for action that should be addressed both in and outside of WL education.

Implications and Calls for Action

The findings and conclusions of this study emphasize the call for educators, teaching organizations, and education policy makers to consider the importance of IC development across contexts and stakeholders. The implications of this research merit an emphasis on both students' and teachers' development of IC through policy, practice, and future research initiatives.

Policy

Findings of this study can serve to inform at least two areas for policy update. The first, Curriculum and Program Development, focuses on students' development of IC. The second, Teacher Development, focuses on learning opportunities for pre- and in-service teachers to expand their knowledge and integration of IC.

Curriculum and Program Development. These WL teachers used a variety of pedagogical approaches for integrating IC; however, they did not all share the same resources for what informed their knowledge IC. Teachers need access to funding to purchase the appropriate, up-to-date resources to support their curriculum for the inclusion of IC development for students' learning. These WL teachers expressed wanting to know more specific resources for the concept of IC and how to integrate it in their language classrooms. Access to technology and interdisciplinary initiatives are some of the areas where policy can address supporting curriculum and program development.

Technology for IC Integration. Technology was a predominantly used resource by these WL teachers for interacting with the target culture and providing experiential opportunities for students to engage in intercultural interactions. Funding to support technology resources that can be shared across departments should be placed in the budgets for curriculum development. Over half of these WL teachers were still using the textbook as a primary resource, even though textbooks rarely include activities for IC development and are quickly outdated after they are printed. Many of these teachers were also developing and/or purchasing their own resources so that they could have the materials they wanted to use for IC development in their classes. The teachers who engaged their students directly with authentic audiences had access to the Internet and advanced technology resources to connect online with partnering schools and speakers of the target language. Virtual and immersive experiences for interacting with the target culture are important for IC development and should be considered as a curricular component of WL programs. Funding for supplementary resources (i.e., non-textbook) to support IC development and connect with partnership schools in authentic ways should be allocated to schools and their WL programs to determine what best fits their students' learning needs at their discretion.

As all these WL teachers shared, personal experiences interacting in and with the target culture informed their understandings of IC and inspired them to integrate it in their language classrooms. These experiences were often described as starting at an early age for them and as a part of their language learning process. Because of having these types of engaging experiences, such as electronic pen pals and international school

partnerships, many of these WL teachers were inspired and motivated to incorporate

them in their language classrooms for their students too. Funding and access to these

types of opportunities for students to virtually connect with other should be supported by

districts and administration, as many of these WL teachers described living in

monocultural locations and their students did not have access to frequent interactions

with people from the target culture.

School districts should also closely examine how IC is presented in their course

curricula, position statements, and learning goals. Policy initiatives can address this need

with focused augmentation of funding specifically for study abroad and other immersive

experiences, which these WL teachers said greatly contributed to their own development

of IC. Some examples where this type of funding can be addressed with support of Title

VI/Fulbright-Hays programs and grants to further the World Language Advancement and

Readiness Act (WLARA) of 2019. Funding from the WLARA was recently awarded in

October 2021 to nine public school districts across seven states to establish, improve, or

expand their world language programs including Virginia Beach City Public Schools,

which plans to use this money to expand their dual language immersion programs and

focus on increasing enrollment and language proficiency across their language programs

(Rutkowski, 2021).

IC as an Interdisciplinary Initiative. With its relevance to global citizenship and

international mindedness, IC development has a place in many spaces in today's

classrooms, particularly alongside efforts for integrating social justice education. Greater

interdisciplinary recognition is needed to integrate IC across more content areas and

disciplines within policy initiatives to support greater equity, diversity, and inclusive actions in schools.

Jackie, a middle school German teacher, shared her perspective that she thought WL teachers seem to "get" IC, and therefore, she posed the question as to whether teachers of other disciplines understood its value and meaning within their contexts and classrooms. This presents another recommendation for IC to be included across disciplines and instructional contexts as its purpose and place is not bound to the WL classroom alone (Wagner et al., 2019). More teachers outside of WL can include elements of IC development within their curricula so that efforts to build students' IC were visible in the graduate profile in their districts.

To make the connection to other disciplines, a first line of resources to review are the district-wide initiatives and programmatic mission statements. For example, in the *Portrait of a Graduate* in Fairfax County Public Schools (FCPS, 2014), a few of the developmental skills that are prioritized are communication, collaboration, and global citizenship, which emphasize communicating effectively in multiple languages as a desired skill for making meaningful connections, understanding diverse perspectives, and demonstrating empathy and respect. In the *IB Learner Profile* (International Baccalaureate Organization, 2013), developing international mindedness (IM) is one of the programmatic aims for students in the program. When districts and schools use these standards and profiles in their program design, then they also must make sure that the teachers within these programs are prepared to include these elements (e.g., IC, IM) in their instruction. Although this research focused on IC in the WL domain, the

implications are multidisciplinary and should be considered across all educational levels and contexts to support reaching their maximum potential.

Teacher Education and Professional Development. Teacher preparation and ongoing learning is continually evolving, and relevant pedagogy and practices must be thoughtfully considered and planned for teacher education that considers the needs of pre-service and early career through experienced teachers. The findings of this study have implications for teacher education and professional development throughout the stages of teachers' careers. For pre-service teacher preparation, it is necessary for programs to prepare early-career teachers with knowledge of and access to the resources to support their understanding and integration of IC from the start of their careers and onward. From the findings of this study, knowledge of IC was indicated on the Likert scale as both *strong* and *basic* by the majority of these WL teachers, thus indicating a pre-existing awareness of the concept; however, the integration of the CSIC (NCSSFL-ACTFL, 2017), a resource to support IC development in the WL classroom, was indicated by fewer than half of these WL teachers.

Whereas the WL teachers in this study had varying years of teaching career experience ($n = 3$, Early-career; $n = 8$, Mid-career; $n = 10$, Experienced), the eight WL teachers who indicated they were integrating IC by using the CSIC had been teaching for more than five years. Only one of the three early career teachers in this study indicated that they were integrating the CSIC, but they also indicated that they had a basic understanding of IC and only sometimes integrated it in their instructional practices. This finding emphasizes the importance of integrating IC within pre-service teacher

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preparation programs more visibly and using nationally recognized documents and scholarly publications to inform these practices. This will allow teachers in the early stages of their careers to be better prepared to understand and integrate this concept within their own instructional with the knowledge of where to access support for its integration and to better understand it based on empirical research and scholars in the WL field.

Moreover, of the four WL teachers who indicated in the online questionnaire that they would like to know more about the concept of IC, all of them also indicated that they frequently integrated IC in their instructional practices. These four WL teachers spanned all ranges of career experiences, thus pointing to the importance of targeted professional development experiences for in-service teachers to include opportunities for deeper understanding of IC throughout their careers. Many of the participants also shared that the opportunities to learn more about IC within their department and/or district led professional development sessions did not always include IC, and if they did, it was optional or there were required topics that needed to be completed that were during competing times. IC development should be included within all yearly PD opportunities for in-service teachers and encouraged across all disciplines, not just for the WL teachers, and not as an add on option for their professional learning.

When schools and education programs include the language of developing global or world citizens as a part of their mission statements and goals, they should also purposefully include understanding and developing IC within their programs and curricula to support this goal because these concepts (i.e., language and IC development)

are inextricably connected and both are necessary to achieve the greater goal of global citizenship. Across all organizations that use IC development within their mission statements, these terms should be carefully reviewed and defined in their accompanying documents and include the sources that frame their meaning within the documents.

Pedagogy and Practice

Alongside providing more opportunities for professional development and peer mentorship for teachers surrounding IC development, there are four calls for action addressing pedagogy and practice in response to the findings of this study: (a) Clarifying IC Integration in WL Education, (b) Interdisciplinary Integration of IC as a Goal, (c) Professional Learning and Development in IC for All Teachers, and (d) an All-Inclusive Framework for IC.

Call for Clarification of IC Integration in WL Education. Despite navigating through the mist to clarify their understandings of IC and how to integrate it within their instructional practices, many of these WL teachers expressed wanting to have more concrete and unified terms for it within WL education and more specific guidance for how to integrate it within their instructional practices. Because the question "Am I doing it already?" was presented by some teachers in the follow-on interviews, this suggests that more clarity is needed as to what IC integration looks like across language levels, age groups, and contexts. Some of the suggestions made by these WL teachers included having more examples and templates like the few included in the accompanying documents with the CSIC (NCSSFL-ACTFL, 2017). There is an opportunity now in 2022, at the five-year mark after being published, to complete a systematic review of

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these documents by a committee composed of the original developers and current in-service teachers who have been integrating these resources in their instructional practices as to provide in-situ data and reflections on their usefulness and any areas that need reconstructing or enhancement.

Interdisciplinary Integration of IC as a Goal. It cannot go without saying that many of these WL teachers felt that integrating IC still felt like a goal they enacted "in silos." Whether they described the situation being that not all WL teachers in their departments were prepared or agreed with collaborative efforts to integrate IC or that other content area teachers felt like it was the responsibility of the WL department to do, it was clear that these WL teachers felt it should not be an action done individually, but rather as an interdisciplinary effort across content areas and contexts. This implication extends the call for other disciplines to explore how IC connects to their content areas and the ways all teachers can cross-collaborate to foster students' intercultural development. Many scholars have noted the importance of the process of IC development and that it takes time and needs growth space across developmental ages (Deardorff, 2006; Wagner et al., 2018). Therefore, integrating IC both in and outside of WL education will add greater value, relevancy, and visibility throughout students' educational careers if integrated across disciplines.

To facilitate integrating IC across contexts and grade levels, administrators at the district level should also examine their curricula for the visibility of IC and its vertical alignment for integration and development for learners. Vertical alignment was indicated by some of the WL teachers at the high school level as being present in their curricula;

however, it was not mentioned by teachers at the elementary and middle school levels, which is a foundational age for incorporating IC development (Curtain & Dahlberg, 2016). Additionally, to see that these efforts are also being planned across grades K-16, school districts should communicate with their representative state Departments of Education to provide collaborative resources that can be more widely shared and distributed to districts and school divisions to use as a model. Some examples of state-led work in IC curriculum development are the WL standards for the states of Kentucky, South Carolina, and Utah. The WL teachers in this study requested more access to learning about ways they can apply IC in their classroom and access resources to support their efforts, particularly in classrooms with more student diversity, abilities, and experiences. In response to this request, there is an opportunity for WL teachers within states that have had experience integrating IC in their standards, to contribute to this call and share their experiences and recommendations to the WL teacher community across the U.S.

Call for Professional Learning and Development for Teachers. The importance of supporting greater access to resources and professional development for teachers to better understand the integration of IC should be emphasized with refocusing current learning objectives toward IC development; not necessarily calling on teachers to add more or do more in the classroom, but to review their standards with a lens of where IC development already fits within their curricula. All teachers across the nation are pressed for time, resources, and re-developing their curricula, particularly in this time of the COVID-19 pandemic and the pivots from in-person to online learning. Because these

WL teachers expressed wanting to know if they were already integrating IC in some way in their instruction and ways they could do it more frequently, there is a need for more guidance on where they can start, how to use and evaluate the resources they already have for IC development, how to incorporate the CSIC (NCSSFL-ACTFL, 2017) across contexts (i.e., age groups and academic levels), and how to approach assessing IC development using multiple measures, as suggested by Deardorff (2006). A visible and approachable pathway for introducing and sustaining IC development across the curricula will be an important next step for use in future professional development with WL teachers, and potentially all teachers, in the U.S.

Call for an All-inclusive Framework for IC. Whereas communication has been identified as a key component of some IC models (Byram, 1997; Deardorff, 2006), language development is not a central focus or is often implied. It is unclear in the frequently cited IC models how and which language is being used during intercultural encounters, between interlocuters, and to engage in what represents their conceptualizations of IC. This representation of language skills, development, or proficiency should be included in IC frameworks and models more visibly as it is an important aspect of the developmental journey of IC, as articulated by these teachers.

For teachers who are learning about IC for the first time, whether they are pre-service teacher candidates or in-service educators, IC must be more clearly described and visualized in an all-inclusive framework for integration as it relates to their instructional context. Communication is a key component of IC and includes both verbal and non-verbal skills (Deardorff, 2006). Therefore, it would benefit not only the WL domain, but

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all content areas, if there were a framework for IC that included language development as a central component in both understanding it and implementing it in the classroom. Deardorff (2006) states that language is implied within her model, and potentially others, but that is not enough to simply state in text and not clearly display the importance and influence of language within IC. Language development needs to be addressed in an all-inclusive model for all teachers to use in their curricular planning.

Heyward's (2002) model of intercultural literacy is one example of an IC framework that includes language proficiency within its visual table of components that compose this multidimensional model for the development of intercultural literacy. In addition to including cultural understandings, affective competencies (e.g., mindfulness, empathy), attitudes (e.g., respect, non-discriminatory), participation (i.e., interacting), and identity understanding (i.e., self-awareness, multicultural identity), language proficiency is one of the key components of this model (Heyward, 2002). Language proficiency is characterized as minimally as having an awareness of language difference toward more complex, competent levels of multilingual understanding and competence/proficiency. What this model shows is that bilingualism/multilingualism is a component of intercultural literacy, or as it relates to IC, knowing and being able to communicate with others in a language other than one's first language.

Developed from the findings of this study, I present my Model for Integrating IC Development (see Figure 5) as a framework for recognizing the many components of IC as a concept and the many pathways of integration that should be considered for a holistic approach of its development. The new set of 3Ps of IC (see Figure 4) accompanies this

framework to highlight the interdisciplinary ways IC development can be presented across curricula and contexts. The asset of having an all-inclusive model of IC for the WL field has the potential to bring forward a focus toward the importance of language acquisition for IC development across disciplines. This furthermore supports the importance of language education and multilingualism development in the U.S., also advocated by the current Secretary of Education, Dr. Miguel Cardona. It also recognizes language development as an integral component of the all-inclusive model, thus re-framing IC development as a cross-curricular goal, and not only for WL education.

Future Research

Last, I present the implications of this study on future research to further the findings and conclusions of this study. I will also provide recommendations for future investigations based on what I learned and was able to accomplish with this study. The design of this study captured a wide cast of participants across the nation to gain a better understanding of the conceptualization and integration of IC across K-16 WL teachers. Now, having a clearer understanding of these perspectives across WL teachers in 14 states and five regions of WL conference organizations, I recognize the areas that could extend and expand the boundaries of this study in future research initiatives. The three immediate areas for future research include exploring: (a) IC understandings and integration and development in the online/virtual learning environment, (b) IC understandings and integration within the teaching of less commonly taught languages, and (c) IC understandings and integration in other contexts and locations through a targeted methodology such as case study or self-study. Particularly of interest are the

school districts that are already exploring efforts for greater IC development and integration among their WL teachers and students.

Exploring Online Learning Spaces for IC Development. With the instructional pivots in education that transpired across the nation due to the COVID-19 worldwide pandemic that began in early 2020, and that is still ongoing in 2022, the first area of future research born of this study is regarding IC development within online learning spaces. Of rising importance, now more than ever, is effective communication and relationships among individuals of various cultural heritages and native languages. The findings of this study show that WL teachers view language as essential to intercultural communication and IC. Therefore, whenever there is not a common language shared between interlocuters, other intercultural attributes are important for demonstrating and delivering effective communication through knowledge, skills, attitudes, and actions that encompass IC.

A future research recommendation transpiring from this study involves how IC development is integrated in virtual learning spaces in response to the instructional pivots for delivering online WL courses across K-16 instructional levels since the pandemic began. Many of these online courses were already available pre-pandemic to students as an alternative way to learn a language (e.g., Virtual Virginia); however, some schools have had to enroll their students in these programs when in-person language courses were not available to students due to program offerings during the pandemic. O'Dowd (2011) found that carefully scaffolded e-mail exchanges between language learners can facilitate

intercultural development; however, he suggests further research is needed to understand how teachers can maximize students' intercultural learning during these experiences.

Exploring Less-commonly Taught Languages for IC Development. A second area of research that builds upon one of the limitations of this study is recruiting more WL teachers of less commonly taught languages, such as ones not represented by the WL teachers in this study (e.g., Arabic, Chinese, and Portuguese), to participate and share their understandings and integration of IC in their language instruction. The languages of instruction by the WL teachers in this study included Spanish, French, German, Italian, Russian, Japanese, and Latin. The findings of this study show that IC includes knowledge of the target language and culture, and it would add value to learn how teachers of less common taught languages might approach this concept and its integration in their classrooms.

Exploring IC with a Case Study or Self-study Approach. A third area of research for IC understanding and integration includes a using an alternative methodological approach toward examining a specific location or school district in the U.S. that is already intentionally incorporating IC in their curricula and teacher professional development. Due to the physical locations of my participants being widespread and across the U.S., classroom observations were not possible in the scope of this study. A case study approach (Yin, 2014) would be one way to better understand the ways in which specific school districts and their teachers are finding success and/or experiencing challenges with their WL teachers' knowledge and integration of IC. Additionally, a collective self-study (Samaras, 2011) is another methodological approach

which would enable a specific school and/or program and group of teachers to self-assess

their understandings and applications of WL and consider ways to improve their practice.

This future research recommendation is timely as it now five years post the publication of

the CSIC (NCSSFL-ACTFL, 2017), and it is appropriate to examine how often and in

what ways this resource is being used in WL classrooms in the U.S. to support students'

intercultural development. From the research by Webb and Fox (2022) on WL teacher

educators' understandings of IC and its programmatic integration in teacher education,

there are several districts that are systematically and successfully integrating IC in their

K-16 language programs across the U.S. from whom we can learn about IC integration. A

next step should be to learn more about the IC models and approaches they have found to

be successful, outside of the types of activities shared by the WL teachers in this study

(e.g., school partnerships, telecommunication, and reflection on intercultural

experiences).

Summary of Implications

The implications of this study have the potential to positively impact future

policy, pedagogy and practice, and research initiatives in the U.S. and inform those in

international settings. I would like to add that these data were collected prior to the events

of 2020 that unfolded across media outlets and challenged the viewpoints of many

residents and citizens across the U.S. regarding language, race, culture. Over the past two

years, social justice has been brought to the forefront of the curricular agenda for many

educators. In response to this, policy, pedagogy, and future research initiatives should

inform the ways diversity, equity, and inclusion (DEI) can become more visible in WL

teachers' instructional practices and research. Additionally, considering the events that are ongoing in the U.S. and worldwide, these initiatives should also incorporate how teachers of all content areas can integrate IC development through the inclusion of culturally relevant and social justice-oriented teaching practices within a DEI framework.

Final Thoughts

The last section is dedicated to recognizing the social responsibility that these WL teachers identified in themselves for developing students' IC through language education. In this section, I discuss how these WL teachers identified themselves as ambassadors for their students' IC development. I also share their reasons for what drove this purpose, which included their contribution to the greater good of developing students to become world citizens and preparing them for the skills they will need to interact with diversity in their future careers and lives. Additionally, this conclusion incorporates how these WL teachers were evolving their practice as educators to meet the needs of their learners for their specific contexts and the role they identified having in developing their students' IC.

These WL teachers saw themselves as having an innate role in developing students' IC because teaching languages is a natural pathway for exploring other cultures and learning about different perspectives and ways of life. They presented themselves as leaders in the profession and ambassadors for developing global citizens. As Joslyn stated in her interview, "language teachers are particularly well positioned to have this [IC] as part of their tool kit…because the way that we deal with a variety of subjects through another linguistic lens." These 21 WL teachers collectively concerted that they have a role in developing students' IC and almost half of them specifically shared their

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motivation for preparing their students to become global citizens. Whether sprung from the desire to "make the world a better place" or from the belief that "learning languages can give you access to all these things you never had before", these WL teachers represented themselves as ambassadors for IC development in the work they do each day to prepare students for their future. Therefore, their knowledge and expertise should be valued and shared across other disciplines and contexts because they have the experiences and positions which well orient their teaching practices toward intercultural development.

With the rise in demographic diversity of students in U.S. schools across the nation, many of these WL teachers recognized the importance of preparing students for being able to successfully communicate and interact with others with differing backgrounds than themselves as an essential skill needed in the present and the future. In some cases, WL teachers in this study described the lack of diversity in their school districts and communities. Nonetheless, many also recognized the need to create more opportunities for students with limited access to diversity to experience how to connect and relate to others of differing backgrounds and identities.

In November 2021, ACTFL released their vision statement which now reads, "ACTFL envisions an interconnected world where everyone benefits from and values a multilingual and multicultural education" (ACTFL, 2021, para. 2). This statement supports the notion that language learning matters if the world is to become more interconnected. Multilingualism should be the new normal in the U.S. as it is in other parts of the world to build the competencies needed for intercultural communication and

developing intercultural competence. Learning to coexist by developing positive, relational skills of understanding and connecting with people, cultivating empathy and open-mindedness, and demonstrating respect toward diversity are sought after skills for 21st century learners and professionals (ACTFL, 2014; Davies et al., 2011). WL teachers are ambassadors leading the charge for integrating IC in their WL classrooms and making positive contributions to their students' development of IC.

In conclusion and leading with importance of language education for IC development, the relevancy of former President Obama's declaration of the strength of the U.S. military in 2009 to the Veterans of Foreign Wars in Phoenix, Arizona continues to reign true today, particularly in these times of war and injustice around the world. He described this strength stating, "In the 21st century, military strength will be measured not only by the weapons our troops carry, but by the languages they speak and the cultures they understand" (Presidential Address to the Veterans of Foreign Wars, Phoenix, Arizona, August 17, 2009). Therefore, as a final message concluding this study, language education deserves to be recognized front and center for policy initiatives that support intercultural development and be for evermore present in the conceptual models of IC which are used to prepare students and U.S. citizens for developing global and intercultural competence.

Appendix A

IRB Approval Letter

GEORGE MASON UNIVERSITY

Office of Research Development, Integrity, and Assurance

Research Hall, 4400 University Drive, MS 6D5, Fairfax, Virginia 22030
Phone: 703-993-5445; Fax: 703-993-9590

DATE: January 10, 2019

TO: Rebecca Fox, PhD
FROM: George Mason University IRB

Project Title: [1339834-1] Exploring U.S. Foreign/World Language Teachers' Understandings and Integration of Intercultural Competence

SUBMISSION TYPE: New Project

ACTION: DETERMINATION OF EXEMPT STATUS
DECISION DATE: January 10, 2019

REVIEW CATEGORY: Exemption category # 2

Thank you for your submission of New Project materials for this project. The Institutional Review Board (IRB) Office has determined this project is EXEMPT FROM IRB REVIEW according to federal regulations.

Please remember that all research must be conducted as described in the submitted materials.

Please note that any revision to previously approved materials must be submitted to the IRB office prior to initiation. Please use the appropriate revision forms for this procedure.

If you have any questions, please contact Kim Paul at (703) 993-4208 or kpaul4@gmu.edu. Please include your project title and reference number in all correspondence with this committee.

Please note that all research records must be retained for a minimum of five years, or as described in your submission, after the completion of the project.

Please note that department or other approvals may also be required to conduct your research.

GMU IRB Standard Operating Procedures can be found here: https://rdia.gmu.edu/topics-of-interest/human-or-animal-subjects/human-subjects/human-subjects-sops/

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within George Mason University IRB's records.

Interview Scheduling Form

I've invited you to fill out a form:

Intercultural Competence Study - Interview Scheduling

Thank you for completing the online questionnaire portion of my dissertation research on World Language Teachers' Understandings and Integration of Intercultural Competence. You indicated you were interested in participating in the follow-on interview. Please use this form to help me schedule an interview time with you in the next six weeks. The information collected in this form will only be used for scheduling purposes. I will email you to schedule a specific time as soon as I receive your preferences in this form.

Email address *
Email address *
Your Name (Preferred name I call you for the interview. This will be replaced with a pseudonym.) *
Weekly Availability for Interview (Select preferred week(s) and day(s) available)

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
February 25-March 2						
March 4-March 9						
March 11-March 16						
March 18-March 23						
March 25-30						
April 1-6						

Other - If you are not available in this 6-week window, please indicate when would work best for you (i.e., month/date). If I am still collecting data at that time, I will reach back out to you to schedule the follow-on interview.
Preferred Time(s) (Please allow 30-45 minutes for the interview) *

- ○ Morning (8:00-11:30am)
- ○ Afternoon (12:00-4:30pm)

- ○ Evening (5:00-8:30pm)
- ○ Other:

Do you prefer a phone or video call for the interview? *
- ○ Phone-based (You will provide the number where you can be reached when I email you.)
- ○ Video call (I will email you a private link to secure video call platform, BlueJeans, in advance.)
- ○ EITHER - To be decided based on the day and time confirmed for the interview.

Thank you for your prompt response in providing this information so I may schedule our interview at a time that is most convenient for you.

The interview will last up to 45 minutes and will be audio-recorded. All names and identifiers will be removed from the transcribed data. A pseudonym will be used to replace your name. Once we have confirmed a specific date and time for the interview, please arrange a private space where you feel comfortable speaking with me. The interview protocol is semi-structured, and the questions are open-ended. I welcome all responses and invite you to speak openly about your experiences as a U.S.-based World Language teacher and your understandings of intercultural competence. Participants who complete both the online questionnaire and interview will be entered into a random drawing to receive one of several $25 Amazon e-cards. Winning recipients will be notified by email upon the completion of all interviews later this spring. Sincerely, Kelley Webb, Ph.D. Candidate George Mason University kwebb9@gmu.edu

A copy of your responses will be emailed to the address you provided

Never submit passwords through Google Forms.

Qualtrics Online Questionnaire

Exploring U.S. Foreign/World Language Teachers' Understandings of Intercultural Competence

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Start of Block: SURVEY INSTRUCTION

Start of Block: Informed Consent

Q2

Exploring U.S. Foreign/World Language Teachers' Understandings and Integration of Intercultural Competence
Informed Consent Form
Project Number: 1339834-1

RESEARCH PROCEDURES
The purpose of the research is to examine foreign/world language teachers' understandings of intercultural competence and their perspectives on its integration within their language classroom and instructional practices. I am requesting your participation in this study in which I will conduct a brief online questionnaire followed by the option for an interview with you to better understand your perspectives of intercultural competence and its integration in your language instruction. The total requested time on your behalf is 10 minutes for the electronic questionnaire (Qualtrics) and 45 minutes for the interview via video call (BlueJeans) or telephone outside of work/teaching hours. Participation is voluntary and of course, you may quit the study at any time.

RISKS
There are no foreseeable risks for participating in this research.

BENEFITS
There are no benefits to you as a participant other than to further research that provides important information on how foreign/world language teachers understand and integrate intercultural competence in their professional settings, including their language classroom and instructional practices.

CONFIDENTIALITY

The data in this study will be confidential. To maintain confidentiality, participants and their data will be identified by numbers only. All names and identifiable information will be removed from collected data and matched to participants with a numerical code. Only the researchers will have access to the numerical code and data. Email addresses will be collected from participants who consent to the interview and will only be used for making arrangements for scheduling the interview. Email addresses will not be connected to the data and will be kept confidential and secure in a folder on the researchers' password-protected office computers. The electronic questionnaire data and interview transcripts will be coded and stored in password-protected folder on the researchers' office computers. Additionally, all audio files from the interviews will be securely stored on the researchers' office computers until the transcription is completed. These audio files will be deleted after transcription is complete. Participants who complete the online questionnaire may review the Qualtrics website for information about their privacy statement. Participants who chose to use the video call platform for the interview may review the BlueJeans' website for information about their privacy statement. While it is understood that no computer transmission can be perfectly secure, reasonable efforts will be made to protect the confidentiality of your transmission. Identifiers may be removed from the data and the de-identified data could be used for future research without additional consent from participants.

PARTICIPATION

This study is open to all practicing K-20 foreign/world language teachers in the United States. Participants must 18 years or older. Your participation is voluntary, and you may withdraw from the study at any time and for any reason. If you decide not to participate or if you withdraw from the study, there is no penalty or loss of benefits to which you are otherwise entitled. There are no costs to you or any other party.

CONTACT

This research is being conducted by Kelley Webb, Ph.D. Candidate, at George Mason University. Dr. Rebecca Fox is the Principal Investigator of this study. Kelley Webb may be reached at +1 804-339-5639 or kwebb9@gmu.edu for questions about this study and any questions you may have about the research. Dr. Rebecca Fox may be reached at +1 703-993- 4321 or rfox@gmu.edu for questions about this study or to report a research-related problem. You may contact the George Mason University Institutional Review Board (IRB) Office at 703-993-4121 if you have questions or comments regarding your rights as a participant in the research. This research has been reviewed according to George Mason University procedures governing your participation in this research.

CONSENT

☐   Yes, I have read this form and agree to participate in the electronic questionnaire portion of this study. (1)

◉

Q3 PARTICIPANT SIGNATURE
Type your first and last name below.
(Note: This information is for the purpose of acknowledging the consent form and will not be connected to your data.)

○ First (1) _____

○ Last (2) _____

○ Date (3) _____

End of Block: Informed Consent

Start of Block: Intercultural Competence and Communication Ratings

Q5 **Understanding of Intercultural Competence**

○ I feel I have a strong understanding of intercultural competence. (4)

○ I feel I have a basic understanding of intercultural competence. (5)

○ I would like more information about the concept of intercultural competence. (6)

Q6 **Integration of Intercultural Competence in Language Instruction**

○ I frequently integrate intercultural competence in my language instruction. (1)

○ I sometimes integrate intercultural competence in my language instruction. (2)

○ I would like to know more about how to integrate intercultural competence in my language instruction. (3)

Q7 **Familiarity with NCSSFL-ACTFL Can-do Statements for Intercultural Communication**

○ I am familiar with the NCSSFL-ACTFL Can-do Statements for Intercultural Communication and am integrating them in my language instruction. (1)

○ I am knowledgeable of the NCSSFL-ACTFL Can-do Statements for Intercultural Communication, but I have not yet integrated them in my language instruction. (2)

○ I would like to know more about the NCSSFL-ACTFL Can-do Statements for Intercultural Communication and how to integrate them in my language instruction. (3)

Page Break

Start of Block: Open-Ended Questions

Q8 What is your orientation (i.e., attitudes, beliefs, dispositions) toward the teaching of culture in foreign/world language education? How would you see this perspective informing your instructional practices?

_____

_____

_____

_____

_____

Q9 What does intercultural competence mean to you? What experiences informed your understanding of intercultural competence?

_____

_____

_____

_____

_____

Q10 In what ways, if at all, do you integrate intercultural competence in your language instruction?

_____

_____

_____

_____

_____

Start of Block: Background Experiences

Q13 Do you hold a license to teach foreign/world languages?

▼ Yes (1) ... In progress (3)

Q11
If you answered YES to the question above, select through which type of program you earned your teaching license below.

▼ Traditional licensure program (1) ... Other (3)

Q12 If you selected OTHER for the question above, please describe below.

_____

Q14 Do you have any additional teaching/education certifications?

▼ Yes (1) ... No (2)

Q15 If you answered YES to the question above, please list the additional teaching certifications/licenses you have below.

_____

Q16 What is your highest degree earned?

☐ Bachelor's degree (1)

☐ Master's degree (2)

☐ Ed.D. (3)

☐ Ph.D. (4)

☐ Other (5)

Q33 If you selected OTHER for the question above, please describe below.

_____

Q17 Have you ever taken a course on intercultural competence?

▼ Yes (1) ... In progress (3)

End of Block: Background Experiences

Start of Block: Demographic Questions

Q18 In which U.S. state do you currently teach?

_____

Q19 In what type of school(s) do you currently teach? Select all that apply.

- ☐ Public (1)

- ☐ Private/Independent (2)

- ☐ Charter (3)

- ☐ Higher Education (College / University) (5)

- ☐ Other (4)

Q20 If you selected OTHER in the question above, please describe the type of school(s) where you currently teach below.

_____

Q21 Which career range best describes your teaching experience?

- ○ Early (1-5 years) (1)

- ○ Mid (6-15 years) (2)

- ○ Experienced (16+ years) (3)

Q22 Which foreign/world language(s) do you currently teach? Select all that apply.

- [ ] Arabic (1)
- [ ] Chinese (2)
- [ ] French (3)
- [ ] German (4)
- [ ] Greek (5)
- [ ] Italian (6)
- [ ] Japanese (7)
- [ ] Russian (8)
- [ ] Spanish (9)
- [ ] Other (10)

Q23 If you selected OTHER in the question above, please list the other language(s) you teach below.

_____

Q34 Which language level(s) do you currently teach? Select all that apply.

☐ Novice (levels 1-2) (1)

☐ Intermediate (levels 3-4) (2)

☐ Advanced (level 5+) (3)

☐ Other (4)

Q35 If you selected OTHER in the question above, please list the other language level(s) you teach below.

_____

Q24 Which age group(s) do you currently teach? Select all that apply.

☐ Elementary (1)

☐ Middle (2)

☐ High School (3)

☐ Undergraduate (4)

☐ Postgraduate (6)

☐ Other (5)

Q36 If you selected OTHER in the question above, please describe the other age group(s) you teach below.

_____

Q25 Which age range best describes you?

▼ >25 years (1) ... 65< years (6)

Q26 Which ethnicity best describes you?

_____

Q27 Which gender do you describe yourself?

_____

End of Block: Demographic Questions

Start of Block: Follow-on Interview

Q28 **I am also seeking participants to participate in a follow-on interview about your understandings and integration of intercultural competence in language instruction. Interviews will last no longer than 45 minutes and will be conducted via phone or video call outside of work/teaching hours.** *Participants who complete both the online questionnaire and follow-on interview will be entered into a drawing to win a $25 electronic Amazon gift card.*

If you would like to participate in the follow-on interview, please click the consent agreement and enter your email address below.

Q29 Consent

○ Yes, I agree to participate in the follow-on interview and consent to the audio-recording of the interview. (1)

○ No, I do not wish to participate in the follow-on interview. (2)

Q30 If you selected **Yes** above, please enter your email address below so that I may contact you to set up a time to complete the interview.

_____

Q31 Click the next button to complete this questionnaire.

End of Block: Follow-on Interview

Appendix D

Interview Guide

Read to participants: Thank you for your time in participating in this study and consenting to a follow-on interview. This research is exploring US-based Foreign World Language Teachers understandings and integration of intercultural competence in their instructional practices. This interview will last about 45 minutes and will be audio-recorded. All data will be kept confidential, and any identifiers will be removed or replaced with pseudonyms. There are no right or wrong answers to any of these questions. Your open and honest responses are welcomed. Do you have any questions before we begin?

- I understand you teach _____ (languages) _____ (levels) and are located in _____ (state) at a_____ (type of school). Please tell me about the foreign/world language program at your school and/or within the school district where you teach.
    - Which standards for language learning do you follow?
      What curriculum or resources do you use to support language learning?

    - In what ways, if at all, is intercultural competence integrated in these resources?

    - Aside from resources written specifically for language education, is the concept of intercultural competence presented to you in any other way within your school district/institution?
      If they ask for clarification:
        - (e.g., professional development, teacher evaluation, school initiatives)

- In the online questionnaire you stated _____ (level of understanding) about your understanding of intercultural competence. Would you tell me a bit more about your perception of intercultural competence and the concept in general? What does it mean to you?
  IF ANSWERED THEY HAVE A STRONG OR BASIC UNDERSTANDING:
    - What have you felt to be the most significant things that have helped you to develop your understanding of intercultural competence?
      If they ask for clarification:
        - What made this concept "click" for you?
  IF ANSWERED THEY WOULD LIKE TO KNOW MORE ABOUT IT:
    - What is still unclear or confusing about the concept?

- o What kind of resources would be helpful for getting a better grasp of the concept and how it applies to language instruction?

- Based on your understanding of intercultural competence, how do you think it applies to you, your students, and within your teaching location?

- In the online questionnaire you described that your orientation toward the teaching of culture _____ (read responses from questionnaire).

  - o How would you see this perspective informing how you apply intercultural competence in your instructional practices in your classroom?
- In the online questionnaire you stated that you _____ (state frequency of integration of intercultural competence) and regarding ways you integrate IC you stated _____ (read written questionnaire responses).
  - o Would you tell me a bit more about this and any other examples of ways you integrate IC in your language instruction?

- How does your student population and teaching locale influence the integration of intercultural competence in your language instruction, if at all?

- In what ways do you adjust your language instruction based on the student population you teach, if at all?

IF NEEDED: IF NOT FAMILIAR WITH IC
- What might you still want to know or are curious about with regard to integrating intercultural competence in your language instruction?

- How you think experiences, if at all, make a difference in one's understanding of intercultural competence?

  - o What background experiences might have informed and influenced your understanding (and development) of intercultural competence, if any?
  - o What experiences have led you to consider and/or integrate intercultural competence in your language instruction? (Refer to responses from Question 9 in the online questionnaire)

- In the online questionnaire you stated that you were _____ (familiarity with Intercultural Can-do Statements). Based on your familiarity, what is your perception of these Can-do statements?
  - o To what extent do you feel this tool applies to your teaching context?

  - o How do you incorporate them, if at all?

OPTIONAL FOLLOW-ON QUESTIONS (depending on how previous question was answered and responses to online questionnaire):

- o Do you believe that you have a role in developing students' intercultural competence? If so, what might that look like? How might you describe this role in your classroom?

  (If participant responds s/he does integrate IC in instruction)
  Why do you integrate intercultural competence in your language instruction? What informed your motivation to do so? When did you begin integrating intercultural competence in your instructional practices?

- o Can you think of a time when you integrated intercultural competence in your instructional practices (e.g., lesson / unit plans; assessments)? Would you please share an example with me of when you did this and how it was done?

CONCLUDING QUESTIONS
- Is there anything else that you would like to share?

- Is there anything else that you would like other foreign/world language teachers to know about the role of intercultural competence in language instruction?

- May I have your permission to email you if I have any follow-up questions or need clarification of a response?

OPTIONAL – IF THERE IS EXTRA TIME (AND ANSWERS WERE NOT ALREADY CONFIRMED IN PREVIOUS RESPONSES)
- Cultural Experiences
  - o Did you study abroad? If so, where and for how long?
  - o Have you ever worked abroad/internationally? If so, where and for how long?
  - o Have you ever lived abroad/internationally? If so, where and for how long?
  - o Have you ever hosted an international exchange student? If so, from where was the student and for how long?
  - o Will you briefly describe any relationships (friendships / relatives) you have with people of other cultures? Who and what is their relationship to you? Which language do you use to communicate with each other?
  - o Other – Are there any other cultural experiences that informed your instructional practices?

Appendix E

Research Design Map

World Language Teachers' Understandings and Integration of Intercultural Competence

Purpose
to deeply understand U.S. world language (WL) teachers' conceptualizations of intercultural competence (IC) and in what ways they integrate it into their teaching practices and why

Professional – intercultural dimension of language teaching
Personal – real world experiences
Scholarly – contribute to the literature on IC in WL education in the U.S.

Conceptual Framework
Theories
- intercultural competence models (Bennett, Byram, Deardorff, Fantini, Heyward)

Concepts
- communicative competence and Communicative Language Teaching
- interculturality
- cultural competence and the intercultural dimension of language teaching
- The FL&IC Teacher (Sercu, 2006)

Research Questions

1. How do U.S. world language (WL) teachers describe their understandings of intercultural competence (IC)?

2. In what ways do U.S. WL teachers integrate IC in their instructional practices and why?

Methods
Inductive & interpretive qualitative approach (Merriam & Tisdell, 2016)
purposeful participant selection – wide in scope (Patton, 2015)
sequential data collection (Teddlie & Tashakkori, 2009)
online questionnaire (screening tool)
in-depth, semi-structured interviews

Analysis
initial content analysis (Krippendorff, 2013); applied thematic analysis (Green, MacQueen, & Namey, 2012); modified constant comparative analysis (Charmaz, 2014); qualitative coding strategies;(Charmaz, 2014; Corbin & Strauss, 2015; Miles, Huberman, & Saldaña, 2014; Saldaña, 2015, 2016); memos (Maxwell, 2013; Miles, Huberman, & Saldaña, 2014); methodological research journal (Charmaz, 2014)

Validity

Validity Threats
researcher positionality
teachers' self-reporting of IC

Addressing Validity Threats
pilot instruments, maximum variation, multiple data sources, triangulation of theories, data, and analysis, check coding, rich descriptions, analytic and research memos, methodological research journal

Researcher Bias & Assumptions
seek ways teachers understand IC, value participants' opinions and examine responses deeply, acknowledge variances in teachers' understandings of IC across U.S.

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Biography

Kelley E. Webb received her Bachelor of Arts from James Madison University in 2001. She received her Master of Arts in Education from Virginia Polytechnic Institute and State University in 2005. She earned National Board Certification for World Languages other than English in 2010.

Kelley is passionate about teaching across all age groups and contexts. Over the course of her teaching career, she was employed in Hanover County, Virginia for 11 years teaching Spanish levels I-IB and undergraduate courses. She also taught high school English language and literature at The Columbus School in Medellín, Colombia for three years.

At the present time, she actively is involved in professional organizations for world language education. She also collaborates on international projects that focus on teacher development and professional learning.