

## Twenty Years of Culture Learning and Teaching Research: A Survey with Highlights and Directions

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### Abstract

While the role of culture in second and/or foreign language (L2/FL) learning and teaching has often been unquestioned, empirical research on culture learning and teaching in L2/FL education has been less common than opinion-oriented writings in relevant journals. This article offers a summary and synthesis of 52 empirical studies on L2/FL culture learning and teaching published during the 20-year period 1996-2015. In doing so, it first provides some background, then discusses the methods used for choosing, summarizing, and briefly analyzing these studies, and finally outlines a range of quantitative and qualitative findings. Culture learning and teaching research in L2/FL education during this period involved five main languages (English, French, German, Japanese, and Spanish) in 19 different countries; adopted mainly qualitative research approaches; and addressed a diverse range of age and educational levels, although postsecondary research studies were most common. The survey here highlights a shift from a focus on 'culture' to the 'intercultural,' and reveals that culture learning and teaching research has moved beyond reporting teachers' and students' attitudes to a range of topics impacting L2/FL learning and teaching, including instructional approaches, teaching materials, assessment, and technology. It also points to connections between the studies outlined and offers possibilities and directions for future research in this important area.

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### Introduction

Although occasionally considered problematic (Jones, 2013, Koike & Lacorte, 2014), the role of culture in second and/or foreign language (L2/FL) learning and teaching is well established (Atkinson, 1999; Byram & Feng, 2004; Byrnes, 2010; Liddicoat & Scarino, 2013), but much of the literature on this topic, over the years, has been largely anecdotal or pedagogically oriented. In the *NECTFL Review*, for example, Hoyt (2012) described using interviews in a French module to develop intercultural competence and Nugent and Catalano (2015) discussed cultural awareness in foreign language classes, and each article helpfully included example interview questions or sample activities. In other publications, scholars have focused essays on various aspects of the role of culture in L2/FL education (e.g., Baker, 2015; Byram, 2012; Byrnes, 2008).

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While educators' views are certainly valued, the focus of the present article is a survey of empirical research on L2/FL culture learning and teaching. Following some background, the article notes the methods for, and results from, this research survey, introduces 52 empirical studies, and highlights common themes and numerous example studies from the period 1996-2015. Finally, it concludes with potential directions for future research on this topic, and indicates some recent, related writings. In short, this article reports on relevant empirical research from the last two decades, as well as what these studies might suggest for future research on culture learning and teaching in L2/FL education.

### Background: Some Context from the Literature

The role of culture in L2/FL learning and teaching has long been recognized. Valdes (1990), for example, noted “the inevitability of teaching and learning culture in a foreign language course” (p. 20). Atkinson (1999) went further to declare: “Except for language, learning, and teaching, there is no more important concept in the field of [teaching English] than culture” (p. 625, original emphasis). The same is true for other languages, and many writers have contributed theoretical or pedagogical pieces (e.g., Kramersch, 2011) noting that culture is a central concern in L2 education (Fantini, 2000), and thus something for language teachers to teach (Kramersch, Cain, & Murphy-Lejeune, 1996).

Over the last fifteen years, many important books have addressed culture and pedagogy in L2/FL education. Lange and Paige (2003), for example, brought together essays on culture in second language learning, Risager (2006, 2007) published theoretical and pedagogical perspectives on language and culture teaching, and proceedings from conferences on the development and assessment of intercultural competence were made available by Dupuy and Waugh (2010, 2012, 2015). While contributors to Witte and Harden's (2011, 2015) collections survey a range of concepts and challenges in intercultural competence, Arabski and Wojtaszek's (2011) writers discuss aspects of culture in second language acquisition; Paradowski's (2015) productive skills for intercultural communication; Chan, Bhatt, Nagami, and Walker's (2015) culture and foreign language education;

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and those in Sharifian's (2015) handbook explore all types of connections between language and culture, especially for education. For practicing teachers, Hall (2012) addresses the teaching and researching of language and culture, while Wintergerst and McVeigh (2011) offer numerous approaches to culture in language classes. We might thus conclude with Hinkel (2014): "In language teaching, focusing on the inextricable connections between a culture and its language uses should be a key characteristic of effective instruction in all language skills" (p. 395).

It is important to consider briefly what we mean by culture in this survey. As this background summary reveals, many books and articles have been written, and a detailed definition is beyond the scope of this article. Yet all the writing on it reveals that this topic is important for language learners and teachers, and therefore, Adaskou, Britten, and Fahsi's (1990) "four separate sorts of 'culture' that language teaching may involve" are quite useful (p. 3). They write about aesthetic culture (Culture with a capital 'C' – cinema, music, literature; also known as high culture), sociological culture (culture with a small 'c' – the organization and nature of family, home life, customs, institutions, work, and leisure; also known as everyday culture), semantic culture (the conceptual system reflected in language, which affects thought processes, such as in the names and times of meals), and pragmatic culture (the background information, social norms, and paralinguistic skills necessary for successful communication) (pp. 3-4). While there is overlap in these four aspects, they each provide some specific suggestions for what is meant by culture that is dealt with in, and related to, L2/FL learning and teaching.

In contrast to that four-fold approach, Muirhead's (2009) survey "rethinking culture" defines it more critically. According to Muirhead (2009), "Culture is a fluctuating embodiment of a group's products, practices, and perspectives" (p. 244). Muirhead's (2009) 'three Ps' (as well as power, a fourth one) are also worth keeping in mind as we consider culture learning and teaching research. Those three Ps were incorporated into the *Standards for Foreign Language Learning in the 21<sup>st</sup> Century* (NSFLEP, 2006) which have influenced L2/FL curriculum in the United States and other contexts for the last two-plus decades, offering a practical take on culture. In the standards, cultural products include cultural achievements (similar to aesthetic culture); cultural practices comprise various patterns, such as for social interaction (similar to sociological culture); and cultural perspectives incorporate ideas, meanings, and values that influence communication and relationships (similar to semantic and pragmatic culture). As with Adaskou, Britten, and Fahsi's (1990) framework, the three Ps are interrelated, and the standards are meant to help educators work with L2/FL students in understanding and demonstrating relationships that exist between and among cultural practices, perspectives, and products.

Since their original publication the Standards have gone through several revisions, the most recent being the *World-Readiness Standards for Learning Languages* (or *W-RSLL*, NSFLEP, 2015). As with previous versions, the *W-RSLL* revolve around five interconnected Cs: communication, cultures, connections, comparisons, and communities. There is a direct connection with cultures, in which students relate cultural practices to perspectives (2.1) and cultural products

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and perspectives of the cultures under study (2.2). Yet since culture for L2/FL education is situated within and reflects our world view, culture is also involved in each of the remaining Cs, including interpersonal communication (1.1, negotiating meaning in order to share information, feelings, opinions, and reactions); making connections by evaluating information and diverse perspectives “available through the language and its cultures” (3.2); developing cultural comparisons by reflecting on the culture studied and one’s own (4.2); and in interacting “with cultural competence” in one’s communities and our global world (5.1) (NSFLEP, 2015).

If teachers and researchers wish to integrate the standards’ five Cs in their work, it seems helpful to consider what research has been carried out on culture in L2/FL education since the original development and implementation of those guidelines. Also, if academics and researchers wish to expand their research base on culture learning and teaching in L2/FL education, then a research survey could be useful to note areas (e.g., contexts, languages, and levels) or topics needing replication in additional situations, or where still further additional research appears warranted. For practical purposes, and to delimit the task, I surveyed what empirical research has been published since 1996, reflecting a 20-year period through autumn 2015. One reason for this survey’s time period is because in looking at publications during this period, few easily accessible empirical studies apparently appeared specifically on L2/FL culture learning and teaching prior to 1996. A second reason for this survey is that various authors have called for research on the role, place, and value of culture in L2/FL education. The present article thus aims to answer two questions: (1) “What research has been done in this area to date?” and (2) “What might the findings suggest for future research?”

### Methods: Research Survey and Synthesis

Agreeing with Ortega (2015) on the value of research synthesis for language learning and teaching, particularly for busy educators, I set out to provide a principled survey of published culture learning and teaching research since 1996. In examining articles from that time, there were seemingly very few studies published before then dealing specifically with culture learning and teaching within L2/FL education. In a literature review twenty years ago, for example, I summarized two previous studies and then concluded that this revealed “a need for empirical research on L2/FL culture learning and teaching in specific contexts in order to answer many remaining questions” related to culture and its role in the learning and teaching of second or foreign languages (Lessard-Clouston, 1996, p. 200). I thus continued to search applied linguistics, education, and foreign and modern language periodicals, in print and online, as well as databases, and discovered many publications on culture learning and teaching. Most, however, were not empirical studies, but instead policy, reflection, opinion, and/or pedagogical writings.

In completing an admittedly focused yet broad search through journals since 1996, I discovered three other survey articles. First was Young, Sachdev, and Seedhouse’s (2009) somewhat similar overview of English as a second or

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foreign language (ESL/EFL) studies in six journals from 1993 to 2007. However, they limited themselves to six ESL/EFL periodicals, and though they focused on “culture as content and aim’ on English language programmes” (p. 150), after reviewing their work, I found that their particularly broad concepts of culture and English teaching and learning were in essence beyond the focus of my research, so that none of the 16 studies they reported on met all my criteria, outlined in the next paragraph. Also, I felt that their English focus was too limiting, since I believe that L2/FL educators can benefit from the experience and research of those teaching various languages, not only English. Second, Risager (2011) published a research timeline mostly consisting of books and book chapters, many in French and German, but which again dealt much more broadly with the topic, including applied linguistics textbooks and issues of linguistic imperialism and politics. Few sources included seemed to be data-based. Third, most recently I located Valencia’s (2014) review of publications concerning intercultural perspectives on L2/FL teaching in Colombia. Its focus was on refereed articles on “culture in foreign language teaching” (p. 226), but within just six publications, only 15 out of 34 articles mentioned were data-based, and the limited information Valencia provided was not sufficient to judge their relevance to my survey. Also, a significant number were in Spanish. I thus continued my search in order to supplement those three previous, broader surveys and stayed with articles because of their concise reports. In the end, I located some 60 empirical studies published in academic journals in English. However, quite a number were large scale studies that did not provide sufficient information on the particular contexts and realities for L2/FL classrooms. I therefore settled on the 52 empirical research articles discussed below and outlined in Table 1 in the Appendix.

The criteria for including a study here are as follows. Each of the 52 studies summarized briefly in Table 1 in the Appendix is:

1. specifically related to L2/FL culture learning and/or teaching;
2. published in a refereed, relatively easily accessible journal in English;
3. empirical research, meaning it reflects a principled, data-based study; and
4. educationally focused, with potential implications for L2/FL classrooms.

In finalizing what research to include in this survey, it was not enough for an article to meet some of these criteria; instead, a study had to meet all four criteria to be included here. This also meant, however, that unlike Risager (2011), I did not include relevant books or edited book chapters, such as any from Sercu’s (2005) collection. Also, as noted I did not read any articles in French, German, or Spanish, and excluded very large scale data-based studies, since in analyzing them, I found they were only tangentially related to L2/FL education and most often did not connect directly to L2/FL classroom culture learning and teaching.

In short, I obtained copies of the 52 articles I located which met all four criteria above. I then read each study carefully, and summarized this information, first, to get an overall picture of the research since 1996 and, second, to begin to provide a summary with a brief synopsis of each study. I also took note of the common major themes for the research in each article, using my impressions or key words,

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if they were provided. While there is thus some quantitative data to report, the main findings of this research survey concern the dominant themes and the key results of the particular empirical studies outlined below and particularly in Table 1. My hope is that readers will be able to locate specific research related to the language(s) they teach and levels or contexts in which they work, and thus determine the usefulness of such studies for themselves.

### Findings

#### *Overview: What's Been Published and Where?*

Let me begin with a macro perspective by commenting on the 52 studies as a whole. These articles appeared in 23 different education journals, eight of which only appear online. Over three quarters (40, or 77%) of the articles selected were published in nine key print journals and one main online journal, as multiple studies appeared in *Foreign Language Annals* (nine), *Language, Culture and Curriculum* (eight), *Modern Language Journal* (six), *Language and Intercultural Communication* (five), and *Language and Education*, *Language Teaching Research*, *RELC Journal*, *System* and *Teacher Development* (two each). The only online journal with two articles included here is *Language Learning and Technology*. The remaining articles appeared in 12 other periodicals (one each), with seven published uniquely online but from Australia, Korea, New Zealand, and Singapore (one each) or the U.S. (three, including one in Puerto Rico). As mentioned, all 52 studies were published in English, and although English as a foreign (or second) language was most represented, just four (*English Teaching*, *TESL-EJ*, *TESOL Journal*, and *TESOL Quarterly*) of the 23 periodicals were focused on ESL/EFL, and three of those are open access and online. All other articles appeared in journals with a broader L2/FL education focus.

As Table 1 in the Appendix shows, the studies outlined were conducted in 19 different countries, but eight locations were represented multiple times: the United States (23), Taiwan (eight), Turkey (four), Hungary and Spain (three each), and China, Hong Kong, and Japan (two each). Eleven countries were represented with only one study here. In seven cases, as with Berwick and Whalley's (2000) study abroad research, more than one country was involved (e.g., Canada and Japan).

The culture learning and teaching research introduced below focused on five specific main languages, but English (EFL/ESL) was easily the most common (in 34 studies), followed by Spanish (11), German (six), French (four), and Japanese (two). It should be noted that Byrd, Hlas, Watzke, and Valencia's (2011) large-scale study reported on teachers and teacher educators dealing with 13 different languages, but mainly for English, French, German, and Spanish as second or foreign languages.<sup>1</sup> Interestingly, other than the Byrd et al. (2011) research, all but two studies focused on culture in learning/teaching one particular language; Sercu's (2002) research on English, French, and German in Belgium, and Kormos and Csizér's (2007) study on English and German in Hungary were the exceptions, dealing with two or three languages. One study, Byrd's (2014) survey of L2 methods courses, did not specify the particular languages taught.<sup>2</sup>

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The educational levels involved in the research were also diverse. Most studies (35) were at the postsecondary level, with 34 related to L2/FL education at universities and in three cases also (or uniquely) a community college (in Australia, China, Chile, Colombia, England, Japan, Hungary, Hong Kong, Italy, Mexico, Spain, Taiwan, Turkey, the U.S., and Vietnam; and two studies involved graduate students). High schools (11) were represented next (in Canada, Belgium, Hong Kong, Hungary, Japan, Korea, Spain, Turkey, Russia, and the U.S.), followed by four studies in middle schools (in China, Hungary, and Taiwan) and one in a primary school (in Taiwan). One study (Shin, Eslami, & Chen, 2011) did not specify a particular context, but the resources examined are for adults. Since most researchers who publish in journals work in universities, it is not surprising that that is also the most frequent context for the studies chosen. It is helpful, though, that a few colleges and some other levels of schooling are also included.

I did not seek out particular research methods, so I was interested to find that 26 studies were primarily *qualitative* in nature, nine used mainly *quantitative* research methods, and 17 were mixed method studies drawing on both quantitative and qualitative data and research approaches. Given that many of the aspects of culture outlined by Adaskou, Britten, and Fahsi (1990) address issues that easily lend themselves to experiences, observations, and opinions, it is not surprising that half of the studies used primarily qualitative approaches, and that most (43, or 83%) collected at least some qualitative data on culture issues, even in large scale studies.

### *Common Themes Highlighted in the Research*

As may be noted from the far right column of Table 1, in the Appendix, the eight most common themes addressed by more than several studies (actual number in brackets) here were as follows.

*Teaching* (38) deals with pedagogy and instructional issues for content, and the use of resources in L2/FL education, and is the main focus of Stapleton's (2000) research on teachers' attitudes to culture in class. Similarly, Ghanem's (2015) research examined how being a native or non-native German teacher influenced various aspects of her participants' culture teaching. Understandably, 'teaching' is a broad theme, but deals mainly with the content and means teachers use to teach culture or to incorporate it into their L2/FL classes.

*Methods* (36) is used here to describe specific ways to learn, teach, or use particular materials or resources for learning or teaching culture in L2/FL education. Methods were a main focus, for example, of Wright's (2000) study comparing culture as factual information (through culture capsules) in his university German 'control' class, compared with culture as process and skills (through a portfolio) in the 'treatment' class in his research. King de Ramirez' (2015) study on her Culture in the Professions course also had methods as a key focus, as the creative use of workshops and community service learning were central to the course and to her research.

*Learning* (35) addresses topics related to the acquisition of concepts, attitudes, and knowledge, related to culture, by students and/or teachers. Robinson-Stuart

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and Nocon (1996), on ethnography in the FL classroom, is an example study in which learning is the main theme addressed. In a similar way, Chao's (2013) research used films and diaries to document EFL students' intercultural learning. Like other thematic categories, however, 'learning' is a broad one, including not only what is learned, but also how participants went about learning it, and the nature of and issues with such culture learning.

*Student Attitudes* (29) include various views of students (or teacher's thoughts on students' views) concerning numerous aspects of culture in L2/FL education. Student attitudes are a central theme of Ho's (1998) research using a questionnaire on middle school students' interest in culture studies and their motivation to learn English in EFL classes in Taiwan. Students' attitudes are also the main focus of Liu's (2010) study on the current situation of culture education at the postsecondary level in China.

*Assessment* (19) includes measures or tests that are used to track the learning of culture in L2/FL education, as well as their impact in the classroom or elsewhere. This is the major theme of Allen's (2004) culture portfolio research project examining stereotypes in an intermediate French course at a Midwestern university, as well as of Acheson, Nelson, and Luna's (2015) study of the impact of instruction in intercultural communication theories on high school Spanish learners' attitudes and motivation.

*Materials* (19) categorize textbooks, literature, films, and other instructional resources and forms of content for L2/FL education. This is the main focus of Lee's (2009) study, for example, which examines how 11 EFL conversation textbooks treat culture in South Korea. Similarly, Gómez Rodríguez's (2014) research emphasizes materials by considering how multicultural literature helped teach critical intercultural communicative competence.

*Teacher Attitudes* (16) refer to various perspectives of instructors on any issues regarding culture in L2/FL education. These attitudes are the main focus of Bayyurt's (2006) research in Turkey, where she interviewed non-native teachers on their perceptions of culture in EFL. Teacher attitudes are also a central part of He's (2013) study of U.S. teacher candidates' learning of cultural competence, as reported in their blogs, reports, and reflections on culture learning.

*Technology* (12) references the use of e-mail, video, concordances, weblogs, and forums, in helping address culture learning and teaching. It is crucial to Helm's (2009) study on electronic diaries as a way to track EFL university students' intercultural learning in Italy, and at the center of Chen and Yang's (2014) "technology-enhanced intercultural language instruction" at a middle school in Taiwan (p. 60), which included an E-pal project.

These eight themes were most prevalent in the 52 studies introduced here, and thus reflect some topics highlighted in the research examined. Four less frequent themes included *motivation* (four), for example in Ho (1998) and Byrd, Hlas, Watzke, and Valencia (2011); *study abroad* (three) with Jackson (2004) and Lee (2012); *teacher education* (two) for Byrd (2014) and Byrd, Hlas, Watzke, and Valencia (2011); and *native speaker/non-native speaker identity* (two) in Devrim

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and Bayyurt (2010) and Ghanem (2015). I have listed only the dominant themes evident from this survey in at least several studies of culture learning/teaching.

### *Theory Informed Research?*

As noted earlier, over the last 15 years, many books have appeared addressing both practical and methodological issues in culture learning and teaching, making clear that language and culture are intrinsically linked in L2/FL education, as with the three Ps and five Cs in the W-RSLL (NSFLEP, 2015). At the same time, a number of theoretical approaches in applied linguistics research and writings have also reflected that perspective. As a result, while reading and summarizing the articles, I was interested to see if any particular theory or theories informed the empirical research they described.

Table 1 records whether any particular theories were described as providing theoretical background and support for the individual studies in the articles evaluated here, but it also clearly reveals that in 34 cases (65%), no theory was specified as the basis for or foundation of the research. Next, in order of frequency, five studies (just under 10%) reported that they drew upon intercultural theory or intercultural or multicultural competence to support their research (as with, e.g., Atay, 2005; Helm, 2009; He, 2013), and four articles (just under 8%) stated that their studies were informed by constructivism (e.g., Allen, 2004; Sercu, Méndez García, & Prieto, 2005). Three articles (just under 6%) indicated that the research was carried out using sociocultural theory (Savignon & Sysoyev, 2002; Castro, Sercu, & Méndez García, 2004; Shin, Eslami, & Chen, 2011). Eight other research articles listed theories mentioned just once, including perspective transformation, critical pedagogy, experiential learning, and semiotic theory. In two cases the articles mentioned two theories that formed the foundation of the research: Su (2011) referred to constructivist and intercultural theory, while Gómez Rodríguez (2014) specified both relational teaching and critical intercultural communicative competence.

In all cases, the articles in Table 1 included literature reviews, which usually offered helpful frameworks or perspectives (early on often Byram, 1989, 1997; Kramsch, 1993, 1998) and noted related previous research, which very often mentioned relevant theory, even if the research article did not specify that it took a particular theoretical approach. Also, many studies (e.g., Wright, 2000; Bloom, 2008; Altstaedter & Jones, 2009; Byrd, 2014) throughout the 20-year period referred explicitly to the Standards in their background or in discussing their results. So the studies here were not completed in a vacuum. Rather, perhaps in order to address methodological issues or other topics deemed more important or practical to their readers, almost two thirds of the research studies here simply did not specify a particular theoretical basis.

### *From Culture to Intercultural*

An interesting observation in sifting through all 52 studies in Table 1 was that while the emphasis is still on 'culture' and 'cultural' issues in L2/FL education research (as in the title of the current article), there seems to have definitely

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been something of a shift over the years to more frequent use in article titles of ‘cross-cultural’ (Liaw & Johnson, 2001; Su, 2008) and especially ‘intercultural’ (Sercu, 2002; Kormos & Csizér, 2007; Furcsa, 2009; Lee, 2012; Truong & Tran, 2014), discussing essentially the same topics yet as ‘intercultural’ issues. One example of this shift is that up until 2010, only six (out of 36) articles used one of those newer options, while since 2011 another six (out of 16) have adopted the ‘intercultural’ focus in their titles. To me, this reality perhaps indicates something of a recognition of the complexity and interconnectedness of the various aspects of culture addressed in language teaching, as Adaskou, Britten, and Fahsi (1990), Muirhead (2009), and others have commented.

The observed shift may, however, simply reflect an earlier one from other important writings. For example, Byram’s (1989) book dealt with *Cultural Studies in Foreign Language Education*, yet his later work, such as (1997)’s *Teaching and Assessing Intercultural Communicative Competence*, was titled as addressing the ‘intercultural’, as is his most recent article (Porto & Byram, 2015). Yet there seems to be room and need for both terms and approaches as of this writing (e.g., Acheson, et al., 2015; Byram, 2012; Ghanem, 2015; King de Ramírez, 2015), and the language of the W-RSLL is definitely that of ‘culture.’

### *Quality Research*

From my perspective as a reader, there was understandably varied quality in the 52 studies introduced in Table 1. Using Perry’s (2011) framework for evaluating empirical research, 24 excellent studies (46% or just under half of those here) are marked with a checkmark (✓) in Table 1, primarily because they were very detailed in their description of research methods and data examples, and thus could easily be replicated by other researchers. However, some studies were not described in as much detail, and thus would be impossible for another researcher to replicate in a separate context. This is simply the reality of published articles in various academic forums, but I am pleased there is a good amount of quality qualitative and quantitative research in this area. While admittedly very subjective, I should state that not highlighting a study as ‘excellent’ in that way here does not mean it is weak. Rather, I simply want to bring especially noteworthy and quality studies to the reader’s attention through the ✓s in Table 1.

### *The Studies ‘At a Glance’*

Table 1 in the Appendix presents a chronological research synopsis, with, left to right: (1) the author(s), year, and publication in which the study appeared (see the 52 full citations in the References, marked \*); a checkmark (✓) indicates an especially quality study in my view, which could easily be replicated; followed by (2) the country or countries where the research was conducted, the language(s) involved/being taught, and (3) any particular theory reported to frame the research. Next is (4) a short annotation, which outlines the level, number, and type of participants, data, main research methods (whether the study is largely quantitative or qualitative, or a mix of these), plus a sentence or two on key results.

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Finally, (5) three to five key themes or topics from each study are listed roughly in order of importance to the study, from this reader's perspective.

### Discussion

The findings introduced above, and outlined in more depth in Table 1, reveal that much empirical research has begun to address culture in L2/FL education since my call for more studies in this area in Lessard-Clouston (1996). Although most of the research has taken place at universities, there is also some indication that L2/FL learning and teaching at middle and high schools has also started to receive some attention from teachers and educational researchers.

Since the studies reviewed here all appear in L2/FL education journals, it is perhaps expected that the dominant themes in these research articles address issues related to teaching, teaching methods, learning, student attitudes, materials, and assessment. Each of these is central to L2/FL education, and it is encouraging to see that culture is being considered in each of these areas. Teacher attitudes toward culture in L2/FL learning and teaching and technology were also important themes in a dozen or more studies. It is understandable that during this 20-year period understandings of teaching, learning, and teaching methods seem to have expanded. For example, culture is not only simply important in L2/FL education, but is perhaps even more central now than before, given the way that the Standards have been integrated into an increasing number of programs and L2/FL educational contexts.

It is also helpful that assessment issues and materials are increasingly being addressed in culture learning and teaching research, especially in North America where accountability issues are not uncommon and common standards are becoming the norm. Given that most of the studies focusing on technology were published in the latter part of this time frame, one might anticipate that even more research will be undertaken on using technology for culture teaching and learning, especially now that cell phone apps, online teaching, Skype™, Twitter™, and other technologies have become more popular in L2/FL education in various contexts, as reflected to some extent in later studies (e.g., Chen & Yang, 2014) here. It is also worth stating that technology is now more often central to educators' teaching and students' learning in L2/FL classes, where materials and methods frequently reflect the use of technology.

In discussing dominant themes, I noted that beyond the eight most frequent ones, four others were evident. The topic of culture and study abroad was reflected in other research I considered, such as Shiri (2015) and Watson and Wolfel (2015), but in the end, those large scale studies were not included for reasons noted earlier. Similarly, motivation was the focus of a large scale study by Mirzaei and Forouzandeh (2013) that I chose not to include. Also, native/non-native speaker issues are discussed in Atkinson and Sohn's (2013) reflective case study, which I excluded because it deals with the two authors' lives but does not address the L2/FL classroom.

I noted earlier the fact that most studies did not explicitly draw upon or relate their findings to a particular theory. Given that L2/FL authors such as Byram,

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Kramsch, and others have discussed theory and practice for integrating language and culture in the classroom, it is disappointing that so many researchers have not made explicit connections from their studies to broader theoretical topics. As noted above, though, “no specific theory” here does not mean authors are unaware of such possibilities. In Lessard-Clouston (1996), for example, I framed the study in relation to Stern’s (1992) multidimensional curriculum and Byram’s (1989) cultural studies framework, and then connected my participants’ views to them; but that work was not grounded in a particular theory, *per se*. Hall (2012) works within a sociocultural perspective on language and culture, and beyond teaching issues offers introductions to, and examples of, various theoretical approaches to relevant culture learning and teaching research methods, including conversation and discourse analysis, systemic functional linguistics, and linguistic ethnography. Perhaps more authors could work with teacher-researchers to help them both frame and ground their research in relevant theory, as well as to analyze their results in relation to it.

In a survey toward a synthesis like this, space prohibits me from discussing each study in detail, so readers should definitely review Table 1 in the Appendix, with its annotation for each of the 52 studies. I would, however, like to highlight four articles that exemplify a number of the common and dominant themes outlined earlier.

Herron, Corrie, Dubreil, and Cole’s (2002) quantitative study, for example, offers great descriptions of the teaching, learning, methods (including advanced organizers), materials (textbooks, video), and assessments used in their research with university-level intermediate French students. In terms of their results, making cultural inferences appeared to help provide significantly higher scores over time when learners mentioned cultural practices.

Similarly, Tsou’s (2005) article exemplifies how to carry out and write up culture learning and teaching research with both quantitative and qualitative data. In this study of grade five EFL students in Taiwan, themes included teaching, learning, student attitudes, methods, and assessment. Using tests, questionnaires, and interviews, and results with significant increases in proficiency scores, Tsou (2005) was able to conclude from this mixed methods study that “culture instruction is beneficial to foreign language learning” (p. 51).

Altstaedter and Jones’ (2009) mixed methods research addressed elementary Spanish university students’ learning and attitudes, using a series of WebQuest tasks related to Argentina, as well as several questionnaires, and a reflective essay. They concluded that this task approach was “a viable means to foster the adoption of a process-oriented constructivist approach to teaching cultures in a university foreign language course” (p. 652), and their article included appendices outlining the WebQuest task introduction, steps, evaluation, and resources. Perhaps this type of study is a reflection of more to come using such teaching methods and technology.

Hammer and Swaffar’s (2012) quantitative study combines assessment of student learning with particular methods and materials, using German television program episodes to develop strategic competences for negotiating

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cultural differences. Useful to researchers for its rubric-based competency model assessment and quantitative analyses, this study will appeal to teachers because of the descriptive instructions for both teachers and students and the helpful pre- and post-viewing activities. Also of special interest to teachers are the participating instructors' four lessons plans (pp. 222-230).

### **Limitations of this Survey**

To conclude this brief discussion, I recognize that there are obvious limitations to this survey and synthesis of published research articles on culture learning and teaching. First, all of the studies included were published in English, and it is very likely that there is other empirical research that I missed, published in journals printed in other languages, such as Chinese, French, German, Japanese, and other world languages. For example, I know from the Valencia (2014) survey that some of the empirical work mentioned was written in Spanish. Second, as noted earlier, by limiting this synthesis to journal articles, we simply do not have the breadth here that research published in longer books or even edited book chapters often allows. Third, this survey is admittedly a very personal view of the research discussed, both in terms of what I have found and been able to report on briefly here. I have specifically chosen articles that are data-based and that in many cases might be able to be replicated in other contexts. This article therefore does not claim to represent all related research from this 20-year period completely objectively; rather, it has aimed to provide a thoughtful introduction to a large number of relevant studies that might be of interest to L2/FL educators and researchers. Accordingly, hopefully these limitations will not diminish the usefulness of this research survey for busy L2/FL teachers and researchers.

### **Future Research Directions and Possibilities**

In this section I would like to turn to my second question, on what the above findings (and those outlined in the Appendix) may suggest for future research. Considering the studies discussed here, it is clear that a growing body of research on culture in L2/FL education is emerging, with a number of studies drawing and building on previous studies. Su's (2008) research with English in Taiwan draws upon and builds on earlier work by Bateman (2004) and Robinson-Stuart and Nocon (1996), both with Spanish in the U.S. For example, Su (2011), also with EFL, reported on a group culture portfolio project that was modeled after Allen's (2004) study involving French university students in the U.S. In a similar way, Chen and Yang (2014) used Liaw (2006) and Su (2008) in designing and discussing their technology-focused use of intercultural projects with middle school EFL students in Taiwan. These connections confirm that culture-related pedagogical practices, methods, and research completed in different contexts with separate languages can inform teaching and research into related topics and practices in very different milieux.

Yet given the prominence and importance of culture in L2/FL learning and teaching, even more research expanding upon and perhaps replicating some of these 52 articles would be useful, dealing with a range of contexts, languages, and

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teaching levels. There is still a need for much more research, particularly with languages other than English (although ESL remains underrepresented, compared with EFL). Given its growing importance in contexts like the United States, I anticipate more studies on culture related to Spanish language education, and I believe many educators would value L2/FL research on African, Asian, Middle Eastern, and South American languages and cultures. Initial work here (e.g., Berwick & Whalley, 2000; Jackson 2004) indicates that more could be learned about study abroad and culture learning, especially to and from North America. Assessing culture learning also requires more attention, in additional settings (Scarino, 2009). To build on Devrim and Bayyurt (2010) and Ghanem (2015), it would be good to learn about views and roles of both native and non-native L2/FL teachers and culture learning and teaching for additional languages and cultures. Having completed the present survey of empirical research, several different topics I would hope to see addressed in future research on L2/FL culture learning and teaching include:

- more critical perspectives, following Muirhead (2009), especially given the ethical (Phipps, 2013) and identity (Wolf, 2012) issues inherent in L2/FL culture learning and teaching. A good recent summary on “critical cultural awareness” is found in Nugent and Catalano (2015).
- analyses and descriptions of more connections between pedagogical theory and teaching and learning practice, both in face to face L2/FL classes and those now offered online (Dervin, 2014). This could be helpful to connect with Muirhead’s (2009) critical approach and four ‘Ps.’ In particular it seems conspicuous that there is apparently little empirical research published in journals that examines the standards and their use for culture learning and teaching. This would be one area in which teachers and researchers could perhaps work together for common benefit.
- greater description of research on pedagogical practices that seem both to incorporate and encourage students’ L2/FL culture learning and reflect good culture teaching. One recent example of pedagogy in this area with Spanish is found in Koike and Lacorte (2014).
- helpful ways to incorporate new technologies (e.g., Skype™, apps, and handheld devices) in culture teaching/learning, to go beyond Helm (2009) and Chen and Yang (2014). Ideally research might not only consider such technologies, but also how to incorporate media and perhaps even assessment with the available technologies.

In order to address and counter some teachers’ ambivalence in integrating culture with their L2/FL teaching (Luk, 2012), hopefully more research will build on the studies introduced here and writings noted in this section. In doing so, perhaps future research on teachers’ culture knowledge (Byrd, Hlas, Watzke, & Valencia, 2011) can both inform teacher education and potentially even incorporate new research methods, as He (2013) did with appreciative inquiry.

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### Conclusion

The 52 studies outlined in this article add to our knowledge base, provide empirical support for the value of culture learning and teaching, and offer promising examples and models for pedagogy, as well as further research methods and questions to consider.

The 52 studies outlined in this article add to our knowledge base, provide empirical support for the value of culture learning and teaching, and offer promising examples and models for pedagogy, as well as further research methods and questions to consider. This survey shows that we have definitely moved from largely asking about teacher and student views (Lessard-Clouston, 1996; Ryan, 1998) to starting to describe what is actually happening in L2/FL classrooms (Menard-Warwick, 2009; Truong & Tran, 2014). Yet there is always room for greater understanding of student and teacher perspectives and practices in L2/FL culture learning and teaching, particularly as we consider its diverse groups of teachers (Ghanem, 2015).

For practicing L2/FL educators in particular, it could be argued that classroom-based research on innovative culture learning and teaching, like that of Gómez Rodríguez (2014) and King de Ramírez (2015), could have potentially immediate and influential results in L2/FL classes. It must be recognized, however, that many thoughtful teacher-researchers are nonetheless limited in their teaching and research by curricula, their institution or district's choice of textbooks, materials, and assessments, or various other forces beyond their control. Even so, I hope many teachers and researchers will continue to add to our research knowledge in this important area, perhaps by replicating some of the studies here under separate conditions or by addressing some of the potential directions and topics suggested for future research.

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### Notes

1. Byrd, Hlas, Watzke, and Valencia (2011) also list Arabic, Chinese, Italian, Japanese, Latin, Portuguese, Russian, and two separate "other" languages which are not specified (p. 13).
2. Yet Byrd (2014) does mention a video example of a German teacher (p. 82) and readings from various courses that addressed teaching Chinese, English, French, German, and Spanish (p. 83).

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[Note: \* indicates a study included in Table 1's synopsis and analysis, n=52]

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## Appendix A

**Table 1.** A synopsis of empirical research articles on L2/FL Culture Learning and Teaching, 1996-2015

## Twenty Years of Culture Learning and Teaching Research

Author(s)/Year	Location/Language/ Theory	Annotation: Level/Participants/Research Methods & Type/Key Results	Theme(s)
Lessard-Clouston (1996)✓ <i>Language, Culture and Curriculum</i>	China English (EFL)  No theory specified	16 Chinese EFL middle school teachers were interviewed near the end of a six-week summer intensive (in EFL and teaching methodology) about culture learning in the program and their teaching (qualitative/quantitative). Results indicated participants' support for culture in their EFL learning but also suggested a need to understand how to incorporate it into their own EFL teaching. Sociological culture learning was most frequented noted, and participants offered various suggestions for culture teaching in China.	-Teacher & Student Attitudes -Learning Teaching Materials
Robinson-Stuart & Nocon (1996)✓ <i>Modern Language Journal</i>	U.S.A. Spanish  Culture as process	26 third-semester Spanish students at San Diego State University were trained in ethnographic interviewing techniques and completed pre-/post-surveys about their experiences (qualitative/quantitative). Results showed that the experience enhanced students' attitudes toward Spanish and culture learning, as well as increased their listening abilities. A replication with 39 students the following year provided further evidence of positive effects.	-Learning -Student Attitudes -Methods -Assessment
Ho (1998)  <i>Language, Culture and Curriculum</i>	Taiwan English (EFL)  No theory specified	480 first- and second-year junior high school students in Taipei completed a written questionnaire with a Likert scale about their interest in English language culture and their orientation, attitude, and motivation for learning English (quantitative). Results indicate strong positive interest (well over 60%) in Culture Studies, and that students' instrumental motivation for learning EFL may be enhanced through Culture Studies in their English classes.	-Student Attitudes -Methods -Teaching -Motivation
Ryan (1998)  <i>Language, Culture and Curriculum</i>	Mexico English (EFL)  No theory specified	One native-speaker (NS, American) and one non-native English-speaking (NNS, Mexican) EFL teacher at a university were interviewed and observed in their classrooms to show how their beliefs about culture were reflected in their teaching (qualitative). The NS teacher had a pattern of expanding students' cultural knowledge, while the NNS teacher seemed to limit what she shared about culture. Findings suggest teachers are in a process of culture learning along with students and should explore this process to develop intercultural skills.	-Teacher Attitudes -Teaching -Methods -Learning

Author(s)/Year	Location/Language/ Theory	Annotation: Level/Participants/Research Methods & Type/Key Results	Theme(s)
Berwick & Whalley (2000)✓ <i>International Journal of Intercultural Relations</i>	Canada/Japan Japanese Perspective transformation	21 Canadian high school Japanese language students spent three months in Japan, during which they kept split-page culture learning journals to reflect on key experiences twice—at the time and then later (qualitative). Results revealed such journals helped (1) learners reflect deeply, (2) locate key cultural domains to analyze, and (3) encouraged the culture learning process.	- Learning - Methods - Assessment - Study - Abroad
Stapleton (2000) <i>Language, Culture and Curriculum</i>	Japan English (EFL) No theory specified	28 foreign EFL teachers at universities in Sapporo completed a questionnaire (and brief follow up interviews) on their views of culture in the EFL classroom (qualitative/quantitative). While culture is important, they reported including it randomly in classes, teaching culturally oriented features of English, adjusting their teaching style to Japanese culture, and showing ambivalence about the cultural content of their various EFL textbooks.	- Teaching - Teacher - Attitudes - Materials - Methods
Wright (2000) ✓ <i>Foreign Language Annals</i>	U.S.A. German Constructivism	Two beginning University of Arizona German classes were compared using the same materials but different approaches to culture – one as information (control), the other as process (treatment) (quantitative). The process group experienced significantly positive results on the Cross-Cultural Adaptability Inventory score and two subscales assessing cultural sensibilities; in contrast, the information group showed a decrease in receptivity.	- Teaching - Learning - Methods - Assessment
Liaw & Johnson (2001) <i>System</i>	Taiwan U.S.A. English (EFL) No theory specified	For three semesters, EFL freshman students at Tunghai University in Taiwan were paired up as cross-cultural partners with pre-service ESL teacher trainees in classes at Texas A&M and Northern Arizona universities, and the University of Houston in the U.S. Data collected involved emails exchanged and written reports by participants (qualitative). Themes and communication barriers were studied, and participants learned about one another's cultures and subtleties in communication across cultures.	- Learning - Technology - Methods - Teaching

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Author(s)/Year	Location/Language/ Theory	Annotation: Level/Participants/Research Methods & Type/Key Results	Theme(s)
Herron, Corrie, Dubreil, & Cole (2002)✓ <i>Modern Language Journal</i>	U.S.A. French  No theory specified	51 intermediate-level (third semester) French students in four classes at a private university watched eight short videos to supplement their textbook lessons (quantitative). Two classes used advanced organizers (AO) before watching the videos. Pre-/post-tests revealed significant long-term gains in cultural knowledge (e.g., practices, products, information, and inferences), but AO did not appear to assist with recall of cultural information.	-Teaching -Learning -Methods -Assessment
Savignon & Sysoyev (2002) <i>Modern Language Journal</i>	Russia English (EFL)  Sociocultural theory (dialogue of cultures)	For nine weeks, 30 grade 11 EFL students in Tambov, Russia were taught eight sociocultural strategies for establishing/maintaining intercultural contact and creating portraits of the target context for and participants in intercultural communication. A questionnaire was used (quantitative), with results tallied and submitted to a nonparametric analysis to determine the most difficult strategies. Problem solving assignments and sociocultural portraits were determined to be successful in various ways.	Teaching Learning Methods Assessment
Scott & Huntington (2002) <i>Foreign Language Annals</i>	U.S.A French  No theory specified	50 students in four first-semester introductory French classes at Vanderbilt University learned about Côte d'Ivoire (CI) via a fact sheet or a poem, and completed pre- and post-questionnaires on their attitudes towards culture, France, and CI (qualitative). Literary texts were more effective for avoiding stereotypes and developing cultural awareness and competence.	-Teaching -Learning -Student Attitudes -Materials
Sercu (2002) <i>Language and Education</i>	Belgium(Flanders) English (EFL)/French/ German No theory specified	150 secondary English (78), French (45), and German (27) teachers completed a web-based questionnaire ranking their language and culture teaching views and practices (quantitative). Results showed that teachers of all three languages mainly taught culture similarly - as information, not skills and attitudes, and devoted just a small proportion of their classes to culture teaching. The author stated these findings indicated optimism.	-Teaching -Teacher Attitudes -Methods

Author(s)/Year	Location/Language/Theory	Annotation: Level/Participants/Research Methods & Type/Key Results	Theme(s)
Diaz-Greenberg & Nevin (2003)  <i>Language and Intercultural Communication</i>	U.S.A. Spanish  Critical pedagogy	Three final-semester graduate students in a teacher training program were interviewed about the concept and their views of culture in their textbooks during their student teaching (qualitative). Three themes resulted: interviewees distinguished an information-based and integrated culture teaching orientation, textbooks largely dictated the activities that these teachers use, yet they saw these materials as a basis for critical analysis, theme-based instruction, and other enriching culture teaching.	-Teaching -Teacher Attitudes -Materials -Methods
Allen (2004) ✓  <i>Foreign Language Annals</i>	U.S.A. French  Constructivism	31 intermediate French students at a Midwestern university completed a semester long culture portfolio project examining FL stereotypes, which culminated in a poster presentation in English (qualitative). Results indicated critical thinking and learning about one's own and the FL culture.	-Assessment -Learning -Methods -Teaching
Bateman (2004) ✓  <i>Foreign Language Annals</i>	U.S.A. Spanish  No theory specified	61 students in three sections of second-semester Spanish at the University of Minnesota worked in pairs to conduct 3 ethnographic interviews. Through questionnaires, journal entries, and interviews with 6 students (qualitative), results revealed teachers' enhanced attitudes towards Spanish speakers and Hispanic cultures, greater competencies in communicating across cultures, and awareness of culture's influence.	-Learning -Student Attitudes -Teaching -Methods
Castro, Sercu, & Méndez García (2004)  <i>Intercultural Education</i>	Spain English (EFL)  Sociocultural theory	35 Spanish secondary English teachers used an electronic questionnaire to rank their interests in teaching culture and intercultural competence in their classes (quantitative). Results indicated their primary goal was to develop students' linguistic competence, culture teaching was largely knowledge-oriented, and although they were willing to teach intercultural competence most devoted little time (less than 20%) to it.	-Teaching -Teacher Attitudes -Learning

## Twenty Years of Culture Learning and Teaching Research

Author(s)/Year	Location/Language/Theory	Annotation: Level/Participants/Research Methods & Type/Key Results	Theme(s)
Jackson (2004) ✓	Hong Kong/ England English (EFL) No theory specified	15 Chinese University of Hong Kong EFL students spent five weeks in Oxford, England studying English, and reflected on their experiences across cultures in a diary, as well as interviews (qualitative). Many positive results included enhanced communication across cultures, shifts in attitudes/ appreciating differences, and interest in English/travel.	- Learning - Student Attitudes - Study Abroad
<i>RELC Journal</i> Atay (2005) ✓	Turkey English (EFL)	65 university seniors who were prospective EFL teachers in Istanbul completed a questionnaire on practical issues of teaching language and culture. 12 of them were later observed teaching and then completed interviews (qualitative/ quantitative). Results indicated a mismatch between culture teaching goals and the actual teaching, as reflected in curricular challenges.	- Teaching - Teacher Attitudes - Methods - Materials
<i>Language and Intercultural Communication</i> Genc & Bada (2005)	Intercultural theory Turkey English (EFL) No theory specified	38 juniors studying English language teaching took a one semester culture course and then completed a questionnaire of their assessment of it (qualitative/quantitative). All responded that the course helped improve their English skills, especially speaking, and most indicated it raised their awareness, contributing positive attitudes toward Britain and the U.S.	- Learning - Student Attitudes - Teaching
<i>The Reading Matrix</i> Johnson (2005)	U.S.A. English (ESL) No theory specified	An ESL school for adults on the campus of a Midwestern research university was the site of a qualitative ethnographic study of culture teaching, drawing on 15 class observations and interviews with 10 teachers and students from three focus groups (Korean, Chinese, and Latin American). Teachers and students saw culture teaching as an unavoidable necessity, yet teachers did not seem to have a clear focus for it, and younger (<30) teachers were more hesitant to teach culture than older (>50) ones. Cultural discussion in class was viewed as providing opportunities for language use.	- Teacher & Student Attitudes - Teaching - Methods
<i>TESL-EJ</i>			

Author(s)/Year	Location/Language/ Theory	Annotation: Level/Participants/Research Methods & Type/Key Results	Theme(s)
Lobo (2005)  <i>Flinders University Languages Group Online Review</i>	Australia Spanish  No theory specified	63 Spanish students and three teachers in four classes at an Australian university participated in a semester-long study using questionnaires, class observations, and interviews to examine participants' views of Hispanic culture and culture learning (qualitative). Students in particular described culture(s) very broadly but in specific ways, and the teacher at the lower level noted little emphasis on culture in class, while the two at the higher levels did include it (one quite a bit). The most influential cultural input was reported to be outside of the classroom, yet in the class story-telling was observed to "develop and build cultural awareness" (p. 45).	-Student & Teacher Attitudes -Learning -Teaching
Sercu, Méndez García, & Prieto (2005)  <i>Language and Education</i>	Spain English (EFL)  Constructivism	35 Spanish secondary English teachers responded to a web-based questionnaire to rank their students' interests in culture and their own culture teaching approaches (qualitative). Results indicated teachers said their students' views of the U.S. were generally more positive than the U.K., both the countries, cultures, and peoples. Topics addressed in teaching are largely daily life and youth culture, mainly based on the teachers' experiences. Teachers' reported practices are thus not constructivist.	-Teacher & Student Attitudes -Learning -Teaching -Methods
Tsou (2005)✓  <i>RELC Journal</i>	Taiwan English (EFL)  No theory specified	The same teacher in southern Taiwan taught 109 grade five EFL students. Two control classes received the usual instruction and two experimental ones had a culture teacher work in their regular class, in task-oriented and anthropology-process teaching. Pre-/post-English tests and culture knowledge questionnaires were analyzed with t-tests and ANCOVA (quantitative) and pre-/post-semester interviews were conducted (qualitative). Though both groups significantly increased their proficiency, the experimental group did so more than the control, and all experimental students also expressed positive feelings.	-Teaching -Learning -Student Attitudes -Methods -Assessment

## Twenty Years of Culture Learning and Teaching Research

Author(s)/Year	Location/Language/ Theory	Annotation: Level/Participants/Research Methods & Type/Key Results	Theme(s)
Zapata (2005) <i>Language Awareness</i>	U.S.A. Spanish No theory specified	17 third-semester Spanish students at a Midwestern state university were taught a short story through Focus-on-Cultural Understanding tasks, and pre-/post-instruction questionnaires revealed that this experience both enhanced their target culture understanding and promoted reflection on their home culture (quantitative/qualitative).	-Teaching -Methods -Materials -Student Attitudes
Bayyurt (2006)✓ <i>Teacher Development</i>	Turkey English (EFL) No theory specified	12 non-native English-speaking teachers (NNESTs, 10 female/two male) from Anatolia were interviewed (qualitative) about their perceptions of culture in ELT and their role as NNESTs. Findings, often supported through interview quotations, are reflected in participants' view of ELT and NNESTs' ideas that there is a connection between language and culture, and NNESTs have advantages to help support their students' language and culture learning.	-Teacher & Student Attitudes -Teaching -Methods
Liaw (2006)✓ <i>Language Learning and Technology</i>	Taiwan/ U.S.A. English (EFL) No theory specified	16 EFL students at a private university in Taiwan were paired with two peers each at Sam Houston University in Texas for intercultural communication (ICC) through e-mail reading and writing that incorporated other technologies (e.g., an online dictionary and a concordance program). Data included frequency of use information for the technology (quantitative) and end-of-project interviews (qualitative). Four ICC areas improved: interest in other cultures, students' ability to change perspectives, knowledge of one's own and the other culture for ICC, and knowledge of the ICC process.	-Learning -Technology -Student Attitudes -Methods
Kormos & Csizér (2007) <i>System</i>	Hungary English (EFL)/ German No theory specified	40 eighth-grade Hungarian EFL (21) and German (19) students in 20 schools were interviewed in Hungarian about language learning and their attitudes toward L2s and related communities (qualitative). Results showed contact with the L2 and its speakers took place in Hungary or abroad and positively influenced their views (e.g., more motivation and less anxiety).	-Learning -Student Attitudes -Motivation

Author(s)/Year	Location/Language/Theory	Annotation: Level/Participants/Research Methods & Type/Key Results	Theme(s)
Bloom (2008)	U.S.A. Spanish Experiential learning	A professor and 16 of her first-semester introductory Spanish students completed “a semester-long evaluative case study” (p. 106) in a course where service-learning was incorporated into the second half of the class (qualitative). Results, drawn primarily from written reflections (in English) by students about their experiences, indicate that they made progress in intercultural competence, especially in relation to awareness of linguistic practices and sensitivity. Organizational and curricular difficulties are noted for the service-learning, too.	-Student Attitudes -Learning -Methods -Teaching
Su (2008)✓ <i>Language, Culture and Curriculum</i>	Taiwan English (EFL)	29 international business undergraduates at a private university took a second year EFL listening course and carried out ethnographic interviews with native English speakers in English. They also completed oral and written reports, a questionnaire, and pre-/post-interviews with the researcher (qualitative). 90% of the students found the experience valuable, and extensive quotations indicate many and various types of culture learning took place. Difficulties related mostly to a lack of English proficiency.	-Student Attitudes -Learning -Methods -Teaching
Altaetædter & Jones (2009)✓ <i>Foreign Language Annals</i>	U.S.A. Spanish No theory specified	14 elementary level Spanish students at a mid-Atlantic university in the U.S. used WebQuest to learn Spanish and its cultures, and wrote a reflective essay. Data were analyzed (quantitative/qualitative), and results indicated that inquiry-based teaching is a viable means of incorporating culture in university classes and to increase student motivation and ability perception.	-Learning -Technology -Student Attitudes -Methods
Furcsa (2009) <i>Language and Intercultural Communication</i>	Hungary/U.S.A. English (EFL) No theory specified	13 Hungarian EFL teacher training students were paired with American undergraduates and spent eight to nine weeks exchanging e-mails, which were analyzed for themes (qualitative). Key findings include language skill improvement, a need for more academic discussion, dealing with differing viewpoints, attitude changes towards language learning, and the enhancement of students' cultural awareness on both sides.	-Learning -Technology -Student Attitudes -Methods

## Twenty Years of Culture Learning and Teaching Research

Author(s)/Year	Location/Language/Theory	Annotation: Level/Participants/Research Methods & Type/Key Results	Theme(s)
Helm (2009) <i>Language and Intercultural Communication</i>	Italy English (EFL) Intercultural competence	A corpus of 25 Italian EFL university learners' electronic diaries (and one case study) was examined for evidence of intercultural learning over ten weeks (quantitative/qualitative). Keywords in context were noted for frequency and analyzed with a concordance program, and quotes within diaries were evaluated for learning gains and attitudes, indicating culture learning.	-Learning -Technology -Student Attitudes -Methods
Lee (2009)✓ <i>English Teaching: Practice and Critique</i>	Korea English (EFL) No theory specified	A content analysis of 11 high school EFL conversation textbooks used in Korea examined how they deal with culture (quantitative/qualitative). Two culture-general topics (respect for others and positive attitudes to culture learning) were evident. Culture-specific aspects focused mainly on 'big C culture' through dialogues, photos, short texts, and activities, while 'small c culture' was only minimally addressed, with few authentic materials.	-Materials -Methods -Teaching
Menard-Warwick (2009)✓ <i>Modern Language Journal</i>	U.S.A./Chile English (ESL & EFL) No theory specified	Three EFL classes at a northern Chilean university and three ESL community college classes in California were observed and audiotaped for eight hours each, the teachers interviewed, and all cultural themes coded (qualitative). Various approaches toward cultural change, adaptation, comparison, and values are described in both contexts, and representations were mainly of national cultures, based on personal experiences of teachers and students. While teaching culture was not a curricular goal, teachers enabled students to problematize cultural issues; yet, this did not automatically lead to dialogue.	-Teaching -Learning -Student & Teacher Attitudes
Devrim & Bayyurt (2010) <i>TESOL Journal</i>	Turkey English (EFL) No theory specified	385 high school students from three provinces in Turkey completed a questionnaire on reasons for studying English, the content of EFL lessons, and their teachers (quantitative/qualitative). Results indicate students want both local and target language culture to be included in lessons, and they appreciate both native and non-native English-speaking teachers. "Participants emphasize the necessity of 'target language culture'...in English language learning" (p. 17).	-Student Attitudes -Teaching -Materials -NS/NNS Identity

Author(s)/Year	Location/Language/ Theory	Annotation: Level/Participants/Research Methods & Type/Key Results	Theme(s)
Liu (2010)✓  <i>Glossa</i>	China English (EFL)  No theory specified	367 Chinese undergraduates from different disciplines completed a sociocultural test and a written questionnaire; four participating teachers were also interviewed (quantitative/qualitative). Relatively few (7.6%) students scored well on the sociocultural test (re verbal and non-verbal behavior), and 52% scored 33% or less, suggesting “the present state of both culture teaching and culture learning is far from satisfactory” in EFL in China, although most students are interested in English-speaking people and their customs (p. 230). Teachers have a generally positive attitude toward culture, yet do not report making much effort to develop students’ cultural knowledge.	-Student & Teacher Attitudes -Learning -Methods -Materials
Byrd, Hlas, Watzke, & Valencia (2011)✓  <i>Foreign Language Annals</i>	U.S.A. 13 languages (mainly Spanish, English (ESL), French, & German)  No theory specified	64 teacher educators (TEs) and 415 world language teachers who were ACTFL members completed an online survey concerning the role of culture products, practices, and perspectives in learning to teach an L2/FL, the motivators and resources for maintaining culture knowledge, and barriers to it (quantitative). Results indicated statistical differences in perceptions with TEs stressing products and practices, but teachers arguing perspectives required greater effort to maintain culture knowledge, which was not emphasized in their pre-service training. While the national standards were a motivator for TEs, personal experiences were more important to teachers. Both groups emphasized lack of funds and time as the main barriers to maintaining culture knowledge.	-Teaching -Teacher Attitudes -Teacher Education -Motivation -Assessment
Shin, Esлами, & Chen (2011)  <i>Language, Culture and Curriculum</i>	U.S.A./Taiwan English (ESL & EFL)  Sociocultural theory	Using sociocultural theory, English as an international language (EIL) demands textbooks that incorporate a diversity of contexts and examples. 25 commercial textbooks in seven series were examined to see whether the cultural perspective reflected EIL, and how comprehensively (quantitative/qualitative). Results indicate (1) inner circle cultural information dominates texts, though there is some attempt to localize and globalize them and (2) most cultural information is factual. “There is a need to provide opportunities for learners to discuss profound cultural issues such as beliefs and values at a deeper level” (p. 264).	-Materials -Methods -Teaching -Assessment

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Author(s)/Year	Location/Language/ Theory	Annotation: Level/Participants/Research Methods & Type/Key Results	Theme(s)
Su (2011)✓ <i>Language Teaching Research</i>	Taiwan English (EFL) Constructivist and interculturalist theory	38 international business undergraduates at a private university took a second-year, semester-long EFL course that required a group culture portfolio project modeled after Allen (2004). Questionnaires, reports, class observations, and interviews were used to document learning (qualitative). Results indicate students learned by developing more sophisticated target culture understanding, an awareness of their stereotypes, and changed perceptions of culture learning.	- Learning - Teaching - Assessment - Methods - Student Attitudes
Hammer & Swaffar (2012)✓ <i>Modern Language Journal</i>	U.S.A. German No theory specified	69 fourth-semester German university students in four classes watched a German TV program, Lindenstrasse. The instructors followed set pre- and post-viewing activities and students' response papers in their 4 <sup>th</sup> and 13 <sup>th</sup> weeks were analyzed using a rubric-based Model of Assessment of Cultural Competency (MACC) developed for this study (quantitative). Results suggested that overall most students expanded their cultural horizons, as reflected in their written perceptions of culture evident in their identification of cultural phenomena.	- Assessment - Learning - Student Attitudes - Methods - Technology
Lee (2012) <i>Foreign Language Annals</i>	Spain Spanish No theory specified	16 American undergraduate Spanish students participating in a study abroad program did three types of personal blog tasks during the semester, were interviewed, and completed ethnographic interviews, a questionnaire and a survey (quantitative/qualitative). Students' self-ratings and interview comments indicated blogs were effective for developing intercultural competence (ICC), as were ethnographic interviews with native speakers. The combination of web and face-to-face interaction developed both ICC "knowledge and skills" (p. 19).	- Learning - Teaching - Assessment - Technology - Study Abroad

Author(s)/Year	Location/Language/Theory	Annotation: Level/Participants/Research Methods & Type/Key Results	Theme(s)
Luk (2012) <i>Language, Culture and Curriculum</i>	Hong Kong English (EFL)  No theory specified	Interviews were conducted with 12 secondary teachers, eight local and four expatriate, and the transcripts were analyzed using latent thematic analysis to describe their views on integrating culture into their EFL teaching (qualitative). Findings indicated that despite “unanimously positive attitudes towards the integration of culture and language teaching,” there was “also real ambivalence about the means and ends of culture integration,” especially with pop culture (p. 262).	-Teaching -Methods -Assessment -Materials -Technology
Chao (2013)✓ <i>Language, Culture and Curriculum</i>	Taiwan English (EFL)  No theory specified	52 English majors (46 women, six men) participated in a diary study (qualitative), where they wrote their reflections on 9 films viewed throughout a semester of their second year of university. Evaluating Chinese language diaries about their intercultural communication course and their intercultural learning, the findings were positive in terms of “intercultural motivations, attitude, knowledge, and awareness” (p. 261). However, “few data...explicitly elucidate the intercultural growth of participants in English language ability” (p. 261).	-Learning -Student Attitudes -Technology -Materials -Assessment
He (2013)✓ <i>Teacher Development</i>	U.S.A. English (ESL)  Multicultural competence	In an appreciative inquiry, 21 graduate student English teacher candidates completed questionnaires and were interviewed concerning their reflections on cultural competence and their development of it (quantitative/qualitative). Pre- and post-questionnaire data revealed “teacher candidates’ cultural competence developed significantly” (p. 61), and their blogs, reports, and reflections were used to document their discovery of culture learning, dreams and visions for ESL teaching, designs for cross-cultural communication, and delivery of potential recommendations for other ESL teachers and teacher trainees.	-Teacher Attitudes -Learning -Teaching -Materials -Technology

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Author(s)/Year	Location/Language/ Theory	Annotation: Level/Participants/Research Methods & Type/Key Results	Theme(s)
Weninger & Kiss (2013)	Hungary English (EFL)	After introducing semiotic approaches to studying culture, emphasizing process rather than product, this qualitative study uses a semiotic approach to describe culture in two EFL textbooks used at the secondary level in Hungary, one with a communicative approach and the other a grammar-translation one. Findings indicate that “the primary purpose of images in EFL textbooks is to reinforce denotational meaning” (p. 705, original emphasis), and using such materials suggests “the meaning-making process in classrooms is directed” (or guided semiosis), and such emphases are insufficient “to foster intercultural citizenship and a critical understanding of self and other in a global world” (p. 712).	<ul style="list-style-type: none"> <li>-Materials</li> <li>-Methods</li> <li>-Learning</li> <li>-Teaching</li> </ul>
<i>TESOL Quarterly</i>	Semiotic theory		
Byrd (2014)	U.S.A. No L2/FL specified	10 syllabi for L2 methods courses at colleges and universities in seven U.S. states and Washington, D.C. were analyzed for “how teacher candidates are prepared to teach culture” (p. 79) (qualitative). Great variance existed in the amount of class time allotted to how to teach culture, with the mean being less than 14% (p. 80). There is also a “need to provide more direct assignments/assessments” and “move toward intercultural communication goals” (p. 86).	<ul style="list-style-type: none"> <li>-Learning</li> <li>-Teaching</li> <li>-Teacher Education</li> <li>-Methods</li> <li>-Assessment</li> </ul>
<i>Electronic Journal of Foreign Language Teaching</i>	No theory specified		
Chen & Yang (2014)	Taiwan English (EFL)	A year-long action research study (quantitative/qualitative) was conducted with 15 grade seven students in a pull-out bilingual EFL program, using “technology-enhanced intercultural language instruction” (p. 60). Three projects using weblogs, online forums, e-mail, and Skype connected Taiwanese English students with those in Dubai, Pakistan, and the U.S.	<ul style="list-style-type: none"> <li>-Technology</li> <li>-Teaching</li> <li>-Learning</li> <li>-Methods</li> <li>-Assessment</li> </ul>
<i>Language Learning and Technology</i>	No theory specified	The process of interaction, especially an E-pal project, helped participants develop “cultural awareness of both their home culture and the cultures of their interlocutors” (p. 68).	

Author(s)/Year	Location/Language/Theory	Annotation: Level/Participants/Research Methods & Type/Key Results	Theme(s)
Gómez Rodríguez (2014)	Colombia English (EFL) Relational teaching and critical intercultural communicative competence (ICC)	In a class of 23 advanced (seventh-semester) EFL university students, the professor instituted a pedagogical intervention using the cultural critique and self-reflection of relational teaching in discussing multicultural literature. Data included field notes, interviews, and student journals and response papers, analyzed for ICC knowledge, skills, and attitudes (qualitative). “Data revealed that learners reported in their comments the intercultural knowledge they acquired, the skills they developed (discovering, comparing, interpreting), and the attitudes they created when they read multicultural stories” (p. 149).	<ul style="list-style-type: none"> <li>-Materials</li> <li>-Teaching</li> <li>-Learning</li> <li>-Student Attitudes</li> <li>-Assessment</li> </ul>
<i>Colombian Applied Linguistics Journal</i>	Vietnam English (EFL)	The film Million Dollar Baby was used to teach 16 volunteer Vietnamese EFL college students in an innovative eight-week English and culture class, to help them understand American society and English use. The lessons were videotaped and analyzed along with students’ daily journal reflections (qualitative). Student intercultural learning was reported to be evident through the observed knowledge of cultural differences, cross-cultural comparisons, the break down of stereotypes, and embodied experience acting out the other culture (p. 221).	<ul style="list-style-type: none"> <li>-Technology</li> <li>-Materials</li> <li>-Learning</li> <li>-Methods</li> <li>-Assessment</li> </ul>
<i>Language and Intercultural Communication</i>	No theory specified		
Acheson, Nelson, & Luna (2015)✓	U.S.A. Spanish	In a repeated-measures ANOVA study (quantitative), a pre-/post-instruction revised Attitudes and Motivation Test Battery was given to 325 participants in 15 level II Spanish public secondary school classes. Also, despite the same textbook, the five experimental classes received focused instruction using special intercultural communication (ICC) lessons on cultural perspectives, practices, and products. “The implementation of the ICC curriculum had a statistically significant and positive impact on students’ attitudes and increased motivation” (p. 211). An intercultural approach appeared to encourage positive attitudes.	<ul style="list-style-type: none"> <li>-Assessment</li> <li>-Teaching</li> <li>-Student Attitudes</li> <li>-Motivation</li> <li>-Materials</li> </ul>
<i>Foreign Language Annals</i>	No theory specified		

## Twenty Years of Culture Learning and Teaching Research

Author(s)/Year	Location/Language/Theory	Annotation: Level/Participants/Research Methods & Type/Key Results	Theme(s)
Ghanem (2015)  <i>Language Teaching Research</i>	U.S.A. German  No theory specified	This case study (qualitative) used questionnaires, class observations, journal entries, a focus group, and follow-up interviews with eight German university instructors on their teaching of culture. Half were native speakers (NS) of German, the other half non-native speakers (NNS). Although all rated “culture either as most important or second most important of all ‘skills’ and topics” (pp. 177-178), in observations some discrepancies were noted in the amount of effort and time devoted to culture. NNS instructors seemed to lack confidence in their culture teaching, but NS did not always know about culture in teaching.	-Teaching -Teacher Attitudes -Methods -NS/NNS Identity
King de Ramirez (2015)✓  <i>Foreign Language Annals</i>	U.S.A. Spanish  Cultural intelligence (CQ)	In a Spanish ‘Culture for the Professions’ course 15 undergraduates did service learning projects to offer Spanish-language workshops to community organizations for native and heritage language Spanish speakers. Data included surveys, workshop participants’ evaluations, and students’ reflections on their experience, which were analyzed/categorized around themes (qualitative). “The workshops allowed students to develop and display CQ skills through analyzing cultural landscapes within an organization, choosing cultural values and systems that influenced an organization’s Hispanic clientele, and developing strategies that would help professionals better serve those clients” (p. 64).	-Methods -Teaching -Learning -Student Attitudes