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The Professional Development of Teachers for International Contexts: A Case Study of Concordia Language Villages' Study Abroad Programs

Michelle L. Thomas

THE PROFESSIONAL DEVELOPMENT OF TEACHERS FOR INTERNATIONAL
CONTEXTS: A CASE STUDY OF CONCORDIA LANGUAGE
VILLAGES' STUDY ABROAD PROGRAMS

by

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This dissertation, submitted by Michelle L. Thomas in partial fulfillment of the requirements for the Degree of Doctor of Philosophy from the University of North Dakota, has been read by the Faculty Advisory Committee under whom the work has been done and is hereby approved.

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This dissertation meets the standards for appearance, conforms to the style and format requirements of the Graduate School of the University of North Dakota, and is hereby approved.

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Dean of the Graduate School

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PERMISSION

Title: The Professional Development of Teachers for International Contexts:
              A Case Study of Concordia Language Villages' Study Abroad Programs

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Signature *Michelle Thomas*

Date 11/13/2008

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ABSTRACT

In the face of globalization, educational institutions the world over have developed institutional learning outcomes that seek to graduate students who are culturally competent. To accomplish this goal, colleges and schools must have a faculty who is prepared to facilitate student growth in this regard or provide the faculty with professional development opportunities to achieve that end.

Concordia Language Villages, an intensive language and culture education program sponsored by Concordia College in Moorhead, Minnesota, is intentional in its mission to prepare young people for responsible citizenship and has professional development opportunities available to personnel in their programs and educators; however, teachers in the Concordia Language Villages' abroad programs have additional professional development needs that heretofore have not been fully addressed. Therefore, the purpose of this study was to evaluate the professional development needs for teachers in the Study Abroad programs at Concordia Language Villages, which take place every summer in Argentina, Cameroon, China, France, Germany, Japan, and Spain.

The research questions were:

1. What professional development activities are currently taking place in Concordia Language Villages' Study Abroad programs?

2. What are the professional development needs of teachers in Concordia Language Villages' Study Abroad programs?

3. How should professional development opportunities be delivered to teachers

employed in Concordia Language Villages' Study Abroad programs?

A case study with mixed-methodology design was used to evaluate the

professional education needs of teachers for Concordia Language Villages' Study Abroad

programs, which was carried out online, through e-mail and survey tools, and in person at

the Concordia Language Villages in Bemidji, Minnesota, during the spring of 2008.

Document analysis of existing professional development materials, a survey of 55

members of Concordia Language Villages' leadership staff, and a focus group yielded the

identification of core competencies, skills, and abilities valued by the organization and

appropriate to the abroad setting. A model of intercultural competence served as the

conceptual framework to examine the competencies identified, which in addition to

intercultural competence included knowledge of the institution, its mission statement,

guiding principles of language teaching, and youth development, and application of that

knowledge to target cultures.

CHAPTER I

INTRODUCTION

Background and Need

Vivien Stewart, Vice-President of the Asia Society, wrote, "The future is here. It's multiethnic, multicultural, and multilingual. But are students ready for it?" (Stewart, 2007, p. 10). Her question poses a challenge to schools to produce global citizens, who are "knowledgeable about the world, . . . able to communicate in languages other than English, and . . . informed and active citizens" (p. 10). A better question to ask is: Are teachers ready for it? As Banks (2001) argued, "It is the teachers who must develop reflective cultural, national, and global identifications themselves if they are to help students become thoughtful, caring, and reflective citizens in a multicultural world society" (p. 5). Other educators maintain that if schools are to produce global citizens then teacher education programs should produce teachers who are global citizens (Kelly, 2004; Palma, 2006; Schneider, 2003). Kelly contends, however, that teachers are not prepared to teach students about other nations, regions, and people because professional development opportunities for teachers do not reflect the "realities of today's globalized world" (Kelly, 2004, p. 219). Furthermore, he attributes the lack of attention to these realities in the United States to state curriculum standards that do not "properly emphasize" such material (Kelly, 2004, p. 219) and do not require teachers to be proficient in their instruction.

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Current trends illustrate the increasing globalization of education. As McCormack (2007) has reported, despite an initial decrease in the number of international students coming to the United States following the terrorist attack on September 11, 2001, their numbers are increasing again. Almost 30,000 high school students from around the world came to the U.S. to study last year (Silver, 2008). A report from the National Center for Education Statistics (1996) indicates that "the number of children in the United States whose parents are immigrants is expected to grow from 5.1 million to 7.4 million between 1990 and 2000 and to 9.1 million in 2010" (para. 1). Not only are more students coming to the U.S., but universities are also exporting their programs and setting up outposts overseas (Lewin, 2008). Furthermore, the advent of distance learning and innovations like the outsourcing of tutoring services to India has increased the opportunity to interact with people from other countries (Lohr, 2007).

The popular press has also documented the critical influence of globalization on society at large. Thomas Friedman's 2005 book, *The World is Flat: A Brief History of the Twenty-first Century*, places globalization in an historical context and purports to "offer a framework for how to think about it and manage it" (p. 47). Friedman's discussion of current historic, social, and cultural milieu demonstrates how pervasive globalization is on all of humankind's activities, including education, and illustrates the critical need to prepare teachers for international and intercultural contexts. Friedman argued, "In the future, globalization is going to be increasingly driven by the individuals who understand the flat world" (p. 183). Friedman's observation is echoed by Stromquist (2002): "You and I, as both individuals and comparative educators, need to develop wider and deeper understandings of the meanings and processes of globalization" (p. 87). Thus, the onus is

upon educators to become proficient in the technologies and skills that allow them to participate in a global economy, and to teach others to do so as well.

Globalization is fueling fierce global competition. In education, this can be seen in the accountability movement and in exams that inform reports like the Trends in International Mathematics and Science Study (TIMSS)—the often-cited measure of national math and science prowess. First published in 1995, this report has quickly become the source of national anxieties regarding the quality of schools in a globalized world. Vergano's (2006) article, entitled "U.S. Could Fall Behind in Global 'Brain Race,'" perpetuates the fear that U.S. schools do not measure up to their international peers. The Cold War notion that "if-the-Soviets-beat-us-into-space,-then-our-schools-are-not-rigorous" enough persists despite the fact that the Cold War is presumably over.

Globalization has also created competition for teachers, both in the roles that they play in society and amongst the institutions that are responsible for education. Technology created an impetus for people who never taught previously to travel to other parts of the world to teach. A salient example of this trend may be seen in the *Geekcorps* (n.d.), whose mission is to "teach communities how to be digitally independent by expanding private enterprise with innovative, appropriate, and affordable information and communication technologies" (para. 1). Thus, teachers who have pursued the more traditional routes for teacher induction, through a teacher education program, now compete with what I term "accidental teachers," people who because of their desire to share technology and or knowledge globally become teachers by default.

Other organizations are more intentional in their response to the call for the development of global citizens and their teachers. Concordia Language Villages (n.d.),

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for example, is an intensive language and culture immersion program that purports "to prepare [young] people for responsible citizenship in our global community" (para. 1). A responsible world citizen is further defined by Concordia Language Villages as one who:

- understands and appreciates cultural diversity.
- communicates with confidence and cultural sensitivity in more than one language.
- responds creatively and critically to issues which transcend national boundaries.
- expresses empathy for neighbors in the global village.
- promotes a world view of peace, justice and sustainability for all. (para. 2)

Overview of Concordia Language Villages

Sponsored by Concordia College in Moorhead, Minnesota, Concordia Language Villages (CLV) is a multi-faceted language and culture education program serving youth, adults, and educators. More than 9,000 youth and 1,500 adults participate in a variety of programs offered by CLV every year. However, CLV is best known for its summer camp programs where youth ages 7-18 can study world languages at culturally authentic camps, called villages, located in Minnesota and in Georgia. Life in the villages simulates the target cultures where the language of the village is spoken, and the schedule involves the villagers—CLV's term for campers or students—in activities typical of a summer camp, including arts and crafts, outdoor and nature programs, music, and sports. Villagers may attend one or two week immersion programs; high school age students may enroll in four week credit programs at the CLV camps and earn a year of high school foreign language credit. CLV operates as an accredited school under the Commission on

International and Trans-regional Accreditation and the North Central Association Commission on Accreditation and School Improvement and as an accredited camp under the American Camp Association.

CLV also offers Study Abroad programs in Argentina, Cameroon, China, France, Germany, Japan, and Spain, which are considered a capstone language learning experience for villagers who can demonstrate proficiency levels consistent with two years of study of the target language. Most of the villagers in the abroad programs have attended the camps in the United States; although, enrollment is also open to students with no prior experience in the villages. With the exception of the program in Cameroon, which is a service learning abroad program, villagers may earn one year of high school credit during the summer Study Abroad program.

Staffing

Village personnel in CLV's domestic programs are comprised of camp counselors, teachers, camp nurses, and food service workers from the United States and abroad. At CLV, teachers are also considered camp counselors with the attendant responsibilities of supervising youth in a camp program. Teachers reside with students in cabins and interact with them in the target language of the village not only during language classes, but also throughout the day during meals and recreational activities.

Employees in the Study Abroad programs also include U.S. and international personnel, mostly credentialed teachers, though the programs in Japan and Cameroon have nurses on staff (refer to the definition of staff under Operational Definitions). Personnel in the abroad programs are also considered camp counselors, although the interactions that occur between teachers and students occur within the larger context of

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authentic situations in the target culture, and frequently with members of the target culture who are not teachers or camp counselors.

I also work with CLV and have done so for six years. I started as a credit teacher in *El Lago del Bosque*, the Spanish Language Village. Currently, I am the dean of CLV's Spain Study Abroad program and have served in this capacity since 2004. Every year and depending on enrollment, I hire three to four full-time teachers to work in the program with me.

Professional Development

CLV has a professional development program called Multi-Village Orientation that occurs twice in the summer, over the four days before the villages open for the season, and again in the middle of the summer for villages that operate in the second half of the summer. Staff are paid to attend the orientation, which, by design, models the schedule and the activities of the villages. Thus, the staff of each village is immersed in the culture of the organization as part of their professional development.

In contrast, CLV's Study Abroad programs have no specified professional development program for its teachers. Some Study Abroad personnel have worked at the villages in the U.S. and, in many instances, also attended the Multi-Village Orientation. However, once contracted to work in a Study Abroad program, teachers in the abroad programs usually do not have access to refresher workshops or advanced topics offered at the Multi-Village Orientation for CLV's more experienced staff. Furthermore, employment contracts in the Study Abroad programs begin and end on the same days as the program runs, and, therefore, professional development activities occur either

vis-à-vis pre-service international conference calls, in e-mail communication, or while the program is in operation.

Statement of the Problem

This case study research emerged from a need I have identified in my work as leader of the Concordia Language Villages' Spain Study Abroad program, that of hiring and preparing an international team of teachers to work in an intensive language immersion program in Spain. At the time of this writing, I am looking forward to my fifth year leading the program; yet, I still struggle with fundamental questions associated with preparing the team for the experience. Throughout my tenure, I have developed and carried out professional development activities for a team of four to five teachers to varying degrees of success. Most of these activities have been modeled after the Multi-Village Orientation program already in place for Concordia Language Villages' domestic programs or have drawn on the collective knowledge and experience of other deans and the staff. I have met with individual teachers to orient them to their role within the program and conducted pre-departure telephone conferences to prepare the team. I have developed a handbook to which teachers may refer while the program is in session. I carry a mini-library of resources on a flash-drive and distribute flash-drives with resources to the faculty. The faculty and I meet daily while the program is in session. Yet, gaps remain. My goal in furthering this research is to make recommendations for professional development activities that address the competencies required in the Study Abroad programs.

Some of the questions Study Abroad program leaders face include: How does organizational policy of a U.S. educational institution apply to a target culture? Can an

international team of teachers who comes from many places and as many different educational systems agree on how to place students into language learning groups? Teach students? Assess student learning? How do we communicate with parents and other institutions that might accept the credits about that learning? Where does responsibility for learning lie—with the teacher or the student? How does culture mediate that view? What types of cultural activities are appropriate to share with students? Should they stay out late to experience *la vida nocturna* in Spain? Why was it difficult for the French teacher to understand that she cannot invite high school students from the U.S. to a round of beers to celebrate the end of finals? How do you help a student who is experiencing acute culture shock adjust and still work with the students who have made that adjustment more quickly? What do you do when a teacher does not believe in that a student with a disability should be a part of the program? Who is responsible for disciplining a student—teachers or program leaders alone? When is it time to send a student home? How do you facilitate the development of global citizens, when members of the teaching team are still negotiating a shared understanding of what it means to be a teacher in an international context?

<div align="center">Purpose of the Study</div>

The primary problem being addressed is the lack of a uniform, research-based professional development program for teachers in the abroad programs. Of particular interest in this research was the planning of professional development activities for the Study Abroad programs, which take place in Argentina, Cameroon, China, France, Germany, Japan, and Spain. The research questions were:

1. What professional development activities are currently taking place in Concordia Language Villages' Study Abroad programs?

2. What are the professional development needs of teachers in Concordia Language Villages' Study Abroad programs?

3. How should professional development opportunities be delivered to teachers employed in Concordia Language Villages' Study Abroad programs?

Preliminary action research I conducted on the topic in the fall of 2007 revealed at least three cultures that define the teacher's role in such a program: the organizational culture of the employing institution, U.S. culture, and the target culture (illustrated in Figure 1). Here I use the term culture to refer culture of the workplace and the cultural identity associated with nationality. People may identify with additional cultural frameworks beyond the ones mentioned.

Organizational Culture

Culture of Origin   Target Culture
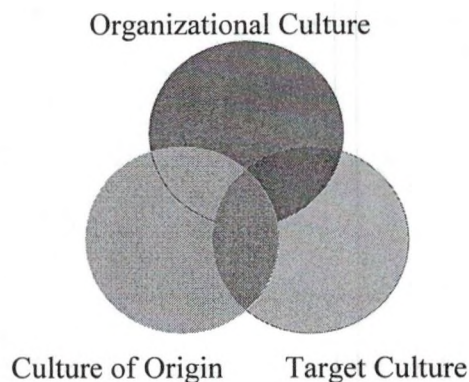
Figure 1. Cultures That Define the Role of Teachers in International Contexts.

As the employing institution, the organizational culture defines the role of the teacher, but knowledge of what it means to be a teacher in both one's culture of origin and in the target culture is not only desirable, but necessary in our programs. One task is to determine what constitutes a teachable moment in the target culture; another is to teach

students how to be in another culture. The teacher must shift smoothly from one culture to the next in the role of teacher. With some exceptions, where the three cultures intersect is where the competencies for teachers in abroad contexts will emerge.

Other preliminary findings from the action research revealed that teachers presently working in Study Abroad programs differed in their definitions of what it means to be a teacher. This finding situated the investigation in the field of human development because teaching is a socializing process that is bound by culture; members of different cultures view the task of facilitating the development of youth differently (Rogoff, 2003). Adult development, which is nested in the field of human development, surfaced as an important issue in these programs, as abroad leader peers and teachers alike identified maturity and experience to be important factors in their success. The implication is that teachers can be both too young and too old for the demands of teaching in Study Abroad programs. Clearly, teaching competencies in abroad contexts are not limited to definitions of what it means to be a teacher and one's age or maturity level. The preliminary findings led me to read what other researchers have discovered with respect to preparing teachers for international contexts.

The literature review served as the primary step of empirical research. I surveyed the field for relevant observational studies, examined the research questions asked and the conclusions reached. I was looking for examples of research that accounted not only for the teaching of culture in language education, but also for the teaching of global citizenship. Through the survey of the literature, I became familiar with the work of Michael Byram, a linguist, professor of education at the University of Durham, and Programme Adviser to the Council of Europe Language Policy Division. Dr. Byram and

his colleague, Genevieve Zarate, wrote a working paper for the Council of Europe on the concept of intercultural competence, the foundation for what later became the model of intercultural competence. Byram and Zarate's (1997) model (presented in Figure 2) takes a pragmatic approach to the teaching of culture and citizenship education in that it accounts for not only cultural knowledge, but abilities, skills, and attitudes consistent with having intercultural competence.

	Skills Interpret and relate *(savoir comprendre)*	
Knowledge Of self and other; Of interaction: individual and societal *(savoirs)*	**Education** Political education Critical cultural awareness *(savoir engager)*	**Attitudes** Relativizing self Valuing other *(savoir être)*
	Skills Discover and/or interact *(savoir apprendre/faire)*	

Note. Taken from figure found in Byram, 1997, p. 34.

Figure 2. Byram and Zarate's (1997) Model of Intercultural Communicative Competence.

The model resonated with me in my work because it accounted for Concordia Language Villages' explicit program goals of an integrated approach to language and culture education in addition to the mission to develop responsible citizens for our global community. Therefore, I selected Byram and Zarate's (1997) model of intercultural

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competence as the conceptual framework for my investigation. The model will be discussed in more detail in Chapter II.

Outcomes

The primary intended outcome for this research was to make recommendations regarding the professional development needs in CLV's Study Abroad programs. Another expected outcome of my research was to explain the professional development needs of teachers in Concordia Language Villages' Study Abroad programs using Byram and Zarate's (1997) model of intercultural competence. In the results, I returned to the literature review to discuss how the findings of my research relate to other published studies, especially those that analyze their findings in light of intercultural competence and global citizenship. Ideally, the findings will inform the literature on the professional development of teachers for other international contexts as well, a third outcome. I hoped to identify knowledge, skills, and abilities that teachers must have in an increasingly globalized world.

Delimitations

The parameters of my study concern the professional development needs of the Study Abroad programs of Concordia Language Villages. The data collected and analyzed pertain to Concordia Language Villages, an organization with a strategic agenda regarding the professional development of teachers of language and culture. The professional development needs of teachers working for this organization may be very different from the professional development needs of teachers working for other educational institutions. Also, some of the needs identified may only apply to the abroad

programs of CLV and thus not have any relevance for other programs within the institution.

Operational Definitions

CLVisa (Concordia Language Villages Visa): a portfolio issued to villagers so that they may document and reflect upon their learning of language and culture.

Comparative education: the scholarly comparison of national systems of education.

Concordia Language Villages or CLV: an intensive language and culture education program that operates both as a camp and as an accredited school for youth ages 7-18 who wish to study any 1 of 15 world languages.

Counselor: In the context of Concordia Language Villages, the word "counselor" refers to a camp counselor or someone who supervises young people at a summer camp. Teachers at CLV are also considered camp counselors.

Globalization: refers to the global economic infrastructure that has resulted in increasing global awareness and the development of a global community.

Global citizen: The concept of global citizenship itself is a divisive issue; its polemic nature is well-explained by Lagos (2002). Global citizens can be defined as a class of individuals who are not tied to their geography, people who are not subject to any particular government. They can be activists working toward human rights and sustainable development, but they can just as easily be individuals driven by consumerism to take advantage of unequal positions of the world population with respect to wealth or resources.

Intercultural competence: the cognitive and behavioral shift that occurs by gaining not only knowledge of the other, but also with respect to one's own identity and worldview. Intercultural competence also assumes communicative and emotional competence. The concept of intercultural competence, as articulated by Byram and Zarate (1997), is the primary model upon which this study is conducted and will be discussed more in depth in the literature review. The *Routledge Dictionary of Language Teaching* also gives an expanded explanation of intercultural competence.

Interculturality: "*the interaction, exchange and communication between cultures where the individual recognizes and accepts the reciprocity of the other's culture*" (International Network on Cultural Policy, n.d., para. 3).

Staff: used to refer to people who work with Concordia Language Villages and includes teachers, camp counselors, camp nurses, and so forth. It is also used to refer to groups of teachers. The word choice is reflective of the usage within the organization and is reflective of its status as a camp, rather than just an educational institution that employs a faculty. This usage will be seen in the qualitative comments made by the participants in the study. The reader should be mindful that, in this report, the word staff usually refers to a teaching team working with a specific program at Concordia Language Villages.

Teacher: The word teacher is used broadly in this study, to refer to people charged with teaching roles, volunteer or paid, credentialed or not, pre-service and in-service. In addition to the general term, in this study I also refer to:

1. Credit teacher—refers to a teacher hired by Concordia Language Villages to teach credit bearing classes in the target language of the village.

2. Foreign language (FL) teacher—refers to a teacher of language and culture.

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3. In-service teacher—a person who is employed as a teacher with an educational program.

4. Novice teacher—a credentialed teacher who is new to the profession, and thus inexperienced.

5. Pre-service teacher candidate—a person who is enrolled in a teacher education program and preparing to become a teacher.

Villagers: the term that Concordia Language Villages uses to refer to its campers and/or students.

List of Acronyms

AACTE—American Association of Colleges of Teacher Education

CLV—Concordia Language Villages

DMIS—Developmental Model of Intercultural Sensitivity

ELP—European Language Portfolio

FL—Foreign language

ICC—Intercultural communicative competence

L2—Target language

NCES—National Center for Education Statistics

NGO—Non-governmental Organization

Overview of the Study

In Chapter I, I described a current cultural problem—that of educating students to be global citizens even while many teachers are not, and made the point that any attempt to educate students to be global citizens should start with teachers. I introduced Concordia Language Villages as an example of an educational institution with a

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clearly-defined mission to prepare young people for responsible citizenship in our global community and described the professional development programs currently in place at CLV to that end. The need to address the unique professional development needs in CLV's Study Abroad programs was identified and provided this study with a purpose: to evaluate the professional development needs of teachers in CLV's Study Abroad programs. I established my intention to use Byram and Zarate's (1997) model of intercultural competence as the conceptual framework for analyzing the data.

In Chapter II, the reader will become familiar with literature in a number of fields pertaining to my research problem: (a) models of intercultural competence, (b) comparative education research studies that describe the roles of various players on teacher education and professional development for teachers around the world, (c) studies of teacher education and professional development activities for teachers that help them develop intercultural competence, and (d) studies of teacher education and professional development activities for teachers that develop their abilities as teachers of global citizenship.

The case study methodology used in the study is described in Chapter III. In this chapter, the emergent design of the study, which resulted in the modification of data gathering instruments as the study ensued, is detailed.

In Chapter IV, the findings of the study are presented; and, finally, in Chapter V, recommendations for how to address the professional development needs of teachers in CLV's Study Abroad programs are made. Additional comments elucidate lessons learned and larger implications for teacher preparation programs.

CHAPTER II

REVIEW OF LITERATURE

"It takes a river to raise a child"—David Benson

Benson's words evoke the title of Hillary Clinton's 1996 book and the now dated

phrase, *It Takes a Village to Raise a Child.* When Benson wrote these words in 1997, he

was referring concretely to an educational river trip he leads for youth, one that traces the

path of *voyageurs*, early explorers of what was a New World—at least from the European

perspective (Benson, 2007, p. 1). At the time Ms. Clinton introduced the phrase, it was

fresh and exotic, bringing the wisdom of an African folk saying into the realm of popular

culture.

Clinton's original words still echo in the field of education, but the phrase itself

has become largely passé. Its clichéd status is illustrative of the increasingly smaller

world in which we live, one in which knowledge from a distant corner of the earth

quickly spreads throughout the entire global village only to become commonplace. The

folk saying is also reflective of other global realities that impact education—increasing

technologies and the migration of people, particularly from north to south, forces that

bring people into contact with what is termed in the literature *the other* (Stromquist,

2002).

Benson's turn of phrase may be taken other ways. While it acknowledges the

wisdom of a collectivistic village philosophy, it recasts the words into a new image. In

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their original form, the words "it takes a village" are both static and bucolic, and largely unreflective of the rapidly changing world in which we now live. Conversely, the phrase, "it takes a river" suggests a dynamic force, a convergence, an energy that courses through the landscape, and is never the same from one point of time to another. This image captures the current reality in education; like any other, it is a field subject to the forces of globalization. Education can be likened to the navigation of an ever changing tributary, and the role of a teacher educator upon such a river is that of a guide.

But a river guide needs a reference, a guide book, a compass, and, in many cases, a traveling companion in the form of a navigator. This review of the literature purports to fulfill the latter role. It draws on comparative education research to examine the ways in which governments and other agencies have developed policies in response to the effects of globalization on education, including teacher education and professional development programs for teachers. As Bray and Thomas (1995) observed, comparative education research "enables researchers to look at the entire world as a natural laboratory for viewing the multiple ways in which societal factors, educational policies, and practices may vary and interact in otherwise unpredictable and unimaginative ways" (as cited in Arnove, 2002, p. 482). The literature review references international education research to identify competencies that teachers must develop to be successful in classrooms that are increasingly global, whether by intent or by circumstance.

Chapter II is divided into three sections. In the first section, two models of intercultural competence are described: Byram and Zarate's (1997) model of intercultural competence (ICC) and Bennett's (1986) Developmental Model of Intercultural Sensitivity (DMIS). I selected these models as the theoretical lens in which to view my

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research problem for two reasons: (a) the parallels I saw between my investigation and a study conducted by Sercu et al. (2005) that defined intercultural competence using Byram and Zarate's model, and (b) the model informs European education policy, including teacher education (Council of Europe, n.d.). I chose Bennett's DMIS model to explain intercultural competence in terms of an individual's development and growth.

In section two, examples of teacher education designed to meet the needs of an increasingly globalized world are described. The influence of major players in teacher education—higher education, government, and, in much of the world, non-governmental organizations (NGOs)—is also explained.

Studies of teacher education and professional development activities for teachers designed for international contexts are examined in the third section. Oft-repeated themes in all of these studies include the ability to effectively communicate, intercultural competence, global citizenship, collaboration, and attitudes toward the ubiquitous other. Many of the studies also mention obstacles that teachers experience actualizing the education or professional development that they have received; most of these barriers are raised by the sociopolitical context of nations or schools.

Section One: Theories of Intercultural Competence

Intercultural Communicative Competence

The development of Byram and Zarate's (1997) model of intercultural communicative competence (ICC), the primary conceptual framework for my study, is detailed in this section.

In the mid-1980s, Michael Byram, a professor of education at Durham University in the United Kingdom, was asked by the Council of Europe to advise them on how to

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assess cultural competence for language policy and planning within the European Union.

Byram agreed, but only on the condition that Genevieve Zarate, a French professor of

language education and scholar of the cultural aspects of language teaching, be invited to

collaborate with him in writing the white paper for the Council of Europe (Walat, 2003).

The resulting policy framework was called the *Common European Framework for

Languages*.

In the working paper, Byram and Zarate (1994) introduced the concept of

"intercultural speaker" and described the dimensions of intercultural competence. The

Council of Europe replaced the term with the phrase "sociocultural competence" and

made other changes to the model; many of those changes were not to Byram and Zarate's

liking (Walat, 2003). In response to those changes, Byram continued to refine the concept

of intercultural competence through his research and publications, mostly in collaboration

with other scholars. Most of the citations given here come from Byram's (1997)

publication on teaching and assessing intercultural competence. Later, his writings

focused primarily on teaching and assessing intercultural competence in the field of

language teaching; this emphasis on assessment contributed greatly to an assessment tool

with continental reach—the European Language Portfolio (Council of Europe, n.d.).

While the European Language Portfolio (ELP) is primarily an instrument for

documenting proficiency in various languages, it also requires that learners document

their growth in socio-cultural competence. Students at all levels of education—there is a

portfolio for both children and adult learners—must cultivate and document their

language learning, including socio-cultural competence, in the ELP. The ELP has three

parts: a Passport, a Language Biography, and Dossier. The Passport section lists formal

measures of language proficiency, but the learner records his or her own growth in the latter two, documenting experiences and collecting artifacts that chart his or her development, including those that promoted the acquisition of intercultural competence.

Doyé's Model (1993), a model of political education, influenced the development of the model of intercultural competence because of the parallels Byram and Zarate saw between political education and language education. As Byram (1997) explained, "Language education is political education" (p. 33).

Byram and Zarate's (1997) view of intercultural competence was also influenced by communicative language teaching, which was inspired by Dell Hymes' work in sociolinguistics. Hymes argued that first language acquisition not only concerned grammatical competence, but the ability to use language appropriately, which he dubbed socio-cultural competence. However, Byram and Zarate believed that communicative methods of language teaching failed to account fully for Hymes' theory of socio-cultural competence, and thus elaborated more extensively on the concept of socio-cultural competence in their own model.

Curiously, I found no mention in Byram's earliest writings of other monumental thinkers in education, people like Vygotsky (1965), Freire (1987), or even Dewey (1938). However, the congruence between their theoretical framework and others who were concerned with the social context of the learner should be acknowledged. Byram (1997) insists repeatedly that "descriptions of intercultural communication must take into consideration the social context in which it takes place" (p. 31).

Byram and Zarate (1997) were also concerned with the social identity of the foreign language learner, a stance that grew out of their criticism of other theorists of

communicative competence, for example, van Ek (1986) and Canale and Swain (1980),

because they idealized the native speaker as the ideal role model for language learners.

Byram contended that if the native speaker is the standard by which language learners are

encouraged to measure their linguistic abilities, that they will experience failure because

it is a standard that is unattainable due to the lack of shared educational experiences.

Furthermore, the notion of the native speaker as the model presupposes a static set of

rules within a target language and culture, rules that do not exist in any culture, creating

in essence a moving target for the language learner. Additionally, Byram (1997) asserted

that such a model could induce a kind of linguistic schizophrenia in the learner, one in

which the learner must separate from one's own culture in order to acquire native-like

socio-cultural competence. He argued that a better outcome would be for learners to be

able to see and manage the relationships between themselves and their own cultural

beliefs, behaviours, and meanings (p. 12). Thus, instead of idealizing the native speaker,

Byram and Zarate (1997) introduced the concept of the intercultural speaker, someone

who has an ability to interact with "others, to accept other perspectives and perceptions of

the world, to mediate between different perspectives to be conscious of their evaluations

of difference," as the proposed model for the foreign language learner (as cited in Byram,

1997, p. 21). In later writings, the concept of the intercultural speaker evolved into the

concept of the intercultural citizen (Byram, 2006).

The Model

Byram and Zarate (1997) developed a taxonomy of knowledge, skills, and

abilities, labeled savoirs (best translated as know-how), to describe the ideal attitudinal

stance, knowledge base, and skills possessed by an intercultural speaker (and later

citizen). Byram and Zarate's word choice was intentional. They chose to use the word

savoir in their model to connote functional ability rather than scientific knowledge

(Walat, 2003). No doubt the careful word choice is also reflective of their linguistic

knowledge. Byram was a teacher of French, and Zarate is a native speaker of French.

Table 1. Savoirs.

Savoirs	Description
Savoirs (Knowledge)	- Culture specific and culture general knowledge - Knowledge of self and other - Knowledge of interaction: individual and societal - Insight regarding the ways culture affects language and communication
Savoir comprendre (Ability to understand)	Ability to interpret and relate
Savoir apprendre (Ability to learn) and Savoir faire (Ability to act)	- Ability to discover/and or interact - Ability to acquire new knowledge and to operate new knowledge, attitudes, and skills under the constraints of real-time communication and interaction - Meta cognitive strategies to direct own learning
Savoir être (Attitude)	- Attitude to relativize self and value others - Positive disposition towards learning intercultural competence
Savoir engager (Ability to engage)	General disposition characterized by critical engagement with the foreign culture under consideration and one's own

Note. Table modified from table found in Byram, 1997, p. 34.

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Byram and Zarate (1997) were also concerned with teaching non-linguistic aspects of communication, topics that are rarely addressed in the language classroom, yet essential to conducting oneself successfully in another culture. The global category of savoirs includes the cultural knowledge emphasized by foreign language teachers in the past: history, geography, and traditions of countries where the target language is spoken. They argued that while the success of an interaction in a new language is dependent on cultural knowledge, it is also dependent on skills and attitudes—the ability to establish and maintain human relationships in the target culture, the ability to accept criticisms of one's own culture, a willingness to be perceived as a representative of a particular country and its political policies, and an expectation that cultural misunderstandings will occur. Attitudes that promote the acquisition of intercultural competence are characterized by inquisitiveness and "a willingness to suspend disbelief about other cultures and belief about one's own" (Byram, 1997, p. 34). Knowledge for intercultural competence requires awareness of social groups, products, and practices in one's culture of origin in addition to those of the target culture. It also requires knowledge of how an individual interacts with the larger society. Skills of interpreting and relating mean that someone is able to have an experience in another culture, interpret its significance, and relate it back to one's own culture. Skills of discovery and interaction involve the ability to acquire new knowledge of a culture and cultural practices and to integrate that knowledge "under the constraints of real-time communication" (Byram, 1997, p. 38).

By way of illustration, I will share how these savoirs might translate to practice for the program I lead in Spain. A cultural learning activity might have the students conducting an ethnographic study of Spanish attitudes concerning an issue of national

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importance, say, for example, immigration. Roberts, Byram, Barro, Jordan, and Street (2000) and Jordan (2002) have described the use of ethnographies in teaching culture. In so doing, preliminary instruction might focus on savoirs that involve the more traditional instruction of culture, for example, geography and Spain's proximity to Africa. Then, in preparing for fieldwork, the student would have to consider his or her personal views of immigration and other related issues, ethnicity and religion perhaps, in contrast to views held by the Spanish. The second step would also involve another kind of savoir, knowledge of self and other. The student then might conduct interviews with Spaniards in order to gain an understanding of their perspectives on immigration. In this instance, he or she would be practicing savoir comprendre—the ability to comprehend. The interviews might lead to uncomfortable exchanges for the student, one in which he or she would have to explain and possibly defend immigration policy in the United States. At this point, the student would be exercising savoir être—relativizing self to the other. All of the preceding tasks would require the practice of language skills. Of course, the teacher of this student would have to be prepared to facilitate the experience.

The Developmental Model of Intercultural Sensitivity

A second theory of interest concerning intercultural competence is Michael Bennett's (1986, 1993) Developmental Model of Intercultural Sensitivity (DMIS). Whereas Byram's ICC was shaped by other theories in political education and foreign language teaching, Bennett based his model on empirical observations in many fields. An additional contrast to Byram's theory, which accounts for the acquisition of skills or attitudinal stance within the learner, Bennett (1993) described the DMIS as a model of an individual's development of worldview structure.

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While the DMIS was informed by Bennett's work in intercultural education, theoretically speaking, it is steeped in the social sciences—primarily psychology and anthropology. In part, the DMIS is based on Kelly's personal construct theory, which is concerned with the individual's integration of experience with understanding. Personal construct theory suggests that if an individual lacks the ability to understand an event, they will not experience it. Bennett (1993) also relates this concept to the notion of linguistic relativity, as described by Benjamin Lee Whorf:

> The categories and types that we isolate from the world of phenomena we do not find there because they stare every observer in the face; on the contrary, the world is presented in a kaleidoscopic flux of impressions which has to be organized by our minds. (p. 50)

Thus, the DMIS is a model of emerging awareness from a place where an individual perceives little about his or her own culture to a place where an individual not only understands his or her own culture but is able to organize, interpret, and integrate other worldviews. In this sense, it is a developmental model, a dynamic model that describes growth along a continuum, whereas ICC models the end-stages of that continuum, the idealized outcomes that result from learning and personal growth. The focus of the DMIS is on the role that cultural difference plays in interpersonal interactions. To that end, Bennett identified six stages of human development (see Table 2) with respect to worldview and divided those stages along a continuum of ethnocentricism and ethnorelativism—individuals at the ethnocentric stages of intercultural sensitivity are said to be avoiding cultural difference, whereas individuals at the latter stages seek cultural difference.

Table 2. The Developmental Model of Intercultural Sensitivity.

Denial	Defense	Minimization	Acceptance	Adaptation	Integration
Ethnocentric Stages			Ethnorelative Stages		
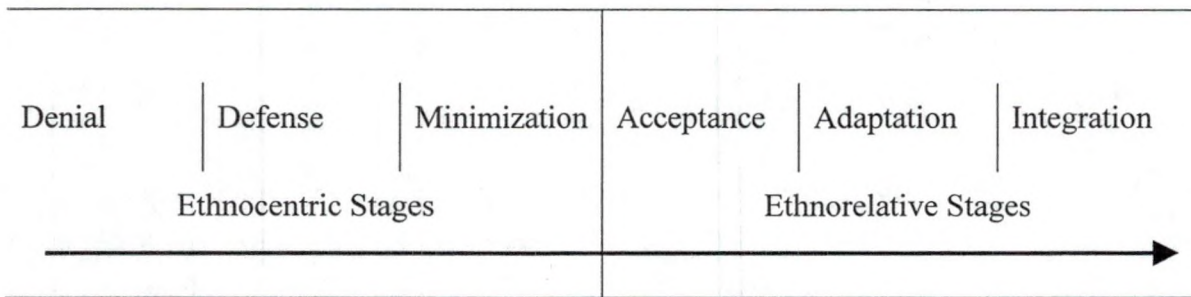
Source: Bennett and Hammer, 1998, p. 17.

In the DMIS, individuals develop from the first three stages of ethnocentrism where they interpret events according to their own culture. Individuals at the first stage of development are barely able to perceive cultural difference; for people at this stage, cultural difference "has no meaning" (Bennett, 1993, p. 31). At this stage, cultural differences are experienced as simply being foreign. An individual at the Denial stage may not demonstrate interest in other cultures, and be unapologetic about that lack of interest. At the second and third ethnocentric stages, individuals are better able to perceive culturally based differences, but they misjudge their significance. Individuals at the Defense stage view cultural differences as threatening, and believe differences to be indicative of the superiority of their own culture and in turn the inferiority of other cultures. Individuals at the third stage (Minimization) may possess what Byram and Zarate (1997) would call savoir être, a positive attitude toward cultural difference, but they underestimate the importance of cultural differences, focusing on the ways that people from different cultures are similar and not acknowledging differences that matter. A person at this stage might be heard to say that inside human beings are all alike, a perspective that relies on one's own reality to interpret another person's values or actions.

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The ethnorelative stages reflect a major cognitive shift from a single-minded interpretation of reality to a realization that one's worldview is one among many. At the first ethnorelative stage (Acceptance), individuals recognize the importance of cultural differences in their interactions with others; this stage is similar to Byram and Zarate's (1997) notion that successful interaction relies on the understanding between interlocutors that misunderstandings will occur and on their notion of savoir apprendre, savoir faire, and savoir engager. Individuals at the Adaptation stage actively seek to change their behaviors in response to cultural difference, but they do not give up their own cultural identities in the process. Bennett says these individuals engage in behavioral code-shifting, what Byram and Zarate would term savoir faire. Individuals in the Integration stage construct their identities through multiple worldviews; they are pluralistic in their outlook. This is the individual that Byram and Zarate would say does not suffer from a figurative case of linguistic schizophrenia in terms of his or her own self-concept, but has acquired the knowledge, skills, and attitudes essential to successful interaction with people from other cultures. This is the intercultural speaker idealized in Byram's model.

Section Two: Models of Teacher Education

I reviewed the literature on teacher education practices around the world to inform my understanding of how teacher education programs around the world respond to the demands of globalization in the preparation of teachers. I learned that there are many influences on teacher education. In his history of globalization, Friedman (2005) has observed various players on the world scene—government, multinational corporations, and, more recently, individuals. In the realm of teacher education, however, the power to

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prepare future teachers to teach largely remains with governments, higher education, and non-governmental organizations. The influence of the individual is minimal, even though teachers have been called on to become "political actors" in this regard (Arnove, 2002, p. 499).

I also learned that the underlying rationale for internationalizing teacher education programs varies by context. Reasons include increasing the portability and articulation of programs, ensuring the economic vitality of a country or region, competing globally, ensuring domestic security, infusing the curriculum with issues of a global nature, and mediating the social environment of the classroom. This section explores teacher education programs under the auspices of government, higher education, and non-governmental organizations, first in terms of teacher education in general, and, secondly, in terms of teacher education for various international contexts. As Arnove (2002) observed, "A practical reason for studying other societies' education systems is to discover what can be learned that will contribute to improved policy and practice at home" (p. 485).

Role of Government in Teacher Education

Teacher education for international contexts cannot be separated from government. As Arnove (2002) wrote, "The field of comparative and international education has long been concerned with issues related to values and valuing—how education systems both reflect and shape national value systems" (p. 480). In some instances, the professional development of teachers is nationalized, subject to political agendas and larger trends in education, like standardization. It is also tied to transnational collaborative partnerships.

The Bologna Process, for example, is an agreement amongst partners of the European Union to standardize higher education in Europe, making it more transportable and transparent for its mobile citizenry by 2010 (European Commission, 2005). The Bologna Process has provided the impetus and the funding for European universities to organize teacher education programs that are responsive to globalization.

In Europe, the Roundtable of Euregional Schools Partnerships in Education in Cooperation with Teachers (RESPECT) Network is a consortium of eight teacher education institutes located at universities throughout Europe—Austria, the Czech Republic, Finland, Netherlands, Poland, Spain, and Sweden (2). They sponsored a teacher education initiative called the Argonauts of Europe. The Argonauts of Europe sponsored workshops at eight teacher education institutes. Their aim was to help in-service teachers develop skills and abilities in transnational project management, intercultural competence, and communication.

Another example of a teacher education program that was developed in response to the forces of globalization may be seen in the Guangzhou Declaration, described by Bunning and Zhao (2006). With the support of UNESCO and the Chinese Ministry of Education, Tianjin University and Southeast University in China, the University of Technology Education in Vietnam, and Otto-von-Guericke-University in Germany created a graduate degree program for teachers that acknowledges internationalization at the core of its curriculum. They have developed a joint Master's Degree in Teacher and Trainer Education in Technical and Vocational Education that is "bilingual German-Chinese or German-Vietnamese and contributes to the students' internationally

oriented training" (p. 49). Clearly, the assumption is that they are educating teachers to teach in international contexts.

Role of Higher Education in Teacher Education

Colleges and universities also organize to influence government policy in the teaching of languages and cultures. The Coalition of International Education is comprised of 28 international higher education organizations with policy and advocacy interests in the U.S. Department of Education's international education programs and initiatives. They are particularly interested in the Title VI, Higher Education Act, Fulbright-Hays, and any federal program that supports the education of U.S. citizens on the languages and cultures of other nations.

However, U.S. policies on international education at the federal level tend to be narrowly focused on international education as a means for increased economic production or security, goals that fall short of the ideals of global or intercultural citizenship.

> Congress recognized the Title VI programs' critical contributions to national
>
> security prior to 9/11. In Section 601 Part A of the Higher Education Act as
>
> reauthorized in 1998, Congress found that . . . the security, stability and economic
>
> vitality of the United States in a complex global era depend upon American
>
> experts in and citizens knowledgeable about world regions, foreign languages,
>
> and international affairs, as well as upon a strong research base in these areas.
>
> (Office of Post-Secondary Education, 2005, para. 2)

A salient example of Title VI funds being used to educate teachers to integrate global perspectives in their classrooms may be seen at the University of Illinois, where a

master's degree in Global Studies in Education is available online. However, a criticism

of projects like this is that too many professional development programs for teachers

focus on curriculum projects and not the competencies needed by the teachers themselves

(Sercu et al., 2005, p. 13). Nevertheless, as will be seen in the later discussion of specific

studies of teacher education, curriculum revision remains a central focus of educators

who wish to integrate global topics into their teaching.

Role of Non-governmental Organizations in Teacher Education

A promising development may be seen in the collaborative effort of the Fulbright

New Century Scholars Program 2005-2006. The focus that year was on higher education,

and the 31 scholars in the program who came from 22 different countries examined the

role of globalization and internationalization in order to "develop new global models for

understanding the social context within which nations and communities shape their

responses to the 21st century" (Eggins, 2007, p. 109). They conducted research on topics,

including the academic profession in the age of globalization and the emerging global

university model. Teacher education was considered part of a global university model.

Stromquist (2002) was among Fulbright New Century Scholars that year, and her

research continued to focus on innovations from NGOs:

> At present we have a very narrow view of what education is, all too often
>
> conflating education with formal schooling. This unfortunately leaves out the
>
> creative and very promising work of many NGOs that have identified effective
>
> modes of popular education with adults that, in some instances, may be applied to
>
> younger generations. . . . This is an arena where pedagogical lenses are sorely
>
> needed. Understanding the pedagogical work to be done through non-official

forms, approaches, and through informal ways of teaching and learning presents

the most promising frontier in the context of our globalized world. And in this

respect—particularly, the educational work of NGOs in the South—much remains

to be learned by educators in the North. (p. 93)

Perhaps Stromquist was referring to programs like the Critical Practitioner Inquiry

teacher education program. Hussein (2006) described the program, which was developed

in southern African countries, in reaction to the methodologies that "come from abroad

and are ill suited to address the continent's problems" (p. 362). This approach advocates

for a self-study, one in which pre-service teacher candidates are encouraged to engage in

praxis, and one that requires them to mediate the sociopolitical reality of the classroom.

In the African context, a teacher may need to critically examine the impacts of the

resurging ethnonationalism, tribal classification, and political violence on the

teaching and learning processes of the classroom and on the social interactions

between students coming from different national and social groups. (Hussein,

2006, p. 367)

No matter what agency, government, higher education, or NGO drives the development

of teacher education for international contexts, they all are closely tied to geopolitical

events, whether they result from new geographic boundaries, economic opportunities,

human migration, or war. Solutions therefore will take into account the human factors in

the face of global issues, a topic that will be examined in the following section on

specific studies of teacher education and professional development programs for teachers

working in international contexts.

Section Three: Studies of Teacher Education and Professional Development for International Contexts

Educators must respond to the complexity of globalization by creating interdisciplinary teams, not just within the social sciences but also across such fields as law, health, business, and technology. Educators must also respond to globalization by getting to know the "Other" much better. (Stromquist, 2002, p. 93)

In reviewing the literature, solutions to getting to know *the other* better appear to be addressed in two ways: either the task is to help teachers (and here I refer to both pre-service and in-service teachers) develop intercultural competence or to prepare them to teach students about global citizenship. Curiously, these terms are not always synonymous in the literature. The next section reviews eight studies that have been conducted on both teacher education and professional development programs designed to help teachers get to know the other better, and divides them into studies of intercultural competence and global citizenship. Aside from this division, I have chosen to summarize each project individually rather than integrate the commonalities among them because of the uniqueness of each one. Common themes and concerns that emerge will be discussed at the end and in reference to the models that inform my view of the research problem. However, some general comments may be made at the outset. All of the studies point to the globalization of society as the primary reason for professional development. Most of the studies were developed in response to the socio-cultural environment of their schools or to government dictates to develop a global citizenry by starting with teachers.

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Intercultural Competence: Getting to Know the Other

Sercu, Bandura, Castro, Davcheva, Laskaridou, Lundgren, Méndez García, and Ryan (2005) Study

Seminal among the articles I reviewed is an international investigation on foreign language (FL) teachers' beliefs on teaching intercultural competence (Sercu et al., 2005). Sercu et al. belong to CULTNET, an international network of researchers in intercultural education. The authors of the study were from Belgium, Poland, Spain, Bulgaria, Greece, and Mexico, and each conducted the survey research in situ and then combined their results.

I selected this study as a centerpiece of my review because it was the authors' stated desire to inform teacher education in general—they intended to influence the development of common standards. I will summarize the findings of the CULTNET project, and then go on to discuss other projects.

The authors' purpose in conducting the study was threefold. They wanted (a) to examine the relationship of FL teachers' actual self-concepts in comparison to the "envisaged profile of the intercultural language teacher" (Sercu et al., 2005, p. 6), (b) investigate the degree to which current teaching practices target intercultural competence instead of communicative competence, and (c) to see how willing FL teachers were to interculturalize their practice, and what individual factors predicted their readiness. Central to their study was a definition of intercultural competence, which the authors defined citing Byram's (1997) model.

Four hundred and twenty-four FL teachers from these countries participated in the survey-based, quantitative research project. The topics investigated included

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(a) objectives for FL teaching and culture teaching time; (b) teacher familiarity and contacts with people from the target culture; (c) the pupils' culture-and-language learning profile; (d) culture teaching practices; (e) culture and FL teaching materials; (f) experiential culture learning activities; and (g) opinions regarding different facets of intercultural competence teaching (Sercu et al., 2005, p. v). Of the topics explored, I will focus on the objectives for FL and culture teaching time, teacher familiarity, and contacts with people from the target culture, and opinions regarding different facets of intercultural competence teaching.

While the authors argue that intercultural competence cannot be separated from the concept of communicative competence, they found that most FL teachers "define culture teaching as the passing on of knowledge rather than providing students with intercultural skills" (Sercu et al., 2005, p. 25). FL teachers preferred teaching about daily routines and lifestyles in the target culture over teaching students about the history or current political climate of the countries where the language is spoken. The authors of the study attributed the emphasis on daily routines and lifestyles to language teaching goals, and that teachers tended to concentrate on cultural topics that were covered in their textbooks, suggesting that textbooks drive the curriculum with respect to culture teaching. Given that teachers in the study named time as a barrier to the teaching of culture, it is no surprise that textbooks may be the most expedient source of cultural knowledge for teachers. Table 3 summarizes the teachers' perceptions of the scope of cultural topics addressed in their language classroom (Sercu et al., 2005).

Table 3. Teacher Perceptions of Cultural Topics Taught.

Index	Mean
International relations	1.77
Different ethnic and social groups	1.89
Music, drama, art	2.05
Values and beliefs	2.05
Literature	2.06
History, geography, government	2.10
Education and professional life	2.17
Youth culture	2.24
Traditions, folklore, tourist attractions	2.38
Daily life and routines	2.66

Mean scores 0.00-1.00 = never; mean scores 1.01-2.00 = once in a while; mean scores 2.01-3.00 = extensively.

Sercu et al. (2005) further investigated the relationship of teacher comfort level for culture teaching with familiarity and personal with target cultures. They surveyed teachers to learn how frequently teachers travel to foreign countries where the language they teach is spoken and how often teachers interact with foreign nationals and speakers of those languages in the countries where they reside. Most of the teachers surveyed do not travel often to countries where their respective languages are spoken. And, when they do go, they tend to visit as tourists rather than as professionals. The classroom may be the last thing on the minds of teachers at play. Teachers who did report frequent travels to

foreign countries appeared to be at a geographic benefit for doing so, as most of them came from Belgium. Teachers who did not travel did report contact with target cultures at home, primarily through media sources, like the internet. When these experiences were analyzed in comparison to the cultural topics addressed in the classroom, the researchers found that these contacts appeared to have little influence on their teaching. For example, it appeared that teachers who accessed the internet for information regarding target cultures drew upon entertainment news. Sercu et al. concluded, therefore, that FL teachers themselves need additional education in order to teach intercultural competence. The teachers, however, regarded themselves as "being sufficiently familiar with the target cultures of the foreign language/s they speak" (p. 47).

One of the most useful outcomes from Sercu et al.'s (2005) study was the development of a profile of the favorably and unfavorably disposed teachers of intercultural competence, a profile that was created on the basis of attitudes toward intercultural education. Favorably disposed teachers of intercultural competence held the "convictions that intercultural education is best undertaken cross-curricularly, and providing pupils with more knowledge regarding foreign cultures associated with the FL makes them more tolerant towards other cultures and people" (p. 135). Unfavorably disposed teachers believed that it is impossible to integrate language and culture teaching. Favorably disposed teachers also believed that all students should be taught intercultural competence, not just students in classrooms with ethnic minority children. Unfavorably disposed teachers only considered intercultural competence important when their classes are composed of ethnic minority students. Favorably disposed teachers viewed language teaching and culture teaching as equally important topics in the

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language classroom, and held that intercultural skills should be taught in all subjects, not just the FL teaching. Unfavorably disposed teachers did not believe that such teachings can change student attitudes.

In conclusion, Sercu et al. (2005) claim to have "shown the variability, but also relative consistency, of FL language teachers' views today in a considerable number of countries" (p. 160). Whereas other international studies of teacher education have focused on teacher perceptions concerning a particular academic subject, this study focused specifically on the teaching of intercultural competence and thus should be of interest to those wanting to develop international teacher education programs, particularly as one examines the main findings of the research. Despite the fact that the research was conducted in seven different countries, under as many different educational systems and approaches to language teaching, there were enough similarities amongst the teachers to profile a typical FL teacher, a profile that does not match the envisaged profile because:

1. FL teachers define their role as teachers mainly in linguistic terms, not in cultural terms.

2. They tend to view intercultural competence teaching as a desirable, but peripheral, goal to their teaching.

3. The willingness "to interculturalize FL teaching is dependent on the extent to which they [teachers] believe language and culture can be taught in an integrated way" (Sercu et al., 2005, p. 164).

4. They are also more willing to interculturalize their teaching if teachers in other subjects are also responsible for teaching intercultural competence.

5. FL teachers tend to view cultural teaching in terms of transmission of knowledge rather than in terms of developing cultural competence in their students.

6. FL teachers rely heavily on textbooks for the teaching of intercultural competence.

7. Barriers to culture teachers were lack of time, curriculum constraints, lack of student interest, and/or familiarity with the target cultures. Occasionally, teachers expressed an inability to teach culture or intercultural competence.

In addition to describing the profile, Sercu et al. (2005) summarized reasons why FL teachers do not meet the envisaged profile of the interculturally competent teacher. Primary amongst these reasons was that FL teacher education programs focus primarily on literature and linguistics. Further, many FL teachers have not had sufficient exposure to the target cultures when they begin teaching, and even that exposure is no guarantee of acquisition of savoir entendre—cultural knowledge and understanding—much less of the other savoirs of intercultural competence that would allow them to teach intercultural competence. Sercu et al. offered many strategies to facilitate the acquisition of intercultural competence among teachers, ranging from explicit teaching on culture learning theory to methodology courses on the integration of language and culture based on the fields of anthropology and social psychology. Given teacher reliance on textbooks to teach culture, the researchers also call for textbook authors be educated on the principles of intercultural competence and to revise textbooks accordingly. They also call on policymakers in teacher education to make clear that all pre-service teacher

candidates, not just those who interact with ethnic minority children, should acquire intercultural competence.

Sercu et al.'s (2005) study informed my understanding of the challenges FL teachers have in teaching intercultural competence in many countries. The primary challenge identified was the acquisition of intercultural competence, a prerequisite to being able to teach intercultural competence. I was curious how these challenges were reflected in the U.S. context and located a comparable study conducted by Fox and Diaz-Greenberg (2006), described in the following section.

Fox and Diaz-Greenberg (2006) Study

It is useful to compare Sercu et al.'s (2005) international study of FL teacher perceptions regarding cultural teaching to the U.S. context. Fox and Diaz-Greenberg (2006) reported on a study of how foreign language education majors at two U.S. universities perceive culture and how they are integrating culture into their teaching, and in what ways.

A desired outcome was to promote the idea that "teacher preparation programs can and should work meaningfully toward a deep and full implementation of the cultural standard" (Fox & Diaz-Greenberg, 2006, p. 402). Toward that end, the authors promote the benefits of "eliciting and hearing the voices of FL teacher candidates . . . to help them mediate their own learning" (p. 403). By doing so, the researchers hoped to facilitate the meta cognitive skills needed for reflection and future growth.

Like Sercu et al., Fox and Diaz-Greenberg's article referenced a framework for the teaching of culture, the standards issued by the American Council of Teaching of Foreign Languages (ACTFL). These standards are known as the Five Cs in the field of

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language education—Communication, Culture, Connections, Community, and Comparisons. However, they caution that the teaching of culture all too often treats the concept of culture only superficially, through the Four Fs—food, fashion, festivals, and folklore. The authors advocate wedding ACTFL's standards to Garcia's (1998) principles for integrating "a true sense" of culture and diversity in the classroom:

1. Know yourself and how you respond to experiences with diversity

2. Study human differences and examine your attitudes toward them

3. Identify your own and your students' learning styles and work to accommodate different modes of learning

4. Teach critical thinking in the context of cultural awareness

5. Teach self-control, self-respect, and respect for others

6. Foster a positive school and classroom environment—a community of learners

7. Select curricula and instructional materials that exemplify a value for diversity. (as cited in Fox & Diaz-Greenberg, 2006, p. 406)

The researchers used qualitative methods to answer their research questions, which were:

1. What are the perceptions and understandings of the foreign/world teacher candidates in two teacher education programs regarding the concept of culture, and how are they using their understandings in their world language classrooms to promote culturally sensitive instructional practices?

2. Will this understanding lead to teachers' deeper understanding of the foreign language standard for culture in their work with language learners? If so, what ways? (Fox & Diaz-Greenberg, 2006, pp. 407-408)

For answers, they analyzed the writings of pre-service teacher candidates in their program to identify the themes that emerged in their reflections. These findings were supplemented by interviewing three teacher licensure candidates to enhance the researchers' understanding how well pre-service teacher candidates grasped the concepts taught.

Unlike Sercu et al.'s (2005) study in which many FL teachers had little experience in the target cultures, all of the participants in Fox and Diaz-Greenberg's study had had immersion experiences where the target language was spoken. Also, almost half reported speaking a first language other than English, including Arabic, Chinese, French, German, Korean, and Spanish. Furthermore, most of the FL teacher candidates in this study spoke of "emotional connections to their home countries and cultures" (Fox & Diaz-Greenberg, 2006, p. 409). The close ties of these participants with other cultures are remarkably different from the FL teachers described in Sercu et al.'s study.

The major themes that emerged in the teacher candidates' reflections were the importance of embedding culture in the curriculum, teaching a deeper and richer understanding of culture, using textbooks judiciously to integrate cultural teaching, and using dialogue and hands-on learning to promote understanding. In terms of embedding culture and fostering a deeper and richer understanding of culture, Fox and Diaz-Greenberg (2006) stated that teacher candidates must have structured opportunities to reflect on a culture other than their own. In the teacher education program, the participation of teacher candidates from other countries permitted a natural opportunity for other teacher education students without those experiences to gain exposure to other cultures. Consequently, teacher candidates described creating comparable opportunities

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in their own classrooms. One teacher candidate, for example, brought realia from her Peace Corps experience in Niger into the classroom and invited guest speakers into the classroom. These activities allowed her to emulate the dialogic methods modeled in the teacher education program.

With respect to the textbooks, teacher education candidates in Fox and Diaz-Greenberg's (2006) study reported that, once in the classroom, they found themselves relying on textbooks to teach culture, an approach that teacher candidates found limiting in light of the experiential approaches that they had been taught in their teacher education programs. Furthermore, while some planned to supplement the text with their own activities, most reported feeling constrained by the real-world parameters of the classroom—time and money.

The fourth theme reported in Fox and Diaz-Greenberg's (2006) study concerned teaching methodologies to promote deeper understanding of the material—specifically hands-on learning and dialogue. In this respect, the teacher candidates reported purposefully seeking opportunities to utilize these strategies to teach, specifically by going beyond what is in the text. For example, the teacher candidates reported mining the internet for additional information or contacting foreign embassies to acquire realia. One French teacher brought in pictures of fruits and vegetables that are consumed in French-speaking African countries, but not readily available in France.

In discussing the results, Fox and Diaz-Greenberg (2006) were surprised to learn that teacher candidates were unaware of the degree to which textbooks would influence their cultural teaching, and therefore recommended that teacher education programs have pre-service teacher candidates evaluate textbooks as part of their education. Fox and

Diaz-Greenberg declared success in teaching teacher candidates to focus on the Five Cs as opposed to the Four Fs, a claim that is dubious at best. Examples of learning activities used by teacher candidates—a Latin American fashion show, a bulletin board of African fruits, children's literature from the target culture—were cited as evidence for the expanded view of culture on the part of student teachers. These activities were nothing more than examples of the fashion, food, and folklore, three of the Four Fs! Nevertheless, it does appear that dialogic methods with respect to culture did find their way successfully from the university classrooms into the K-12 classrooms.

Given the solutions identified by Sercu et al. (2005) and Fox and Diaz-Greenberg (2006) for helping teachers become interculturally competent in order to bring that competence into the classroom, I decided to look for a study that documented an attempt to help teachers develop intercultural competence. I found two studies of interest: Dooly and Villanueva (2006) and Siberry and Kearn (2005), described as follows.

Dooly and Villanueva (2006) Study

Under the auspices of the Argonaut program described earlier in this review, Dooly and Villanueva (2006) created a professional development program for approximately 160 undergraduate education students from eight European countries and conducted research on the outcomes of the program. The program combined distance education with experiential learning and featured four components: a course on intercultural communication, a teaching practicum in another country, a workshop on transnational project management, and a class on the cultural features of the host country. The research examined views on intercultural communication, transnational management, and skills required for teaching in intercultural contexts. It also looked at pre-service

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teacher candidates' attitudes toward cultural and linguistic diversity in the classroom. Dlaska's definition of intercultural competence, "the ability to mediate between one's own culture and that of others," provided the theoretical framework for the study (Dlaska, 2000, as cited in Dooly & Villanueva, 2006, p. 227).

A primary research question investigated by Dooly and Villanueva (2006) was whether pre-service teacher candidates possessed intercultural communication skills necessary for the classroom or international project management as a result of the professional development they had received. Most of the pre-service teacher candidates reported that they had become more interculturally aware as a result of professional development on intercultural communication. Dooly and Villanueva interpreted this response to be related to small group discussions on critical incident case studies that were presented during the professional development, discussions which apparently elicited a range of views and required the pre-service teacher candidates to be "open, patient, tolerant and accepting" (p. 230). Few of the pre-service teacher candidates, however, stated that they would pass the knowledge they had acquired during professional development on to their future students.

Another research question in the Dooly and Villanueva (2006) study focused on pre-service teacher candidates' views of the usefulness of professional development in transnational project management. The response to this instruction was quite favorable. One hundred percent of pre-service teacher candidates responded that they would consider participating in transnational projects in the future, and that such endeavors would provide a natural opportunity for their future students to learn about other cultures.

Almost one third reported that they would be involved in international work when they returned to their home country to teach.

When participants were queried on the skills and attitudes most valuable for "an international teacher," the majority of them named open-mindedness (Dooly & Villanueva, 2006, p. 23). This was followed closely by knowledge of different cultures, and communication skills. The same questions regarding skills and attitudes were also posed to mentors and university faculty members involved with this project. The latter two groups concurred with the pre-service teacher candidates that the skills, knowledge, and attitudes most valued for teaching in international contexts were intercultural communication skills, knowledge of culture, and open-mindedness.

Dooly and Villanueva (2006) augmented their study with qualitative research conducted at the Universidad Autonoma de Barcelona that looked at the attitudes toward linguistic and cultural diversity amongst three groups: the group that received instruction in intercultural competence, pre-service FL teachers, and in-service teachers working throughout Barcelona. Each group was given a number of topics to discuss relative to language, culture, and the classroom. For example, one discussion prompt involved showing discussants photos taken of K-12 students from around Spain along with a planted suggestion that the students in the photos were linguistically diverse. Participants were then asked to describe how they would go about setting up a classroom for these students, what the opportunities and problems such a classroom might pose, and what the most appropriate teaching approach might be for such students.

Analysis of the transcripts indicated that the three groups were similar in that their discussions described diverse classrooms as being atypical, something that Dooly and

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Villanueva (2006) observed to be an "interesting outcome, given that the study took place

in Catalonia, which is an autonomous region of Spain and is officially recognized as a

bilingual region" (p. 234). Furthermore, all groups also described the imagined

classrooms as being difficult. At the end of the professional development program,

however, journal entries written by members of the intercultural group demonstrated that

a shift in their thinking had occurred regarding culturally and linguistically diverse

classrooms. Members of the intercultural group had more categories or ways of

perceiving the ethnically diverse classroom than those who had not received professional

development. Recipients of professional development in intercultural communication

also described a desire to "redefine diversity" in the classroom, and saw their role as

being "an ambassador for all cultures not just mine" (p. 236).

Siberry and Kearns (2005) Study

Siberry and Kearns (2005) conducted action research to integrate intercultural

learning and pedagogy within a teacher education program in Northern Ireland. While the

study focused on the experiences of pre-service teacher candidates abroad in the Erasmus

program, which is similar to a Fulbright exchange program, the authors indicated that

"peace and community regeneration in Northern Ireland has [*sic*] coincided with a range

of education and curricular reforms, raising expectations that teachers and schools will

begin to include a greater diversity of learners" (p. 260). Thus, this study differs from the

others in that a domestic agenda is the primary impetus for the investigation.

Siberry and Kearns (2005) referenced Clarke's cultural model of teaching, a

model that differentiates teaching along six dimensions: "teacher presentation,

instructional goals, attitudes toward curriculum, communication of knowledge,

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teacher-pupil interaction, and discipline" (Clarke, 2001, as cited in Siberry & Kearns, 2005, p. 261).

The primary purpose of Siberry and Kearns' (2005) research was to see how pre-service teacher candidates in Northern Ireland (NI) were influenced by experiences teaching abroad. To that end, Siberry and Kearns collected data over a period of four years, from surveys of pre-service teacher candidates returning from overseas assignments, from their journals, from interviews of pre-service teacher candidates who participated in intercultural workshops and their journals. All of these sources were analyzed with the objective of identifying pedagogical practices that the students perceived as novel. Results from these analyses combined with Alexander's (2000) model of intercultural comparison were then used to formulate a questionnaire relative to differences experienced between host schools abroad and schools in NI, particularly with respect to "use of space within the classroom, time, student groupings, curriculum, classroom routines, classroom management, assessment, and mentoring relationships" (as cited in Siberry & Kearns, 2005, p. 263).

In presenting the results, Siberry and Kearns (2005) noted that observations and comments made by pre-service teacher candidates regarding their abroad experience could be evidence of cultural differences in education, but they could just as well be evidence of personal beliefs or context-specific situations. Given this caveat, Siberry and Kearns presented their results. Ninety-two percent of the pre-service teacher candidates reported observing meaningful pedagogical differences between schools in NI and the host school abroad; 12% of the pre-service teacher candidates indicated a preference for pedagogical practices back home, calling them disciplined and organized, apparently a

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contrast to what they observed in their abroad assignment. However, a greater number of pre-service teacher candidates acknowledged that their values and beliefs regarding teaching were challenged by what they saw while overseas. Many reported being initially doubtful of the effectiveness of the educational approaches used in foreign schools, then eventually moving toward acceptance and even a desire to implement those practices back home. In particular, those returning from Northern European countries reported that the classrooms in Northern European countries were characterized by a more informal atmosphere, mixed ability groupings, and student self-management of groupings and space; whereas classrooms in NI were characterized as emphasizing standards, order, uniforms, and silence.

Siberry and Kearns (2005) derived their conclusions of the study's significance from dialoguing with pre-service teacher candidates. Together they determined that all pre-service teacher candidates in Northern Ireland should benefit from a study abroad experience, and that such experiences should be incorporated into teacher education programs. They made the specific recommendation that "students should become aware of cultural variations in pedagogy and of innovation in intercultural education as part of their Erasmus program" (p. 264).

Dooly and Villanueva's (2006) study differed from Siberry and Kearns' (2005) study in the reasons given for investigating the outcomes of the teacher education programs with respect to intercultural competence. Dooly and Villanueva were members of a transnational group of researchers with an eye on the portability of education within the European Union. Siberry and Kearns were motivated by the domestic agenda within

Northern Ireland. Regardless of their different purposes, they both looked at study abroad as an important part of the teacher education programs.

Here I summarize the four studies—Sercu et al. (2005), Fox and Diaz-Greenberg (2006), Dooly and Villanueva (2006), and Siberry and Kearns (2005)—on the results of teaching intercultural competence to pre-service teacher candidates and in-service teachers. The studies showed that pre-service teacher candidates and in-service foreign language teachers need professional development in intercultural competence. A key component of that professional development may be study abroad. An abroad experience may help pre-service teacher candidates and in-service teachers acquire intercultural competence, but it is not a guaranteed outcome of that experience. In the classroom, demographics influence the importance pre-service and in-service teacher candidates afford to teaching intercultural competence. Many foreign language teachers rely on textbooks and technology to teach culture. Cross-cultural comparisons of schools and education systems may help teachers create more pedagogically diverse classrooms.

Global Citizenship

In this literature review, I prefaced the studies of teacher education in light of globalization by noting that studies tended to focus on either intercultural competence or on global citizenship. Four studies of intercultural competence were reviewed in the previous section. In this section, I summarize four studies on teaching teachers how to teach global citizenship. The first two reported, Holden and Hicks (2007) and Schneider (2003), considered the preparation of pre-service teacher candidates in the U.K. and the U.S. with respect to knowledge and exposure to global issues in their preparation.

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Holden and Hicks (2007) Study

Holden and Hicks (2007) conducted a study of the knowledge and understanding of global issues possessed by three cohorts of pre-service teacher candidates from four universities in England. The cohorts were comprised by 313 post-baccalaureate students seeking teacher certification at the primary level, 442 post-baccalaureate students seeking teacher certification at the secondary level, and 101 undergraduate primary teacher education majors, respectively. Specifically, the researchers wished to learn how knowledgeable pre-service teacher candidates feel they are about various global issues, what informs their global knowledge and understanding, what prior experiences they have in global issues/matters, and how motivated they are to teach about global issues (p. 16).

The majority of the pre-service teacher candidates surveyed were motivated to teach K-12 students about global issues, which were identified in the study as reasons for war, reasons for famine, reasons for economic conditions in the Third World, reasons for environmental problems, and human rights. When teacher candidates were asked to assess their own knowledge levels regarding global issues, most reported "knowing something to a lot" (Holden & Hicks, 2007, p. 17) Generally, the pre-service teacher candidates who reported feeling the most knowledgeable about global issues were older than the other pre-service teacher candidates or were participating in the post-baccalaureate teacher education programs at the secondary level. This finding led researchers to conclude that these intervening years following the completion of undergraduate studies and prior to matriculation to the post-baccalaureate program were critical for learning about world affairs.

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Pre-service teacher candidates in the Holden and Hicks (2007) study reported

various influences on their worldviews: parents, friends, religion, personal values, and

education. A surprising outcome was that most of the pre-service teacher candidates

reported learning about global issues from the media rather than from school or the

university, which caused the researcher to call into question their overall knowledge of

global issues. Forty percent of the participants had lived or worked abroad, while more

than half had family and friends from other countries. However, there was a "sizeable

minority," almost 20% of pre-service teacher candidates in the primary education

program, who reported having no interest in global issues, or connections to people from

other cultures, leading the researchers to conclude that teacher education programs may

have "to purposefully broaden" (p. 19) the educational experiences of undergraduates,

though no specific recommendations were made for accomplishing that. Interviews

following the survey research yielded additional insights into the knowledge levels of

pre-service teacher candidates. Those with experiences overseas were better able to speak

to cultural differences, ideological differences, and socio-economic disparities among

people. Pre-service teacher candidates without abroad experiences expressed an interest

in global issues, but related to them more through local environmental issues.

Schneider (2003) Study

Ann Imlah Schneider, a senior researcher with the U.S. Department of Education,

conducted a 2003 study of what should be done to internationalize teacher education for

secondary school teachers. Her study fits with a discussion of research on developing

global citizens among teachers because the focus of her research was on the amount of

exposure that secondary education majors have with people from other cultures or to college level coursework on global issues.

To that end, Schneider (2003) conducted 174 interviews at 24 institutions of higher education in the U.S., and surveyed or interviewed 65 in-service teachers. Her resulting report, entitled *Internationalizing Teacher Education: What Can Be Done?,* summarized the current situation with respect to the global orientation of teacher education well: (a) The links between colleges of education and program area studies remain weak, despite the U.S. Department of Education emphasis on the value of such collaborative efforts through National Resource Centers funded by Title VI funds. Furthermore, university recipients of these funds have engaged in education primarily through outreach to K-12 schools, rather than to undergraduate education majors. (b) Education majors take fewer internationally-oriented courses than do students for any other major. Of particular concern was that foreign language education majors do not differ from other education majors in this respect. (c) Surveys conducted by the American Association of Colleges of Teacher Education (AACTE) indicate that most efforts to internationalize teacher education have focused on sending faculty abroad or on the sending and receiving of international students.

The view that study abroad is equal to an internationalized education is not unique to teacher education. When interviewees from the Colleges of Arts and Sciences and Education were asked to define internationalization in terms of the activities offered on campus, their answers were similar to the AACTE findings. Their responses are summarized in Table 4.

Table 4. Activities That Internationalize College Campuses.

Activity	Total
Study abroad	95%
Faculty going abroad	82%
Possibility of major in non-US content	78%
International students as resources	73%
International modules in general education classes	70%

Note. Table modified from Schneider, 2003, p. 16.

The problem with these efforts as being the primary ways in which higher education is internationalized is that there is not an obvious or purposeful way for college students to broaden their exposure to the other. Other activities that would accomplish that exposure—studying languages, living in an international student residence hall, or mentoring with an in-service teacher with an international outlook—were named much less frequently as internationalizing activities. Study abroad, of course, can offer an ideal opportunity for this exposure, given the proper preparation for such an experience, but as Schneider (2003) reported, study abroad may be difficult for education majors to fit in to an already filled program of study, and given teacher shortages, colleges of education are pressured to graduate students in four years (p. 20). Also, fewer than 3% of pre-service teacher candidates nationwide participate in such exchanges (p. 23). Thus, study abroad is not a successful strategy for internationalizing the preparation of most education majors, but language study could be, and Schneider's discoveries were somewhat encouraging in this regard.

Interviewees in Schneider's study (2003) across the board, from senior administration to deans, faculty members, and in-service teachers, agreed that FL requirements should be increased. How that might be accomplished was not so clear. Suggestions varied from conducting campus campaigns to call attention to the benefits of language study to offering content courses, say in history or political science, in a foreign language. Internships in bilingual schools were named as a possibility. Overseas internships remained a viable option, though there was no clear link made between those internships and language study since many of the internships occur in U.S. schools. Barriers to increasing the FL requirements included time, lack of faculty resources to meet increased demand for language study, and ignorance regarding the benefits of language study.

Schneider (2003) also examined curricular concerns in light of internationalizing secondary education by interviewing in-service teachers. While approximately half stated that they had received sufficient preparation for their current jobs, almost 20% reported having no exposure to international content as undergraduates. Furthermore, less than one third had participated in Study Abroad programs, and less than 10% reported learning about other parts of the world in their classes.

When in-service teachers were asked for their suggestions for curricular changes in their professional development, about half of the respondents said that adding more international content to undergraduate education classes would be a good idea. However, interviewees observed that such changes would be constrained by the time required to effect curricular changes and by enrollment demands. Many of them suggested that international content should be added through increased opportunity for study abroad for

credit or by infusing more international content in general education classes. Some in-service teachers, however, stated that there should have been fewer courses with international content required in the teacher education programs they completed.

Another barrier named in internationalizing teacher education was teacher certification policies. Eighty percent of the teachers surveyed indicated that their certifying agency required no international component in their education. Some indicated that such requirements had been dropped in the face of the testing movement.

In summary, the Holden and Hicks (2007) study provided a baseline of the knowledge levels of pre-service teacher candidates with respect to global issues at four universities in England, and Schneider's (2003) study illustrated how pre-service teacher candidates in the U.S. do not have enough exposure to global issues in their overall professional preparation either. My attention then turned to locating studies that described the results of intentional teacher education programs on the teaching of global citizenship. To that end, I found a study conducted by Inbaraj, Kumar, Sambili, and Scott-Baumann (2003). This study is described next.

Inbaraj, Kumar, Sambili, and Scott-Baumann (2003) Study

Inbaraj, Kumar, Sambili, and Scott-Baumann (2003) reported on case studies of pre-service teacher candidates sponsored by the British NGO, Global Dimensions, and conducted at three universities: Gloucestershire in England, Mumbai in India, and Egerton in Kenya. The purpose of the professional development program was to have pre-service teacher candidates (a) link local issues to global issues, (b) relate those issues to the curriculum, (c) promote a global perspective on citizenship education.

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Ongoing debate about what constitutes citizenship education at each location has created special challenges in the implementation of the project, both in terms of the political climate and in the local context and parameters in which teachers work. In England, the Labour party conducted a study of citizenship education and issued the Cricket Report, which introduced a citizenship education program. The report was not without controversy, however, as it originated with the Labour party and was perceived to promote a political agenda rather than a legitimate educational goal. Global citizenship education is a relatively new concept in India, and is also subject to suspicion of political agendas that serve a relatively small segment of the population. Similarly, in Kenya, what is taught in terms of citizenship education often corresponds to ethnic ties. Given the debate concerning citizenship education, the researchers defined it as:

> Global citizenship education aims to render children able to cope with social, economic, and political changes . . . it also aims to make them socially and environmentally competent—that is able to effect change in the world in which they live. (Inbaraj et al., 2003, p. 83)

Thus, teachers equipped to teach global citizenship must not only be proficient in their subject areas, but also be good communicators and recognize social justice problems associated with class, drug-taking, environmentalism, ethnicity, gender, internationalism, or violence. Furthermore, the researchers asserted their stance that "gender equality is a key element in our own understanding of global citizenship" (Inbaraj et al., 2003, p. 84).

This study followed the three pre-service teacher candidates into their school placements after they had learned about how to teach citizenship education at their respective universities in the United Kingdom, India, and Kenya. The idea was to see

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how the teacher education program in global citizenship education informed their practice. The results reported in each location differed so much that they appear to be associated with one another in name only, ranging from field experiences, to textbook reviews and methodological experiments. In the U.K., a female pre-service teacher candidate was sent on a field experience to Kenya where she videotaped school children collecting and selling water and documented the access issues to water. While there, she established a partnership with a school in Kenya and, upon her return, she used the videotapes to teach her students about water issues in the developing world and to develop a service learning project.

The pre-service teacher candidate from India chose to examine school textbooks for evidence of gender bias in the text, illustrations, and graphics in keeping with the instruction received in her teacher education program. The pre-service teacher candidate concluded that the texts perpetuated stereotypes and made some recommendations to change the curriculum to broaden the worldview of her pupils.

Scholastica Kinyanjui, a well-named pre-service teacher candidate from Kenya, experimented with the use of drama as a teaching tool for global issues related to female labor, female genital mutilation, AIDS/HIV, and the rights of women and girls to an education. Her project reached not only her pupils, but also extended to the larger community, as she had her students prepare skits for their parents and the larger community.

In their findings, Inbaraj et al. (2003) concluded that pre-service teacher candidates will actualize the education they have received on the basis of "differing global priorities" and their personal beliefs (p. 90). They also found that pre-service

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teacher candidates faced resistance in carrying out their activities in the schools to which they were assigned. Thus, this study illustrated that, in practice, there will be external limits—both political and local—placed on teachers who wish to teach their students to become global citizens.

The Inbaraj et al. (2003) study illustrated how views of global citizenship education may differ depending on the local context of schools, regions, and countries. It also showed the importance of clarifying what is meant when a government or a school articulates global citizenship as a learning outcome. The politically-charged nature of education for global citizenship was underscored by a study conducted by Rapaport (2006), discussed next.

Rapaport (2006) Study

Rapaport (2006) reported on a study of the attitudes of in-service social science teachers toward foreign and native instructors in an eight week residential workshop in the Ukraine. The workshop was created in response to the desirability of a Western, and specifically U.S.-style educational model, that was exported to Eastern Europe following the end of the Cold War (Rapaport, 2006, p. 179). Many of the professional development instructors involved in the project to bring a new model of civic education to Russia were foreigners, namely citizens of the United States or Great Britain. The professional development participants were all in-service teachers with varying years of experience in the profession from 10 regions of the Russian federation; all had international experiences.

Rapaport's (2006) study fits in with a discussion of preparing teachers for global citizenship because it addresses the sensitive issue of cultural imperialism in education. It is particularly relevant given socio-cultural factors identified by Rapaport:

Education is traditionally one of the most important values for Russians, . . . a

source of pride, . . . and in the late 1990s, a rare example of something stable and

sustainable. . . . Secondly, . . . social studies, as it is understood by British and

American educators, is barely known in Russia. (p. 181)

Rapaport quoted Stones (1996) as evidence: "Some teachers and teacher educators from Eastern Europe have been healthily critical of the Western carpet-baggery of Western educationists peddling pedagogical snake-oil" (p. 181). Despite the socio-cultural backdrop, all participants in the study agreed with the general statement that "international cooperation in education is useful" (p. 184).

Rapaport also investigated the trust level Russian faculty held toward their foreign instructors. The result was not unexpected, given the value Russians have historically placed on their educational systems; respondents had a slight preference for Russian instructors over instructors from the United States. Despite feelings of mistrust, however, when asked to identify the ideal instructor, Russian teachers reported that a Russian with a degree from a U.S. university would be the most qualified to teach. An intriguing finding in Rapaport's study was that the more experienced the faculty member, the more likely he or she was inclined to trust the foreign instructor.

When Rapaport explored the issue of what cross-educational concerns Russian teachers saw as being most critical, he found that cultural-value motifs are more of a concern than political differences. That is, Russian teachers felt that U.S. teachers, in

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particular, teaching in a Russian school would encounter difficulties understanding the local context of the Russian school. This was followed closely by a concern that such a teacher would lack knowledge about national culture and traditions. Conversely, the participants believed that a Russian teacher working at a school in the United States would lack knowledge primarily about national culture and traditions, followed by ignorance of the local context. Other issues examined included receptiveness of the community, receptiveness on the part of parents, prejudice, and political problems.

In conclusion, Rapaport (2006) offered advice to designers of professional education programs for teachers in international contexts. Fears of cultural imperialism are inadequate explanations of the potential communication problems in professional development programs for teachers. When foreign experts are brought in to provide professional development, their expertise should be justified in the eyes of the audience. Professional development materials in the language of participants may mitigate the sense that homegrown educational models are not as valued as Western models of education.

Here I summarize the four studies—Holden and Hicks (2007), Schneider (2003), Inbaraj et al. (2003), and Rapaport (2006)—on the results of teaching global citizenship education to pre-service teacher candidates and in-service teachers. The studies showed that pre-service teacher candidates and in-service foreign language teachers need professional development to teach global citizenship, but the political nature of such an agenda should be well-understood. Again, a key component of that professional development to that end may be study abroad. In practice, the context of the school and

culture will influence how easily teachers accept professional development on topics concerning global citizenship education and how they actualize it.

Summary

All of the studies reported in this literature review point to globalization as the primary motivation for the investigation reported. In this section, I will summarize the major points gleaned from the studies.

Fears of cultural imperialism, an unfortunate byproduct of globalization (Friedman, 2005), still tarnish teacher preparation and professional development programs that name internationalization as an outcome. Cultural imperialism was named as a threat in several articles (Fox & Diaz-Greenberg, 2006; Hussein, 2006; Rapaport, 2006). One the other hand, the worldwide telecommunication and transportation infrastructure, another byproduct of globalization (Friedman, 2005), allows individuals to know the other, whether through the media or study abroad (Holden & Hicks, 2007; Inbaraj et al., 2003; Schneider, 2003; Sercu et al., 2005; Siberry & Kearns, 2005). Many of the authors of the studies reviewed opined that study abroad offers the richest opportunity for teachers to acquire intercultural competence or to become global citizens, although intercultural competence is not a guaranteed outcome of any experience abroad (Pence & Macgivilary, 2008). The recent imprisonment of the British teacher in Sudan for allowing her class to name a teddy bear Mohammed is a painful example of that fact (Gettleman, 2007).

While most of the studies reported here named globalization as the impetus for the investigation, occasionally, domestic agendas relative to working with ethnic or religious minority children inspired the studies reported or were at least mentioned as secondary benefits—Siberry and Kearns' (2005) study in Northern Ireland and Dooly and

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Villanueva's (2006) work in Spain and Fox and Diaz-Greenberg's (2006) research in the United States. But the latter motive was found to be associated with what Sercu et al. (2005) called the "unfavorably disposed" teacher toward culture teaching. The development of the favorably disposed and unfavorably disposed teacher profile illustrates the role that teachers as individuals can play in teaching culture, intercultural competence, or global citizenship. Furthermore, as noted in the study reported by Inbaraj et al. (2003), regardless of professional development received, teachers as individuals will actualize what they have learned about global citizenship in keeping with their personal beliefs and the parameters of the local context.

Technology as a democratizing tool plays a critical role in understanding and mediating the globalization of education. Several studies found that the internet has supplanted the college classroom as a source of information on the world, a finding that is not unexpected. The Sercu et al. (2005) study illustrated that FL teachers rely on the internet and other media to inform themselves of target cultures, especially when they lack personal experience in the target cultures. Similarly, Holden and Hicks (2007) reported that the participants in their study, pre-service teachers, reported that most of their information on global issues came from the media. Schneider (2003) paints a particularly grim picture of the role that U.S. universities play in internationalizing education, in general, and for education majors, in particular. The concept of the global university model visualized by Stromquist and her peers in the New Century Scholars Program has yet to become a reality (Eggins, 2003). Many efforts to globalize education or to create interculturally competent teachers are housed in part in cyberspace—the master's degree in Global Studies in Education at the University of Illinois, and the

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Argonauts program are but two examples. Finally, many of the studies reviewed here used e-mail and distance education technologies as the medium of instruction or the sampling tool to conduct the study (Sercu et al., 2005; Siberry & Kearns, 2005).

The collaboration competition continuum described by Friedman (2005) creates important opportunities for education, even while they pose threats to teacher education programs in its current form (Zeichner, 2006). Again, almost all of the studies reported in this literature review were collaborative efforts, and many of them were international. Projects coming out of Europe are particularly attentive to the value of collaboration, and name transnational project management as a primary instructional goal of professional development for teachers. Clearly, this value has influenced the partnership forged between Chinese, Vietnamese, and German universities to create an international master's program in technical and vocational education (Bunning & Zhao, 2006). Curiously, I saw no evidence of transnational cooperation being a goal in the studies conducted in the United States.

Whereas Friedman (2005) has documented the development of common standards for business, industry, and technology, education has not developed a coherent set of common standards with respect to preparing teachers for international contexts, although the European Union is taking measures to create those standards within the European Union and is on an ambitious schedule to accomplish that by 2010 (European Commission, 2005). However, the studies reviewed suggest promise for developing such standards. Many of the studies reference the value of intercultural competence, or what Dooly and Villanueva (2006) referred to as interculturality, or to global citizenship. Certainly, common standards will emerge from these and other shared values held by

globally competent educators. Despite criticisms concerning curriculum development as the focal point of internationalized teacher education opportunities, it remains a shared focus of many of the studies reported here and may be a starting point for the development of common standards. The projects spoke to how teachers integrate cultural teaching into the classroom, the degree to which they believe they are responsible for delivering that curriculum, what specific measures they take to review and revise curriculum, and so on.

Teacher educators have a daunting task to integrate the findings of these studies; thus, here I present the top three conclusions I reached from the literature review: (a) Pre-service teacher candidates and in-service teachers need professional development to teach intercultural competence and global citizenship. (b) important tools to that end include technology and study abroad, (c) teacher educators should realize that international and domestic issues will influence how teachers actualize the professional development received.

CHAPTER III

METHODOLOGY

The design and method of the study is discussed in this chapter. The purpose of

the study is reiterated, and the rationale for the design of the study is given. The

procedure followed for data collection and analysis is detailed, concluding with the

procedural summary, the criteria for evaluating the validity of the study, and the reporting

plan.

Purpose of the Study

The purpose of this research was to evaluate the professional development needs

of teachers in Concordia Language Villages' Study Abroad programs by investigating

three research questions:

1. What professional development activities are currently taking place in

   Concordia Language Villages' Study Abroad programs?

2. What are the professional development needs of teachers in Concordia

   Language Villages' Study Abroad programs?

3. How should professional development opportunities be delivered to teachers

   employed in Concordia Language Villages' Study Abroad programs?

Case Study Design

The case study approach is appropriate when information is needed about a

particular issue, like the professional development needs for Study Abroad programs. The

design of the evaluation I conducted met Yin's (1989) definition of a case study (i.e., "an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used") (p. 23). The professional development of teachers in light of globalization is a contemporary concern in education.

A case study is not unlike the Indian fable of the six blind men and the elephant—only an exotic example will do for research on intercultural teaching. The story goes that the six blind men were each boasting of their experiences in the wider world to the other men. Eventually, the one-upmanship amongst the men centered on what each knew of the elephant, an animal none had actually seen, and together they hired a guide to take them out to examine a creature. Each man approached the animal from a different direction, inspected it tactilely, and reported his findings back to the others. This did nothing to settle their dispute, as each had examined a different part of the animal—the ear, the trunk, the leg, the tail, the tusk, and the flank. Unable to reconcile their differences, the six men followed the guide back to their village, each confident that his own experience with the elephant was, in fact, the truth. The story ends there, without any of the men grasping what an elephant is. Because they lacked a shared view of their experience, they could not bridge the miscommunication to arrive at a common understanding.

At the same time, case study methodology attempts not to generalize, recognizing that there are realities that are tied to specific contexts. In this sense, the research reported here is very much like the fable of the blind men and the elephant. The demands of teaching in an international context, with a diverse team overseas, are subject to the

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setting in which the program operates. A 360° inspection is necessary to account for the varying demands of teaching in international contexts. The cumulative knowledge of experts with whom I consulted in this study was acquired through experience in the field, in study abroad locations, each unique in its particular demands. The study is a case study composed of many cases.

Yin (1989) has noted that case studies in research can be useful in testing and building theories. The theoretical underpinnings of research as described by Merriam (1998) influence the design of case studies. Merriam, citing Carr and Kemmis (1986), distinguished between three types of inquiry: positivist, interpretive, and critical. The positivist is concerned with experimental study and hypothesis testing. The interpretative approach, which best describes the case study I conducted, values knowledge gained from inductive reasoning. The critical research approach is associated with "Marxist ideology, critical theory and feminist theory . . . and is an ideological critique of power, privilege, and oppression in educational practice" (Merriam, 1998, p. 4). Many of the studies cited in the literature review used the critical research approach, and the researcher who studies educational issues associated with globalization is well-advised to be mindful of the critical theory when conducting similar studies. In addition to theory, I had to consider my role in the investigation as a practitioner scholar.

Role of the Researcher

As I explained in the introduction, I had a problem to solve; I needed to address the professional development needs of my team. But, my motivation went beyond my own needs. In conducting the research, I aspired to be a collaborator, a colleague who in search of answers for her own program not only went in search of an elephant, but also

surveyed her peers to learn what they knew. Of course, the potential of bias stemming from my perspective as a program leader cannot be denied. Without due diligence, I may have come away from the investigation like any one of the blind men in the Indian fable, and have interpreted findings in light of my own experiences leading the program in Spain or as a part of the Spanish language programs rather than a cohesive whole. To mitigate this threat to validity, my research began holistically, through an examination of the organizational values in terms of professional development rather than with an inventory of professional development needs in the program I lead.

My association with Concordia Language Villages facilitated access to the community. For example, at the outset, I understood the context, the setting, the culture of the organization, and its jargon. As a leader within Concordia Language Villages, I understand when data might be best collected within the organization—with great care, if at all, while the camps are in session and one is on contract! Based on my experiences in the program and my responsibilities while in session, I chose to collect data in the off-season.

I obtained permission to conduct the research from Concordia Language Villages' Institutional Review Board in the fall of 2007, in anticipation of collecting data at the Village Leadership Council meeting in the spring of 2008. The University of North Dakota's Institutional Review Board approved the research project on January 24, 2008 (see Appendix A).

<center>Data Collection</center>

Fitzpatrick, Sanders, and Worthen (2004) have described the characteristics of case studies:

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1. A focus on a selected case or cases;

2. A desire for in-depth understanding of an issue; and

3. Collecting data in many different ways, but with a focus on qualitative methods

such as observations, interviews, and the study of existing documents. (p. 308)

I have presented the case and defended the motivations for my study; however, a discussion of the data collection techniques is in order.

Researchers have any number of tools available to them. The tools selected by the researcher should be determined by the nature of the research question asked (Newman & Benz, 1998, p. 26). Quantitative methods have the power of the scientific method and its corresponding instrumentation. Qualitative methods, which often use ethnographies, interviews, focus groups, and document analysis, are well-suited to the emergent design, a type of inquiry that allows the investigator to retool as the study unfolds, and discoveries are made. Initially, I planned to use document analysis, interviews, a survey, and a focus group as the primary tools of data collection. However, during the discovery process and in keeping with an emergent research design, the data gathering methodologies evolved, and I settled on a mixed methodology approach.

The preparation of tools of data collection yielded concrete answers to the first and third questions. With respect to the first research question regarding professional development activities currently taking place in the abroad programs, I found that there is an assumption within the organization that teachers in the abroad programs will have attended Multi-Village Orientation and know how to apply that knowledge to the abroad context or, if not, that they will have received professional development from program leaders. With respect to the third research question concerning the delivery of

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professional development activities, my interview with the Director or Education and Research revealed that "online has to be the way to go." Thus, the first and third research questions were largely answered in the earliest stages of research. The second research question concerning the professional development needs of teachers in abroad programs was the central focus of the present investigation.

Prior to the study, I had anticipated that the investigation would winnow the professional development needs down to those deemed most critical in the abroad context (see Figure 3).
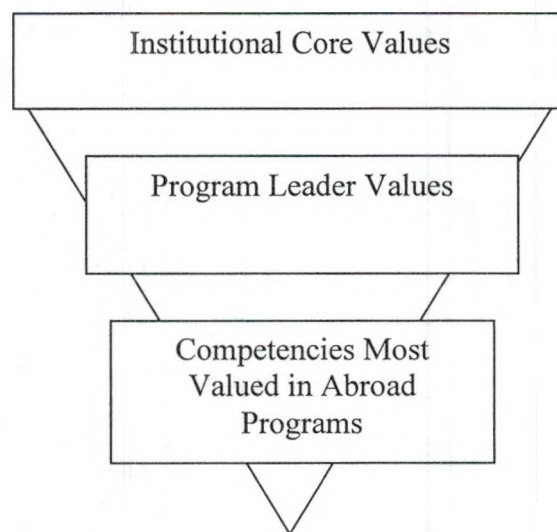
Figure 3. Institutional Core Values, Program Leader Values, and Competencies. The document analysis and the interviews influenced the survey design and focus group protocol, rather than yielding mere data to be analyzed. The purpose of each tool and procedures used are described as follows.

Document Analysis

Acting on the belief that in-house publications would reflect the core values of the institution, my research began with a review of the materials Concordia Language

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Villages uses in inducting and orienting new employees. As illustrated in Figure 1, at the outset, I assumed that organizational culture of the employing institution would define the competencies valued in its workforce.

To obtain the Institutional Review Board approval, I had developed a pilot survey (see Appendix B) based on a cursory examination of the Staff Handbook and the topic areas covered in the Multi-Village Orientation. With approval of the Institutional Review Boards, I expanded my review of documentary evidence to include other artifacts:

1. Concordia Language Villages' Personnel Policies, which all applicants are required to read before applying for a position with Concordia Language Villages,

2. the Dean's Manual,

3. the Staff Handbook that is issued to every new employee who attends the Multi-Village Orientation.

The review of these documents then informed the development of the survey. I developed Likert-scale questions pertaining to the competencies in the following areas: personnel policies, the mission statement, Concordia Language Villages' goals, health and safety, the role of staff as a counselor, the role of staff as a teacher. The preliminary questions developed asked respondents to evaluate the importance of educating study abroad staff in topics and subtopics in these areas. Each Likert-scale question was followed by an open-ended question asking respondents to suggest additional professional development needs for study abroad staff in those areas, based on their own experiences living, working, or studying abroad.

I conducted interviews with two expert informants within the organization regarding my research. These two informants were selected because they have worked with CLV for many years, 25 and 30 years, respectively, and they have been language teachers and program leaders. Furthermore, they are directly responsible for professional development, teacher education, and research activities within CLV. Their guidance was deemed critical for a case study that, among other things, accounted for an organization's values. An external reviewer may have given the study more credibility against an objective set of criteria, if I had been looking for an external validation of the practices at CLV. However, given that I wanted the survey tool to reflect the values of the organization, the subjective views of knowledgeable insiders within CLV were deemed more valuable for the purposes of my investigation.

The interviews greatly influenced my methodology, specifically the revision of the survey, and caused me to focus more on my second research question regarding the professional development needs for teachers abroad than on current activities or delivery thereof.

I vetted the survey tool with an informant, the Associate Director of Program and Staff Development, and the one most familiar with the documents I had analyzed to create the survey. I framed our interview by presenting my assumption that staff who work in international contexts work simultaneously in at least three cultural environments: the organizational culture, their culture of origin, and the target culture. I said, "Our task in conducting staff development activities is to enculturate staff in the practices and values of the organization, with an eye on the role of culture/s on that

process and in the execution of an employee's duties." The interviewee readily agreed with that statement. I then asked her to review the survey questions to see if they were comprehensive and reflective of the organization's values. We then reviewed the survey question by question; some of her observations echoed themes that I read in the literature.

For example, given the political implications of education for global citizenship, I asked her if having program leaders rate the value of educating staff on the mission statement was too politically sensitive, one that respondents might not want to answer. My informant felt that because the question was not asking them whether or not they agreed personally with the mission, but rather whether they thought that staff should be educated on the organizational mission statement, that the question should be retained as is. And, so it was. She also opined that it would be interesting to learn whether or not program leaders believe that the mission statement is an important professional development topic. Her observation proved to be quite prescient, as the findings will show.

She suggested that I include a question regarding the importance of educating staff on the six guiding principles of Concordia Language Villages as identified by linguist Heidi Hamilton, who has conducted fieldwork on the pedagogical practices of CLV. This recommendation was in line with studies from the literature review that demonstrated how educational institutions uniquely influence educational practice.

Vetting the survey with my informant also revealed that parts of the documents may not clearly communicate the institution's core values to its readers. My original survey included a section on the Concordia Language Villages' goals as they are described in the Staff Handbook. When I asked whether these should be retained, the

informant wondered aloud where these goals, which are listed as language and cultural immersion, global awareness, and environmental awareness, came from. She observed, "We do not separate global awareness and language and cultural immersion in the organization, and the environmental awareness piece varies by the cultures represented in Concordia Language Villages just as the target cultures represented by the Villages vary with respect to their values regarding environmental awareness."

Indeed, the German programs reflect the most progressive approach to environmental education in keeping with the progressive environmental policies in German-speaking countries. A testament to this fact may be seen in the *Biohaus,* a teaching facility dedicated to environmental education and located at Waldsee, the German language village. The deans of the Spanish programs have lamented the fact that pollution and environmental degradation are unfortunately endemic to many of the countries where Spanish is spoken, and thus instruction in our programs regarding environmental awareness is often country or issue specific. One need not think much beyond the contested Kyoto Protocol to realize there is not a shared, global understanding of what environmental awareness is, and that educating staff who come from all over the globe on the topic of environmental education poses some challenges.

Survey questions concerning staff roles as counselors and teachers changed little. With respect to survey questions regarding professional development topics on the role of staff as teacher, my informant suggested incorporating information from the Credit Facilitator's Appendix and Credit Teacher's Handbook. Also, she suggested that questions relating to evaluation and assessment be added based on her observation that there are cultural issues involved in such educational decision making, echoing the work

of Clarke (2001), whose research has described the culturally based differences in the concept of how schools are organized. Finally, by mid-February the survey tool was complete.

Participants

The participant sample was selected using judgment and snowball sampling methods (Polkinghorne (2005) has discussed sampling methods in qualitative research). All participants included in the sampling were directors, deans, and leadership staff with Concordia Language Villages. These participants were deemed qualified to judge the professional development needs of teachers in intercultural contexts because (a) they are experienced at supervising teachers at Concordia Language Villages, and, in many cases, elsewhere, and (b) they are themselves experienced teachers. The study included personnel who work with young children in language immersion pre-schools to those who administer language immersion programs serving adults. Some respondents are university professors and primarily researchers during the academic year; others are school teachers or administrators. Table 5 shows the distribution of the 57 study participants by role within the organization.

All 15 languages taught in Concordia Language Villages—Arabic, Chinese, Danish, English, Finnish, French, German, Italian, Japanese, Korean, Norwegian, Portuguese, Russian, Spanish, and Swedish—were represented in the sample. Table 6 shows the distribution of respondents from the various languages taught at Concordia Language Villages.

Nearly 35% of the respondents were colleagues from the Spanish language programs; their greater level of participation may have been due to my closer

Table 5. Survey Respondents by Role Within Concordia Language Villages.

Please indicate what your position is at CLV.

Answer Options	Percentage of Respondents	Number of Respondents
Director/Associate Director	9.4%	5
Dean	54.7%	29
Credit Facilitator	9.4%	5
Member of Leadership Staff (formerly called Core Staff)	15.1%	8
Teacher	18.9%	10

professional association with them, a potential threat to validity, but the Spanish language programs are the largest within the organization, and thus there were more respondents coming from these areas. An enrollment report from June 23, 2008, for example, shows that, as of this date, 31% of villagers were enrolled in one of CLV's Spanish language programs. A perusal of the list will reveal that a number of less commonly taught languages are taught at Concordia Language Villages, and the leaders of these villages are fewer in number. Regardless of the number of participants by language group, a respondent from every language village represented at Concordia Language Villages participated in the study.

The sample was unexpectedly increased by the participation of program leaders from another division within Concordia Language Villages. An intensive English as a Foreign Language program, the Global Language Villages, takes place in China, Mexico,

Table 6. Languages Taught at Concordia Language Villages by Survey Respondents.

Which language/s do you teach at CLV? Check all that apply.

Answer Options	Percentage of Respondents	Number of Respondents
Arabic	2.0%	1
Chinese (Mandarin)	4.1%	2
Danish	6.1%	3
English	12.2%	6
Finnish	2.0%	1
French	10.2%	5
German	10.2%	5
Italian	4.1%	2
Japanese	2.0%	1
Korean	2.0%	1
Norwegian	4.1%	2
Portuguese	2.0%	1
Russian	4.1%	2
Spanish	34.7%	17
Swedish	10.2%	5
Answered question		49
Skipped question		6

and Tanzania, and is best described as a hybrid abroad program, a service learning, language immersion, and cultural exchange program in one. Program leaders of the Global Language Villages are educators in their professional lives during the academic year, but some of the volunteers who serve as teachers in this program fit the description of what I termed "accidental teachers" in the introductory chapter, in that they have taken on the role of teacher without having completed teacher education programs.

In the past, the Village Leadership Council has not included program leaders from the Global Language Villages, but following a restructuring within Concordia Language Villages, they were invited to join the Village Leadership Council. This was a logical move for the organization, given the similarity of the Global Language Villages to other programs within the language villages. It was equally logical to include them in the sample because of the international locations of this program. Another benefit of including this group was that their perspective as English teachers in abroad contexts differed at times from the perspectives of program leaders teaching languages in locations where the target language is spoken. Thus, their participation widened not only the scope of inquiry, but also the conclusions reached. Fortunately, the protocol I filed with the Institutional Review Boards was written broadly enough to include this group.

The snowball sampling method resulted from asking members of the Village Leadership Council to invite members of their leadership team—usually teachers or credit facilitators—within their respective programs to participate in the study. Credit facilitator is a job title within Concordia Language Villages and refers to lead teachers within each program who oversee the academic part of the programs. Program leaders from the Global Language Villages did not recruit additional participants.

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Other relevant demographic information regarding study participants included the number of years they have spent living, working, or studying abroad. It was difficult to arrive at an average number of years the study participants had spent living, studying, or working overseas, as some reported a cumulative average of time spent overseas, in short stints of a semester or less (see Table 7). Many reported working for the language villages over many consecutive summers. In one instance, a participant has worked overseas one month out of every summer for 35 years. Seventy-four percent of the participants have spent between one and five years living, working, or studying overseas, and 16% of the respondents had spent more than 10 years living, studying, or working overseas. And, one declined to answer, stating, "I don't know how to answer the question, as my home country is a moving target!"

Table 7. Number of Years Survey Respondents Spent Living, Working, or Studying Overseas.

Number of years living, working, or studying overseas

Answer Options	Percentage of Respondents	Number of Respondents
0-1 year	6.0%	3
1-2 years	41.0%	20
3-5 years	33.0%	16
6-10 years	4.0%	2
More than 10 years	16.0%	8
Answered question		49
Skipped question		6

I also asked survey respondents to report how many years that they have worked with CLV. Almost 80% of the respondents had worked with CLV for six years or more (see Table 8 for the results). Four respondents had been with the organization for more than 30 years. The number of years that survey respondents have worked with international teams of teachers as a result of their employment with CLV makes their insights into the professional development needs of teachers in abroad programs invaluable.

Table 8. Number of Years Survey Respondents Worked With Concordia Language Villages.

How many years have you worked with Concordia Language Villages?

Answer Options	Percentage of Respondents	Number of Respondents
0-1 year	2.0%	1
2-5 years	20.0%	11
6-10 years	36.0%	20
11-15 years	11.0%	6
16-20 years	13.0%	7
21-25 years	0.0%	0
26-30 years	7.0%	4
More than 30 years	2.0%	1
Answered question		55
Skipped question		2

Survey

The survey (see Appendix C) was administered through SurveyMonkey, an online survey tool. The survey was opened online on February 20, 2008, and directors, deans, and leadership staff of Concordia Language Villages were invited to complete the survey by e-mail invitation. Informed consent was obtained electronically when the respondents clicked on the link to open the survey.

The initial response rate was poor; fewer than half of the language villages were represented in the 26 surveys returned by early March. Thus, I sought and obtained approval through the University of North Dakota Institutional Review Board to change the protocol to a paper and pencil version to be administered in person in early March at the Village Leadership Council. Fifty-five surveys, including both online and paper versions, were collected by April 20, 2008.

The change in protocol for the survey also resulted in changes to the focus group protocol, discussed next.

Focus Group

I chose to conduct a focus group with deans in the abroad programs to identify the professional development needs deemed most valuable for their programs. To recapitulate the research design, the plan was to have members of the focus group, those who work in the abroad programs, review the recommendations for professional development made by *all* leadership staff, comment on them, and then identify those most needed in abroad settings. The focus group was comprised of program leaders who work in abroad contexts, in the Study Abroad programs and in the Global Language Villages (intensive English programs).

The original focus group questions submitted in the protocol for Institutional Review Board approval were the same as the research questions (see Appendix D), although the original procedure did indicate that survey results would inform a revision of the focus group protocol. However, the delayed participation of many survey respondents meant that the prompts used in the final protocol developed for the focus group did not reflect the opinions of the entire group surveyed. Still, there were many professional development topics suggested in the surveys and subsequently presented to the focus group members, and these topics generated rich discussion. See Table 9 for a list of these topics presented.

The focus group, comprised of eight program leaders from both the Study Abroad programs and the Global Language Villages programs, met for 45 minutes on March 14, 2008. Two administrators also sat in to observe the focus group. All signed informed consent forms prior to participating in the focus group. A note taker recorded the discussion on a flipchart so that participants could visually follow the discussion. Immediately following the focus group, I transcribed the notes from the focus group.

Data Analysis

In keeping with the interpretive approach to research, analysis of the data began at the descriptive level with document analysis. I used an open coding technique (Strauss & Corbin, 1998) to identify the professional competencies or professional development topics within the organization. In turn, the identification of competencies allowed me to design the survey and the focus group protocol, as described previously.

The survey featured both Likert-scale and open-ended questions related to specific professional development topics within Concordia Language Villages. The

Table 9. Suggested Training Topics.

SUGGESTED TRAINING TOPICS FOR ABROAD PROGRAMS

Villagers
  Strategies for communicating with youth
  Understanding *and* teaching strategies that promote language learning
  (persistence, seeking opportunities to learn language)
  Psychological issues
  Medical needs
  Disability (accommodations)

Safety
  Safety within non-CLV environment
  Crisis management
  Good risks v. bad risks
  Survival skills

Teaching
  CLV philosophy
  Teachable moments in country
  Relevant content
  Lesson planning
  Role modeling
  Student management (roll call, travel, managing lg. groups)
  Survival skills (problem-solving, getting help)

Relationships
  Teamwork
  Community building in host country
  Connecting with youth in host country
  Chain of command—reporting lines
  Promoting empathy, compassion, interaction among program participants
  Affirming individual strengths

Culture
  Self-knowledge (understanding one's own culture and biases)
  Culture shock/reverse culture shock
  Cultural norms and nuances
  Ways of being/perceiving/acting/interacting
  Understanding cultural differences as experienced by adolescents
  Understanding American youth
  Understanding culturally based differences of teaching and learning (classroom
  management, use of space/time, student groupings, assessment, classroom
  routines)
  World issues

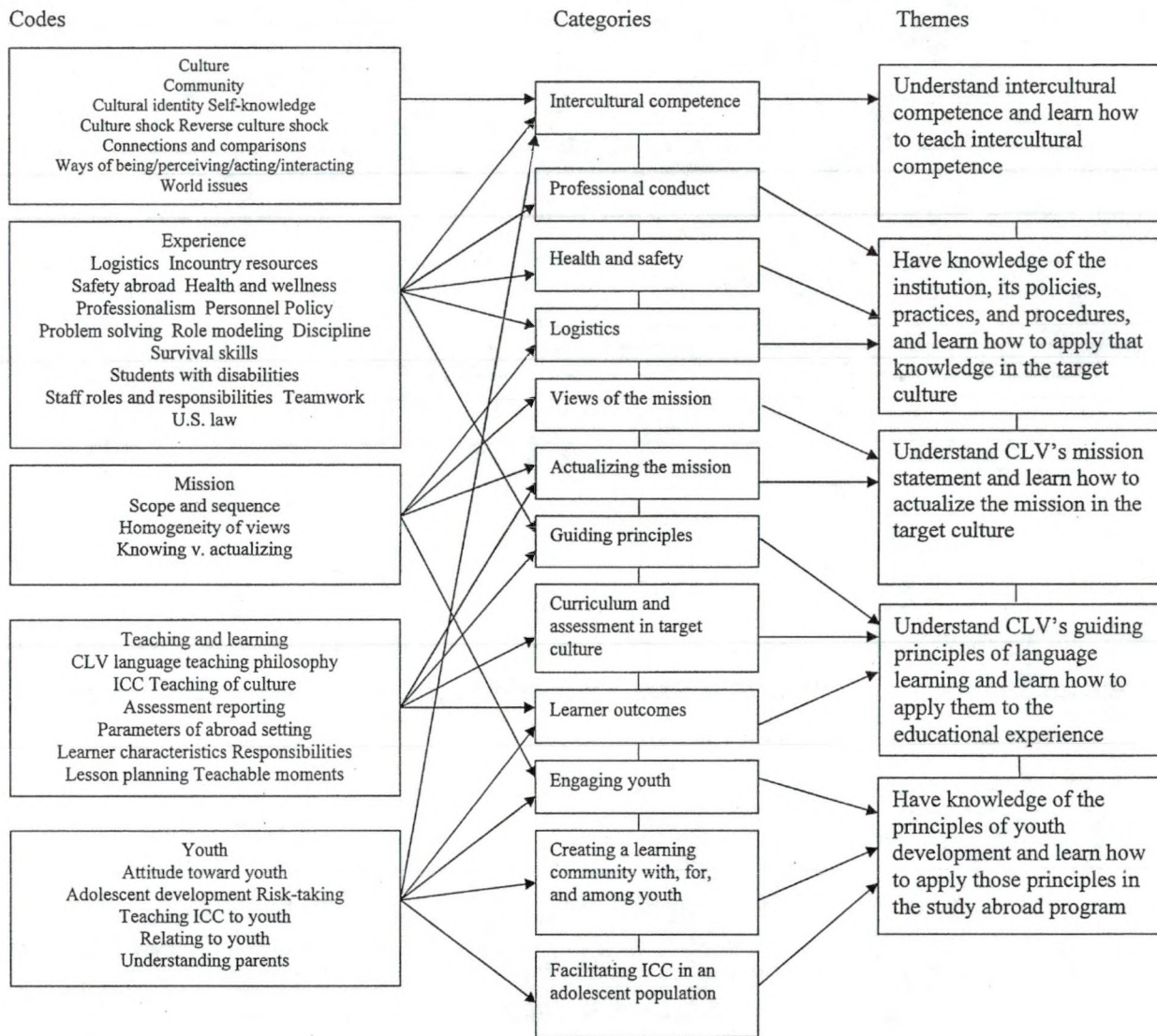*Note.* See the final protocol in Appendix E.

Likert-scale questions were probably not the best choice for the survey design, as they may have restricted the participants to agree with the status quo, the existing professional development protocol for the villages. Despite this, for each question, I examined frequency data to identify areas of strong consensus or disagreement on any given topic. In turn, I then analyzed demographic data and the responses to open-ended questions to see if participant comments would illuminate reasons for the responses given. Thus, I engaged in a recursive process to systematically describe and explain the data.

Then, because I was also interested in learning which topics were especially important in the abroad contexts or what additional professional development needs should be addressed, I analyzed the responses given to open-ended questions in the surveys and in the focus group. Open-ended responses were coded using both open and an axial coding technique. According to Strauss and Corbin (1998), the axial coding technique may be used to examine the relationships between categories and subcategories (see Figure 4). In this manner, the schema imposed by the organizational approach to professional development topics was deconstructed and ideally reconstructed in a way that makes sense for abroad programs. Five themes emerged from the data, an overarching theme of intercultural competence, and four additional themes in the areas of knowledge of the educational institution, teaching for global citizenship, teaching and learning in abroad programs, and, finally, specialized roles and responsibilities of abroad teachers in youth development.

Validity

Newman and Benz (1998), noting the contributions of Lincoln and Guba (1985) and others on issues concerning the validity of qualitative research design, compiled a list

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Figure 4. Codes, Categories, and Themes.

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Codes

Culture
Community
Cultural identity Self-knowledge
Culture shock Reverse culture shock
Connections and comparisons
Ways of being/perceiving/acting/interacting
World issues

Experience
Logistics Incountry resources
Safety abroad Health and wellness
Professionalism Personnel Policy
Problem solving Role modeling Discipline
Survival skills
Students with disabilities
Staff roles and responsibilities Teamwork
U.S. law

Mission
Scope and sequence
Homogeneity of views
Knowing v. actualizing

Teaching and learning
CLV language teaching philosophy
ICC Teaching of culture
Assessment reporting
Parameters of abroad setting
Learner characteristics Responsibilities
Lesson planning Teachable moments

Youth
Attitude toward youth
Adolescent development Risk-taking
Teaching ICC to youth
Relating to youth
Understanding parents

Categories

Intercultural competence

Professional conduct

Health and safety

Logistics

Views of the mission

Actualizing the mission

Guiding principles

Curriculum and assessment in target culture

Learner outcomes

Engaging youth

Creating a learning community with, for, and among youth

Facilitating ICC in an adolescent population

Themes

Understand intercultural competence and learn how to teach intercultural competence

Have knowledge of the institution, its policies, practices, and procedures, and learn how to apply that knowledge in the target culture

Understand CLV's mission statement and learn how to actualize the mission in the target culture

Understand CLV's guiding principles of language learning and learn how to apply them to the educational experience

Have knowledge of the principles of youth development and learn how to apply those principles in the study abroad program

of criteria for evaluating the design validity of such. Earlier in this chapter, I related the tale of the blind men and the elephant. The selection of this story as a metaphor for my research was no accident. My investigation was subject to bias because of my employment in the organization where I investigated the case study and because of my professional interest in producing useful results. Therefore, I took measures to increase the validity of the study and to minimize the influence of personal bias.

I systematically collected data from many members of the organization, most of them with years of experience in abroad settings. My investigation started globally with the professional development materials that have been developed and revised over many years by many language educators, rather than with the needs of my program. I triangulated the data through several sources—document analysis, interviews, a survey, and a focus group. Whenever possible, I coded comments that illustrated issues unique to a particular program or abroad setting. I supplied leadership staff of the organization with an overview of my initial findings and invited comment. In response, the Director of Education and Research wrote me indicating her interest in seeing the final recommendations. While time constraints will not allow me to conduct member checking with all participants in the study prior to reaching my conclusions, the results will nevertheless be shared with them; the conclusions of research will be revisited and revised as the context changes. I do not see the conclusions as static. In Table 10, the checks on validity of the proposed study and the corresponding criteria are listed.

Table 10. Checks on Validity.

Action	Criterion/Criteria
Systematically collect observations from Concordia Language Villages deans and leadership staff	Neutrality
Ensure that views of staff with years of experience in program are collected	Prolonged engagement on site
Differentiate and code typical v. atypical observations within Concordia Language Villages programs	Persistent observation
Relate initial findings to Concordia Language Villages leadership; gauge responses	Peer debriefing
Use a variety of resources to collect data—manuals, documents from existing staff development programs, informants, and focus groups	Triangulation
Review collective data with Director for Education and Research	Member checking
Systematically collect observations from Concordia Language Villages deans and leadership staff	Referential materials
Ensure that views of staff with years of experience in program are collected	Structural relationships
Use existing data to sample data	Theoretical sampling
Document steps to ensure replicability of study	Leaving an audit trail
Determine the applicability of results for other settings	Generalizability
Ensure that results account for all Concordia Language Villages abroad programs	Negative case analysis
Complete steps 1-12 above	Truth value

Note. Adapted from Newman and Benz, 1998, pp. 50-56.

CHAPTER IV

RESULTS

The purpose of this study was to learn about the professional development needs of teachers in Concordia Language Villages' Study Abroad programs. In this chapter, the findings to the research questions investigated are presented and elaborated upon in light of the literature review and supported by anecdotes from the field. The research questions were:

1. What professional development activities are currently taking place in Concordia Language Villages' Study Abroad programs?

2. What are the professional development needs of teachers in Concordia Language Villages' Study Abroad Programs?

3. How should professional development opportunities be delivered to teachers employed in Concordia Language Villages' Study Abroad programs?

An idealized outcome of the research was to contribute to the literature on the professional development of teachers in international contexts as well. The implications will be discussed in the next chapter.

As noted earlier in the previous chapter, the emergent design of the study led me to focus primarily on the second research question concerning professional development needs for study abroad, as the first and third research questions were largely answered in the process of developing and refining the tools for gathering data. Therefore, I will

summarize the findings for the first research question briefly at the beginning of this section and move on to a discussion of the professional development needs as identified by the survey results and focus group. Frequency data, as well as responses from the open-ended questions, are included in the discussion. The third research question, the delivery of professional development opportunities, will be discussed briefly at the end of the chapter.

Research Question One: What Professional Development Activities
Are Currently Taking Place in Concordia Language
Villages' Study Abroad Programs?

Professional development activities vary from program to program within the larger umbrella of Study Abroad programs at Concordia Language Villages. The pathway to employment in the abroad programs and the status of the teacher as a paid employee or a volunteer has some bearing on the professional development activities that take place. In the German Study Abroad program, the dean will only hire teachers who have worked in Concordia Language Villages' U.S.-based programs, and hence have benefited from the Multi-Village Orientation. These teachers come into the abroad program with some knowledge of how the larger institution operates in the United States, of who the villagers are, of the daily programming, and the procedures, and perhaps, most importantly, the guiding principles of the organization, as described by Hamilton, Crane, and Bartoshesky (2004). In these instances, professional development activities are usually limited to special topics, like the accommodation of students with disabilities or the purpose of portfolio projects. Professional development in these programs occurs largely on an ad hoc basis.

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The dean of France Study Abroad has taken advantage of teacher exchange programs, like the Amity Institute, in hiring teachers. These hires may have a fully developed understanding of what it means to be a teacher in the target culture, as they must meet credentialing prerequisites for their participation in the teacher exchange. While these teachers may have certain professional attributes as credentialed teachers, the teachers have not been to the language villages nor participated in professional development activities, and, therefore, must depend on the program leader to communicate the values of the organization, its policies and practices. In these instances, professional development focuses more on differences that occur between educational systems, on topics like assessment practices or on use of space within the classroom. Clarke's (2001) cultural model of teaching and Alexander's (2000) model of intercultural comparisons for education, as referenced by Siberry and Kearns (2005), would provide a practical framework for dialogue.

The study abroad program in China relies on an educational institution and its teachers from the target culture to teach the language. In this instance, the culture of Concordia Language Villages has little bearing on how teachers carry out their responsibilities as they are working for the host institution. The participants in this abroad program probably experience instruction as it is delivered in the target culture more fully than programs in which instruction is delivered by teachers contracted by Concordia Language Villages. No professional development for teachers occurs in this program.

Staffing patterns also differ in the programs; the program leader for Argentina hires cultural teachers in the country where the program takes place to teach specialized programming, like traditional dance. I have done something similar in Spain to simply

increase the number of people conversant in the target language who can interact with the villagers. In these instances, professional development needs are somewhat limited and few, if any, professional development activities occur.

Other programs hire generalists who are expected to carry out all program activities. The generalists need to have the broadest understanding of the parameters of their work. For example, if the program leader is with a student who is hospitalized or escorting a student to the airport for an early departure, the teachers who remain behind must step in to administer the program albeit with support from an administrative team working from Concordia College. Professional development activities for teachers in these programs vary depending on the pathway to employment.

The Global Language Villages, which again is not a Study Abroad program from the perspective of its students, but is an abroad experience from the perspective of the teachers, are staffed with volunteers with varying degrees of teaching experience, ranging from no experience to very experienced. Their program leaders teach them the basics of lesson planning, in the form of "a lesson in a bag," a technique in which the volunteers use realia, like wedding albums and high school yearbooks, to teach conversational English.

Professional development activities occur at different times. The Global Language Villages program has a curriculum guide that offers suggestions for lesson planning to its volunteers. The Study Abroad programs have two mailings that are sent to all participants—students and staff—regarding program logistics, itineraries, packing lists, and safety tips. Program leaders use mentoring techniques and dialogue to foster professional development. Occasionally, they also step in to the classroom to model

teaching strategies. I use a selection of materials that I pull from various in-house

publications to orient teachers who have no experiences in the villages. No matter the

method, teacher education occurs mostly through the mail, over the telephone, in

conference calls, or over e-mail.

Research Question Two: What Are the Professional Development Needs of
Teachers in Concordia Language Villages' Study Abroad Programs?

In presenting the professional development needs, I will present first some general

findings, and then elaborate more fully on the specific topics.

In the process of conducting research to answer this question, my conclusions

evolved according to the data collected and analyzed. For example, after reviewing the

documentary evidence, the primary topical areas for professional development were

personnel policies, the mission statement, Concordia Language Villages' goals, health

and safety, the role of staff as a counselor, and the role of staff as a teacher. However, I

learned from my interviews that the initial cursory review of documents was too limited.

In response, I widened the scope of my inquiry and looked at additional documents for

evidence of topics that should be addressed in and resources to support those activities.

The process allowed me to refine the survey so that I could ask program leaders better

questions.

I then surveyed leaders within Concordia Language Villages to learn what topics

mattered in the professional development of the study abroad faculty and triangulated the

information gleaned during a focus group with program leaders in the abroad programs.

Study participants were asked to evaluate the importance of providing professional

development to abroad teachers on the professional development topics identified in the

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documentary evidence. These areas were personnel policies, health and safety, the mission statement, principles of teaching at Concordia Language Villages, the role of staff as teacher, the role of staff as counselor. All of these topics and related subtopics were overwhelmingly endorsed by the survey respondents (see Appendix F), receiving a rating of extremely important or just below by 80% of the respondents. While only frequency data were reported and were not analyzed using statistical tools, these numbers combined with the open-ended responses led me to conclude that the in-house publications are reflective of the core values held by the institution and its leadership. While I did not ask study participants to rank the topics in comparison with each other, some respondents attempted to choose the most important topic within each heading. Some even indicated that this was their intention, noting that it was "hard to separate CLV's core values in a continuum." Nevertheless, this response pattern was useful in formulating words to describe the overriding themes.

The survey results yielded other findings. First, despite the fact that the professional development resources do not specifically refer to intercultural competence, participants in the study made numerous references to competencies that nested easily within Byram and Zarate's (1997) model of intercultural competence. Thus, the model proved useful for categorizing recommendations of the respondents. In the end, five themes emerged. I identified an overarching theme—*intercultural competence accounts for the knowledge, skills, and abilities required to teach in study abroad programs*—and applied that to the other four themes that emerged from the data, presented in Table 11.

Responses to open-ended questions regarding what additional topics should be considered for the professional development of teachers in the abroad programs also

Table 11. Themes.

Themes

Primary, overarching theme: Teachers in Concordia Language Villages' Study Abroad programs need to understand intercultural competence and learn how to teach intercultural competence.

Theme two: Teachers in Concordia Language Villages' Study Abroad programs need to have knowledge of the institution, its policies, practices, and procedures, and learn how to apply that knowledge in the target culture.

Theme three: Teachers in Concordia Language Villages' Study Abroad programs need to understand Concordia Language Villages' mission statement concerning global citizenship and learn how to actualize the mission in the target culture.

Theme four: Teachers in Concordia Language Villages' Study Abroad programs need to understand Concordia Language Villages' guiding principles of language learning and learn how to apply them to the educational experience abroad.

Theme five: Teachers in Concordia Language Villages' Study Abroad programs need to have knowledge of the principles of youth development and learn how to apply those principles in the Study Abroad program.

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revealed a need to emphasize certain professional development topics (especially

professional conduct, which is often reinforced by law, and the mission statement)

according to the context of the particular Study Abroad program, both in terms of teacher

profiles, their pathways into employment, and program location. Other topics, while still

considered very important by program leaders, were affirmed but not as resolutely. For

example, while the respondents valued the importance of educating abroad teachers on

the role of teacher, they did so less emphatically than they did for some of the other

topics. As one participant noted, they expected teachers working abroad to "be more

experienced" and have fewer professional development needs as a result. A less

enthusiastic, but still affirmative, endorsement of educating teachers on their role as

counselors, combined with statements made by respondents throughout the survey, led

me to expand this topic. I reframed the role from that of "the role of staff as counselors"

to "the specialized roles and responsibilities of abroad teachers in youth development."

There is significant overlap of topics within each category; the implication of this overlap

on professional development activities will be discussed in the final chapter.

Primary, Overarching Theme: Teachers in Concordia Language Villages' Study
Abroad Programs Need to Understand Intercultural Competence and
Learn How to Teach Intercultural Competence.
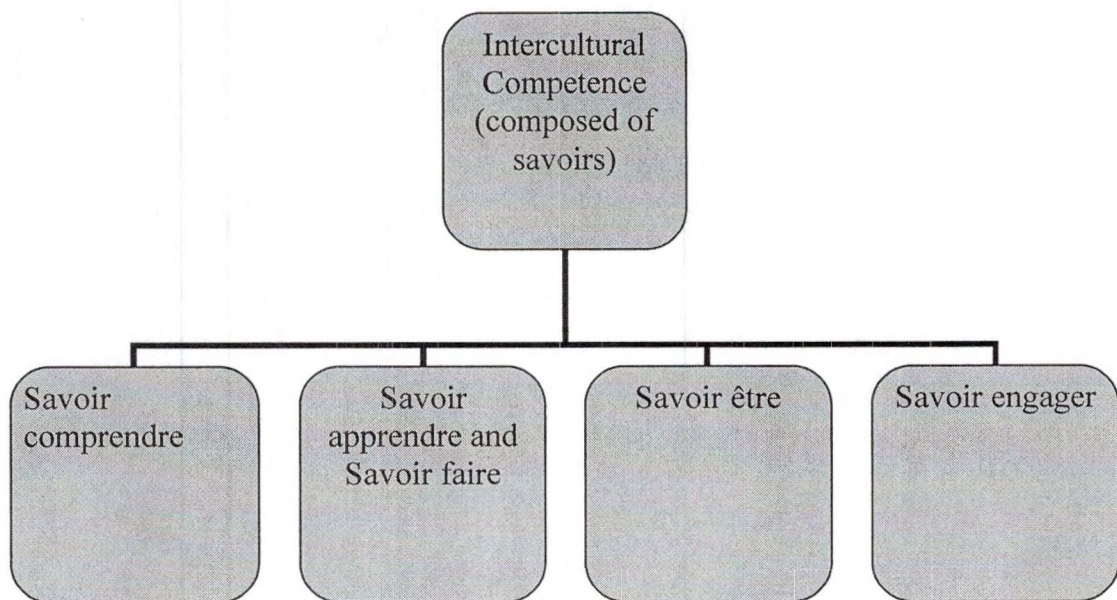
Figure 5. Intercultural Competence.

While few articulated the phrase "intercultural competence" as an important topic

for professional development, the topic received high ratings on the Likert-scale question

on the value of intercultural competence as a professional development topic—51% of

the respondents considered it extremely important. Furthermore, many open-ended

responses spoke to the need to provide professional development on knowledge, skills,

and abilities associated with intercultural competence. The comments tended to indicate

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an assumption that teachers in the abroad programs possess intercultural competence, and, therefore, the professional development activities for the abroad programs should emphasize the teaching of intercultural competence rather than its acquisition on the part of teachers. However, the literature review indicates reason for caution in this regard. The Sercu et al. (2005) study demonstrated that among teachers of foreign languages there is a favorably disposed and unfavorably disposed teacher profile with respect to teaching intercultural competence. Being a language teacher does not guarantee intercultural competence. Other studies (Dooly & Villanueva, 2006; Pence & Macgivilary, 2008; Siberry & Kearns, 2005) have shown that teaching experiences in other cultures offer no assurances in this regard either.

In this section, I organized and interpreted remarks made by participants in the study under abbreviated definitions of each component of the model of Intercultural Competence; these definitions come from an article by Byram (2000) in a special issue on the topic of intercultural competence published in the online journal *Sprogforum*, a Danish publication dedicated to the teaching of language and culture.

Savoirs or Knowledge: knowledge of social groups and their products and practices in one's own and in one's interlocutor's country, and of the general processes of societal and individual interaction.

Survey respondents commented on teacher competencies. Abroad teachers should "understand nuances and norms, possess cross-cultural awareness, and recognize culturally-based perceptions." "The teacher should have knowledge of culture and social issues in the place of the program." The importance of self-awareness also came out in their responses: "Understanding one's own cultural identify and beliefs, and where they stem from" and "knowing your OWN culture (who you represent) and making

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connections and comparisons to other world cultures." These statements reflect the stance advocated by Garcia's (1998) principles for integrating "a true sense" of culture and diversity in the classroom, as described by Fox and Diaz-Greenberg (2006).

The comments also addressed instruction. One observed that teachers should explicitly teach proxemics to support interaction, suggesting that teachers make "direct comparisons between behaviors in own culture and target culture (physical closeness, eye contact, gestures)." Teachers should also be able to "define and identify how cultural diversity plays out in the target culture—make comparisons to American culture." The "teaching [of] survival skills—how to do things in target culture" was named as important to the abroad teacher's repertoire. Indeed, I have observed villagers reduced to tears when they realize that accessing money or that ordering food is not as easy in the target culture as it is in the simulated setting of the villages where adults present ensure that successful transactions take place. Therefore, the first days of a program are dedicated to teaching survival skills.

One of my interviewees, a teacher educator, explained how abroad teachers might impart this knowledge to their students:

That understanding might be gained through the cultural triangle: products, practices, perspectives. So perhaps we should build in time at the end of the day to have students complete a triangle. They should start with products, because that is what's visible. Then they go from there to practices, and last perspectives because that is harder to observe. Then students should mirror that observation for what occurs in their culture of origin. The reflection piece should be in the

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student's own language because the higher order thinking skills required to do this task should not be limited by L2 proficiency.

She added,

> Some of the staff members abroad have little direct knowledge of US culture or American youth. Should they be knowledgeable about US culture? If so, how should our staff development activities address this need? Insofar as their role is of supervision of American youth, they should not be surprised by some of their attitudes, and they should anticipate where American kids are likely to bump up against the target culture.

This comment led to savoir comprendre.

Savoir comprendre: skills of interpreting and relating: ability to interpret a document or event from another culture, to explain it and relate it to documents from one's own.

One respondent suggested adding professional development in "how one becomes a 'cultural broker,' able to negotiate culture-bound experiences to accept, re-pattern or accommodate cultural impacts on day to day life." The introduction of a term from anthropology reiterates the ethnographic approach so valuable in teaching intercultural competence (read Byram & Fleming, 1998, on the use of ethnography in language teaching). A number of the respondents recommended that teachers be educated on "cultural issues pertaining to the student population, echoing the suggestion that teachers should know where "youth will bump up against the target culture." In the programs where foreign languages (not English) are taught, this was described as "cultural understanding of American youth." In this respect, the pupil's culture-and-language learning profile, as described by Sercu et al. (2005), would be useful for teachers to

gauge. I have seen the importance of understanding a student's cultural framework arise with respect to in-group relations within the program and extend to learning within the target culture. Students who come to Spain represent many different regions, religions, and lifestyles, most of them from within the United States. One student from the Deep South was referring to another student in the program as "the Jew" at the beginning of the program one summer. After his peers and teachers talked to him about his manner of addressing his peer, he changed and later commented on how his knowledge of how to relate to diverse people, including those within Spain, had been altered by the experience.

Knowing a student's background or language learning strategies may help teachers predict what events in the target culture might be a catalyst for learning. "There is something to be said for kids feeling the discomfort that travel actually should cause and then having them help kids manage, process and learn from the discomfort." They need to be able "to help someone through cultural miscommunications or being able to guide students to see positive, learning opportunity in conflict, like the skills needed to debrief a simulation." The ultimate goal was to help villagers "to recognize, interpret and cherish cultural differences."

Savoir apprendre/faire: ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes, and skills under the constraints of real time communication and interaction.

One response spoke to the complexity of actualizing the culture of the institution while living in the target culture. This person said that professional development should address the "culture-bound distinctions between what will be experienced in the target culture and what is allowed by our program policies. We get so good at being 'in the culture and language' that people lose sight of the fact that sometimes the parameters that

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direct their behavior are significantly different." An incident in Spain illustrates the dilemma. Our group had just finished lunch at a very typical Spanish restaurant in Madrid. The owners of the restaurant were working hard to establish good relations with us as new customers, as there was a promise of future business through a personal connection that one of the teachers had with the restaurant owner's son. Toward the end of the meal, the owner offered me a liqueur, which under program policy I am not allowed to have. I refused the drink, citing program policy as the reason, but the owner insisted, poured the drink, brought it to the table, and placed it before me. The students looked on with great curiosity, clearly wondering if I planned to drink it. In the meantime, I sat uncomfortably with the prohibited drink before me feeling badly that the owner might feel insulted and slightly concerned that the students thought I had ordered the drink. As one noted, because "people are watching you all the time," teachers have to be aware of what they are teaching in their own interactions. "It is important to let the staff know that they in their behavior and ways are ambassadors for the language they represent and the culture the language comes from." As seen in the anecdote, when teachers are operating under more than one cultural framework, this standard can be difficult, if not impossible to reach. They must choose.

Of course, the teaching task goes beyond the modeling; the teacher must also create settings where students may learn savoirs apprendre and faire. "Just being thrown into a native language community does not guarantee that you'll get people to speak with you. Staff must understand how to set up those kinds of interactions for students. Homestays are one great tool, but what about interactions with their peers?" Fortunately,

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there is a publication that helps program professionals create these types of opportunities (Paige, Cohen, Kappler, Chi, & Lassegard, 2004).

Savoir être: attitudes of curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own.

The attitudinal stance possessed by the teachers abroad. They should "be sensitive to host culture" and demonstrate "tolerance to people who do not agree with our way of being." Another noted that it was "important not to make judgments about culture differences being right or wrong." These recommendations are in line with the stance advocated by Fox and Diaz-Greenberg (2006), "to study human differences and examine your attitudes toward them." However, one respondent acknowledged the difficulty of teaching attitudes. "I don't believe we at Concordia Language Village no matter how hard we try can teach the Villagers cultural sensibility, but we can plant a seed that will allow them to grow and learn what's acceptable and what's not in their target language's culture later on if they choose to go live in that country." This statement may reflect the view shared by some of the teachers surveyed in the Sercu et al. (2005) study, that teaching intercultural competence may not change attitudes.

Savoir engager: Critical cultural awareness/political education: an ability to evaluate critically and on the basis of explicit criteria perspectives, practices, and products in one's own and other cultures and countries.

In preparation for the teaching of savoir engager, one respondent advised abroad teachers, "Inform [yourselves] about issues around the world in order to facilitate what you want to achieve." The Holden and Hicks (2007) study illustrated the importance of making sure that teachers are prepared in this regard, as many are not. Other studies (Fox & Diaz-Greenberg, 2006; Inbaraj et al., 2003; Rapaport, 2006) described how the

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cultural experiences of teachers influenced their choices with respect to teaching world issues. Inbaraj et al. (2003) found that teachers prefer to focus on a world issue that pertains to the local context, AIDS education in Kenya, for example, or equal rights for girls in India. Holden and Hicks (2007) found that if teachers were well-traveled, they had a more expanded view of world issues, whereas those who had not much experience overseas tended to focus on local environmental issues as global issues. Thus, knowledge levels and priorities for teaching world issues will vary amongst individual teachers.

One respondent offered, "I would add something that specifically focuses on wrestling with worldviews/opinions that differ from the student's own perspective. That often requires the student to engage in self-examination/self-reflection." For example, in preparing for the trip to Spain, I advise students that while the Spanish are generally supportive of students who come to Spain to study Spanish, they are not supportive of the war in Iraq. Students should consider how they might talk with the Spanish about the war, clarifying their own views, possibly defending those views, and preparing themselves to listen beforehand. Another agreed, emphasizing the "importance of communication and understanding culture and politics between natives and students." One program leader summed it up this way: "It is also important for young people to learn how to communicate with the rest of the world on their turf!"

Theme Two: Teachers in Concordia Language Villages' Study Abroad Programs Need to Have Knowledge of the Institution, Its Policies, Practices, and Procedures, and Learn How to Apply That Knowledge in the Target Culture.

The first theme developed from the practical information teachers need in order to be a teacher in the employment of a school or any educational program. This finding was where one works, influences how teachers practice their profession. In the Rapaport
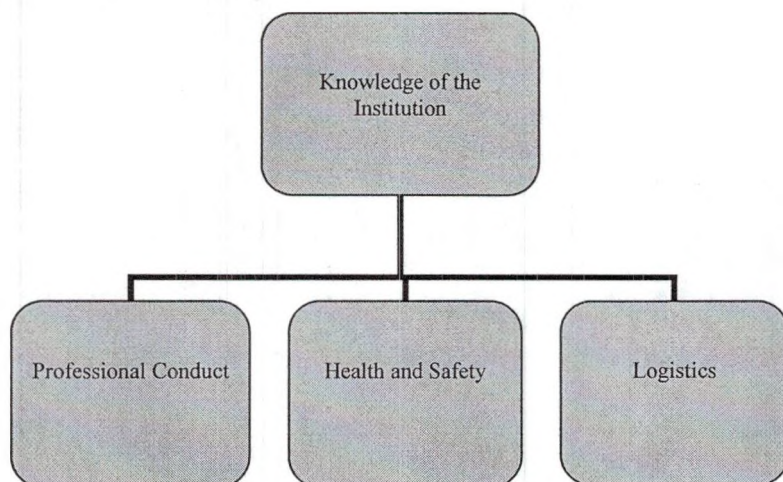
Figure 6. Knowledge of the Institution.

not surprising, given that the literature review showed that the local context, the school

(2006) study, Russian teachers named familiarity with educational systems and schools in

the target culture as an important factor for a teacher's success in a cross-cultural

educational setting. Inbaraj et al. (2003) also discussed how the context of the employing

institution affected practice.

In my investigation, three major topics for professional development activities

that related to Knowledge of the Institution emerged from the data: professional conduct,

health and safety, and program logistics. Subtopics are listed under each of these areas.

The mission statement was not included under Knowledge of the Institution for

two reasons: (a) The literature review revealed so much ambiguity with views of global

citizenship that I concluded that a mission statement related to global citizenship called

for an examination of this topic in particular; (b) it also deserves special attention because

Byram and Zarate's (1997) model, the framework for this investigation, provides a link between language teaching and teaching for global citizenship.

The documentary evidence showed most topics relative to professional conduct are covered by the policy statement that all employees must read prior to being contracted by Concordia Language Villages. As noted previously, many of the teachers contracted to work in the abroad programs have worked in the U.S.-based programs and thus, in addition to having the opportunity to read personnel policies, they also have had the opportunity to hear some of those topics reiterated in the orientation and in faculty meetings. As one survey respondent noted, "This may be a dumb question: Is having working for CLV a prerequisite? I think that a certain understanding of how the Villages in Minnesota work is important when representing CLV abroad."

While many have reported that it is preferable that teachers have worked with the institution, it is not a prerequisite. Some in-country teachers are contracted for short periods of time as cultural informants, and they are not required to read and sign this agreement. Furthermore, some teachers, despite their nationality or years of experience working for Concordia Language Villages, still struggle to understand the policies. Issues have surfaced in the abroad programs concerning various aspects of professional conduct—the participation of teachers on students' social networking sites or the accommodation of students with disabilities. In the case of the former, there may be an age-related difference with respect to participating on social networking sites with villagers. In the latter, the difficulty is harder to explain. It is as if the foreign-born teacher did not realize that reasonable accommodations would be available in the abroad setting or that students with disabilities would come to the abroad program. A source of

confusion for one experienced teacher was why villagers in the abroad programs are responsible for self-care with regards to medical self-management whereas, in the U.S. programs, they must turn in medication to a camp nurse. In essence, some of the rules change in the abroad context while others stay the same.

Professional Conduct

The first survey question asked respondents to rate the importance of personnel policies relative to professional conduct. Given that participants in the study are program leaders and charged with enforcing personnel policy, it is not surprising that they rated most topics relative to professional conduct highly. The overriding goal of ensuring that teachers maintain professional relationships with youth was rated as extremely important by 70% of the respondents. Indeed, all other professional development topics related to professional conduct may be subsumed under the heading of professional relationships with youth. One respondent articulated, "Professionalism is the header with many of the others falling underneath." Another added that professional development activities should show teachers "how to set reasonable and clear expectations, and how to empower kids to make good decisions when in doubt. Finally, it is important that staff know that they are always role models, and they need to consistently and clearly model what they expect of each other and the villagers." Siberry and Kearns' (2005) study described the cultural differences of classrooms encountered by student teachers participating in the Erasmus programs. In particular, many participants in their study noted differences in the autonomy of learners between countries, suggesting, again, that what constitutes professional behavior is culturally bound.

Of those who chose to offer a qualitative comment on the question of providing professional development on personnel policies, a little more than half (54%) stressed the importance of covering these topics with personnel in the abroad contexts. One respondent commented emphatically, "They are all important. It is hard to distinguish which are critical from which are really important. They all need to be covered, and they need to be covered well." Another questioned, "How can you say these are less important?"

But not all felt this way, as one dean of an abroad program wrote, "With our culture some things aren't as important—for example, communal living is a pretty standard thing and is not an issue for our native speaking staff. Most staff don't speak English well enough to use social networking sites either." Another stated, "As you can see, all of the topics are important. However, in the German culture, adults hear that alcohol and tobacco are not to be used but do not necessarily understand what that means and the background it has in American culture."

The emphasis some respondents placed on covering all the topics well led me to examine individual surveys to discern a pattern amongst those respondents who stressed the importance of informing teachers about organizational policies in their responses. These respondents had worked for the organization an average of 14.6 years, whereas other respondents who did not specifically stress the importance had worked for the organization an average of 10.2 years. Thus, they had almost five more years of experience than respondents who did not comment on the importance of covering these personnel policies relative to professional conduct, suggesting that experience may inform the tenacity of viewpoints in this regard. These responses may be illustrative of

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greater growth along Bennett's (1986) developmental model of intercultural sensitivity on the part of the more experienced program leaders. These responses recognize that important differences exist between groups of people, and knowing what topics matter more in what context reinforces the idea that how institutional policies are understood by teachers from the target culture will be mediated by culture.

Other respondents suggested that there exists shared knowledge and understanding of personnel policy relative to disciplinary action and physical punishment. For example, one respondent commented, "Physical punishment & sexual harassment should be mentioned in the policies, but it's understood, that these are no means of educating anybody." The same topic elicited a similar comment from another respondent: "Personnel policies regarding physical punishment [are not] as important because I think they get it already." The latter responses reflect an ethnocentric stance, the minimization of differences, as described by Bennett (1986) in his developmental model of intercultural sensitivity. Persons at this stage of intercultural sensitivity dismiss differences because they assume that people, regardless of culture, possess a similar worldview. Physical punishment is an accepted practice in some cultures (Shumba, 2003).

Despite the overwhelming support for educating employees on the topics, two of the survey respondents recommended that while some topics should be included in the personnel policies, some policies could be given less attention because employees come into the organization already knowledgeable of those topics. One respondent said, "I have chosen seven of them [the topics] to be a little less important based on the fact and taken for granted that the staff already comes with some knowledge from previous experiences that he or she might have." This respondent suggested that the overriding topics within

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the area of professional conduct included professionalism, discrimination policy, the

sexual harassment policy, and community living. It should be noted that the

discrimination policy and sexual harassment are inextricably tied not only to the culture

of the institution, but to federal laws that prescribe workplace policy within the larger

U.S. culture. This respondent suggested addressing the topics of physical punishment, use

of tobacco, alcohol, and other substances under the more general headings listed

previously. While these are still tied to law, these topics may be viewed differently in the

target culture. They may be perceived by teachers as more subject to cultural values

rather than legal absolutes, and thus more negotiable. Thus, one strategy for

communicating the importance of these policies as well is to tie them to the broader legal

framework under which the Study Abroad programs operate. For example, one

respondent recommended adding a topic and expanding the topic of diversity in faith

beliefs into the larger discussion of discrimination: "Diversity of sexual orientations

(though this and diversity of faith beliefs could be rolled into discrimination policy)."

Health and Safety

I included health and safety within the larger umbrella of institutional knowledge

because of the influence of accreditation agencies, and specifically the American Camp

Association, has on Concordia Language Villages. Regardless of accreditation standards,

health and safety issues are paramount in abroad programs. According to an article

published in the *Journal of Studies in International Education*, "Parents feel that they

have purchased knowledge of and responsibility for the safety, living conditions, and

cultural experiences of their children by paying the program tuition" (Bolen, 2001,

p. 194). Indeed, pre-departure conversations with parents often center on health questions

like, "Do the teachers know how to use an epi-pen? My son is a vegetarian, what will he eat? My daughter will be carrying syringes in her carry-on. Will she have problems with security?" While the program is in session, those conversations often turn to the importance of cross-cultural adjustment with respect to health expectations. Many students and their parents are dismayed to learn that members of the host family, including the children, smoke tobacco, for example.

Sixty-six percent of respondents valued "villager health" as a topic worthy of professional development time. One comment summarized this view: "[S]taff should model good health practices—eating well, staying rested and maintaining a positive mental attitude. Then they can expect (and require) the same of the kids. Kids and staff should both know where the lines are drawn for participation (and dismissal)—that should be clear from the get go." One program leader's experience illustrates the situation. A teacher who was hired to work had been advised by her doctor not to participate in the physically demanding program one week prior to the contract. She came anyway and informed the program leader of her physical limitations days into the program. This information would have been good to know ahead of time.

Topics that are addressed in professional development activities are subject to the cultural context of the abroad program both in terms of access to healthcare, health practices and to beliefs about wellness. Many of the programs take place where the health risks are few in number. In contrast, programs like the one in Cameroon that take place where medical services may be more limited require more forethought and preparation of the entire team. Others commented on the cultural knowledge required to access health services in abroad contexts. For example, "knowledge of some basic health facilities or

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operations in the country (if one will be remote or easily accessible to program)." At the same time, access to healthcare is part of the experience; these culturally based differences with respect to health are the source of new learning for villagers.

One survey respondent aptly noted, "Ok, so I'm biased. Some of these [topics] change for abroad programs. For example, personal hygiene is different from culture to culture, even for something as simply shaving body hair. While staff need to maintain a health protective stance insofar as villagers are concerned, being abroad also allows one to explore difference between cultures in a unique way." In Spain, every summer my students have to learn to keep windows closed and doors open or doors closed and windows open because the housekeeping staff of the residence hall believes that drafts resulting from both being open cause illness. The students mimic my directive about windows and doors both out of mirth and frustration at having to pay attention to something that they have not paid attention to before. "¡O abra la puerta o abra la ventana, pero no los dos a la vez! (Either the door is open or the window is open, but not both at the same time!)"

Survey respondents strongly endorsed educating abroad personnel on topics like "responding to illness or injury" or "illegal substances," but fewer considered the topics of First Aid or psychological conditions as being extremely important to address. Responses in this regard seem to vary according to the respondent's familiarity with abroad programs. Participants who do work in the abroad programs where the target language is spoken emphasized the need for professional development in the topics relative to disability, and psychological conditions, in particular. For example, program leaders in three of the abroad programs have had to work with teachers on how to

accommodate qualified students with disabilities. How to address issues concerning students with disabilities who are not qualified to participate is a program leader responsibility.

In one instance, a teacher reportedly told a program leader that she "should fail a kid [who had a documented disability in writing] based on his poor handwriting." The foreign-born teacher wondered, "Why are you babying these students?" In another program, a teacher requested that the program leader remove a student with a hearing impairment from her family—a technique for grouping students within the program—because of communication difficulties between them. Homestay placements for students with disabilities have also created special challenges. Some host families have reconsidered receiving students when they learn that the student has a disability. Teachers may then have to help host families prepare to receive youth with disabilities as well.

The experiences of many abroad leaders working with youth with mental health concerns in particular resulted in greater interest in this topic. One wrote, "I believe firmly in increasing the training for staff on the subject of psychological conditions." Another concurred, "It is important to emphasize these [topics] because they are silent killers (psychological conditions and bullying)." Another respondent specified the scope of professional development on such a topic, an opinion that aligns with the official stance of the organization: "While psychological conditions are important, our staff is not trained to deal with children that have psychological issues. Therefore, professional development should be to allow the staff to be able to recognize problems so that they can tell the appropriate people about the issues." And another felt that professional

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development on mental health issues would be of interest to foreign-born personnel: "Given that U.S. culture focuses much more on mental, emotional, and psychological health than most other cultures, this could be a great staff discussion point (shape their learning, not just the kids)."

In contrast, program leaders for the Global Language Villages who teach English to children overseas, however, expressed little need for professional development in this regard. They reported that students who attend their programs exhibit no apparent disabilities, suggesting that cultural differences exist with respect to sending children with disabilities to programs like those offered by Concordia Language Villages. Fernando (2002) should be read for a broader discussion of culturally based views of mental health.

Logistics

Procedural knowledge emerged as an important topic to impart to teachers abroad in the qualitative comments made by the participants. One abroad leader observed that professional development should elucidate "the network of communication. For example, if a student is having difficulties, who should they go through first? If a hotel clerk has a problem [with a student], who should be contacted? If our plane is delayed, who is in charge of contacting parents?" Others listed topics such as "crisis/emergency preparedness. These basic structures are important for a smooth trip." The dean is issued an emergency protocol, which may be followed in the event of a crisis. Another described this as "the necessity of understanding what the 'chain of command' is within the program. It is very clear to me that I am an assistant and that any issue that arises with a student I immediately refer to the dean."

Yet, in the hiring process, deans are encouraged to hire teachers who could serve as program leaders in the event of the dean's absence. So while the chain of command matters within the Study Abroad programs, administrative responsibilities may shift to the teachers should an emergency arise, and they must be able to carry out additional assignments as needed. It is unknown to what degree culture plays a role in the willingness of teachers to assume the role of program leader on a temporary basis—the scope of my inquiry did not include this question. If I were to investigate this question in the future, I would do so using Hofstede's (2001) research into how workplace values are influenced by culture.

Program logistics also require teachers to prepare incident reports, report cards, and session summaries, routine documents that are written in English for largely a U.S. audience.

As someone who sees the written evaluations from the Abroad programs, I would appreciate a greater focus on how to write these—especially from non-USA staff members. Staff members need to understand that written evaluations will be used by the student's language teacher/counselor to assess the student's language learning while abroad with CLV. The evaluation must effectively communicate what the student has accomplished and how he she has grown so that the language teacher/school counselor has good information for making decisions such as whether the student will be granted credit, and whether the student will jump from level 2 to level 4, etc. The evaluations also project the quality of CLV programs in general. A poorly written evaluation reflects negatively on the whole organization, and detracts from academic stature of the Abroad programs.

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In this respect, the professional development activities should consider issues that may

arise with teachers who speak English as a second language. Again, this comment

illustrates the value of understanding how educational systems may vary across cultures,

a finding brought out in Siberry and Kearns' (2005) study. Culturally bound educational

practices, like the documentation of student performance, should be included in the

professional development of teachers for Concordia Language Villages' Study Abroad

programs.

Theme Three: Teachers in Concordia Language Villages' Study Abroad Programs Need to Understand Concordia Language Villages' Mission Statement Concerning Global Citizenship and Learn How to Actualize the Mission in the Target Culture.
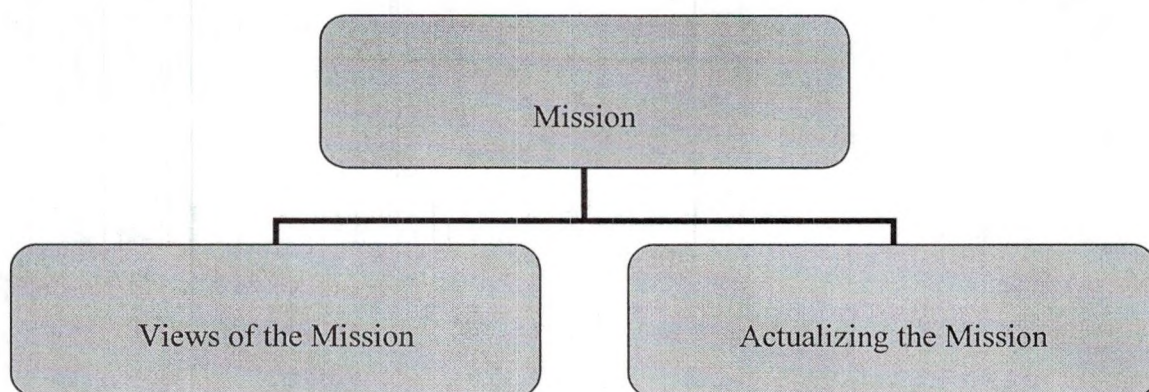
Figure 7. Global Citizenship.

As noted in the literature review, the concept of global citizenship varies

considerably according to sociopolitical context (Lagos, 2002). Citizens who hold many

passports, agents of change in social, economic, and environmental arenas, international

business people, immigrants—all can be considered global citizens. The topic can be

controversial and even polarizing when brought into an educational arena. The review of

the literature revealed the political overtones carried by educational policies that aim to

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develop global citizens. Inbaraj et al. (2003) discussed the political implications of global citizenship education in Britain, India, and Kenya, respectively. In the case of Britain, global citizenship education was aligned with the views of a particular political party. In India, the political elite advocated for global citizenship education, and, in Kenya, global citizenship education was viewed as an agenda to promote the interests of a specific ethnic group. In other instances, teachers may not have been exposed to the concepts of global citizenship in their own preparation. Both Holden and Hicks (2007) and Schneider (2003) demonstrated that opportunities to learn about global citizenship and global issues may be limited in teacher education programs. Thus, just as there exists no shared view how environmental education might be approached within the language villages, a shared view for what it means when an organization seeks to "prepare young people for responsible citizenship in our global community" may not be assumed. As one respondent suggested, it is important to educate teachers on "how to engage people who don't share these values." Teaching in this area draws the teacher into the field of political education, citizenship education, or education for global citizenship. Byram's current writings articulate language teaching to education for global citizenship (Byram, 2008).

Respondents affirmed the importance of educating teachers on the mission. As with other questions on the survey, respondents rated the topic and subtopics concerning the mission statement in comparison with one another. With respect to the mission statement, 74.5% of the respondents placed the greatest value on the subgoal of understanding and appreciating cultural diversity. One participant wrote, "It's important to 'translate' the mission to describe how it applies to abroad programs so that staff really

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get the big picture." The possibility that some subgoals might be more important than others depending on program location was echoed by more than one respondent. For example, one opined that two goals (the general mission statement and empathy for neighbors) should be overriding goals and "the rest [understanding cultural diversity; communicating with confidence and cultural sensitivity in more than one language; and promoting a worldview of peace, justice and sustainability] really comes out of the two that I have listed as most important."

Despite the value placed on discussing the mission in the professional development activities, the assumption of shared values in this regard surfaced again. One commented, "I can't imagine hiring someone who needed to be trained in some of these things." As seen from the literature review, the political and social implications of mission statements like the one advanced by Concordia Language Villages should be clarified, especially given the international composition of teaching teams abroad and the possibility for divergent views in this regard. One respondent recognized that the homogeneity of viewpoints with respect to global citizenship made her responsibility of facilitating the development of global citizens relatively easy. "I deal with European kids who often had shared points of view."

Some believed that teacher understanding of the mission was a prerequisite of the position. "I find that the Concordia Language Villages' mission is very difficult to teach to staff during a busy abroad trip and therefore require that staff has worked at Concordia Language Villages before." And, another concurred, "I hire a broad staff who already possess these qualities." I did not have an opportunity to learn how these abilities are

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assessed by program leaders, but assume that they probe for such knowledge during interviews or look for evidence of this knowledge from their prior work experience.

Yet, the challenge of seeing teachers actualize the mission was voiced by another: "I believe it's easy to train people to recite our mission. I think it's much more difficult to actually determine how the mission impacts the day-to-day decisions that we make as a staff member, and then act in a way that reflects the mission. Another concurred, "If we can get the staff to reflect the mission and shape learning in a way that also shapes the skills of a global citizen for each of our villagers—wow! That's enough for me." Another wrote, "Understand that your view of the world is not the only view."

Focus group participants differed on the degree to which it is important to impart the mission statement to teachers and to have them integrate the mission in their instructional activities. Program leaders for the Global Language Villages operating in China observed that it is not politically prudent for them to teach some of the themes relative to global citizenship. For example, they said that Tibet's independence or China's human rights record would not be considered appropriate topics of conversational practice, even though they are in keeping with the mission statement of the organization. In contrast, the U.S.-based programs not only take on world issues, they simulate dialogue about such things, through Model United Nations activities.

Theme Four: Teachers in Concordia Language Villages' Study Abroad Programs Need to Understand Concordia Language Villages' Guiding Principles of Language Learning and Learn How to Apply Them to the Educational Experience Abroad.

Study participants had the opportunity to comment on professional development topics for teachers based on questions relative to the guiding principles, as described by

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Hamilton et al. (2004), and on general topics related to teaching. Again, familiarity with the Concordia Language Villages concept was deemed important: "If teachers get what we are about and how they and the students are to be accountable for the experience, that ought to guide the rest of the information that needs to be imparted or sought out as the session goes on." Furthermore, educating teachers on Concordia Language Villages'
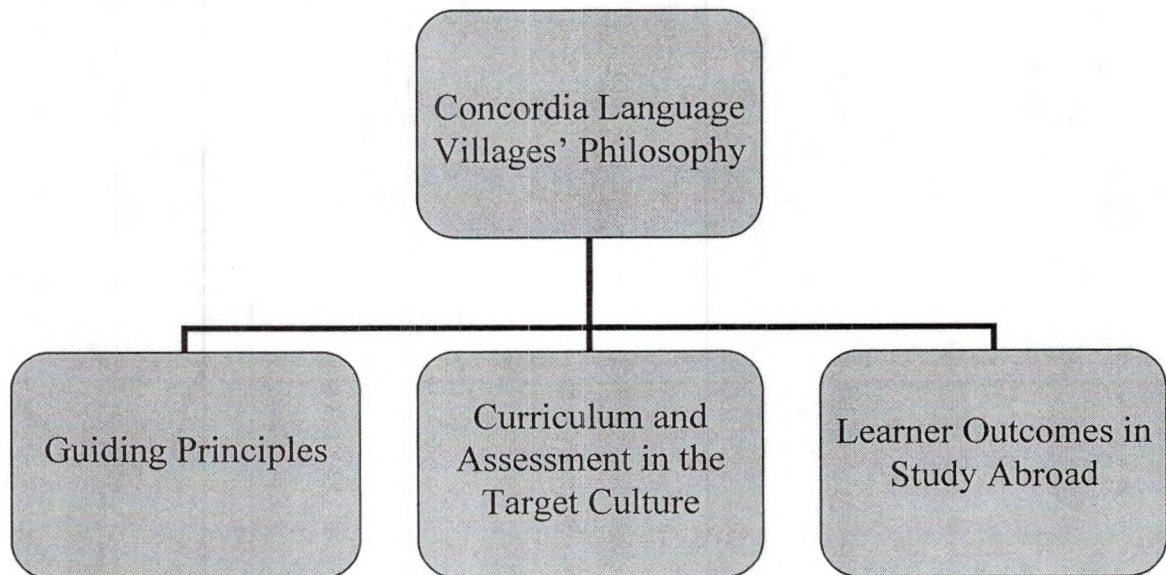
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            ┌─────────────────────┐
            │ Concordia Language  │
            │ Villages' Philosophy│
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Figure 8. Guiding Principles of Language Learning.

learning philosophy was rated as an extremely important topic by 60.4% of the respondents. Educating teachers on the practices particular to the villages—and specifically the guiding principles of language learning in the context of study abroad—received many comments. By way of review, the guiding principles as identified by Hamilton et al. (2004):

1. Take place in linguistically and culturally authentic surroundings;

2. Are experiential and hands-on, involving multiple senses and drawing on multiple intelligences;

3. Take place out of a real need to interact and communicate;

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4. Are embedded within extended projects;

5. Are carried out in a learner-centered way so that learners become invested in their own learning; and

6. Are carried out in such a way to give learners courage to participate and use the language.

Eighty-five percent of respondents rated the last principle as extremely important, a stance that acknowledges the language learning opportunity afforded by study abroad. One program leader's summative remark emphasized the importance of the principles in the abroad setting, even though these principles were identified from research conducted in the U.S.-based programs: "The principles reflect the principles of expeditionary (not experiential) learning as well as andragogy rather than classic pedagogy—I love it! It makes for a life-long learner rather than one driven by a teacher's syllabus."

Many respondents commented on the specific principles as they relate to the abroad setting. The principles may be applied perhaps more naturally in the abroad setting, as one respondent wrote,

> While I support these principles, I think that the first three are inherent in the abroad program, so are not important to emphasize in training. The last two are crucial for the success of the abroad program, and therefore could be connected to the "translation" of the Concordia Language Villages' mission statement for the abroad programs.

Another noted that that risk of tourist curriculum, an undesirable approach in language and culture teaching, may be reduced through the application of the latter three. "In principle, being abroad rather than in a simulation setting [like the U.S.-based language

villages], takes care of the top three [parts of the mission statement]. Four to six are key to stopping the experience from being tourism." The influence of textbooks in teaching culture is not the issue it was found to be in the articles cited in the literature review (Fox & Diaz-Greenberg, 2006; Inbaraj et al., 2003; Sercu et al., 2005), but the expediency of a tourist destination is an influence. The potential pitfall of focusing on the Four Fs—food, fashion, festivals, and folklore—rather than the Five Cs in abroad settings is real. This past summer, I personally found the draw of a medieval fair going on in the plaza in front of the residence hall to be an irresistible resource and created a game for my students to play while they visited the fair.

Others were of the opinion that not all principles were possible in the abroad setting, and only 17% of respondents rated educating abroad teachers on extended projects as extremely important. One program leader explained, "Extended projects occur in the abroad program, but they are much more difficult to organize than at our Minnesota site." Again, reframing extended projects in terms of direct fieldwork, like ethnographies, may be a better way to think about projects for the abroad programs.

Many commented on the importance of educating teachers on curriculum design for the abroad programs—its content and professional judgment in its application, but it was not valued as highly in the survey response. Only 17% of respondents rated this professional development topic as extremely important. In terms of content, one wrote that teachers should be encouraged to consider "something about teaching content relevant to where they are in the country they are visiting." Another program leader of an abroad program explained why she provides a more prescriptive curriculum for her teachers: "Unlike the Minnesota programs, where counselors have free time built into

their day for lesson planning, I provide a nearly complete curriculum for the credit teachers. They have input into this process in the spring, but the copies are made and the materials counted and ready for them each day of the abroad experience. This allows them to concentrate on correcting writing, doing oral interviews, and organizing the flow of the lessons rather than their content. We discuss why the content is set up the way it is, and that the teachers have the freedom to deviate if they think the material could be taught in a way more effective for this specific group of learners."

At the same time, many noted that teachers should be able to determine when to follow a prescribed curriculum (or the teacher's syllabus) and how to recognize the teachable moment. "Capitalizing on the Teachable Moment? I think that's the whole point of being abroad, yes?" Another advised, "Remember to be as well prepared as possible for lessons but also allow to go with the flow of a not planned conversation in order for the Villagers to explore other facets of the language." An incident in the program in Spain illustrates the decision making that occurs. Villagers were experiencing down time in the program and were preparing homework for a class when a gaeta player—the gaeta is a Galician bagpipe—came in to the hallway and began playing traditional music for the students. One teacher shooed him off by telling him that the students needed to focus on their homework. Luckily, the gaeta player was intent on sharing his music and culture and returned later to give the students a private concert.

Program leaders suggested providing guidance to teachers with respect to lesson planning in the context of target culture. They should be shown "how to follow up on language learning happening in context with formal instruction or assessment—making that link between the language they are exposed to and are using, and the language they

are trying to formalize as part of their repertoire." Another advised, "Showing [the] importance of language use in city; showing importance of culture use in city and in general; communication with natives." Another emphasized the importance of imparting a sense of the big picture, the larger goals of the program. "Don't try to teach everything all at once. Get the big picture and lesson planning down at the start, and bring up additional topics as they become relevant during the session. New teachers can get overloaded quickly with information and responsibilities. Be clear on which are absolutely essential first, then those that are desirable thereafter." This comment contrasts with the comment made by another respondent that teachers in the abroad programs are experienced. In fact, some of them are relatively inexperienced. As young professionals, they are often freer than their more experienced counterparts to work overseas in the summer.

The use of context in the curriculum also played into assessment practices that respondents felt that teachers in the abroad programs should be familiar with. They should know "ways to assess learners formatively and summatively in both informal and formal situations." Another respondent recommended, "Clearly outline learner objectives and preferred methods of culturally authentic ways to achieve these objectives." One solution is to utilize the CLVisa, a portfolio project that is modeled after the European Language Portfolio.

In practice, I have found teachers to be resistant to the use of the CLVisa and unfamiliar with the European Language Portfolio; this is true even among those who are teaching in European schools. Survey respondents did not give as much importance to educating abroad teachers in its use. More professional development on conducting

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assessment for abroad settings is needed. As one participant summed it up, professional

development should cover "how to follow up on language learning happening in context

with formal instruction or assessment, making that link between the language they are

exposed to and are using, and the language they are trying to formalize."

Finally, teachers in abroad settings need to think beyond the dates of the program

and realize how the students will continue to learn from the study abroad experience after

the program is over. So important is this concept to Study Abroad programs, *Maximizing*

Study Abroad: A Student's Guide to Strategies for Language and Culture Learning and

Use (Paige, Cohen, Kappler, Chi, & Lassegard, 2006) devotes an entire unit to post-study

abroad learning activities. One participant said, "Staff should always be aware that 'living

the culture' makes the program unique: each credit student will benefit from it in many

ways. Some students, however, will feel that their progress in language learning is slower

than anticipated, and they may give themselves a hard time because of this. For these

students, it is extremely important that staff help them understand the dynamics of the

study-abroad experience. Learners will benefit even weeks and months upon returning

home."

Theme Five: Teachers in Concordia Language Villages' Study Abroad
Programs Need to Have Knowledge of the Principles of Youth
Development and Learn How to Apply Those
Principles in the Study Abroad Program.

Survey respondents supported the organizational agenda to educate teachers on

their role as counselor and rated professional development topics under the role of

counselor very highly. However, the open-ended responses expanded the topics within

the umbrella of counseling so much that I considered new cover terms to account for the
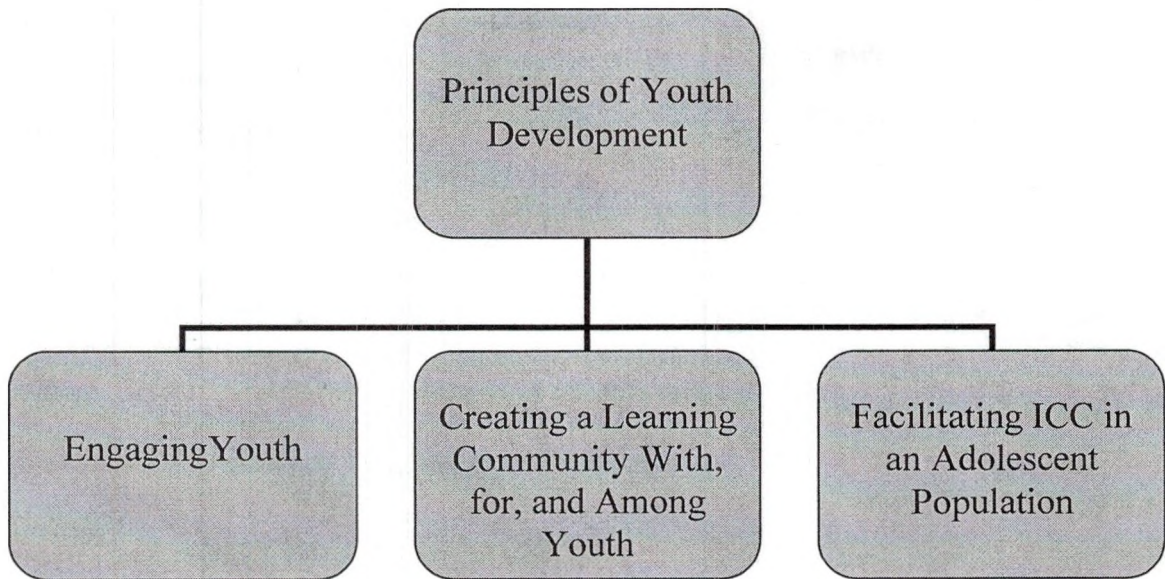
Figure 9. Principles of Youth Development.

larger domain. In reviewing the qualitative data, I noticed the word youth was used

frequently in open-ended responses. So much so, that in the axial coding process I ended

up creating a category that I initially labeled youth, gradually sorted into subcategories

pertaining to youth, eventually arriving at the larger category of youth development. One

respondent's comment linking the topic of teacher knowledge of youth development

needs to goals of the organization confirmed my finding. "These areas [referring to

counseling topics] interlink in that they reflect our mission as well as critical needs in the

world of youth development." The more expanded role motivated me to look at the

literature in this field, starting with a working definition of youth development.

The Center for Youth Development and Policy Research defines youth

development as:

the ongoing growth process in which all youth are engaged in attempting to

(1) meet their basic personal and social needs to be safe, feel cared for, be valued,

be useful, and be spiritually grounded, and (2) to build skills and competencies

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that allow them to function and contribute in their daily lives. (Pittman, 1993,

p. 8, as cited in Center for Youth Development and Policy Research, n.d., para. 1).

Responsibility for facilitating this process seemed a more apt description of the teacher's

roles and responsibilities in the abroad setting. It also fits with the priority 71% of the

respondents placed on the general topic of maintaining professional relationships with

youth. The counseling role remains a useful descriptor for the work done by personnel in

the language villages where teachers are camp counselors who live in cabins with the

villagers and carry out language instruction in the context of a shared living space at a

summer camp.

Some of the comments made by the respondents reflect the first goal of youth

development—of meeting their basic personal and social needs to be safe while abroad.

"Keeping villagers safe in an area that is surrounded by people who are not involved in

the program." Again, this skill requires cultural knowledge, an ability to assess risk in the

target culture, a skill that one respondent put succinctly as assessing "good versus bad

risk." Others alluded to the teacher's disposition toward youth and the importance of

holding youth in positive regard. "Their bottom line should be to love the kids they are

traveling with and to presume the best while anticipating the worst and laying appropriate

foundations in the day accordingly." Another said, "If staff understand kids, parent

expectations and their role in assuring both parents and kids that the villagers will have a

rich and healthy experience, the rest should come relatively naturally." One respondent

recommended addressing how to relate with youth, "how to hang with high school kids."

In these statements can be seen a culturally based expectation—that teachers

should understand the youth in the program (and their parents) at a cultural level,

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knowing what to expect of them, what they are capable of, in both positive and negative terms, and create culturally appropriate parameters accordingly. This cultural knowledge may explain why program leaders in the Global Language Villages abroad—the intensive English programs—expressed little to no need for professional development activities in discipline. Instead, they reported that adults from the students' home culture usually addressed conduct issues that rarely, if ever, occurred. In contrast, deans in the Study Abroad programs were viewed as the primary ones charged with handling discipline concerns; and, on a few occasions, they have handled serious disciplinary issues, like criminal activity, including vandalism, shoplifting, and assault. "In the abroad programs, the deans are the primary disciplinarians and parent contacts so I believe training needs to be modified to reflect that as a procedure to use while abroad." The distinction is that in the Global Language Villages, teachers are not acting *in loco parentis*; whereas in the Study Abroad programs, they are. In programs where teachers are acting *in loco parentis*, this concept, which is tied to the U.S. educational law, would require explanation.

Many commented on the importance of creating a community amongst the students in an abroad program. Teachers should know about "facilitating compassion, interaction, helpfulness among participants in the program." Another added, "The stronger the community, the more kids learn language and other valuable lessons about themselves and their world." A program leader recommended emphasizing "the importance of building a sense of community with local people (since it's an abroad program)."

Other topics suggested for teacher education spoke to the second part of youth development, "to build skills and competencies that allow them to function and contribute in their daily lives." One participant wrote,

> I'd also talk about adolescent risk taking with emphasis on how staff help kids
> assess their risk-readiness. This often gets lost in our desire to provide "edgy"
> experiences; we forget to talk with kids about why they're ready for that "edgy"
> experience.

This respondent even recommended Ponton's (1997) book, *The Romance of Risk,* to that end. One participant addressed the developmental needs of an adolescent in the process of learning intercultural competence, "understanding cultural differences and how they are experienced by adolescents abroad is very important." This suggestion echoes a finding in a study of the intercultural sensitivity of high school youth and the importance of facilitating the acquisition of intercultural learning: "Intercultural development requires a substantial amount of intercultural experience, as well as a high level of maturity and sophistication" (Paige, Jacobs-Cassuto, Yershova, & DeJaeghere, 2003, p. 483). Similarly, another respondent affirmed the importance of discussing adolescent development in professional development activities. "Sometimes it seems like the nuances/stages of adolescent development are taken for granted. It may be important to go through these explicitly with staff as well as discipline. What is behavior management strategy. Get staff to reflect on, define, and think critically about this."

In summary, the professional development needs of teachers for abroad programs may be grouped under five larger themes—intercultural competence, institutional knowledge, Concordia Language Villages' mission statement, Concordia Language

Villages' guiding principles of language and culture instruction, and the principles of youth development in abroad programs. These themes include subtopics like homesickness and culture shock, which are already addressed in materials used for professional development activities, and new ones, like the specialized role of abroad teachers in youth development.

Research Question Three: How Should Professional Development Opportunities Be Delivered to Teachers Employed in Concordia Language Villages' Study Abroad Programs?

In light of clustering topics under themes, I also returned to the comments made by one of my informants during an interview concerning teacher education needs for the abroad programs. She said that there are two overriding issues in preparing personnel in the abroad programs: the accessibility of professional development for staff overseas, and knowledge and understanding of U.S. youth. She said, "One thing we continually put on the table and continually don't succeed in doing is putting together orientation pieces, professional development, and online training on what Concordia Language Village is. We need to provide video to go with it. [That] would be extremely helpful. Online has to be our first method of delivery."

Summary

Teachers within the abroad programs have had different levels of exposure to the professional development activities of the organization, depending on how they were hired. Program leaders within Concordia Language Villages perceive the topics and subtopics covered in the existing professional development materials and activities to be important, and in most instances extremely important. Prior to conducting this research, I conceived of at least three major influences on the role of teachers in CLV's Study

Abroad programs: the organizational culture, the U.S. culture, and the target culture (see

Figure 1). However, the research findings led me to revise my conceptualization of these

influences. The professional development needs of teachers in CLV's Study Abroad

program may be subsumed under five larger themes—intercultural competence,

knowledge of Concordia Language Villages, the mission statement, Concordia Language

Villages' guiding principles of language learning, and youth development (see Figure

10). Intercultural competence accounts for the influence of various cultures in the first

model and is depicted by the largest circle. The other four themes next within each

concentric circle. In the next and final chapter, I will discuss the implications of my

findings for the organization and in general.
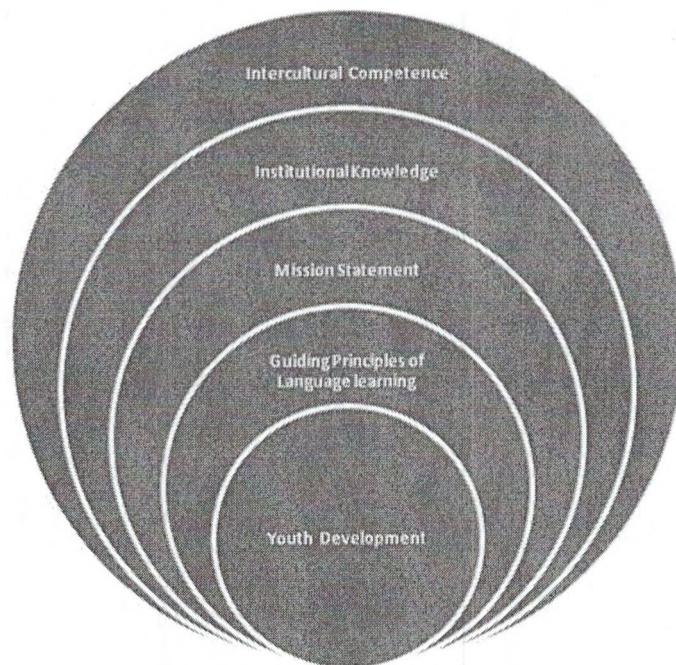
Figure 10. Five Themes of Professional Development for Teachers in CLV's Study
Abroad Programs.

CHAPTER V

RECOMMENDATIONS AND IMPLICATIONS

"If I am I because I am I, and you are you because you are you, then I am I and you are you. But if I am I because you are you, and you are you because I am I, then you are not you and I am not I."—Kotzker Rebbe

These words, which have been attributed to Kotzker Rebbe, a Jewish educator and philosopher, concern a problem common to all humans, that of understanding one's own identity in relation to the other, an already challenging task when relating to members of one's own culture (Tajfel, 1981). When the task involves interacting with people from another culture, one's understanding of who am I and who are you may require a cognitive and behavioral shift not only with respect to knowledge of the other, but also with respect to one's own identity and worldview. This shift is called intercultural competence. The simplicity of the philosopher's words makes the concept of intercultural competence seem accessible, but a shared interpretation of intercultural competence continues to defy common understanding (Deardorf, 2004). However, a common understanding of intercultural competence can be approached through the explicit and intentional use of Byram and Zarate's (1997) model of intercultural competence. This model served as the conceptual framework for my investigation, whose purpose was to evaluate the professional development needs of teachers in Concordia Language Villages' Study Abroad programs. The research questions were:

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1. What professional development activities are currently taking place in Concordia Language Villages' Study Abroad programs?

2. What are the professional development needs of teachers in Concordia Language Villages' Study Abroad programs?

3. How should professional development opportunities be delivered to teachers employed in Concordia Language Villages' Study Abroad programs?

In this chapter, the findings in relation to the themes identified are summarized. In addition, I offer recommendations for the professional development activities for teachers in the abroad programs and the development or modification of materials to support those activities. As discussed in Chapter III on methodology, in the process of designing the research, I found that the second research question was the most important one to investigate. The other two were largely answered in the process of gathering more information to create the tools for gathering data. In this sense, my research design can be likened to the fable of the Indian men and the elephant recounted in the methodology chapter. In the case of the first research question, the answers varied; all depended on what part of the elephant one examined. The findings, which were presented in Chapter IV, illustrated how the context of each program and composition of each team determined what types of professional development activities were taking place. My research question regarding how professional development opportunities might best be delivered was simply answered by a person who knows where such plans within the organization are going for the future—online. I readily accepted this answer in light of this fact: Most of the studies I reviewed in Chapter II, the literature review, relied heavily on technology, a byproduct of globalization, for the professional development activities described and

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for the data gathering tools used. It makes sense to me intuitively that the best tools for preparing teachers for a globalized world are the very tools that are created by globalization with the caveat that these tools may not be as accessible to abroad teachers in Cameroon or China.

Most of my recommendations will be made specifically for online learning for reasons related to innovation within the organization, fiscal realities, and the professional development needs specific to this population. The distance modality can be an inexpensive way to conduct professional development activities (Bates & Bates, 2005). It would not be fiscally feasible to bring teachers in from all over the world to participate in professional development activities onsite. Yet, the professional development that needs to occur must be interactive. Fortunately, certain features of distance learning—blogs, discussion boards, and wikis—foster the dialogue that is necessary for participants to explore intercultural competence and cross-cultural differences of educational systems to arrive at a shared understanding of practice within the organization. My investigation focused then on the second research question regarding professional development needs of teachers for abroad contexts.

A lesson learned early in the study was that unique characteristics particular to abroad programs will shape the professional development needs of teachers in international contexts. Originally, I intended to examine only the professional development needs of teachers teaching foreign languages (not English) in abroad settings. However, the participation of personnel from the Global Language Villages in the study and their experiences teaching English to youth overseas allowed me to see how much the context of the abroad experience matters in interpreting the findings. Many

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factors affect the professional development needs of teachers in international contexts—the characteristics of the student population, the experience and knowledge base of the teachers, the collaboration between U.S. and abroad educational institutions, the role of parents in the program, the sociopolitical concerns of the country or region where the program takes place are but a few of the factors that influence those needs. Nevertheless, specific themes could be identified, all tied to a primary, overarching theme of intercultural competence. In summary, five themes were identified. Teachers in Concordia Language Villages' Study Abroad programs need to:

1. Understand intercultural competence and learn how to teach intercultural competence;

2. Have knowledge of the institution, its policies, practices, and procedures, and learn how to apply that knowledge in the target culture;

3. Understand Concordia Language Villages' mission statement concerning global citizenship and learn how to actualize the mission in the target culture;

4. Understand Concordia Language Villages' guiding principles of language learning and learn how to apply them to the educational experience abroad; and

5. Have knowledge of the principles of youth development and learn how to apply those principles in the Study Abroad program.

One important finding was that program leaders support the idea of providing professional development activities to abroad teachers on the topics and subtopics currently covered in the professional development activities of Concordia Language Villages. However, not all abroad teachers have attended professional development

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activities offered by Concordia Language Villages or may not have staff handbooks to refer to as they try to meet their responsibilities. Furthermore, even those who have been to the Multi-Village Orientation may not know how to apply that information to the abroad context or even if which policies do apply. Nevertheless, information related to these topics may be found in existing materials produced for professional development purposes, for example, in the Personnel Policy statement, the Staff Handbook, and the Credit Teacher's Handbook. Existing materials, including the Abroad Dean's Manual, could be modified to serve the professional development needs of abroad teachers. I will make specific recommendations on how those materials might be modified and used in my discussion.

Recommendations

The issues teachers in the abroad settings face are best explored through their dynamic interrelationships rather than within static categories. For example, what to do with the villager with acute culture shock is not just a question of the teacher's immediate response to a single incident, but a part of his or her responsibilities to teach and assess intercultural competence, while ensuring health and safety, taking advantage of the teachable moment, and in keeping with the developmental needs of the villager. Therefore, Concordia Language Villages should develop professional development activities particular to the needs of teachers in the abroad programs, as articulated by the themes. Recommendations specific to each theme follow.

Primary, Overarching Theme: Teachers in Concordia Language Villages' Study Abroad Programs Need to Understand Intercultural Competence and Learn How to Teach Intercultural Competence.

Some program leaders believe that the teachers they hire already possess intercultural competence. Studies have shown that intercultural competence may not be assumed among foreign language teachers nor among teachers with teaching experiences abroad (Sercu et al., 2005; Siberry & Kearns, 2005; Dooly & Villanueva, 2006; Pence & Macgivilary, 2008). Because intercultural competence should not be assumed, I would recommend that future professional development activities for abroad teachers engage them in reflective activities, perhaps blogging or on discussion boards, in which they (a) assess their own intercultural competence and (b) speculate how they would teach intercultural competence while abroad. To that end, one of my informants recommended that "at a minimum abroad teachers read Byram's 1997 book, *Teaching and Assessing Intercultural Communicative Competence.*" I agree that reading the book is ideal, but would offer that selections from the book or a shorter article may achieve the same outcome. Permission may be sought to use an excerpt of this text for the online environment.

Theme Two: Teachers in Concordia Language Villages' Study Abroad Programs Need to Have Knowledge of the Institution, Its Policies, Practices, and Procedures, and Learn How to Apply That Knowledge in the Target Culture.

My research results inform my recommendations for addressing the professional development needs under the theme of institutional knowledge. Because of the many pathways for employment in the abroad programs, some abroad teachers are unfamiliar with Concordia Language Villages, the concept, its policies, and procedures. However, even when teachers are familiar with Concordia Language Villages and its associated

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practices, they may not be sure how to apply the policies and procedures in the target culture. Similarly, articles from the literature review showed that the context of the school environment matters in the execution of teaching responsibilities (Fox & Diaz-Greenberg, 2006; Inbaraj et al., 2003; Rapaport, 2006; Siberry & Kearns, 2005). The target culture may determine which aspects of the institution should be emphasized in each Study Abroad program; program leaders are aware of these challenges.

I recommend that Concordia Language Villages develop or assemble materials to support the professional development of teachers for the abroad programs—a video clip, a handbook, and a fact sheet specific to the target culture. Teachers who have not been to the U.S.-based programs should be asked to watch a video clip of the programs in action to get an idea of what is termed "the Concordia Language Villages concept." DVDs that have been created for marketing purposes may serve that need and should be considered before new materials are developed. For universal access, these materials should exist in a digital format that may be uploaded to a distance learning platform. Current print materials available—the Credit Teacher's Handbook, the chapter on teaching from the Staff Handbook, the Dean's Manual (for the abroad program), and materials developed by one of the more experienced abroad leaders—may be modified to create the handbook, which should be made available in print and digital formats. I would add a section to that handbook describing the circumstances under which a teacher might be required to temporarily assume the duties of program leader and outlining what the associated expectations would be. Country specific fact sheets should be developed by program leaders to address areas where the organizational culture and the target culture may conflict. Once teachers in the abroad programs have had an opportunity to review

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these materials, I would suggest that program leaders use role-playing activities on the discussion boards to explore the issues that could arise.

An additional finding is that the English language proficiency of teachers in the abroad programs poses an issue when communicating about student performance with schools within the U.S. While it is desirable to employ bilingual teachers in the abroad programs, it is not always possible. The short duration of the abroad programs does not allow for instruction in English to occur, nor is that a responsibility of the program leader. Therefore, I would recommend that reporting practices in the abroad programs bypass this situation by providing teachers abroad with examples of acceptable documentation of student learning, session summary templates, and boilerplate language to help them produce session summaries that meet the professional standards expected by CLV. Some samples do exist in the documents reviewed for this study; however, they should be further modified for the abroad program. Checklists and summative statements may be more manageable in mobile programs with inconsistent access to computers and printers. These should be included in the aforementioned abroad teacher handbook.

An optional professional development activity may be offered to those who need to develop more skills in this regard. Online tools such as wikis may allow teachers who need to develop their skills in this regard to experiment with drafting session summaries in an online environment with the benefit of co-authors who help them refine their writing.

An additional finding aligns with observations made in the literature by Arnove (2002), Howe (2006), and Siberry and Kearns (2005). Knowledge of comparative systems of education may help teachers relativize differences in educational practices, a

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critical insight for an international staff. Understanding these differences may have a

reciprocal benefit for the programs. It may help abroad teachers adopt new practices for

the purposes of fulfilling their contractual obligations to Concordia Language Villages,

and if program leaders adopt educational practices particular to the culture where the

program takes place, the program may be more culturally authentic for the villagers,

rather than the U.S. program exported to a foreign country.

Thus, I would recommend that program leaders and teachers dialogue about

similarities and differences between educational systems and use Clarke's model (2001)

or Alexander's model (2000) to guide that discussion. The fact that Concordia Language

Villages, as a language and culture teaching institution, differs from other U.S. schools

makes the need for those discussions to take place all the more critical. Discussion boards

within the online environment could simulate the World Café activity (where topical

menus foster conversation) so popular within Concordia Language Villages to explore

differences between educational programs.

*Theme Three: Teachers in Concordia Language Villages' Study Abroad Programs Need
to Understand Concordia Language Villages' Mission Statement Concerning Global
Citizenship and Learn How to Actualize the Mission in the Target Culture.*

Research results relative to Concordia Language Villages' mission statement

influence the implications for professional development. As illustrated by Byram and

Zarate's (1997) model, language and culture teaching *is* political education. The literature

review revealed that education for global citizenship has different connotations

depending on the culture and location where such an institutional learning outcome is

articulated, and, therefore, deserves close examination (Deardorf, 2004; Inbaraj et

al., 2003; Rapaport, 2006). The homogeneity of views with respect to global citizenship

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will influence how the mission is received by teachers and students, which, in turn, may influence the scope and sequence of instruction relative to the mission statement in each location.

Professional development activities for the abroad programs should deal directly with ambiguity of meaning regarding global citizenship in the larger world. I would recommend that professional development activities with respect to the mission statement be approached comparatively, first as a discussion of what global citizenship means in the country where the program takes place, compared to the ideals espoused by Concordia Language Villages. Translations of the mission statement into the languages of the target cultures should be provided to all abroad teachers and included in the teacher handbook. Program leaders could create podcasts explaining how they believe the mission statement should be actualized in the program, how their Village Vision embodies the mission statement, or even whether all parts of the mission statement can be fully actualized in the target culture. In turn, teachers should post to a discussion board how they think the mission statement can be applied in the target culture, and even better to provide evidence of how those values are represented in the target culture, *if* they are represented. Then, I would recommend that program leaders discuss with teachers the degree to which the views are congruent. Together they should consider questions like, What are the implications for program activities, team functioning, and, most importantly, the villager experience in the target culture?

*Theme Four: Teachers in Concordia Language Villages' Study Abroad Programs
Need to Understand Concordia Language Villages' Guiding Principles
of Language Learning and Learn How to Apply Them
to the Educational Experience Abroad.*

Program leaders with Concordia Language Villages consider it extremely

important to share the organization's philosophy of language and culture teaching and

learning with abroad teachers. However, while program leaders value the guiding

principles of language and culture teaching as defined by Hamilton et al. (2004) for the

abroad programs, some program leaders do not believe that all of the principles (e.g.,

extended projects) may be applied in the abroad setting. The content of the curriculum

may be preplanned, but teachers should recognize when to abandon those plans to take

advantage of the teachable moments that occur when interacting with the target culture.

Assessment practices should take advantage of the informal and formal learning

situations inherent in the abroad programs. Again, excerpts of Byram's (1997) book

would expand the range of assessment activities possible in the target culture.

Professional development activities under this theme will depend on the

experience of the teachers employed in the abroad programs. If they have been to the

language villages in the U.S., they should be familiar with the organization's philosophy

and the guiding principles. For those who have not been to the villages, professional

development activities should literally show what the philosophy looks like through

photography and video clips. Again, there could be an interactive, team-building aspect

realized by meeting this need in the online environment. Experienced teachers within the

organization could be invited to post a photo or video clip for their abroad peers. Another

approach might be to prepare an online slide show to that end. Regardless of experience

within the villages, professional development activities should engage the teachers on the topic of what constitutes a teachable moment in the target culture, when to depart from a lesson plan or a programmed activity, and how to utilize real-life interactions in the target culture to assess villager learning.

Extended projects in the form of fieldwork or the use of ethnographies may help teachers recognize teachable moments more readily, but teachers need to see examples of this in order to envision it. Having abroad teachers read excerpts from Roberts et al. (2002) and Jordan (2002) would familiarize teachers with the use of fieldwork, and specifically interviews and ethnographies, in Study Abroad programs. Then they could look at some examples like those going on in China Study Abroad where "students must figure out how to take the local bus to a Buddhist temple where they then have several language tasks, including interviewing monks. At Lugu Lake we had The Great Race . . . where teams had to converse with locals to complete a number of language tasks. Through their inquiries students found out what some of the more exotic items for sale in local shops were as well as how fishing and boating is regulated on the lake. Finally each group had to paddle out to a sacred island temple to interview monks about Buddhist beliefs."

Projects like these should be displayed online. Teachers listen to a podcast from a villager about what he or she learned from the experience. From there, teachers could blog about their ideas for the program where they will be employed. If the blog were moderated, then assessment practices unique to the institution—portfolios or the CLVisa—could be linked by a moderator to the ideas generated by the teachers themselves.

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Theme Five: Teachers In Concordia Language Villages' Study Abroad Programs
Need to Have Knowledge of the Principles of Youth Development
and Learn How to Apply Those Principles in the
Study Abroad Program.

There is literature on youth development that should be explored further in light

of the professional development needs of teachers for international contexts. My findings

indicated that youth need to be engaged in meeting their personal and social needs, while

acquiring new skills and abilities particular to abroad settings. Teachers who facilitate

this process must do so within the parameters of the target culture in addition to the

youth's culture of origin. Furthermore, teachers should nurture a community that holds

each participant in positive regard. Teachers also need to know about adolescent

development, including risk-taking behaviors associated with adolescence, to facilitate

the acquisition of intercultural competence in abroad settings.

Selections from the literature on youth development should be added to the

readings list for CLV's abroad teachers. The Search Institute (2008), whose mission is

"to provide leadership, knowledge, and resources to promote healthy children, youth, and

communities" (para. 2), has been mentioned during the meetings of program leaders at

Concordia Language Villages as a good resource for program leaders to consult while

considering the youth development aspect of their programs. I would recommend

reviewing the publications and research reports from this non-profit organization, and

selecting pertinent readings for the professional development materials used with teachers

in the abroad programs. These readings would theoretically inform teachers about how to

construct a positive learning community. The next step would be translating that intent to

the abroad setting during professional development activities. I am intrigued by promise

of using more literature from the field of youth development, and speculate that this would be an area where the work of non-governmental organizations might inform best practices for the education of intercultural citizens.

A practical outcome of the research is of benefit to me and the program I lead in Spain. The five themes will shape the content of professional development activities with my staff with the added benefit of a record of research to back it up. In examining these themes thoroughly, I have developed case studies and critical incidents, rich fodder for engaging teachers during professional development. The introduction of Byram and Zarate's (1997) model of intercultural competence into our dialogue not only will reinforce the use of the CLVisa and the infusion of reflective work so critical for helping our villagers learn about language and culture, but about intercultural citizenship as well. A copy of the dissertation will be placed with Concordia Language Villages. I will also provide a summary brief of the research findings and related recommendations to program leaders who participated in the study. I hope that my colleagues find my conclusions useful for their programs as well.

Limitations

My research had a narrow scope; it was limited to the professional development needs of teachers with Concordia Language Villages' Study Abroad program. The results have relevance for this program specifically. Secondly, the unique nature of Concordia Language Villages as both an accredited camp and an accredited educational institution means that the findings of this study may not apply to more traditional camps or schools. Finally, the student population served by Concordia Language Villages, largely composed of middle to upper middle class youth, may also influence the professional

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development needs of the teachers who work for the organization. An institution whose teachers work with a more diverse range of learners socio-economically speaking may have different professional development concerns. Finally, this study should not be construed to apply to other professional contexts—like healthcare or business—where people also must be prepared to work on diverse, international teams.

Implications

An idealized outcome of the research was to contribute to the literature on the professional education of teachers not only in abroad contexts but in any teaching and learning situation in which teachers must be not only proficient interlocutors with the other, but also teachers of that skill. To this end, I found the model of intercultural competence to be a powerful lens through which to examine the professional development needs of teachers, even though the model was not originally developed for this purpose. Themes identified for Concordia Language Villages may be broadened to apply to other educational environments that are international and/or intercultural by design or default.

First, Byram and Zarate's (1997) model of intercultural competence accounts for the knowledge, skills, and abilities required for teaching in international *and* intercultural contexts; as demonstrated by Sercu et al. (2005), teachers need not cross borders to be concerned with intercultural competence. Professional dialogues about teaching intercultural competence are occurring in the field of language teaching (D. Clementi, personal communication, February 27, 2008). Educators by and large have not conceived of its relevance to other disciplines, even as they are pressured to produce students who are global citizens. They may talk about diversity and inclusion, but not about

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interculturality. Thus, the only way to make it relevant is to pursue research on the topic of intercultural competence in teachers in general. This has implications, of course, for teacher education programs and higher education; here I identify another opportunity for additional research.

Second, teachers must possess knowledge of the educational institution, its policies, practices, and procedures for which they work, and know how to apply the policies, practices, and procedures appropriately for the cultures in which they operate. The use of the cultures in the plural is intentional. Teachers must be aware of the larger cultural framework in which they operate in addition to the many cultures that must operate within that framework if they are to mediate it and facilitate the growth of students. This is critical if teachers are to meet the societal demand for schools to produce global citizens (Banks, 2001; Kelly, 2004; Palma, 2006; Schneider, 2003; Stewart, 2007).

Third, institutions that name global citizenship or intercultural citizenship as an institutional learning outcome should be encouraged to examine and clarify expectations with its teachers and constituencies. Simply put, global citizenship means different things to different people (Lagos, 2002). Deardorf (2004) has found that institutions of higher education articulate learning outcomes relative to producing interculturally competent graduates, but Holden and Hicks (2007) and Schneider (2003) have found that institutions have difficulty realizing them. In a world that demands a coherent response to globalization, institutions of higher learning and teacher education programs must have research-based strategies in place. Much work is to be done.

Fourth, study abroad programs require teachers to reframe views of teaching and learning and, in some cases, retool for the same. Finally, teachers in international and

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intercultural settings have specialized roles and responsibilities within the field of youth development. This final theme requires a greater familiarity with the literature on youth development to elaborate on this point more fully.

In closing, I would like to share a Caribbean saw that I have adopted as my professional motto: Canoes without good bottom cannot go to sea. For teachers in study abroad programs, the metaphor of "good bottom" is intercultural competence, and going to sea represents global citizenship. Teachers without intercultural competence cannot be global citizens.

APPENDICES

Appendix A
UND Institutional Review Board Approval

UNIVERSITY OF UND NORTH DAKOTA

January 24, 2008

Michelle Thomas
PO Box 892
Thief River Falls, MN 56701

Dear Ms. Thomas:
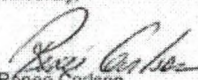
We are pleased to inform you that your project entitled "Teacher Training for International Contexts" (IRB-200801-182) has been reviewed and approved by the University of North Dakota Institutional Review Board (IRB). The expiration date of this approval is January 23, 2009. Your project cannot continue beyond this date without an approved Research Project Review and Progress Report.

As principal investigator for a study involving human participants, you assume certain responsibilities to the University of North Dakota and the UND IRB. Specifically, an unanticipated problem or adverse event occurring in the course of the research project must be reported within 5 days to the IRB Chairperson or the IRB office by submitting an Unanticipated Problem/Adverse Event Form. Any changes to or departures from the Protocol or Consent Forms must receive IRB approval prior to being implemented (except where necessary to eliminate apparent immediate hazards to the subjects or others.)

All Full Board and Expedited proposals must be reviewed at least once a year. Approximately ten months from your initial review date, you will receive a letter stating that approval of your project is about to expire. If a complete Research Project Review and Progress Report is not received as scheduled, your project will be terminated, and you must stop all research procedures, recruitment, enrollment, interventions, data collection, and data analysis. The IRB will not accept future research projects from you until research is current. In order to avoid a discontinuation of IRB approval and possible suspension of your research, the Research Project Review and Progress Report must be returned to the IRB office at least six weeks before the expiration date listed above. If your research, including data analysis, is completed before the expiration date, you must submit a Research Project Termination form to the IRB office so your file can be closed. The required forms are available on the IRB website.

If you have any questions or concerns, please feel free to call me at (701) 777-4279 or e-mail me at reneecarlson@mail.und.nodak.edu.

Sincerely,

Renee Carlson
IRB Coordinator

Enclosures

Survey of Training Needs for CLV's Credit Abroad Program

I am interested in assessing the training needs for staff in CLV's Credit Abroad Programs. Please complete the survey based on your experiences with Concordia Language Villages, and if applicable, teaching abroad.

On a scale of 1-5, with 1 being most important and 5 being less important, please rate the importance of topics and sub-topics covered at the Multi-Village Orientation for the Credit Abroad Programs. Then comment on each topic referencing your experiences teaching abroad.

Topic	Most important			Less important		
Concordia Language Villages Concept	1	2	3	4	5	NA
Based on your experiences teaching abroad, what additional topics related to the CLV Concept are particularly important to address in training staff for the Credit Abroad programs?						
Concordia Language Village Goals	1	2	3	4	5	NA
Language and Cultural immersion	1	2	3	4	5	NA
Global Awareness	1	2	3	4	5	NA
Environmental Awareness	1	2	3	4	5	NA
Based on your experiences teaching abroad, what additional topics relative to CLV Goals are particularly important to address in training staff for the Credit Abroad programs?						

Role of staff member as counselor	1	2	3	4	5	NA
Homesickness	1	2	3	4	5	NA
Adolescent development	1	2	3	4	5	NA
Discipline	1	2	3	4	5	NA
Communicating with parents	1	2	3	4	5	NA

Based on your experiences teaching abroad, what additional topics relative to the role of the staff member as counselor are particularly important to address in training staff for the Credit Abroad programs?

Health and safety	1	2	3	4	5	NA
Staff health	1	2	3	4	5	NA
Villager health	1	2	3	4	5	NA
First aid	1	2	3	4	5	NA
Injuries	1	2	3	4	5	NA
Personal hygiene	1	2	3	4	5	NA
Nutrition and diet	1	2	3	4	5	NA
Drugs and alcohol	1	2	3	4	5	NA

Based on your experiences teaching abroad, what additional topics relative to health and safety are particularly important to address in training staff for the Credit Abroad programs?

Role of staff member as a teacher	1	2	3	4	5	NA
CLV's language learning philosophy	1	2	3	4	5	NA
Informal language learning	1	2	3	4	5	NA
Error correction	1	2	3	4	5	NA
Characteristics of a good teacher	1	2	3	4	5	NA
Learning styles	1	2	3	4	5	NA
Disabilities and accommodations	1	2	3	4	5	NA
Writing session summaries	1	2	3	4	5	NA
CLV VISA	1	2	3	4	5	NA

Based on your experiences teaching abroad, what additional topics relative to the role of the staff member as a teacher are particularly important to address in training staff for the Credit Abroad programs?

Appendix C
Survey

1. Introduction

I am interested in assessing staff development needs in Concordia Language Village's High School Abroad (formerly known as Credit Abroad) programs.

The survey questions pertain to areas of knowledge, skills and abilities described in CLV's personnel policies, staff handbooks, and/or emphasized at the Multi-village Orientation. The purpose of this survey is to learn what training topics are most applicable to the High School Abroad programs in order to inform future staff development activities.

Please complete this survey based on your experiences with CLV, and if applicable, in studying, teaching, or working abroad.

The estimated time required to complete this survey is 15 minutes. Your responses will remain confidential, and you may opt out of the survey at any time.

Please click "next" below to continue on to the survey.

2. Personnel policies

All applicants are required to read about our personnel policies prior to submitting an application for a position with Concordia Language Villages.

1. Rate the importance of training High School Abroad Staff in each of these personnel policies related to staff conduct.

	Extremely Important						Least Important	Not sure
Professionalism	○	○	○	○	○	○	○	○
Self-care (adequate sleep, stress management)	○	○	○	○	○	○	○	○
Professional relationships with youth	○	○	○	○	○	○	○	○
Electronic communication with youth	○	○	○	○	○	○	○	○
Discrimination policy	○	○	○	○	○	○	○	○
Physical punishment	○	○	○	○	○	○	○	○
Sexual harrassment	○	○	○	○	○	○	○	○
Diversity of faith beliefs	○	○	○	○	○	○	○	○
Community living	○	○	○	○	○	○	○	○
Confidentiality	○	○	○	○	○	○	○	○
Use of tobacco, alcohol and illegal substances	○	○	○	○	○	○	○	○
Social networking sites	○	○	○	○	○	○	○	○

Explain your answers above, if you wish.

[   ]

2. Based on your experiences studying, teaching, or working abroad, what additional topics relative to personnel policies are important to address in training High School Abroad staff?

[   ]

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3. CLV Mission

3. How important is it to train High School Abroad staff in CLV's mission "to prepare young people for responsible citizenship in our global community," and its related subgoals.

	Extremely Important						Least Important	Not sure
CLV Mission	○	○	○	○	○	○	○	○
Understand and appreciate cultural diversity	○	○	○	○	○	○	○	○
Communicate with confidence and cultural sensitivity in more than one language	○	○	○	○	○	○	○	○
Respond creatively and critically to issues which transcend national boundaries.	○	○	○	○	○	○	○	○
Express empathy for neighbors in the global village	○	○	○	○	○	○	○	○
Promote a world view of peace, justice and sustainability for all	○	○	○	○	○	○	○	○

Explain your answers above, if you wish.

4. Based on your experiences studying, teaching, or working abroad, what additional topics related to the CLV Mission would be important to include to prepare staff to work in the High School Abroad programs?

4. Principles of successful language and culture education at Concordia Langua...

The guiding principles are the result of Heidi Hamilton's research on the best practices at Concordia Language Villages.

5. Rate the importance of training High School Abroad staff in the principles of successful language and culture education at Concordia Language Villages.

	Extremely important						Least important	Not sure
Take place in linguistically and culturally authentic settings	○	○	○	○	○	○	○	○
Are experiential and hands-on, involving multiple senses and drawing on multiple intelligences	○	○	○	○	○	○	○	○
Take place out of a real need to interact and communicate	○	○	○	○	○	○	○	○
Are embedded within extended projects	○	○	○	○	○	○	○	○
Are carried out in a learner-centered way so that learners become invested in their own learning	○	○	○	○	○	○	○	○
Are carried out in such a way to give learners courage to participate and use the language	○	○	○	○	○	○	○	○

Explain your answers above, if you wish.

6. Based on your experiences studying, teaching or working abroad, what additional topics relative to these principles would be important to include in training High School Abroad staff?

5. Role of CLV Staff as Counselor

These topics are covered in the Staff Handbook and at the Multi-Village Orientation.

7. Rate the importance in training High School Abroad staff in their role as counselor with respect to the following topics:

	Extremely Important						Least Important	Not sure
Role of staff member as counselor	○	○	○	○	○	○	○	○
Homesickness	○	○	○	○	○	○	○	○
Culture Shock	○	○	○	○	○	○	○	○
Adolescent development	○	○	○	○	○	○	○	○
Discipline	○	○	○	○	○	○	○	○
Communicating with parents	○	○	○	○	○	○	○	○

Explain your answers above, if you wish.

[text box]

8. Based on your experiences studying, teaching, or working abroad, what additional topics particular to the role of staff member as counselor are important to cover in training High School Abroad staff?

[text box]

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Staff Development Needs for Concordia Language Village's High School Abroad Programs

6. Health and Safety

This information is covered in the Staff Handbook, and in training with Linda Erceg.

9. Rate the importance of the following health and safety topics in training staff for the High School Abroad programs.

	Extremely Important						Least Important	Not sure
Staff health	○	○	○	○	○	○	○	○
Villager health	○	○	○	○	○	○	○	○
First aid	○	○	○	○	○	○	○	○
Responding to illness or injury	○	○	○	○	○	○	○	○
Personal hygiene	○	○	○	○	○	○	○	○
Nutrition and diet	○	○	○	○	○	○	○	○
Illegal substances	○	○	○	○	○	○	○	○
Psychological conditions	○	○	○	○	○	○	○	○
Bullying	○	○	○	○	○	○	○	○
Intercultural perspectives on health	○	○	○	○	○	○	○	○

Explain your answers above, if you wish.

10. Based on your experiences studying, teaching or working abroad, what additional topics relative to health and safety are important to include when training staff to work in the High School Abroad programs?

7. Role of staff as teacher

Most of these topics are addressed in both the Staff Handbook and the Credit Teacher's Handbook.

11. Rate the importance of training High School Abroad staff on the following topics relative to their role as teacher.

	Extremely Important						Least Important	Not sure
CLV's language learning philosophy	○	○	○	○	○	○	○	○
Differences between CLV and high school	○	○	○	○	○	○	○	○
Informal language learning	○	○	○	○	○	○	○	○
American grading system	○	○	○	○	○	○	○	○
Characteristics of a good teacher	○	○	○	○	○	○	○	○
Being a member of an international teaching team	○	○	○	○	○	○	○	○
Intercultural communicative competence	○	○	○	○	○	○	○	○
Error correction	○	○	○	○	○	○	○	○
Learning styles	○	○	○	○	○	○	○	○
Disabilities and accommodations	○	○	○	○	○	○	○	○
Writing curriculum	○	○	○	○	○	○	○	○
ACTFL Proficiency guidelines	○	○	○	○	○	○	○	○
Placement	○	○	○	○	○	○	○	○
Assessment	○	○	○	○	○	○	○	○
Lesson planning	○	○	○	○	○	○	○	○
CLVisa	○	○	○	○	○	○	○	○
Writing session summaries	○	○	○	○	○	○	○	○
Doing action research	○	○	○	○	○	○	○	○

Explain your answers above, if you wish.

Staff Development Needs for Concordia Language Village's High School Abroad Programs

12. Based on your experiences studying, teaching or working abroad, what additional topics relative to teaching are important to include when training staff to work in the High School Abroad programs

8. About you

13. Please indicate what your position is at CLV.

☐ Director/Associate Director

☐ Dean

☐ Credit Facilitator

☐ Member of Leadership Staff (formerly called Core Staff)

☐ Teacher

14. Which language/s do you teach at CLV? Check all that apply.

☐ Arabic

☐ Chinese

☐ Danish

☐ English

☐ Finnish

☐ French

☐ German

☐ Italian

☐ Japanese

☐ Korean

☐ Norwegian

☐ Portuguese

☐ Russian

☐ Spanish

☐ Swedish

15. How many years have you worked with Concordia Language Villages?

16. How many years have you lived, studied or taught abroad (not in your home country)?

Appendix D
Focus Group Questions

1. Think back to past years with the program and of staff members you have had.

   What knowledge/skills/abilities did staff already have?

   What did they need to learn?

   Of those topics/issues/concerns named, which are most essential to the success of your program?

   How many of your staff members have attended MVO?

2. What staff development activities are currently taking place in your program?

   What training materials do you use? Probe for Credit Teacher's Manual/staff handbook/other CLV materials.

   Survey respondents suggested training in these additional areas:

   Villagers
   Strategies for communicating with youth
   Understanding *and* teaching strategies that promote language learning (persistence, seeking opportunities to learn language)
   Psychological issues
   Medical needs
   Disability (accommodations)

   Safety
   Safety within non-CLV environment
   Crisis management
   Good risks v. bad risks
   Survival skills

   Teaching
   CLV philosophy
   Teachable moments in country
   Relevant content
   Lesson planning
   Role modeling
   Student management (role call, travel, managing lg. groups)
   Survival skills (problem-solving, getting help)

Relationships
    Teamwork
    Community building in host country
    Connecting with youth in host country
    Chain of command—reporting lines
    Promoting empathy, compassion, interaction among
    program participants
    Affirming individual strengths

Culture
    Self-knowledge (understanding one's own culture and biases)
    Culture shock/reverse culture shock
    Cultural norms and nuances
    Ways of being/perceiving/acting/interacting
    Understanding cultural differences as experienced by adolescents
    Understanding American youth
    Understanding culturally based differences of teaching and learning
    (classroom management, use of space/time, student groupings,
    assessment, classroom routines)
    World issues

Of these topics/issues/concerns named, which are most essential in your program?
Probe: Are some of these advanced topics?

3. How should teacher training be delivered to Credit Abroad Staff?

    What are the possible delivery modes of staff training in CA?

    What types of training activities should be included?

    Should training be available in several formats?

    When should teachers complete the training?

    Should CA staff be paid to complete the training? If so, how much? If not, what
    would be an incentive to complete the training?

    Going back to our topics named earlier, which ones must be addressed in pre-
    service staff development activities and which can be addressed in-service?

    Should the training be conducted exclusively in English?

How will we know that our staff development programs are successful?

Appendix E
Final Focus Group Protocol

**Concordia Language Villages
Credit Abroad Program Leaders**

1. What staff development activities are currently taking place for Credit Abroad programs?

a. What training topics are covered at the MVO?

b. What training topics covered at MVO are relevant for CA?

c. What training topics covered at MVO are not relevant in CA?

d. What training topics do CA deans cover with their staff?

e. What additional training needs have CA deans identified, but not been able to address?

2. What are teacher training needs in the Credit Abroad Programs?

a. What teacher competencies are most desirable for teaching abroad?

b. What competencies do teachers in abroad programs generally already possess at time of hiring?

c. What training topics are considered basic in CA?

d. How many teachers in CA have attended MVO?

e. For which competencies identified do most teachers need to receive additional training?

f. What training needs do teachers in CA perceive they need?

g. What are advanced topics in CA?

3. How should teacher training be delivered to Credit Abroad Staff?

a. What are the possible delivery modes of staff training in CA?

b. Should training be available in several formats?

c. When should teachers complete the training?

d. Should CA staff be paid to complete the training? If so, how much? If not, what would be an incentive to complete the training?

e. Given that the environment of the CA program cannot be simulated as it is in MVO, what types of staff development activities are most useful for CA?

f. What training topics must be covered pre-service, and which topics can be addressed in-service?

g. Should the training be conducted exclusively in English?

h. How will the teacher training be evaluated?

Answer Options	Extremely important	Column1	Column2	Column3	Column4	Column5	Least important	Not sure	Response Count
Rate the importance of training High School Abroad Staff in each of these personnel policies related to staff conduct.									
Professionalism	32	11	9	2	0	1	0	0	55
Self-care (adequate sleep, stress management)	25	19	10	1	0	0	0	0	55
Professional relationships with youth	39	14	1	0	1	0	0	0	55
Electronic communication with youth	12	15	17	5	4	1	1	0	55
Discrimination policy	27	14	7	6	1	0	0	0	55
Physical punishment	29	9	6	7	1	3	0	0	55
Sexual harassment	33	11	7	1	0	1	0	0	53
Diversity of faith beliefs	17	22	12	2	0	0	1	0	54
Community living	26	19	5	4	0	1	0	0	55
Confidentiality	25	20	8	2	0	0	0	0	55
Use of tobacco, alcohol and illegal substances	31	13	4	4	1	1	0	0	54
Social networking sites	14	15	17	7	0	0	2	0	55

Explain your answers above, if you wish.	13
answered question	55
skipped question	0

Answer Options	Extremely important	Column1	Column2	Column3	Column4	Column5	Least important	Not sure	Response Count
Rate the importance of training High School Abroad staff on the following topics relative to their role as teacher.									
CLV's language learning philosophy	**58.5% (31)**	32.1% (17)	5.7% (3)	0.0% (0)	1.9% (1)	1.9% (1)	0.0% (0)	0.0% (0)	53
Differences between CLV and high school	30.2% (16)	**34.0% (18)**	22.6% (12)	9.4% (5)	3.8% (2)	0.0% (0)	0.0% (0)	0.0% (0)	53
Informal language learning	**43.4% (23)**	39.6% (21)	13.2% (7)	0.0% (0)	3.8% (2)	0.0% (0)	0.0% (0)	0.0% (0)	53
American grading system	**26.4% (14)**	18.9% (10)	22.6% (12)	9.4% (5)	7.5% (4)	5.7% (3)	7.5% (4)	1.9% (1)	53
Characteristics of a good teacher	**35.8% (19)**	28.3% (15)	26.4% (14)	3.8% (2)	1.9% (1)	1.9% (1)	1.9% (1)	0.0% (0)	53
Being a member of an international teaching team	**39.6% (21)**	28.3% (15)	20.8% (11)	7.5% (4)	1.9% (1)	0.0% (0)	1.9% (1)	0.0% (0)	53

Intercultural communicative competence	**49.0% (25)**	35.3% (18)	15.7% (8)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	51
Error correction	**34.0% (18)**	30.2% (16)	20.8% (11)	5.7% (3)	5.7% (3)	1.9% (1)	0.0% (0)	1.9% (1)	53
Learning styles	30.8% (16)	**36.5% (19)**	26.9% (14)	3.8% (2)	0.0% (0)	0.0% (0)	1.9% (1)	0.0% (0)	52
Disabilities and accommodations	26.4% (14)	**35.8% (19)**	30.2% (16)	7.5% (4)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	53
Writing curriculum	17.0% (9)	**28.3% (15)**	**28.3% (15)**	13.2% (7)	7.5% (4)	5.7% (3)	0.0% (0)	0.0% (0)	53
ACTFL Proficiency guidelines	19.2% (10)	**23.1% (12)**	21.2% (11)	11.5% (6)	9.6% (5)	5.8% (3)	3.8% (2)	5.8% (3)	52
Placement	22.6% (12)	**30.2% (16)**	24.5% (13)	9.4% (5)	5.7% (3)	7.5% (4)	0.0% (0)	0.0% (0)	53
Assessment	30.2% (16)	**34.0% (18)**	18.9% (10)	11.3% (6)	1.9% (1)	3.8% (2)	0.0% (0)	0.0% (0)	53

Lesson planning	37.7% (20)	**43.4% (23)**	13.2% (7)	1.9% (1)	3.8% (2)	0.0% (0)	0.0% (0)	0.0% (0)	53
CLVisa	13.7% (7)	**29.4% (15)**	23.5% (12)	11.8% (6)	7.8% (4)	3.9% (2)	2.0% (1)	7.8% (4)	51
Writing session summaries	**26.9% (14)**	**26.9% (14)**	23.1% (12)	7.7% (4)	5.8% (3)	0.0% (0)	1.9% (1)	7.7% (4)	52
Doing action research	11.8% (6)	15.7% (8)	**27.5% (14)**	13.7% (7)	9.8% (5)	7.8% (4)	3.9% (2)	9.8% (5)	51

Rate the importance of the following health and safety topics in training staff for the High School Abroad programs.

Answer Options	Extremely important	Column 1	Column 2	Column 3	Column 4	Column 5	Least important	Not sure	Response Count
Staff health	49.1% (26)	26.4% (14)	17.0% (9)	5.7% (3)	1.9% (1)	0.0% (0)	0.0% (0)	0.0% (0)	53
Villager health	66.0% (35)	26.4% (14)	7.5% (4)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	53
First aid	47.2% (25)	35.8% (19)	11.3% (6)	3.8% (2)	1.9% (1)	0.0% (0)	0.0% (0)	0.0% (0)	53
Responding to illness or injury	62.3% (33)	20.8% (11)	13.2% (7)	1.9% (1)	1.9% (1)	0.0% (0)	0.0% (0)	0.0% (0)	53
Personal hygiene	20.8% (11)	37.7% (20)	24.5% (13)	11.3% (6)	1.9% (1)	1.9% (1)	1.9% (1)	0.0% (0)	53
Nutrition and diet	26.4% (14)	37.7% (20)	22.6% (12)	7.5% (4)	1.9% (1)	1.9% (1)	1.9% (1)	0.0% (0)	53
Illegal substances	66.0% (35)	17.0% (9)	13.2% (7)	1.9% (1)	1.9% (1)	0.0% (0)	0.0% (0)	0.0% (0)	53
Psychological conditions	47.2% (25)	28.3% (15)	15.1% (8)	7.5% (4)	0.0% (0)	1.9% (1)	0.0% (0)	0.0% (0)	53
Bullying	54.7% (29)	18.9% (10)	17.0% (9)	7.5% (4)	0.0% (0)	1.9% (1)	0.0% (0)	0.0% (0)	53
Intercultural perspectives on health	30.8% (16)	48.1% (25)	7.7% (4)	3.8% (2)	1.9% (1)	3.8% (2)	1.9% (1)	1.9% (1)	52

Explain your answers above, if you wish.		8
answered question		53
skipped question		2

How important is it to train High School Abroad staff in CLV's mission "to prepare young people for responsible citizenship in our global community," and its related subgoals.

Answer Options	Extremely important	Column1	Column2	Column3	Column4	Column5	Least important	Not sure	Response Count
CLV Mission	49.1% (26)	30.2% (16)	11.3% (6)	3.8% (2)	1.9% (1)	1.9% (1)	0.0% (0)	1.9% (1)	53
Understand and appreciate cultural diversity	69.2% (36)	26.9% (14)	3.8% (2)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	52
Communicate with confidence and cultural sensitivity in more than one language	53.8% (28)	28.8% (15)	11.5% (6)	5.8% (3)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	52
Respond creatively and critically to issues which transcend national boundaries.	58.5% (31)	26.4% (14)	11.3% (6)	0.0% (0)	1.9% (1)	0.0% (0)	0.0% (0)	1.9% (1)	53
Express empathy for neighbors in the global village	60.4% (32)	30.2% (16)	7.5% (4)	1.9% (1)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	53
Promote a world view of peace, justice and sustainability for all	60.4% (32)	32.1% (17)	5.7% (3)	1.9% (1)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	53
								Explain your answers above, if you wish.	13
								answered question	53
								skipped question	2

Answer Options	Extremely important	Column1	Column2	Column3	Column4	Column5	Least important	Not sure	Response Count
Rate the importance in training High School Abroad staff in their role as counselor with respect to the following topics:									
Role of staff member as counselor	56.6% (30)	24.5% (13)	15.1% (8)	1.9% (1)	0.0% (0)	0.0% (0)	0.0% (0)	1.9% (1)	53
Homesickness	32.1% (17)	**39.6% (21)**	24.5% (13)	1.9% (1)	1.9% (1)	0.0% (0)	0.0% (0)	0.0% (0)	53
Culture Shock	**49.1% (26)**	37.7% (20)	11.3% (6)	1.9% (1)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	53
Adolescent development	35.8% (19)	**37.7% (20)**	20.8% (11)	5.7% (3)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	53
Discipline	34.6% (18)	**40.4% (21)**	21.2% (11)	1.9% (1)	1.9% (1)	0.0% (0)	0.0% (0)	0.0% (0)	52
Communicating with parents	32.1% (17)	**37.7% (20)**	17.0% (9)	9.4% (5)	3.8% (2)	0.0% (0)	0.0% (0)	0.0% (0)	53
							Explain your answers above, if you wish.		10
								answered question	53
								skipped question	2

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Rate the importance of training High School Abroad staff in the principles of successful language and culture education at Concordia Language Villages.

Answer Options	Extremely important	Column1	Column2	Column3	Column4	Column5	Least important	Not sure	Response Count
Take place in linguistically and culturally authentic settings	40.4% (21)	28.8% (15)	13.5% (7)	7.7% (4)	3.8% (2)	0.0% (0)	3.8% (2)	1.9% (1)	52
Are experiential and hands-on, involving multiple senses and drawing on multiple intelligences	56.6% (30)	24.5% (13)	7.5% (4)	3.8% (2)	0.0% (0)	0.0% (0)	3.8% (2)	3.8% (2)	53
Take place out of a real need to interact and communicate	63.5% (33)	23.1% (12)	5.8% (3)	0.0% (0)	1.9% (1)	0.0% (0)	3.8% (2)	1.9% (1)	52
Are embedded within extended projects	19.2% (10)	38.5% (20)	17.3% (9)	19.2% (10)	0.0% (0)	0.0% (0)	1.9% (1)	3.8% (2)	52
Are carried out in a learner-centered way so that learners become invested in their own learning	62.3% (33)	34.0% (18)	3.8% (2)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	53
Are carried out in such a way to give learners courage to participate and use the language	84.6% (44)	15.4% (8)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	52
								Explain your answers above, if you wish.	8
								answered question	53
								skipped question	2

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Answer Options	Extremely important	Column1	Column2	Column3	Column4	Column5	Least important	Not sure	Response Count
Role of staff member as counselor	56.6% (30)	24.5% (13)	15.1% (8)	1.9% (1)	0.0% (0)	0.0% (0)	0.0% (0)	1.9% (1)	53
Homesickness	32.1% (17)	39.6% (21)	24.5% (13)	1.9% (1)	1.9% (1)	0.0% (0)	0.0% (0)	0.0% (0)	53
Culture Shock	49.1% (26)	37.7% (20)	11.3% (6)	1.9% (1)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	53
Adolescent development	35.8% (19)	37.7% (20)	20.8% (11)	5.7% (3)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	53
Discipline	34.6% (18)	40.4% (21)	21.2% (11)	1.9% (1)	1.9% (1)	0.0% (0)	0.0% (0)	0.0% (0)	52
Communicating with parents	32.1% (17)	37.7% (20)	17.0% (9)	9.4% (5)	3.8% (2)	0.0% (0)	0.0% (0)	0.0% (0)	53

Rate the importance in training High School Abroad staff in their role as counselor with respect to the following topics:

Explain your answers above, if you wish.	10
answered question	53
skipped question	2

Rate the importance in training High School Abroad staff in their role as counselor with respect to the following topics:

Answer Options	Extremely important	Column1	Column2	Column3	Column4	Column5	Least important	Not sure	Response Count
Role of staff member as counselor	56.6% (30)	24.5% (13)	15.1% (8)	1.9% (1)	0.0% (0)	0.0% (0)	0.0% (0)	1.9% (1)	53
Homesickness	32.1% (17)	39.6% (21)	24.5% (13)	1.9% (1)	1.9% (1)	0.0% (0)	0.0% (0)	0.0% (0)	53
Culture Shock	49.1% (26)	37.7% (20)	11.3% (6)	1.9% (1)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	53
Adolescent development	35.8% (19)	37.7% (20)	20.8% (11)	5.7% (3)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	53
Discipline	34.6% (18)	40.4% (21)	21.2% (11)	1.9% (1)	1.9% (1)	0.0% (0)	0.0% (0)	0.0% (0)	52
Communicating with parents	32.1% (17)	37.7% (20)	17.0% (9)	9.4% (5)	3.8% (2)	0.0% (0)	0.0% (0)	0.0% (0)	53
							Explain your answers above, if you wish.		10
								answered question	53
								skipped question	2

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