

The Standards Definition of Culture and Culture Instruction in Beginning and Intermediate Spanish Textbooks



Dolly Jesusita Young, The University of Tennessee

According to the new Standards for Foreign Language Learning: Preparing for the 21st Century (1995), culture is defined as “the philosophical perspectives (meaning, attitudes, values and ideas), the behavioral practices (social interactions), and the products (books, tools, foods, music, games) — both tangible and intangible — of a society” (43).

When ex-language learners, retired language teachers, and university professors were asked “What do people ‘get’ out of learning a foreign language?” they consistently responded that exposure to culture and cultural insights were the most valuable aspect of foreign language (FL)

learning (Dvorak, 1995). At the same time, most of the individuals interviewed in the Dvorak volume also expressed concern and frustration about culture instruction in language classes. Connie Knopp, who worked to train future language teachers for many years, observes, “... many of the people that come into teacher education or teacher training don’t have a strong enough background in the language and culture...” (Young and Kimball 1995, p. 216).

Foreign language teachers generally agree that the teaching of the FL culture is probably the most pleasant, interesting, and anxiety-free classroom experience

for language learners. Teachers have found creative ways to incorporate cultural content into the FL class; witness the plethora of presentations at the American Council of Teachers of Foreign Languages (ACTFL) on this topic. Much has also been written about the teaching of culture in the FL class (Bacon, 1995; Crawford-Lange and Lange, 1984; Galloway, 1992; Kramsch, 1993; Lafayette, 1976; Nostrand, 1974; Seelye, 1974). If, however, a FL teacher has few cross-cultural experiences from which to draw or has only the language textbook as the primary source of cultural knowledge, then learners will receive culture instruction based on the quantity and

Chastain specifically attributes some of the failure to teach culture effectively to the manner in which it is conveyed in foreign language textbooks

quality of culture instruction conveyed by the textbook. Indeed, Kenneth Chastain specifically attributes some of the failure to teach culture effectively to the manner in which it is conveyed in foreign language textbooks (Young and Kimball, 1995, p. 214). A close examination of cultural instruction as reflected in textbooks may help to ascertain whether Chastain's anecdotal observations are rooted in empirical data. It can also inform the profession about the role of culture in a textbook-based curriculum and help determine whether the actual representation of culture in Spanish textbooks reflects the concept of culture as defined by the Standards. The purpose of this paper is to explore textbook-based instruction on culture in the most recent beginning and intermediate textbooks for a sense of what they disseminate as culture and the way it is conveyed. By ascertaining what we do with culture in textbooks, we may gain a sense of direction as to where we need to be as we confront a new millennium.

Previous Research on Culture Instruction in FL Textbooks

The profession is experiencing an increasing body of research that 1) recognizes the language textbook as a significant variable in the language learning

Teachers with limited personal experiences of culture often use the way culture is integrated into the language textbook as their primary source of culture instruction.

process, and 2) scrutinizes specific components of FL textbooks (See Hague and Scott, 1994; Lazard-Rivera, 1995; Swaffar, 1991; Terrell, 1990; and Young and Oxford, 1993). Analysis of culture instruction in language textbooks is particularly crucial because, as previously noted, teachers with limited personal experiences of culture often use the way culture is integrated into the language textbook as their primary source of culture instruction.

In the past, culture instruction in foreign language textbooks was not inte-

grated into the learning of the language; instead, it was treated as more or less peripheral to the main components of study, such as grammar and vocabulary. Typically, if culture was integrated into the foreign language class, it was because teachers incorporated culture-teaching strategies such as culture capsules, culture clusters, cultural assimilators, or cultural mini-dramas into their curriculum. Rarely was culture fully integrated in any systematic way with language learning.

In 1984, Crawford-Lange and Lange investigated the treatment of culture in language textbooks of that time. They found that culture was treated primarily as content, as knowledge and facts. In their words, "students are taught about culture" (p. 145). Following is a summary of their findings:

Typically, the culture content is presented in forms, such as cultural notes; pictures and illustrations, both captioned and uncaptioned; readings; literature, including prose, poetry, and sayings; glosses in the teacher edition; role playing exercises; games and songs; and filmstrips (p. 145).

In 1990, Ramirez and Hall analyzed culture instruction in high school Spanish textbooks used in the state of New York. They indicated that culture was treated in superficial ways in the textbooks that they analyzed. Culture instruction consisted of the treatment of cultural knowledge conveyed through visual and written texts. For example, 48% of culture instruction consisted of photographs. A photograph was typically of a person (or persons) smiling into the camera with a caption giving the name and nationality of the person (or persons). Other photographs consisted of historical monuments or realia, such as ticket stubs or restaurant menus. Fifteen percent of culture instruction consisted of pictures with a short caption to highlight the cultural feature of the picture. More often than not, however, no captions or explanations were offered to describe the cultural content. Thirty-one percent of the time these high school Spanish textbooks used short narratives, ranging from one sentence to a few paragraphs, to convey culture. Five percent of the time culture was conveyed as facts in the form of maps, charts and drawings (Ramirez and Hall, 1990, pp. 49-51).

In both of these seminal investigations into the treatment of culture in FL textbooks, results indicate that culture is viewed as facts, as a product, peripheral to language learning. As Crawford-Lange and Lange (1984) point out, however, "To study culture as a body of facts is to study the characteristics of culture; to study culture as process is to study its essence" (142).

In contrast to the way culture-related information was conveyed in textbooks prior to the 1990's, e.g., via culture notes or short narratives written by the textbook writers, more recent textbooks have begun to include readings in their original form, or edited for pedagogical purposes. The advantages of using authentic texts over edited texts or culture notes have been previously documented in Young (1993). In this study most (98%) of the students expressed that the authentic text was easier to read, and a clear majority (67%) believed that it was more interesting than the edited cultural text (18%). Moreover,

Spanish students in this study responded more favorably to the authentic cultural text than the edited one.

75% expressed frustration and anxiety in reading the edited cultural passage as compared to only 4% for the authentic passage. In general, the Spanish students in this study responded more favorably to the authentic cultural text than the edited one. The profession has moved in a positive direction by including authentic readings to convey culture.

Cultural Instruction in Current Spanish Textbooks

Let us now examine in more precise terms how culture is treated — and consequently how it is defined — in Spanish textbooks in the decade of the 1990's. In the research presented here, we¹ examined a random sample² of 10 first-year and 9 second-year textbooks, with publication dates ranging from 1991 to 1998. We investigated a) the frequency of culture instruction, i.e., how often culture information was included in a chapter, b) culture content, i.e., what type of information was conveyed, and c) the medium in which culture was conveyed, i.e., culture notes, pictures, authentic or edited texts. The findings reported here are limited in that we did not examine systematically the ancillary materials, such as CD-ROM's and videos, that many textbooks provided. We did not examine those ancillary materials for a number of reasons. First, it was difficult to acquire the materials for all textbooks, and we thought it inappropriate to examine some and not all. Second, many classrooms do not have the facilities to incorporate the ancillary materials systematically. And finally, even when the facilities exist, many teachers do not have time to integrate the ancillaries into the robust lower division courses in Spanish.

The amount of culture-related materials in the textbooks was examined to ascertain how much weight is given to culture, as opposed to other areas such as vocabulary and grammar. In terms of the frequency of culture instruction in the first-year, the breakdown was as follows.

Total number of chapters in the textbook	Number of sections containing cultural information in each chapter	Number of textbooks Total = 10
18, 12	1	2 (20%)
12	2	1 (10%)
14, 18, 12, 18	3	4 (40%)
18, 16	4	2 (20%)
16	5	1 (10%)

For second-year textbooks the breakdown was unique in that one textbook was broken down into long units and not chapters, and another book had no separate section for culture.

Total number of chapters in the textbook	Number of sections containing cultural information in each chapter	Number of textbooks Total = 10
15, 20, 10, 14, 14	2	5 (56%)
12	3	1 (11%)
8 (units)	3-5	1 (11%)
18	4	1 (11%)
13	0	1 (11%)

The data here indicate that for first-year textbooks, 70% had three sections per chapter or more devoted to cultural information. For second-year textbooks, 33% had at least three or more sections on culture and 56% had at least two sections. The number of sections on culture is clearly more substantive in current textbooks, indicating an earnest attempt by textbook writers to integrate culture into the textbook curriculum. Admittedly, the proportion of cultural information to grammar and vocabulary is unbalanced; culture plays much more of a minor and distinct role in relation to other skills stressed in the books. In the decade of the 1990's, it would be fair to assess that culture continued to be relegated to the role of "a back-seat passenger." The "front-seat passengers" tended to be grammar and vocabulary.

To ascertain the culture content of the textbooks, we kept a tally of the topics of the cultural readings for each book. Table 1 charts a survey of all the culture-based reading topics.

Table 1 Cultural Topics Chart: First-year texts

TOPICS	Claro que sí	Así es	Trato hecho	Visión y voz	Entradas	Poco a poco	Arriba	Dos Mundos	Dicho y hecho	Sabías Qué	total # of readings on specific topics
realia	11	5	3	5	1	0	45	6	0	5	81
sports/exercise/health	5	3	0	2	4	8	4	4	3	5	38
music/art	6	8	0	0	1	4	1	2	4	5	31
social issues	1	5	2	2	3	2	4	3	3	2	27
techn./trans. career	3	8	11	3	2	1	5	5	3	3	43
housing/univ education	5	0	1	0	5	3	3	3	4	2	26
holidays/fest religion	4	9	1	1	7	7	1	2	2	0	34
literature	11	7	2	3	1	0	7	4	0	2	37
history	1	7	0	0	1	1	0	5	6	3	24
famous people	6	13	2	1	1	1	4	5	3	3	39
language	2	1	0	0	12	2	1	3	1	3	27
greetings/names customs	3	5	0	0	19	5	5	1	3	2	43
travel/climate	22	19	3	4	10	16	17	17	23	0	134
family	2	3	0	3	4	1	3	6	2	2	23
clothes	1	3	0	1	1	2	4	3	3	2	17
food	4	9	2	4	3	8	2	7	4	11	57
total # of cultural readings	87	105	27	29	75	61	106	76	64	50	645

Examined as a whole, these topics help illustrate how textbooks define culture. The results in Table 1 indicate that many of the same topics were repeated across the textbooks. There were some differences in the frequency of topics between first-year and second-year textbooks. For first-year textbooks, the highest frequency of topics was about readings on technology, transportation, careers, literature, greetings, names/customs, travel, climate, food, and realia. In the second year, topics included health,

medicine, travel, transportation, entertainment, famous people, politics, and social issues. Most of the culture-related readings were constrained by the general theme of the chapter in which they occurred, such as travel, family, food, transportation, and politics.

We next analyzed how culture information was communicated. To determine the type of reading texts used in these textbooks, we took a sample chapter primarily from the beginning, middle, and

end of each textbook and characterized the culture-related reading passages³ on the basis of the following criteria. Edited passages were defined as author-generated passages written specifically for the language learners' level of proficiency, and/or authentic passages that had been modified — such as shortened, glossed, or linguistically simplified — for the targeted learner. Some edited passages consisted of shortened versions of literary passages that contained vocabulary glosses. Since it was difficult to determine

Table 1 Cultural Topics Chart: Second-year texts

TOPICS	Nuevas Dimensiones	Fronteras	AI Corriente	Intercambios	Continuemos	Pasajes	Enlaces	Situaciones	total # of readings on specific topics
personal life	3	0	0	0	0	2	1	2	10
technology/media	0	0	1	4	0	1	5	0	12
business/finance	1	0	0	3	0	10	0	0	17
health/medicine	6	0	0	0	1	14	4	1	28
travel/transport.	9	5	4	17	2	4	4	4	53
entertainment/famous people	0	5	17	0	1	1	2	3	28
sports/recreation	10	1	0	4	1	0	3	1	23
music/arts/lit	0	1	9	0	1	0	0	1	14
politics/social issues	3	0	8	0	1	19	5	0	52
family	6	0	0	2	1	7	2	1	23
festivals	0	3	2	8	1	2	5	0	21
religion	1	2	1	0	0	9	1	0	15
language expressions	7	3	0	6	0	0	1	1	18
fashion/shopping	4	1	1	6	0	0	3	1	16
restaurants/cuisine	8	4	0	3	2	0	2	0	19
education/career	2	0	0	1	1	3	2	0	9
totals	60	25	48	54	12	72	40	15	339

whether some of the readings were authentic or whether they were written specifically for the textbook, we identified authentic texts primarily as those with the original writer's name acknowledged at the beginning or end of the article. Some textbooks offered introductory remarks that acknowledged the authenticity of an article and cited the source, such as the name of a particular magazine or newspaper. If a text did not acknowledge an original source, we considered it a modified, edited, or revised text. Table 2 summarizes the findings in this area.

An examination of the data in Table 2 indicates that all textbooks primarily used edited cultural passages, modified authentic texts, or untouched authentic passages to convey culture. This finding contrasts with the use of cultural notes and short narratives in the textbooks analyzed by Crawford-Lange and Lange (1984) and Ramirez and Hall (1990).

The most striking observation about culture instruction in these Spanish textbooks is that culture, as defined by the Standards for Foreign Language Learning, continues to be conveyed primarily as a product (books, tools, foods, music, games). Some textbooks focus on behavioral practices (patterns of social interactions), but most neglect a cultural perspective involving meaning, attitudes, values, and ideas. In other words, students learn more about the "what" and "how" of culture and less about the "why." However, it is this latter component of culture that is the most valued by language learners (See Dvorak, 1995) and is just as much an

essential part of the definition of culture as is product or behavioral practices.

In sum, what conclusions can we draw from an analysis of culture instruction in 10 first-year and 9 second-year Spanish textbooks for the decade of the 1990's? First, a clear majority of textbooks contain two or three sections per chapter devoted to cultural information, but culture instruction plays a minor role next to other material emphasized in the chapter (grammar and vocabulary). Second, a good portion of the topics on culture (big C and little c) is similar across textbooks. Third, most cultural instruction comes in the form of edited cultural passages or modified authentic texts (see Table 2 for a sample of culture instruction by text type).

Culture instruction in Spanish textbooks falls short of the definition of culture as advocated in the Standards for Foreign Language Learning.

We recognize that culture instruction as conveyed in Spanish textbooks has come a long way in the last twenty years, and we contend that culture instruction should include the products and behavioral practices of a culture. However, we also believe that culture instruction in Spanish textbooks falls short of the definition of culture as advocated in the Standards for Foreign Language Learning.

Implications for Language Textbooks

Culture instruction in the most current textbooks neglects the philosophical perspectives — such as meaning, attitudes, values, and ideas — of a culture. Our challenge for the next century will be to create materials and devise techniques that take into account the third part of the definition of culture as proposed by the Standards. Broadening learners' horizons, offering them opportunities for growth beyond their own experiences, and teaching them respect for other cultures' values will not be an easy task. Consequently, we encourage experimentation with other approaches to culture instruction. For example, most FL professionals would agree that the most effective way to learn about the culture of a language is to live in the country of that language. Some states, such as Wisconsin, mandate study-abroad experiences for their language majors. In addition, for several decades now, researchers have called for a process approach to culture instruction, as first espoused by Nostrand, (1974), Seelye, (1974), Crawford-Lange and Lange, (1984), and Jorstad (1981). In a process approach to culture, instruction goes beyond the learning of cultural facts to cross-cultural experiences in such areas as value systems, conflict resolution, and attitudes. Various process approaches have been presented by these researchers. For example, Jorstad describes a step-by-step process-oriented approach to culture instruction referred to as "hypothesis refinement"

Table 2 First-year Spanish Textbooks: Cultural Readings

Title	Chapter #	Reading Title	Description
Así es	3	"Caras en las noticias"	Passage created for the textbook (gloss provided).
	9	"Una gira turística por la isla de Cuba"	"
	18	"Una gira turística por Sudamérica"	"
Trato	2	"Las universidades de Chihuahua"	Authentic text (not glossed)
	8	"Alimentos del nuevo mundo"	"
	11	"Un ataque cardíaco"	Appears to be created for the textbook.
Claro que sí	3	"Qué quieres en tu futuro"	Appears to be a passage created for the textbook.
	9	"Y tú...de qué la juegas?"	Authentic (not glossed).
	14	"Beatriz (una palabra enorme)"	Authentic literary text (with gloss provided).
Dicho y Hecho	2	Panorama cultural	Passage created for the textbook (with gloss provided).
	7	"México, su historia y su ciudad capital"	"
	13	Panorama cultural	Passage created for the textbook (with gloss provided).
Sabías Qué	3	"En qué gastaste tu primer sueldo?"	Authentic (not glossed)
	9	"La historia escondida de Tequila"	"
	15	"El código oculto de los elefantes"	"
Dos Mundos	3	"Los hispanos en los Estados Unidos"	Passage created for the textbook with vocabulary as a pre-reading.
	10	"Las ciudades hispanas"	Passage created for the textbook with gloss provided as a pre-reading.
	16	"La presencia italiana en Argentina"	"
Arriba	4	"Ciudades coloniales"	Passage created for the textbook (with gloss provided).
	8	"El turismo norte americano en los países hispanos"-	Passages created for the textbook (not glossed).
	14	"El regalo de navidad"	Authentic literary text, possibly shortened (with gloss provided).
Poco a Poco	4	Notas culturales	Passage created for the textbook (with gloss provided).
	11	Notas culturales	"
	18	Notas culturales	"
Entradas	5	"La vida escolar"	Passage created for the textbook (not glossed).
	9	"Nadar algo más que un buen deporte"	Authentic (not glossed).
	11	"Shh...te tenemos tremendo Chisme"	"
Visión y Voz	3	"Entre el polo.."	Authentic (with some vocabulary provided).
	10	"El mercado pacasmayino"	"
	16	"Reportaje especial: los problemas de nuestra"	Authentic text, modified.
Nuevas Dimensiones	1	"¡Informese sobre su futuro!"	Authentic text, modified (with gloss provided).
	5	"¿Qué hacen los jóvenes en el verano?"	"
	10	"Vuelven los hijos del exilio"	Literary text (glossed).
Nuevas Fronteras	1	"La misión de la universidad"	Culture passages created for the textbook.
	3	"El hombre y la hambre"	Authentic passage, shortened (with gloss provided).
	5	"A los hombres del Geo no les gusta tener que matar"	Authentic passage (with gloss provided).
Al Corriente	1	"Arantxa Sánchez Vicario"	Authentic text (with gloss provided).
	7	"La balada de Gloria Estefán"	Authentic literary text, possibly shortened (with gloss provided).
	15	"America Latina y la democracia"	Authentic text (with gloss provided).
Intercambios	3	"Los Gestos"	Passage created for the textbook.
	9	"La Semana Santa"	"
	11	"De compras en las tiendas especializadas"	"
Continuemos	3	"Porcelanas Lladró"	Authentic text, modified (with gloss provided).
	5	"Madrid; sus olores y sus regiones urbano-gastronómicas"	"
	11	"Jovenes estrellas nacen con la telenovela 'Muchachitas'"	"
Pasajes	1	"Los estereotipos culturales"	Passage possibly created for the textbook (with gloss provided).
	5	"La hispanoamerica actual"	"
	11	"Crimen y violencia: Parte I"	"
Enlaces	1	"Televisión y tiempo libre"	Authentic text (not glossed).
	3	"Los cinco deportes más difíciles del mundo"	Authentic text, possibly shortened (with gloss provided).
	9	"Ansiedad"	Authentic text (with gloss provided).
Situaciones	1	"Una hija singular"	Authentic literary text, possibly modified (with gloss provided).
	3	"EL arco de Balom-Acab"	"
	9	"El ratoncito"	"

which could be adapted as a template for a textbook. In her approach, students

- 1) perceive a cultural aspect;
- 2) make a statement about the aspect;
- 3) gather information from sources related to that aspect;
- 4) examine the information and sources, and describe, report, and analyze findings;
- 5) modify and refine the statement;
- 6) examine a related aspect in the native culture. This step involves applying the previous five steps to both the native and target cultures, identifying similarities and differences (Jorstad, 1981, pp. 82-83).

In addition to being process oriented, culture instruction can be information based. In such instruction, culture frames the materials; culture becomes the driver instead of the "back (or front) seat passenger." In an information-based approach to culture instruction, learners learn the vocabulary and structures they need to understand the information they must acquire. Moreover, access to up-to-date and authentic information (through the internet, for example) can offer learners more relevant culture-related material. Hypotheses regarding native and target-language cultures guide learners to material that focuses on values, ideas, meaning, and attitudes of the target culture, as well as those of their own native culture, one step at a time.

Any process-oriented, information-based approach to culture instruction for a FL textbook should also include the most current pedagogical developments. Were we to examine closely the tenets of such forms of instruction as Cooperative Learning, Content-Based Instruction, Interdisciplinary Instruction (Holistic Learning for elementary grades), and Task-Based Instruction, alongside current theories of learning such as Schema Theory and Gardner's Theory of Multiple Intelligences we would find tremendous overlaps.⁴ In a process-oriented and information-based approach to culture where language and content material are driven by cultural concepts, aspects of many of these instructional approaches should fuse together. By advocating a process-oriented and information-based approach to culture instruction in language textbooks, we would move the profession closer to the goals as set by the Standards for Foreign Language Learning.

If the profession has called for a process-oriented approach for over three decades, it may be worth our time to

investigate the obstacles that have prevented its inclusion in beginning and intermediate Spanish textbooks.⁵ We also encourage studies to ascertain empirically the effectiveness of a process-oriented, information-based approach to culture instruction. And finally, we applaud textbook writers for the positive advances in culture instruction in the last few decades and encourage them and publishing houses to develop materials that move culture instruction into the front seat, as opposed to its current back-seat position.

⁴Research assistants helped in the preliminary analyses of the textbooks. Brian Carver helped examine second-year textbooks and Louisa Merchant helped gather information on first-year texts.

⁵The titles of 20 first-year and 18 second-year textbooks on the national market were placed in a jar. Ten first-year textbook titles were drawn at random and nine second-year textbook titles were drawn at random to comprise the textbooks for this project.

⁶Some textbooks did not have long enough readings or had culture readings in English in the first part of the textbook and readings in Spanish after that. This explains why some chapters in Table 2 begin with a reading taken from later chapters as opposed to ones from the initial chapters.

⁷Crawford-Lange and Lange (1984) and J. Lee and B. VanPatten (1995) offer detailed information about process-oriented approaches to language instruction. The works by D. Johnson, R. Johnson and E. Johnson-Holubec (1990) and Veronica Hilke (1990) provide an in-depth description of cooperative learning instruction. Heidi H. Jacobs (1990) and Robin Fogarty (1995) discuss ideas related to interdisciplinary learning. D. Brinton, M. A. Snow, and M. B. Wesche (1989) and Willis (1992) can be consulted for thorough descriptions of content-based learning. Gardner (1993), a well-known proponent of research in multiple intelligence, explains the concept of multiple intelligences.

⁸A process approach to teaching culture is not an easy task. One particular second-year textbook (not part of the random sample examined for this study) makes a conscious attempt to experiment with this approach and the writers can give testimony to the challenges and obstacles it entails. (See *¿Qué te parece?* by Lee, Wolf, Young, and Chandler, San Francisco: McGraw-Hill, 1996.)

I would like to acknowledge the Spencer Foundation Small Grants Program whose support enabled me to gather data on textbooks for this paper.

WORKS CITED

- Allen, E. D., Bernhardt, E. B., Berry, M. T., & Demel, M. (1988). Comprehension and text genre: An analysis of secondary school foreign language readers. *Modern Language Journal*, 72, 63-72.
- Bacon, S. (1995). Coming to grips with the culture: Another use of dialogue journals in teacher education. *Foreign Language Annals*, 28, 193-207.
- Brinton, D. M., Snow, M. A., & Wesche, M. B. (1989). *Content-Based Language Instruction*. New York: Newbury House Publishers.
- Crawford-Lange, L., and Lange, D. (1984). Doing the unthinkable in the second language classroom. In T. Higgs, (Ed.), *Teaching for proficiency, the organizing principle* (Vol. 15), pp. 139-177. Lincolnwood, Illinois: National Textbook Company.
- Dvorak, T. (Ed.) (1995). *Voices from the field: Experiences and beliefs of our constituents*. Lincolnwood, Illinois: National Textbook Company.
- Forarty, R. (1995). *The mindful school: How to integrate the curricula*. Palatine, Illinois: IRI/Skylight Training and Publishing, Inc.
- Galloway, V. (1992). Toward a cultural reading of authentic texts. In H. Byrnes (Ed.), *Languages for a multicultural world in transition*. Lincolnwood, Illinois: National Textbook Company.
- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.
- Hague, S. A., and Scott, R. (1994). Awareness of text structure: Is there a match between readers and authors of second language texts? *Foreign Language Annals*, 27, 343-63.
- Hilke, E. V. (1990). *Cooperative learning*. Bloomington, Indiana: Phi Delta Kappa Educational Foundation.
- Jacobs, H. H. (1989). Interdisciplinary curriculum options: A case for multiple configurations. *Education Horizons* (Fall issue).
- Johnson, D.W., Johnson, R. T. and Johnson-Holubec, E. (1990). *Circles of learning: Cooperation in the classroom*. Edina, MN: Interaction Book Co.
- Jorstad, H. L. (1981). In-service teacher education: Content and process. In D. Lange & C. Linder (Eds.). *Proceedings of the National Conference on Professional Priorities*. Hastings-on-Hudson, New York: American Council on Teaching Foreign Languages.
- Kramsch, C. (1993). *Context and culture in language teaching*. New York: Oxford University Press.
- Lafayette, R. (Ed.) (1976). *The culture revolution in foreign language teaching*. Lincolnwood, Illinois: National Textbook Company.
- Lazardi-Rivera, C. (1995). Saber y conocer: Un plan para su enseñanza. *Hispania*, 78, 854-70.
- Lee, J. F. and VanPatten, B. (1995). *Making communicative language teaching happen*. San Francisco: McGraw-Hill.
- Lee, J. F., Wolf, D., Young, D., and P. Chandler. (1996). *¿Qué te parece?* San Francisco: McGraw-Hill.
- Nostrand, H. L. (1974). Empathy for a second culture: Motivations and techniques. In G. A. Jarvis (Ed.). *Responding to new realities*. The ACTFL Foreign Language Education Series. Lincolnwood, Illinois: National Textbook Company.
- Ramirez, A. G., and Hall, Kelly, J. (1990). Language and culture in secondary level Spanish textbooks. *The Modern Language Journal*, 74, 48-65.
- Seelye, N. H. (1974). *Teaching culture: Strategies for foreign language educators*. Skokie, Illinois: National Textbook Company.
- Standards for foreign language learning: Preparing for the 21st century. (1995). U. S. Department of Education and the National Endowment for the Humanities. Lawrence, KS: Allen Press.
- Swaffar, J. (1984). Reading in the foreign language classroom: Focus on process. *Strategies for development of foreign language and literature programs*. The Modern Language Association of America: New York, 129-150.
- Swaffar, J. (1991). Language learning is more than learning language: Rethinking reading and writing tasks in textbooks for beginning language study. In B. Freed (Ed.). *Foreign language acquisition research and the classroom*. Lexington, Mass: D.C. Heath and Company, 252-79.
- Terrell, T. D. (1990). Trends in the teaching of grammar in Spanish language textbooks. *Hispania*, 73, 201-211.
- Willis, S. (1992). Interdisciplinary learning: Movement to link the disciplines joins momentum. *Curriculum Update*. (November issue). Alexandria, Virginia: Association for Supervision and Curriculum Development.
- Young, D. J. (1993). Processing strategies of foreign language readers: Authentic and edited input. *Foreign Language Annals*, 26, 451-68.
- Young, D. J., and Oxford, R. (1993). Attending to learner reactions to introductory Spanish textbooks. *Hispania*, 76, 593-605.
- Young, D. J. and Kimball, M. (1995). Venerable voices. *Voices From the field: Experiences and beliefs of our constituents*. In Trisha Dvorak (Ed.). Lincolnwood, Ill.: National Textbook Company, 193-228.