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The University of San Francisco

GOING BEYOND OUR BORDERS:  
GLOBAL LITERATURE AND TEACHER CHOICE

A Dissertation Proposal  
to  
The Faculty of the School of Education  
International and Multicultural Education Department

In Partial Fulfillment  
of the Requirements for the Degree  
Doctoral of Education

by  
Guy Roberts  
San Francisco  
Spring 2008

THE UNIVERSITY OF SAN FRANCISCO

Going Beyond Our Borders:  
Global Literature and Teacher Choice

International Baccalaureate English teachers are asked to create opportunities for Global Citizenry in the various literature choices they make in creating their curriculum. This study explored why IB English instructors make certain choices with regard to text selection in the IB English Program and how these choices of texts do or do not create the opportunity for students to develop as global citizens.

In this mixed methods study, IB documents from North American schools were examined and 15 IB English instructors from North American schools discussed their curricular choices in their classrooms and schools. The study concluded that more global literature options are needed in the IB English program and that professional development opportunities need to be created by the organization to empower teachers to make choices that align with the mission statement of the organization.

This dissertation, written under the direction of the candidate's dissertation committee and approved by the members of the committee, has been presented to and accepted by the Faculty of the School of Education in partial fulfillment of the requirements for the degree of Doctor of Education. The content and research methodologies presented in this work represent the work of the candidate alone.

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CHAPTER I  
THE RESEARCH PROBLEM

Introduction

*Personal History*

In 1993, I was hired as a teacher at a suburban high school in Northern California. I was young, energetic, and excited to be in the classroom working with students. That first summer the department chair called to tell me that I would be teaching an International Baccalaureate (IB) English course as the current teacher would be leaving at the end of the year to work in the district office. All I could think was “what the heck is that?” I knew that these were the most motivated kids on campus and wondered why they were being offered to me when there were other very capable teachers at school. I accepted the offer and the department chair sent me to an IB training workshop where I realized what I had signed up for (and maybe why no one else had): this IB English program was intimidating and rigorous, demanding a lot from not only its students but from its instructors as well. And then I wondered: would I be ready? Would I do a good enough job? Had I made the right decision?

In 2008, after 15 years of experience teaching in the IB program, I ask myself the same questions I did that first year. In my work for the IB North American (IBNA) office, training teachers in the kind of workshops that I participated in such a long time ago, I hear the same questions from the teachers participating in the workshops. They seem to be in the same place I was. I wonder what has changed? Are things still the same? Do teachers wonder about their curricular choices?

During my initial training in New Mexico, I realized that my university courses were not adequate for my preparation to teach the IB English program effectively. I was a pretty good university student, enjoyed my English classes and had studied hard to learn the material demanded by my professors in college – but I did not have the background to tackle the international literature component of the IB program. Combining my limited international travel and my English-centric education, I had neither personal nor academic experience to bring to the program. I realized quite quickly that my middle class, white upbringing just might not be enough. How was I going to teach kids about books and cultures I was unfamiliar with? How was I going to prepare them to be the kind of student the IB wanted them to become? What choices would I have to make to help them become the global citizen IB was asking for?

All I knew is that I wanted to do a good job because I was impressed with what I learned about the IB program. While I had been through an Advanced Placement Program in high school – it just never seemed to me to be anything different from a well-taught course much like many of the university courses I would later take. I read some great books and plays and learned to write a decent paper. But there didn't seem to be any vision to the course or the program. There was no any connection to something bigger, something more global in nature. From my training in New Mexico that first summer, I learned that the IB program was a very different program indeed. Unlike anything I had ever experienced, the IB program asked teachers to help create a student who was ready for the outside world, able to be a productive member of a global society (IBO, 2006). They want to create a student who can critically examine the world they live in and interact with it productively. They want students to understand that the world is a large

and complex place and are able to consider how they fit into that complexity. A more in depth discussion of the structure and history of the International Baccalaureate will be covered in Chapter 2.

## Background of the Study

### *Global Literature in the IB: The PWL and PBL*

To create the opportunity for the development of a global citizen, the IB program requires English teachers to choose from two lists of literary works: the Prescribed World Literature (PWL) and the Prescribed Book List (PBL). The IB program broadly defines a “work” as a “single major text, two or more shorter texts, a selection of short stories, a selection of poems, a selection of essays, or a selection of letters” (IBO, 1999a). The PWL is a collection of texts from around the world that have been translated and the PBL is a list of works divided into different sections each with its own requirements. While the texts don’t span the world as the PWL, many of the works cover minority voices. I will describe these two lists in greater detail in the chapter on Methodology.

The PWL and the PBL contain works the researcher categorized as either Western literature or global literature in the study. The researcher purposefully avoided the term Non-Western literature for the second definition. Literature should be defined by what it is not what it isn’t. By stating that it is not Western or defining it as “Non” gives it no identity except by what it is not, creating a race-free or null identity (Ladson-Billings, 2005; Morrison, 1993).

Non-Western as a term holds no signifier of what it is: the literature of such diverse places as Asia, Latin America, or Africa. Furthermore, the definition perpetuates the Eurocentric dichotomies of Western and Non-Western. The decision by the researcher

to give this identity to the literature, categories, and definitions is further developed in the Literature Review. In this study, these definitions enabled the researcher to examine the choices made by the teacher when creating an IB English program that enables a student to become that global citizen as originally described by my workshop leaders in New Mexico or a “productive member of a global society” as the IB has describes in the IB Learner Profile (IBO, 2006). The researcher will develop Global Citizenry in greater detail in the Literature Review.

### *The Nature of Choice in the IB*

Because of the nature of the choices of the literature from the PWL and PBL allowed to IB English teachers when creating their IB English course of study, teachers can fulfill technical program requirements of the IB English program without fulfilling the notion of creating opportunities to become a global citizen. They can build a great literature program without encompassing truly global literature as defined by the researcher. While they may be fulfilling the technical requirements of the IB program, such Western-oriented curricula do not align with the IBO Mission Statement nor meet what the IB English Assessment Criteria asks for in the program. Given the latitude teachers are given how do these teachers make the choices they do? What are factors that affect these choices?

What are the determining factors in the choices of the teacher to a literature program? Is it their university education? Race? Travel opportunities? School economics? Personal enjoyment? And how does or can the IB help teachers to create an educational program that fulfills the IBO Mission Statement, and in turn the objectives of the IB English program and its assessment criteria?

### The Statement of the Problem

In my nine years as an IB workshop leader and through my conversations with IB teachers from around the United States, I have found that few IB English teachers in the United States may or may not have formally studied global literature which includes the Senegalese epistle *So Long A Letter* (Ba, 1981) that deals with the complexities of plural marriage and Islam, or the Japanese novel *Kokoro* (Soseki, 1995) with its emphasis on honor, death, and the end of the Meiji era, or the Indian family epic *The God of Small Things* (Roy, 1997) that focuses on the slow deterioration of Indian culture and tradition through the generations of a prominent family. Often the teachers have only been exposed to the more traditional Western literature like the tragic Russian love story *Anna Karenina* (Tolstoy, 2000a), the Greek tragedy of fate and family and law, *Oedipus Rex* (Sophocles, 1958), or the French existential novel about societal conformity *The Stranger* (Camus, 1988).

The IBO believes that by reading texts from countries and cultures different from their own, students will embark on the journey to become global citizens. In my experience as a workshop leader, I encounter willing teachers struggling so hard to fulfill these global literature requirements. The teachers convey to me that they struggle to develop a curriculum to teach these works and fulfill this requirement. They want to do well, want to create good, meaningful curriculum to fulfill the philosophy of the IBO for their students, but encounter such difficulties as textual familiarity and cultural experience. They are the same difficulties I had when I entered into teaching the IB program. What is it that causes them to have such difficulties? As a workshop leader and

IB teacher, I want to explore these difficulties formally through a process of examining IB documents and interviewing teachers.

In my observations at workshops, IB English teachers have stated that time, fear, and confusion are the central reasons why they neglect to choose to teach or expose students to other cultures found in global literature for several reasons. Omaggio (1986) says the study of culture involves time that teachers do not feel they can spare in an already overcrowded curriculum. At workshops, I regularly hear teachers voice concerns over implementing global literature in their curriculum because they feel that they won't be able to address all the standards mandated by their school, district, and state. I have heard them say that due to the rigorous state and district testing they fear that if they take the time to include a new global literature text, it will be at the expense of something crucial to the exam and the required curriculum.

I developed research questions about Global Citizenry to begin exploring the concerns teachers have expressed to me over the years about teaching global literature due to a fear about their own ignorance of the various cultures included in the literature. When I first inherited the IB English program at my school, I shared this concern with teaching the global literature selections. I had to teach a Japanese novel and I knew I didn't know enough about Japanese culture and thus undertook an enormous amount of research to compensate. I even invited guest speakers to discuss what it was like to grow up and be educated in Japan. I knew this would not be enough, but I did feel it was a good start in my curriculum development and was an introductory exposure to another culture for the students. I had begun to overcome this fear of cultural ignorance that Omaggio (1986) talks about, but I have also observed and spoken with so many teachers

at conferences over the years that have stated that they choose not to teach global literature due to this very fear of ignorance. Some wonder if they will say the wrong thing and offend someone. Others worry that they might misrepresent the culture. These concerns are further exacerbated by the perceived inability to paint an “authentic” cultural context. This leads to a problem: IB teachers are inclined to teach Eurocentric literature because of a fear of exploring what lies beyond their knowledge.

By choosing not to teach global literature due to fear and instead choosing to teach the Western literature they are more comfortable with, they feel that they have gained some power over their curriculum. Teachers need to address these gains in power over their curriculum. These personal feelings and beliefs lead to instructional decisions that impact the school experience of the child (Berry, 2006). The choice of “safety” by instructors does not give opportunity for the student to develop as a global citizen. These choices can come from the training to become a teacher. When most teachers are White and middle class they perpetuate those beliefs and culture (McIntosh, 2005). The Monoculturalism that McIntosh describes is in many ways the opposite of Global Citizenry and the opposite of what the IBO is hoping to foster with its belief in intercultural awareness. But if most trained White teachers start and continue to teach within the framework in which they were taught, thus continuously reinforcing this attitude and culture (McIntosh, 2005), will there ever be change? All too often teachers teach what they know – they know themselves, their race, gender, social class, and also know what they were taught in their teaching program.



Global Citizenry, as detailed by Makiguchi<sup>1</sup>, is difficult to teach because it involves vague and unquantifiable, unstructured areas (Bethel, 1973; Ikeda, 2005). It is because of this vagueness that teachers are often confused about what aspects of culture to teach and feel they would benefit from some sort of organizing scheme to aid in selecting appropriate cultural content (Omaggio, 1986). From my experiences as a workshop leader, I have come to realize that teachers are standard-driven due to recent testing requirements from such legislation (either national, state, or district level) as NCLB, state exams (such as the STAR in California), or exit exams, that they want culture to be quantifiable the same way that other concepts, such as grammar, literary terminology, and reading comprehension, are currently being quantified in many English programs. They need to know what exactly is being tested and how it is being tested. Another significant question that comes up when I have spoken to teachers is whether this knowledge of culture can be measured on an exam from their district or state? Teachers debate whether they should teach it if it's not going to be on some state test that the student is going to be taking. Because the understanding of culture and the idea of Global Citizenry seems vague and undefined to them and not tested, they choose not to attempt to teach it at all in the literature.

Culture has been recently measured in a high school. Hinrichs (2003) measured the international understanding of students in an IB program in Washington state but this measurement did not specifically examine if that understanding came from an exposure to the program as a whole or if the understanding came from the IB English world

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<sup>1</sup> Because Makiguchi's work is only in Japanese and not translated into English, his education theories are only available through the translations and interpretations of Bethel (1973) and Ikeda (2005).

literature requirement. And while Hinrichs' (2003) results revealed a significant understanding of international awareness among the IB students, due to the small size of the sample and the singular geographic nature (a city in the state of Washington) of the study it is difficult to determine if the understanding arose only in the program evaluated at the school in Washington state or is indicative of the IB as a whole. The study clearly shows that the participating teachers made choices that created a program that cultivated the notion of Global Citizenry and intercultural awareness, but the study does not make a distinction nor does it evaluate the individual courses or individual choices teachers made. In the study, Hinrichs (2003) evaluated students and their understanding of Global Citizenry after they had completed all aspects of the IB program. Because the study did not evaluate what courses might have contributed to this understanding, I was led to my research question of how teacher choice in the IB English program affects opportunities for Global Citizenry.

### The Purpose of the Study

The purpose of this study was to examine why English instructors make certain choices with regard to text selection in the IB English Program and how these choices of texts influence how do students develop as global citizens. Why do teachers choose to teach global literature like *So Long A Letter* (Ba, 1981), *Kokoro* (Soseki, 1995) or *The God of Small Things* (Roy, 1997) or why do teachers choose to teach Western literature such as *Anna Karenina* (Tolstoy, 2003), *Oedipus Rex* (Sophocles, 1958), or *The Stranger* (Camus, 1988).

What are the reasons behind the choices that teachers make in creating an IB English program for their students? Do the teachers fulfill the Mission Statement of the

IBO and attempt to create global citizens? If so, how is this attempt reflected in the literature they choose to teach?

The study reviewed IB documents and engaged teachers in dialogue by asking them to reflect upon their knowledge, practices, and personal philosophies in teaching the requirements in the IB English program so as to understand the type of literature choices made in creating an IB English program that either did or did not reflect the global nature of the IBO Mission Statement. The ultimate purpose of this study is to better understand factors that influence these teachers' choices so that IB programs can eliminate some of the fears and concerns around teaching truly global literature.

#### The Research Questions

1. What literature (global or Western) do IB English instructors choose to teach?
2. Why do teachers choose either global literature or Western literature to fulfill the philosophies of the IB?
3. How do teacher choices foster an opportunity for students to develop a mindset of Global Citizenry?
4. What suggestions and recommendations do IB English teachers have that would increase their teaching of global literature, fulfilling the IB philosophy and creating an opportunity for Global Citizenry in the classroom?

The research questions were designed to have the participants reflect on their own education and teaching practices. It is through these responses that I identified themes, giving me a deeper understanding of the choices teachers make when selecting global literature or Western literature in the IB English program. I also examined how the choices teachers made in creating (or not) an environment that contributes to the

development of the Global Citizen (as defined by educational theorists such as Banks (2005), Makiguchi (Bethel, 1973; Ikeda, 2005), Mullin (1991), and Suárez-Orozco (2004)), and how such choices affect how students understand themselves in the local, national, and international context. These educational theories about Global Citizenry will be further developed in the Literature Review.

### The Theoretical Framework

The IBO currently uses the term “intercultural understanding” to address the idea that students will be able to understand themselves, their own culture, and other cultures (IBO, 2006). No research uses this term directly and as Hinrichs (2003) notes in her examination of the IB program, no definition of international understanding or global citizenry is universally accepted. But authors such as Gilliom (1997), Taylor (1998), Jacoby (1992), Mollerup (1996), Drake (1999), and McIntosh (2005) have published some similar descriptions to the early work of Makiguchi (Bethel, 1973; Ikeda, 2005) and the later work of Banks (2004), Mullin (1991), and Suárez-Orozco (2004). I have decided to use these definitions of Global Citizenry because they seem to most closely parallel the ideas of intercultural understanding that the IBO asks teachers to try to address in the classroom.

#### *Global Citizenry Defined*

Makiguchi’s notion of Global Citizenry has three components: local, national, and international (Bethel, 1973; Ikeda, 2005). He ultimately used the term Global Citizenry to define “cultural education”. He argued that the community, which he defined as the world outside the classroom, in all of its aspects is the child’s educational environment. He sought to “end the isolation of the school and make it an integral component” of the

student's education (Bethel, 1973). This movement out of isolation expected the child and the teacher to reach for what is beyond the borders of the classroom and curriculum. This concept of reaching out from what is known to the unknown is also seen in Banks' (2004) and Mullins' (1991) discussion of the local, national, and international. In the classroom, the teacher encourages students to understand what their place is in their immediate community, classroom, family, church, or even town before they begin to branch out to see themselves nationally or even internationally.

According to Ikeda's (2005) interpretation of Makiguchi, he stressed that "the education of the global citizen must begin with the local level and extend outward" to the national and the international. Makiguchi believed this education of the local, national, and international community would enable the child to develop a healthy and positive relationship" with their community and world (Bethel, 1973) and, in turn, develop a sense of "happiness" which only comes from developing a social consciousness (Bethel, 1989). As they develop into a Global Citizen, students understand what their personal history is, what their nation's history is, and how they fit into it (Banks, 2004). With this understanding of the student's place in the country, the teacher can then help them to see the larger world and end the student's isolation. Ending this sense of isolation, creating a sense of self, and developing a sense of "happiness" will hopefully create the tolerant, empathetic, and respectful global citizen that the IB program advocates (IBO, 2002; IBO, 2006).

I am interested in both the literal as well as figurative aspects of Global Citizenry. On a literal level the type of education the IB advocates for is about citizenship: local, national, and global. On a figurative level, this education is about asking the student to

consider who they are and what is familiar (local) to that which is semi-familiar (national), to what is completely unknown (global). The student would seek to understand who they are, who others are, and how they are part of a larger, complex world (Banks, 2005; Makiguchi (Bethel, 1973; Ikeda, 2005); Mullin, 1991; Suárez-Orozco, 2004). These theories will be discussed in more detail in the Literature Review.

### *Choice Theory Defined*

An examination of William Glasser's (1986, 1998) Choice Theory is necessary to gain an understanding of the nuances of the literature choices of the IB English teachers and how they fulfill the spirit of the requirements of the IB Program and thus create the opportunity for the development of the global citizen.

Choice theory (Glasser, 1986, 1998) leads to an understanding of a dilemma and gives a way to correct it. When you recognize a problem or concern or requirement, it gives you the power to choose how you approach it. This choice, Glasser (1986, 1998) argues, becomes empowering as it satisfies some human need, such as power.

Understanding Choice Theory gives insight into the various choices we make. In this study the choices of the teachers both in creating curriculum that fulfills the IB requirements in creating a global citizen, and that does not, is examined. In understanding these choices and how they satisfy individual needs, Glasser states that a "payoff" or reward will occur (Glasser, 1986).

As Glasser states, "[c]hoice theory is a hopeful theory" (Glasser, 1986) "payoff" in the classroom becomes the design of effective, exciting curriculum and thus students and teachers will find the classroom satisfying. The theory is hopeful, according to Glasser (1986), because teachers need to be satisfied in some capacity and thus create

exciting curriculum to do so. Choice Theory centers on choosing to create change in the classroom and, in turn, creating a more empowering environment for the student to perform better (Glasser, 1986, 1998).

### *The Connection Between Choice Theory and Global Citizenry*

Choice theory can also be applied to the creation of a global citizen. While the original application of Choice Theory may have been disciplinary in nature, the goal of change in the IB English classroom would be focused on the choices with regard to global literature and curricular satisfaction gained from it (though a side benefit of decreased discipline problems may still be a possible outcome). The choice of using global literature benefits the IB English teacher, because they are satisfied in some capacity, and the student, who gets the opportunity to be exposed to global concepts is also satisfied because they find relevance and purpose to the classroom curriculum. In the IB program, this means a curriculum that satisfies the ideals of the program and creates a global citizen. And the hope is that the choice to create a global citizen always exists and that the teacher needs to decide how that fulfilling the literature requirements is exciting and fulfilling for themselves and the students.

The IB documents and the interviews with the instructors aided the researcher in understanding their choices with regard to the idea of how they foster intercultural awareness with the hope of helping the student to become a global citizen and fulfilling the philosophies of the IB English program.

### The Methodology

One of the chief reasons to conduct research is to explore when not much has been written about the topic (Creswell, 2003). As the body of research on the IB is still

limited and so this will be a mixed methods research study with the main purpose of exploring the curricular choices of IB English teachers and whether they fulfill the IB literature requirements and foster Global Citizenry. To conduct this exploratory process the researcher will begin with a quantitative examination of IB documents and will continue with a qualitative component, conducting dialogues with teachers regarding their curricular choice.

The study began with a quantitative examination of teacher choices and curriculum design. The data came from IB form A1/AP (see Appendix B) that all IB teachers are mandated to complete in the fall of every school year (IBO, 1999a). The researcher examined these documents and developed interview questions for the participants in the qualitative part of the study.

The researcher views the interview as a discourse between the participant and the researcher as defined by Mishler (1986). This way the meanings of the questions and understanding of the participant responses will be grounded and the data more likely to be explored properly later in the research process (Mishler, 1986). The process of dialoguing, coding, and reporting of data was modeled on the research design of Strauss and Corbin (1998). This process is further developed in the chapter on Methodology.

The qualitative research study consisted of interviews with 15 IB English teachers from across the United States. The researcher began with a few pre-determined open-ended questions (Appendix H) based upon the quantitative data from the analysis of the IB form A1/AP (Appendix B), and a participant information questionnaire (Appendix G). The researcher encouraged the participants to elaborate and detail their responses to create a “thickness” that made the data more meaningful and rich (Kratwohl 1988). From



this elaboration, the researcher developed new open-ended questions. From their responses, data was coded, examined and recommendations made on how to address teacher choice in fulfilling the IB Literature components, and thus exploring how the teacher addressed the IB philosophies of creating a global citizen. As patterns emerged from the data, categories were created to help understand the choices of the teachers.

#### Delimitations of the Study

The participants in this study were selected from IB conferences in the United States. Since only participants that attended a conference participated in the study, generalizations about teachers who don't go to conferences, IB Diploma teachers, and IB English programs may not be qualified. Because the focus of the research was on teachers in IB programs in the United States, generalizations about IB teachers and IB programs in the three other regions of the IB (i.e. Asia-Pacific; Africa, Europe, and the Middle East; or Latin America) may not be justified.

Because the interviews with the researcher occurred after only a single encounter with the researcher, the depth of the responses in the dialogues were not as rich as if the participants had known the researcher longer. In order to compensate for this minimal bond, the researcher will attempt to create an authentic "collegial" bond by emphasizing his teaching credentials and similar experiences to the participants to gain trust and thus create a deeper, more meaningful dialogue. Helping the participants to focus on their perceptions and experiences will allow them to create meaning and sense to their experiences and, in turn, create truthfulness in the data for the researcher (Creswell, 2003). The researcher will mention that he is also an IB teacher encountering these same

choices in the IB literature and detail some of his own experiences with the IB literature and thus help them to respond with their own experiences and truths.

The research does not address nor does it evaluate the working condition of the schools the teachers preside in: budgetary amounts, personal politics, school politics, program design, etc. As the participants came from a variety schools, broad generalizations correlating the IB English program and the type of school (public, private, international) may not be justified.

Because the study is limited to 15 teachers it may not be appropriate to extrapolate these findings to all teachers, all IB English programs, or all IB schools.

#### The Significance of the Study

From my nine years experience as a workshop leader, leading and speaking at over 60 conferences, I have routinely noticed and had lengthy discussions with teachers who genuinely want to create meaningful curriculum in their IB classroom and fulfill IB English literature requirements and IB philosophies. They want to create an experience that helps students to understand the purpose of literature in understanding the human condition. They want to create some idea of intercultural understanding and develop opportunities for students to become Global Citizens. These teachers understand and believe that in satisfying the requirements for the IBO and fulfilling the Mission Statement, they create both academically strong students and students who are able to see themselves as global participants. In turn, the students understand that “there are many ways to be right” when solving problems thus becoming more tolerant, empathetic, and respectful, embodying what the IB literature requirements ask (IBO, 1999a, IBO, 2006).

One implication of the study is that by understanding the choices of teachers to create opportunities for Global Citizenry by choosing to follow IB English program requirements, the IB can create staff development or training opportunities that address these teacher choices. Through its staff development, conferences, and teacher training, the IB can enable all its teachers to choose to follow the program requirements and create students who are given the opportunity to see cultures unlike their own and begin the longer journey of developing a global perspective. And while alteration of International Baccalaureate North America (the region of the IB that is responsible for the United States) professional development is not a direct goal of the study, it would be a great benefit to the International Baccalaureate Organization (IBO) as a world organization.

These findings will help teachers in examining how they can become effective curriculum creators and aid them in understanding the role of global literature and the nature of intercultural awareness in the classroom. They will understand how the choices they make have an impact on their curriculum and in turn the experience of the students in their classroom. Hopefully, these findings will encourage teachers to move beyond the comforts of Eurocentric material and incorporate more global literature in the classroom.

## CHAPTER II

### THE REVIEW OF LITERATURE

#### Introduction

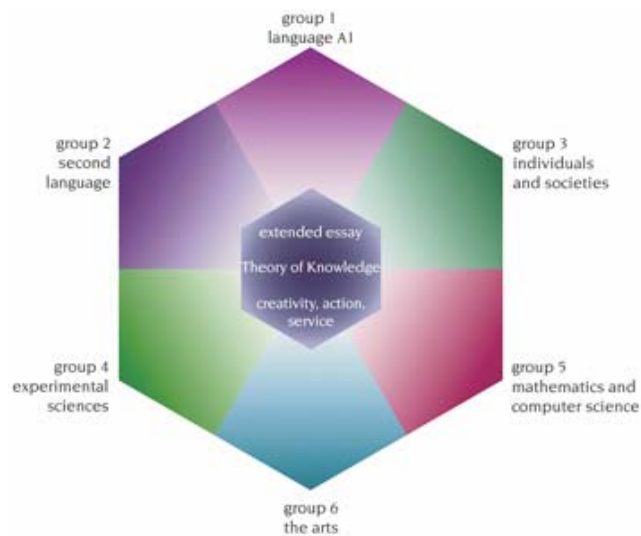
When I was hired at a suburban high school in California in 1993, I had never heard of IB. I was a military brat (a child of military personnel) who had gone to K-12 schools in the United States, gone to university only one hour from my parents' house, and had never traveled abroad. I was sent to a IB summer workshop in 1994 more as a gift for working really hard my first year teaching and agreeing to teach an IB English class in the future than for any professional experience that would give me the skills to successfully teach an IB English class. And while I was in New Mexico, I was inundated with the history of an international educational organization that had the needs of kids at the center of its educational model and asked children to think globally. I could hardly believe there was such a rich and challenging educational program that I had never heard of – where had I been?

#### The International Baccalaureate Program

First conceived in 1962 by a group of teachers in Geneva, Switzerland, for the International Schools Association, in 1968 the International Baccalaureate Organization (IBO) was formally created (Peterson, 1972). The IBO created a highly rigorous, international curriculum that prepared students for entrance into many international universities. In creating the examinations for university entrance, the IBO developed an educational philosophy that encompassed internationalism and intercultural awareness.

The International Baccalaureate Diploma Program (IB DP) is a rigorous pre-university course of studies, leading to examinations that meet the needs of highly

motivated secondary school students between the ages of 16 and 19 years old (IBO, 1999a). The IB Diploma program model (Appendix A) requires the student study six subjects (Language A [i.e. English], Language B [e.g. Spanish], History and Society, Experimental Sciences, Mathematics, and Arts and Electives) at various degrees of difficulty levels (called Higher and Standard) as well as do community service, take a philosophy course called Theory of Knowledge (TOK) and complete an independent research paper of 4000 words (IBO, 2002). This model can be seen in Figure 1:



As confirmed by Hinrichs (2003) in her study of Washington State IB students, Hinrichs (2003) participation in the IB program: taking the courses in the six groups, participating in TOK, and completing the independent research paper seemed to effectively develop international understanding. She built upon work done by Hayden and Thompson (1995) that suggested that students' and teachers' interactions with each other in the diploma program heightened international understanding. But Hinrichs' (2003) and Hayden and Thompson's (1995) studies examined the IB program in its entirety, not examining specific components or subjects independently. These earlier studies indicate that students in the IB diploma program gain a heightened awareness of

international understanding (what the researcher defines as Global Citizenry) but does not examine which subjects (such as English or History) or components (such as community service) impact the student's awareness of the world around them. Narrowing the scope of Hinrichs (2003) and Hayden and Thompson's (1995) broad research of the IB diploma, this study will be specifically examining the subject of IB English in the IB diploma program to examine how opportunities for Global Citizenry exist and teacher choice within the literature options effects the opportunities for Global Citizenry to be developed in students.

### *Language A (English)*

Every IB Diploma Program student completes a course of study in literature in the language the student is most competent in. The course of study is called Group 1 (of six Groups – corresponding to the six subjects the student must take to complete the Diploma). Group 1 is designated as Language A (IBO, 2002).

The Language A Program (which the researcher will now call English in the research for simplicity as none of the schools in the study taught a Language A that was not English) encourages students to see literature as works of art and their authors as craftsmen whose art can be analyzed in a variety of ways and on a number of levels. This technique allows the teacher to effectively connect the literature with the students in a number of ways including the “universal experience” (Rosenblatt, 1995). The IBO also states that the study of literature is seen “as a study of: a) complex pursuits, anxieties, joys and fears that human beings exposed to in the daily business of living, b) an exploration of one of the more enduring fields of human creativity and artistic ingenuity, c) Providing immense opportunities for encouraging independent, original, critical and

clear thinking” (IBO, 1999a, p.5). If studying literature is the study of the human experience, then studying literature from other cultures and people allows the student to be exposed to other parts of the world: their people, their culture, their ideas and philosophies (Rosenblatt, 1995). When reading this literature in the IB English program, the student is given the chance to examine himself and his place in the larger world and thus begin the process of becoming a global citizen.

### *World Literature*

In discussing the importance of the study of the human condition or the connectedness of humanity (Rosenblatt, 1995), the IB English program stresses the study of world literature. In the original creation of the IB English program, world literature is stated to be a “most important element in the development of the moral and aesthetic sense as well as a means of communications” (Peterson, 1972, p. 38). In its current state, the IBO clarifies the mission of the study of world literature even further, stressing that world literature is necessary because of how it creates a “global perspective” in students and helps them to appreciate “the various ways in which cultures influence and shape the experience of life common to all humanity” (IBO, 1999a, p. 4).

### *The IB Mission Statement*

In the end, the IBO hopes that this international awareness creates notions of tolerance, empathy, and respect in IB students. The IBO believes that the more globally aware the students become, the more peaceful and respectful they will become and in turn make the world a better place. This dream of global peace through the transformation of the student is embodied in the mission statement of the IBO (IBO, 2006):

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the IBO works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students from across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. (p. i)

The IBO is very clear in its intentions when they state that they hope that the organization creates children who have “intercultural understanding” and understand that “people with their differences, can also be right” (IBO, 2006, p. i). The IBO ensures this idea of fostering awareness through the curriculum in the programs it has developed. To fulfill this dictum, IB English requires the teaching of world literature to connect students to the outside world and expose them to different cultures.

### *IB English Program Requirements*

In the IB English program students are required by the organization to read five works of world literature. The word “work” is broadly defined as “a single major text, two or more shorter texts, a selection of short stories, a selection of poems, a selection of essays, or a selection of letters” (IBO, 1999a, pg. 14). This definition allows for less confusion over genre differentiation and also gives allowance to a larger body of literature that the teacher can access as well. The definition creates continuity or a basic standard for an amount of literature to be taught. In other words, a teacher from one school is not likely to only teach a letter for one selection while another chooses a full-length novel to fulfill the same requirement. This requirement of five global works is designed to fulfill a component of the mission statement, fostering intercultural



awareness to create the opportunity for the students to become global citizens (IBO, 1999a). The researcher is focused on examining the global nature of the IB and how the literature can increase our intercultural awareness and lead to a better understanding of our world.

The IB English program is broken into four parts. Part 1 is called World Literature. The World Literature component of IB English requires that students read three of the world literature works in translation. The IBO has a document called the Prescribed World Literature (PWL) list that organizes the approved works by language, genre, period, and place (IBO, 1999a). From the PWL teachers choose works when creating their curriculum of study for their classes. The teachers must choose three works in translation – from any language, including a language that has traditionally Western cultural values. Western literature like *Anna Karenina* (Tolstoy, 2003), *Oedipus Rex* (Sophocles, 1958), or *The Stranger* (Camus, 1988) are works that the researcher has defined as Western and yet fulfill the requirements of the IB English program.

In IB English, teachers are also required to select a work of world literature in Part 3 and in Part 4 (a total of five required works). For Parts 2, 3, and 4, the teacher is given the Prescribed Book List (PBL). When the IB English program requirements are fulfilled with global literature, teachers create an opportunity to expose students to other perspectives and cultures and create the beginnings of intercultural awareness – whether studying the *So Long A Letter* (Bä, 1981), *Kokoro* (Soseki, 1995) or *The God of Small Things* (Roy, 1997). The IB has placed great emphasis on the study of world literature and one of the earliest proponents of the IB, Peterson (1972), stated that the study of world literature is a “most important element in the development of the moral and

aesthetic sense” and that it “cannot be neglected” (Peterson, 1972, pg. 26). Peterson believes that teaching students about cultures in the world is imperative to a full education.

### *IB English Assessment Requirements*

To assess the students of the IB English program, the IBO uses criterion based assessment procedures. There are four criteria used to assess the student’s knowledge of the World Literature component in Part 1 of the program. The second criterion “Knowledge and Understanding of Work(s)” includes a strand that mentions the cultural component of the world literature. Students are assessed on “appreciation of the cultural setting relevant to the assignment, where appropriate” (IBO, 1999a, p. 54). The students are awarded higher marks for their sensitivity to the culture of the text. As seen in the table below, the marks increase from 1 to 5 and from little appreciation to excellent appreciation of the cultural setting.

Table 1

### Language A Criterion for Part 1: World Literature

<b>Criterion</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Knowledge and Understanding of Work(s)</b>	<b>Little Understanding of the work (s) studied</b>	<b>Some Understanding of the work (s) studied</b>	<b>Adequate Understanding of the work (s) studied</b>	<b>Good Understanding of the work (s) studied</b>	<b>Excellent Understanding of the work(s) studied</b>
To what extent does the candidate appreciate the cultural setting relevant to the assignment, where appropriate?	Little appreciation of the cultural setting relevant to the assignment, where appropriate	Some appreciation of the cultural setting relevant to the assignment, where appropriate	Appreciation of the cultural setting relevant to the assignment, where appropriate	Good appreciation of the cultural setting relevant to the assignment, where appropriate	Excellent appreciation of the cultural setting relevant to the assignment, where appropriate

\*Source: International Baccalaureate Diploma Language A Guide 1999

But according to the criterion, the student is not mandated to discuss cultural setting as the criterion states only “when appropriate” in the assignment. There is no other strand in the other criterion that mentions the world literature. While it is the aim of the course to “broaden the students’ perspective” of other cultures (IBO, 1999a), it is not mandated or required to be assessed by the criteria. All that is stated is that a student gain an appreciation of the similarities and differences between literary works from different ages and/or cultures” (IBO, 1999a, p. 5-6). With the inclusion of the “and/or” in the criteria, the teachers are not mandated to teach, nor the students truly required to learn, about other cultures – it is only recommended (IBO, 1999a, p. 6). The study is concerned with the literary choices that teachers make and examine these choices through the lens of William Glasser’s Choice Theory (1986, 1998). How do these various choices that create opportunities for Global Citizenry fulfill some satisfaction in the teacher?

### Global Citizenry

#### *Introduction*

While Global Citizenry might be a newer term, the concepts of a global education, global understanding, and the broadening of borders are not. The idea that the borders of a student should be broadened is not new to the 21<sup>st</sup> century, in fact educators have been arguing for this global understanding since the early 19<sup>th</sup> century, long before global education became topical (Becker, 1973; Hayden, et al, 2003; Sylvester 2002a, 2002b).

While the first UNESCO meetings on curriculum in international education examined the role of social studies and the development of international mindedness and border beliefs (Sylvester, 2003), I assert that literature can play the same role in that

broadening of cultural views of the world (Rosenblatt, 1995). As a classroom teacher of literature for 15 years, I have seen firsthand how literature can encourage a student to negotiate cultural concepts, broaden their ideas, and experience to a small degree some other part of the world.

Heyward (2002) states that being interculturally literate allows one to understand and interpret cultural symbols and negotiate meaning from them. This process involves several steps that lead a person from “unawareness” to “transcendent awareness,” but these steps are taken when living in another culture and personally experiencing them (Heyward, 2002). Heyward’s goal is important and I agree that the best way to truly understand a culture is to personally experience it. Students of international literature only experience the world of words and stories and must interpret based upon the language and structures given to them by the authors. While the IBO does not expect students in IB English program to physically travel, it encourages a similar journey through literature. The idea of studying literature from different cultures gives the student a limited way to experience a different culture and move out of Heyward’s notion of “unawareness.” While “transcendent awareness” may not be achieved through the reading of literature, the exposure to culture is important to understanding the human condition and creates the global perspective that the IB English program is striving for (Rosenblatt, 1995; IBO, 1999a).

The IB English program requires students to study the aesthetic aspects of literature and how it is also a means of communication (Peterson, 1972). In its current state, the IBO clarifies the mission of the study of world literature even further, stressing that world literature is necessary because of how it creates a global perspective in

students and helps them to appreciate “the various ways in which cultures influence and shape the experience of life common to all humanity” (IBO, 1999a, p. 4). In the end, the IBO hopes that this “global perspective” creates notions of tolerance, empathy, and respect in IB students. This idea is a direct extension of the mission statement of the IBO and found in the assessment criteria of the IB English program (IBO, 2002; IBO, 1999a).

*The Local, National, and International Model*

The researcher will expand on the definition of global perspective by using Makiguchi and Banks’ concept of Global Citizenry, which has three components: local, national, and international (Banks, et al., 2005; Bethel, 1973). What Makiguchi originally defined as “cultural education” argues that the community in all of its aspects is the child’s classroom. He sought to “end the isolation of the school and make it an integral component” of the student’s education (Bethel, 1973). Stephen J. Thornton (2005) goes on to say that schools are clearly one of the places where children learn what it means to be a member of a community, where they can participate locally, nationally, and internationally. These ideas expect the child and the teacher to leave the borders of the classroom and curriculum and reach for what is beyond, much like what Heyward (2002) suggests as well.

According to Ikeda (2005), Makiguchi stressed that the education of the global citizen must begin with the local level and extend outward to the national and the international. This education of the local, national, and international levels enable a child to develop a healthy and positive relationship with communities – local, national, and international - and would be beneficial to both the student and the community (Banks, et al, 2005; Bethel, 1973). In turn, the student would develop a sense of “happiness” which

only comes from developing a social consciousness – an understanding of the interconnectedness of man and his community (Bethel, 1989). This social consciousness and becoming a global citizen is what the IBO is most concerned with and why they stress tolerance, empathy, and respect (IBO, 1999a).

While Makiguchi's definition focuses on Global Citizenry as a concrete geographic concept, the researcher will be focusing on the philosophical ideas behind the concept. Makiguchi defined Global Citizenry as geographically related to the individual: local, national, and international (Ikeda, 2005). People understand the world around them when they understand their local communities.

#### *The Cultural, National, and Global Model*

I seek to expand that concept of social consciousness that Bethel mentions (1973) and say that Makiguchi will be interpreted to mean that you can only understand the larger world when you understand yourself first. Only after self-reflection and self-understanding can you deconstruct yourself and understand who you are. You can begin to look outward and understand the larger, global world. Mullin (1991) states, "without a grounding in one's own culture information about others becomes a disorganized collage because there are no points of reference with which to assess or understand it" (Mullin, 1991, p. 88). This interpretation not only fits in with Makiguchi's original definition but also parallels the Mission Statement of the IBO. People when understanding themselves are better able to understand others and hopefully students when then have the opportunity to develop into tolerant, respectful, empathetic global citizens. Banks and Banks (2005) created a model to illustrate this outward understanding. This model is presented in Figure 2.

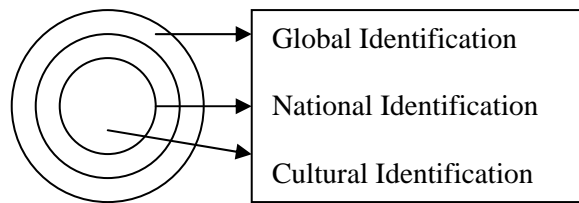


Figure 2 illustrates the movement from inward to outward understanding. Banks' (2005) labels of cultural, national, and global identification parallel the ideas of Makiguchi (Ikeda, 2005). The researcher is most concerned with the idea that students go from what they know (whether that be labeled as cultural or local) to what they are unfamiliar with (international or global). This movement towards understanding creates understanding.

Understanding can come from both directions of movement on the diagram. In other words, understanding is not linear. Understanding can come from movement or examination from the international (or global) to the local (or cultural). In fact, it is the continual examination and movement back and forth that creates self-awareness, transformation (Cvetkovich & Kellner, 1997), and awareness of the nature of oppression, freedom, and critical consciousness (Freire, 2003).

According to Smith and Fairman (2005), high schools can “appropriately and effectively teach young people to understand, synthesize, and apply the behaviors and skills associated with tolerance, conflict management, and effective citizenship” but do not because many high schools “lack the mandate and the tools to teach such skills” (Smith & Fairman, 2005, p.36). The IBO provides both the tools (teacher training, curriculum guides) and the mandate (assessment criteria, mission statement).

Makiguchi's definition and Banks' model of Global Citizenry most closely echoes the fundamental concepts of what the IBO are trying to accomplish in its mission

statement. Because Makiguchi's definition and Banks' model embody the ideals of the IBO, I am using it to create a lens into understanding what the goals are of the IB English teacher. When choosing these texts for study in the classroom, is the idea of Global Citizenry explored? Do students consider their local, national, and international identities? Does the teacher satisfy the assessment criteria in English, and more importantly are students becoming tolerant, empathetic, and respectful as the IBO hopes? The choices the teacher makes in creating this Global Citizen are examined using William Glasser's Choice Theory.

### Choice Theory

#### *Introduction*

Developed by William Glasser, Choice Theory (originally called Control Theory) explains, "we choose everything we do" (Glasser, 1998). This statement means that all our actions can be explained by the choices we make and the reasons we make those choices. Glasser believes that Choice Theory teaches four things: 1) We are much more in control of our lives than we realize. 2) Much of that control is not effective. 3) Taking control means making better choices. 4) Understanding choice in turn helps us understand ourselves and how we, as people, function (Glasser, 1998). What this means in general, is that we, as people, are truly in control of our lives (#1) and that when we try to take control we, often, make poor choices that lead to ineffective results (#2). We need to make more effective choices (#3) and by doing so we can understand who we really are (#4). What this means for teachers in the classroom is that while real choices sometimes seem to be few and far between, with many pre-determined factors such as, class size, teaching schedule, and economic factors. Glasser (1986, 1998) argues you do



have control over yourself and your response to the situation, thus you are able to make your teaching experience the best possible environment it can be.

When creating this kind of effective choice the teacher also learns about themselves as teachers as well. This idea of control through effective choice builds upon Glasser's earlier axiom of Choice Theory that people, and thus by extension here for this study, teachers, do not do something merely because they have been told to do so but because there is a "perceived payoff" for working harder (Glasser, 1986). In other words, teachers will work harder and make more effective choices when they see they will receive something at the end. This "payoff" can be external (improvement in student grades or scores), or internal (an increase in the satisfaction of the student or teacher).

Glasser (1998) gave a speech to a high school and argued one of the premises about Choice Theory – that people mostly choose to do just enough to get by. When he made this speech to students in Michigan, Glasser discussed the idea of quality and what that meant to the students there. Many of the students agreed that they did not do quality work in the classroom. By quality, students meant work that was satisfying and would be awarded favorable marks. Glasser (1998) asserts that students choose to not provide quality work. When extrapolating this idea to curriculum development, do teachers choose to do only enough to get by? Are they doing quality work? Are they finding it satisfying? What is their reasoning for choosing to do so? In other words, how are the IB teachers choosing to teach the requirements of the IB English program? Why are they making these choices? These questions lead to and tie into the research questions in the study. I am interested in the rationale of the IB English teachers. Because "Choice Theory

is all about payoff,” as Glasser states, I wonder what is their perceived “payoff” (1986, 1998)?

#### Erwin’s Axioms

According to Glasser, Choice Theory explains that all of human behavior is an attempt to “satisfy at least five powerful forces” (Glasser, 1986). Glasser calls “basic needs” and later Erwin reinterpreted them and called them axioms. The list that Erwin used in his research will also be the same list for this study (Glasser, 1986; Erwin, 2003; Erwin, 2004): a) survival, b) love and belonging, c) power, d) freedom, e) fun. This list of axioms will provide a lens into how teachers choose the literature to create or not create opportunities for global citizenship.

#### *Axiom 1: Survival*

While in its most basic sense, the need for survival includes the basic needs of food, shelter, and safety, according to Erwin’s (2004) interpretation of Glasser’s (1986, 1998) Choice Theory, the axiom of survival includes psychological components as well: order and security in life (such as financial security creating a sense of order). For teachers, this need could be primarily interpreted as the notion of job security and how performance in the classroom could affect an instructor’s teaching position. It could also include the security in a teaching assignment given to the teacher by the administration of the school. This need would be connected to the performance of the instructor’s students and whether the instructor would retain their teaching assignment based on student outcomes.

If a teacher felt uncomfortable with a component of the IB English program, according to Glasser’s theory, the instructor would make more conservative curricular

choices to maximize the performance of the student. An instructor uncomfortable with teaching a global work, like Soseki's *Kokoro* from Japan (because they might feel they lack a proper amount of knowledge of the Japanese culture), would choose a more traditional western translated text (so as not to jeopardize the student's IB scores or offend someone for making an incorrect statement about the culture). While this conservative approach to choice will create security and psychological survival, it does not allow for the opportunity for the student to be exposed to new cultures necessary to create Global Citizenry.

*Axiom 2: Love and Belonging*

As humans we are naturally social creatures and feel a need to connect with others. There is a connection between the quality of our relationships with others and our physical and psychological health (Ornish, 1997). If the instructor feels they are part of a larger community who is creating curriculum that fosters Global Citizenry, this need would be readily fulfilled. Instructors would feel a sense of belonging. The researcher will be focusing on the second half of the axiom – belonging – and looking at the idea of how community plays a part with Glasser's axiom. Teachers are part of a large community and teachers in the IB program belong to a worldwide community of IB English teachers. This axiom examines how teachers want to connect with others and feel satisfaction in their field. The IBO hosts a website that aims to create a sense of community and belonging. According to the IBO, the Online Curriculum Centre (OCC) is a website that allows IB teachers from all over the world to communicate through forums or chat facilities provided, share best practices of teacher work, ask questions to IBO faculty, and obtain important documents like student samples of work (IBO, 2003).

This need for belonging could also be satisfied from attending IB training workshops. IB training workshops seek to not only instruct on curriculum but also emphasize the community that all the teachers are part of. They provide teachers with opportunities to talk to, discuss successes, failures, opportunities, and challenges with other IB English teachers. IB workshops attempt to create a bond in workshop sessions so that the teachers will more likely communicate with each other through email or chat forums on the OCC or communicate with the workshop leader through email when they have questions about the program or just need to vent frustrations or shout their triumphs. IB workshop trainings are important in building the sense of belonging so that teachers feel successful as an IB instructor and will risk creating curriculum and choosing global literature texts that will enable the student the opportunity for Global Citizenry.

*Axiom 3: Power*

When truly understood in the Choice Theory framework, the need for power takes on positive connotations instead of the traditional pejorative meaning of dominance, authority and control (Glasser, 1986; Erwin, 2003). Power is really about personal growth and how it leads to a concept of self-worth. Erwin (2004) examines this need through the lens of student behavior with regard to learning and achieving and coins two terms: “power within” and “power over”. He says that when students fail to meet their power needs through learning (“power within”) they engage in a power struggle in an attempt to gain “power over” other students or even the teacher. Erwin’s ideas about the need for power are relevant to understanding teacher choice and curriculum development in the IB English programs. When a teacher fails to meet their own power needs through and becomes frustrated about the unknown books on the PWL, the teacher attempts to gain

“power over” the curriculum by going back to literature they are more familiar with (western translated texts) in order to gain a sense of success in the development of successful classroom instruction, thus mitigating the opportunity for Global Citizenry.

It is clear from Erwin’s (2004) argument that a teacher needs to have opportunity to satisfy their “power within”. They need time for such things like reading books and developing curriculum that uses global literature, and opportunities for professional development like training workshops or even classes at the university to feel comfortable with the global literature available to them. If these opportunities are available, the teacher will develop a true satisfaction of Glasser’s idea of power and a great feeling of satisfaction since the teacher would not only be creating good curriculum, but would also be fulfilling the Mission Statement of the IB program.

*Axiom 4: Freedom*

Glasser asserts that freedom is the power of choice (1986). To satisfy this need, teachers must have some choices with the development of their curriculum. The IBO provides choice in Part 1 of the IB English program through the PWL. Offering a list of over 200 books from all parts of the world (IBO, 1999c), from which a teacher has the freedom to choose any text and in turn satisfy the program requirements. In Parts 2, and 3 of the IB English Program (called Detailed Study and Groups of works), a list of authors is provided called the PBL (Appendix B). While one would think that the PBL’s list of over 300 authors provides freedom of choice for the teacher (IBO, 1999), the teacher has difficulty in satisfying the need for freedom because the numbers of books on the PWL or authors on the PBL is still limited and because the knowledge of the teacher is also limited, they may have a difficult time making a true choice. The teacher is going to be

hampered in making a true choice from all of the selections on the PWL and PBL due to the very fact that they will not be familiar with every single book on the PWL or every single author on the PBL. Even an experienced IB teacher and workshop leader such as myself is not familiar with all of the books on the PWL or all of the authors on the PBL. If a 15-year veteran has limited choice to satisfy the axiom of freedom, what chance does a novice teacher in the IB Program have?

*Axiom 5: Fun*

The final axiom is simply called fun (axiom #5), the idea of pleasure, laughter, and play. Teachers need to remember that while curriculum development might not be fun, it could be if there was some inherent joy and excitement on the part of the teacher. If there were, the chances of that excitement spilling into the classroom would be greater. As a classroom teacher, I know firsthand that when I am excited and enjoy myself when delivering instruction, my students follow suit and also enjoy themselves as well. Having fun is not something teachers are told often enough to do, and as a need they don't fulfill it enough as well. If they could see that using global literature (or even developing curriculum for them) in the classroom was an enjoyable experience for them and created a sense of enjoyment for their students, they would be more likely to create more opportunities for students and Global Citizenry.

These needs are impossible to deny and thus drive our decisions as human beings. Central to Choice Theory is the "constant need to satisfy one or more of the five basic needs" (Glasser, 1986). While Glasser (1986) and Erwin (2003) focus on how these needs apply to student behavior and success in the classroom, I will be focusing on how these needs play an essential role in the development of curriculum for the IB English

classroom. When teachers see that their effort in the classroom has a payoff, there is "no greater work incentive" (Glasser, 1986). And while Glasser was originally discussing students and their central role in this payoff, I will be focusing on how the payoff can also be seen in the curricular development process as well. In Glasser's student-focused study, he suggests that children who are taught relevant material will make more of an effort because material you can relate to is empowering (Glasser, 1986). I argue that the same can be made for curriculum creation in the classroom. The teacher finds the course satisfying when they see that the units they have for their students are relevant.

#### Choice Theory Application

When students feel their needs for learning are satisfied the teacher also feels satisfaction (Glasser, 1986; Erwin, 2004). When a teacher understands that their curricular choices impact both student satisfaction and teacher satisfaction, then better choices are made. Erwin (2004) applied Choice Theory to curricular design and argued that academic results improved for students and teacher satisfaction increased when teachers understood how their choices impacted curricular design. Mullin (1991) argues that when students and teachers are empowered with choice and use choice effectively productive citizens of the future are created. Create students who will be successful adult citizens once they leave the classroom in a goal for the IB and is clearly stated in the qualities of the Learner Profile ((IBO, 2006).

Curricular choice not only transforms the teacher and the student but also the school. When teachers are given choice to determine curricular matter they feel satisfied and students are engaged (Gerstner, 1994, Glasser, 1986; Mullin, 1991). Gerstner describes a school in which teachers went through an evaluation process and used choice

as a mechanism to design curriculum based on its expanding and underserved Hmong population. When the teachers were given choice in establishing Hmong centered curriculum, the teachers, students, and parents were satisfied and empowered to participate fully. In other words, by making choice the teachers fulfilled Glasser's axioms #2 (love and belonging) and #3 (power).

Linda Christensen (2003) uses her own experiences in her classroom when examining how choice changed her approach to curriculum. When given the opportunity to choose the curriculum for her untracked English course, she chose to eliminate most of the white canonical literature in favor for a more multicultural literary approach for her mostly African-American class. She details how the notion of choice changed not just her approach to teaching but the culture of the classroom, empowering both her and her students. Learning became not only exciting for her and her students, but fun as well (Christensen 2003). In making her choices, Christensen fulfilled axiom #2 (love and belonging), axiom #3 (power), and axiom #5 (fun).

Glasser (1986) defines education as using knowledge. How do teachers use their knowledge for curriculum development? What kind of knowledge are they using when choosing works in the IB English program? What is their decision making process? Why do they make the choices for curricular design that they do? When the specific types of choices are made available and understandable the decision making process becomes meaningful (Paris, 1995). And as seen with Christensen (2003) and Mullin (1991), when teachers are given the opportunity to make choices in curriculum development satisfaction occurs and reform is made. Finn (2003) even goes as far to state that true educational reform can only be created when teachers are allowed choice. While Finn



(2003) discusses other areas of the school, such as leadership, stating specifically that if reform is to be made, teachers must be free to choose both curriculum and its delivery method. In other words, when teachers use choice success, occurs.

Understanding why teachers satisfy their needs when developing curriculum can give a great understanding to how Global Citizenry opportunities can be provided in the classroom. Christensen (2003) and Mullin (1991) talk about choosing to design curriculum around their students' cultural needs and gaining satisfaction from those choices. Both discuss how they examine the current canon or create a new one (Christensen, 2003; Mullin 1991). When teachers satisfy their needs in the same manner or make the same literary choices the definition of canon must be examined and taken into account.

### Canon

Canon is an ancient Greek work that originally meant one of two things: a measuring rod or a list (Ross, 1998). According to Ross, in the fourth century, canon took on the meaning of a list of authors and later into a measurement of some "standard of excellence" (Ross, 1998, p. 3). It is this hierarchical canon that allowed critics to "promote an elitist set of values" and Ross also states that a diverse and pluralistic canon is a "contradiction in terms" (Ross, 1998, p. 4) because the values the canon sets up is by nature exclusionary. Guillory address this notion of exclusion when he terms the literary canon as "closed" and that any act of evaluating or changing the canon to include diverse groups of people is called "opening the canon" (Guillory, 1993, p.6). Because the list is about power, those without (social minorities) have been excluded from the lists. Guillory (1993) describes the canon as almost religious, thus any tampering with the canon takes

on almost heretical connotations culturally, as if changing the list may lessen the values of the culture.

If a canon is a list as Ross (1998) and Guillory (1993) suggest, one with an imbued set of values, then the PWL and PBL are both canonical lists for the IBO Language A Program. The values being prescribed by the list comes from the mission statement: the texts promote the world and diverse thinking. But is there an invisible “list within a list” – books commonly chosen by the instructors? A list that shows the commonly taught texts in the IB Language A community of instructors in the United States might say something of the inherent values of the course of study and the curriculum being taught to students in the IB Language A Program. Are all values being expressed or only certain values from the list? Which ones and why?

## CHAPTER III

### METHODOLOGY

#### Introduction

This chapter describes the methodology used in this dissertation. This mixed methods research was a study of IB English teachers in the United States and their reflections of their curriculum choices regarding the world literature component of the IB English program. The research began with a quantitative component examining IB documents that report the various literature choices schools across the United States made in the different components of the IB program. These choices helped the researcher shape the questions for the qualitative component of the study. The interviews in the qualitative component were with different IB teachers across the United States. The interviews asked the participants to consider what their decision making process was in choosing the works to teach and how those works fit into the philosophy of the IB program. This mixed methods approach allowed the researcher to explore the literature choices teachers made and the factors that contributed to those choices.

As a teacher trainer for the International Baccalaureate Program, I have often used the metaphor of a lens to help my workshop participants understand the philosophy of the IBO. I tell them that it is through this lens of Global Citizenry that they should examine their curriculum and think about what choices they will be making in regard to their classrooms and students. As Palmer (1998) states, “[e]verything depends on the lens through which we view the world” and that “by putting on new lenses, we can see things that would otherwise remain invisible” (p. 62). In the workshops I lead for the IB, I hope that the teachers use this lens as a way to consider what they do in the classroom and

evaluate their choices in text selection and curriculum development. The interviews examined the choices teachers made in text selection and provided (interestingly enough) their own insight into teacher choice and an opportunity to explore a deeper understanding of the issues around teacher choice.

In the interviews the participants revealed their insights and experiences regarding the text selections they made in their classrooms. These reflections occurred during the interview with the researcher and helped the participants to reflect on their text choices and their own personal classroom philosophies. The interviews brought a new understanding to me both as a researcher and as a teacher trainer and workshop leader for the IBNA.

#### Research Setting

The setting for this research was a private conference room in a hotel where an IB teacher training conference was conducted. I met with the workshop leader to arrange a time for me to speak with the teachers in the workshop and explain the study. The teachers in the workshop then filled out the questionnaire (see Appendix G). From these responses, I selected the participants for the study. In order to create as diverse a sample as possible, participants were selected based upon a range of criteria: school program, gender, teacher experience, and IB experience. The participants were from different parts of the United States and various types of schools: large and small, suburban and urban and rural, public and private, magnet and open-access. The participants were from representative areas of the United States and were from different types of schools. A more detailed description of the participants is in Chapter 4. The participants were excused from training while they participated in the interview with the researcher. The

purpose of the interview was to gain qualitative insight into the choices that the teachers made in creating and implementing a literature program to satisfy the Mission Statement of the IBO.

### Selection of Participants

With the participation of the workshop leader, I spoke to a group of about 30 participants at an IBNA conference in the fall of 2007. When introducing myself, I focused on my role as an IB teacher (like them), an IBNA workshop leader, and as a University of San Francisco doctoral student. I detailed the goals of the research study in a way that would create a rapport with the teachers who were participating in the workshop. The rapport encouraged them to take the research seriously when filling out the questionnaire to allow me to select participants from the widest range possible. I also believe the opening introduction of myself set the tone of the interview, creating the connection necessary for a successful interview process (Krathwohl, 1988).

The participants voluntarily filled out a brief questionnaire at the beginning of a teacher-training workshop. I reviewed the responses to the questions and selected 15 participants to conduct interviews with during the three-day conference. As a workshop leader and IB teacher, I know that it is never ideal for a teacher to miss any of a training workshop, so I asked the workshop leader to only allow the participants to leave if he or she felt it was a good time for them to be absent. The workshop leader examined the outline of the workshop and noted several points where it will be possible for a participant to be quietly excused.

With the cooperation of IBNA personnel and the hotel hosting the conference, a small conference room was secured near the IB English workshop room. After I selected the participants, the workshop leader and I arranged a schedule for the participants to be quietly excused to come to the conference room to conduct the interviews. This quiet place was essential in facilitating an environment where the participant and the researcher could engage in a meaningful dialogue.

### Research Participants

The participants for the study were 15 IB English teachers currently working in an IB school. The researcher tried to create a diverse participant group by looking at a few key categories:

1. Gender
2. Years of teaching experience
3. Years of IB teaching experience
4. Type of school: public or private
5. Type of school: urban, suburban, or rural
6. Geographic location

The researcher tried to select a diverse group of participants. There were 7 males and 8 females in the study.

The following table looks at years of teaching experience.

Table 2: Years of Teaching Experience

Years of Teaching Experience	English	IB English
1-3	3	9
4-6	3	4

7-10	5	2
10+	4	1

While the participants came from a wide range of years of general teaching, but the majority of the participants had only taught the IB English program for less than three years. The researcher tried to select as many very experienced IB English teachers as possible, but only one participant had taught for more than 10 years, and only three for more than seven years.

The following table looks at what types of schools the participants teach in: public, private, rural, suburban, or urban. The participants self selected these categories without definitions given to them by the researcher.

Table 3: Type of School Where Participants Taught

Type of School	Number of Participants
Public	10
Private	5
Rural	1
Suburban	9
Urban	5

10 of the participants taught in public schools while only five taught in a private school. The researcher attempted to select as many participants as possible from private schools to create as equal representation as possible. The researcher had a more difficult time creating equal representation from the demographic nature of the population of the school

the participant taught in. The researcher selected the only participant who identified himself as working in a rural school. The researcher selected nine teachers who worked in suburban schools and five who worked in urban schools.

The researcher worked on selecting a variety of geographic locations as well. There were few participants to select from who worked in the northern part of the United States. The following table illustrates the regions with relation to the participants.

Table 4: Regional Location of Participants

North	1
South	3
East	5
West	6

Only one participant resided in the northern part of the United States. The researcher made an attempt to create equality in geographic location but this was difficult. Only three participants taught in the southern part of the United States. Five participants taught in the eastern part and six taught in the western part of the United States.

#### Data Collection Procedures

Table 5 details the various steps the researcher went through from coding the written IB documents to the interviews with participants to the coding of the data in the transcripts. The table will be repeated at Step 5 for ease of reference.

Table 5: Data Collection Procedures:

Step 1	Coding Part 1 of Form 1/A1AP for Global literature and Western Literature
Step 2	Awarding of points to Global Literature and Western Literature selections
Step 3	Coding Parts 2, 3, & 4 of Form 1/A1AP for Global literature and Western Literature



Step 4	Awarding of points to Global Literature and Western Literature selections
Step 5	Teachers document in writing background and curricular choices
Step 6	Interviews with teachers about materials on document
Step 7	Transcription of teacher interviews and review by teacher for accuracy
Step 8	Coding of interview transcripts for patterns and themes

*Step 1: Coding Part 1 of Form 1/A1AP*

Step 1 began with coding the IB English form 1/A1AP Part 1 (see Appendix B). This is a document that the instructor is required to complete by the IBO. These documents were provided by the IBO, the University of Bath (which works with the IBO doing educational research), and, in particular, researcher Dr. Anna Simandiraki, a resident fellow at the university. I contacted the IBO by email and they put me in contact with the University of Bath. I was required to document my research goals for them (see Appendix I). When the application was accepted by the University of Bath, I was put in contact with Dr. Simandiraki, my primary contact, who gathered the documents and emailed them to me so I could review and code them (see Appendix J).

Part 1 of the IB English form 1/A1AP denotes the teacher's World Literature choices of the works from the IB document called the Prescribed World Literature List (PWL), Part 2 is called Detailed Study, Part 3 is called Groups of Works, and Part 4 is called School's Free Choice (see Appendix B). The choices for works in these three parts comes from the IB document called the Prescribed Book List (PBL). IB states a work to be "a single major text, two or more shorter texts, or a selection of texts from genres such as short stories, poems, essays, or letters" (IBO, 1999b, pg. 1). These texts then make up the choices of the teacher in the different sections of the form 1/A1AP.

The examination of the form 1/A1AP Part 1: World Literature required the researcher to place the works in two distinct categories: Western works and global works.

The researcher has defined Western works to be those works that deal with issues that have at their core a western belief system. In Part 1: World Literature of the form 1/A1AP all texts have been translated (IBO, 1999a). These Western works may be translated into English, but are still from Western countries and have a Western belief system at their core. Texts that fall into this category according to the researcher are works such as Sophocles' play *Oedipus Rex* (1958), Leo Tolstoy's epic *War and Peace* (1982), and Albert Camus' novel *The Stranger* (1988). While the stories are complex and moving works of literature, they are still inherently Western in nature, espousing Western value systems and thus categorized as Western works by the researcher.

I define global works to be works that have a cultural value to them and that are non-western. For example, the Senegalese epistle *So Long A Letter* (Bä, 1981), the Japanese novel *Kokoro* (Soseki, 1995), or the Indian epic *The God of Small Things* (Roy, 1997) are all works that the researcher considers global in nature, that espouse cultural views that are inherently different from those cultural views in the west and more importantly are written by authors from that specific culture.

I examined each IB English form 1/A1AP Part 1:World Literature and highlighted the works as either Western or global and placed them into two columns with each text and author listed as seen in table 3.

Table 6

Coding Part 1 of Form 1/A1/AP

TITLE	AUTHOR	CODE	POINT VALUE
<i>Kokoro</i>	Nastume Soseki	global	
<i>So Long a Letter</i>	Mariama Ba	global	

<i>War and Peace</i>	Leo Tolstoy	Western	
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*Step 2: Awarding Points to Part 1 of Form 1/A1AP*

After the school's works were marked and assigned a category, points were assigned for each selection of work. Schools are awarded zero points for selecting a Western work. Schools are awarded one point for selecting a global work. Schools are awarded an NPT (Non-Prescribed Text) that select a text not from the PWL. This marking indicates that the school did not select an appropriate text for the category as set by the requirements of the Language A Program (IBO, 1999b). Schools may be awarded a maximum of three points in Part 1: World Literature of the form 1/A1/AP. Table 7 illustrates this point system.

Table 7

Awarding Points to Part 1 of Form 1/A1/AP

TITLE	AUTHOR	CODE	POINT VALUE
<i>Kokoro</i>	Nastume Soseki	Global	1
<i>So Long a Letter</i>	Mariama Ba	Global	1
<i>War and Peace</i>	Leo Tolstoy	Western	0
<b>TOTAL</b>			<b>2</b>

*Step 3: Coding Parts 2, 3, and 4 of form 1/A1AP*

Step 3 of the research was an examination and categorization of the school's text selections in Parts 2, 3, and 4 (Detailed Study, Groups of Works, and School's Free Choice) from IB English form 1/A1AP. As in Step 1, the researcher will highlight and

categorize the works the school has selected and create two lists: Western Works and Global Works. The main difference between the texts in Parts 2, 3, and 4 is that they are not translated into English, as are the texts in Part 1. The researcher used the same definitions from Step 1 for Western and global works. The researcher defined global literature as works essentially have a value system that is non-western in nature such as Chinua Achebe's Nigerian racial and cultural tragedy *Things Fall Apart* (1969), or Toni Morrison's American post-reconstruction slave narrative *Beloved* (1987). All the works and authors were placed in lists by the researcher after examining the IB English form 1/A1AP Parts, 2, 3, and 4.

*Step 4: Awarding Points to Parts 2, 3, and 4 of form 1/A1AP*

During Step 4, the researcher awarded points based on the school's selections Western works or for global texts (in Parts 2, 3, and 4) in Parts 2, 3, and 4 IB Language A Form 1/A1AP. Schools are awarded zero points for selecting a Western work. Schools were awarded one point for selecting a global work.

The researcher awarded points for each Part of the English form 1/A1AP. Part 2 of the form is called Detailed Study and is broken up into four parts (2.1, 2.2, 2.3, and 2.4) and has specific requirements developed by the IB. Part 2.1 is the study of Shakespeare. Because all schools were required to do so, no points will be awarded in this section of Part 2.

Part 2.2 is the study of Poetry and the students must study up to three poets and between 15-20 poems. The section gives the teacher choices of poets from different areas of the world as defined by the IB: Africa, Asia, Caribbean, Europe (United Kingdom and Ireland), North America (Canada and the USA), and Oceania (IBO, 1999b). Because

schools have the option of choosing up to three poets, points were awarded for Part 2.2 as follows: zero points for Western poets, and one point for selecting at least one global poet. There are 47 poets to choose from and 10 come from global poets (IBO, 1999b).

Part 2.3 is the study of Prose (the novel and short story). The section gives the teacher the choice of one full-length novel or two shorter novels or a selection of short stories with a maximum of fifteen stories. Because schools have the option of choosing up to three writers, points were awarded for 2.3 as follows: zero points for Western writers, and one point for the selecting of at least one global writer. There are 53 writers to choose from and 13 come from Global poets (IBO, 1999b).

Part 2.4 is the study of Prose (other than the novel and short story). The section gives the teacher the choice of teaching essays, letters, satire, autobiography, or the travel narrative. The teacher can choose one full-length work (autobiography, satire, or travel narrative) or a maximum of fifteen letters or eight short essays. Because schools have the option of choosing multiple writers, points were awarded for 2.4 as follows: zero points for Western writers, and one point for the selecting of at least one global writer. There are 40 writers to choose from and nine come from global writers (IBO, 1999b, Pgs. 4-5). A school could be awarded a maximum of three points in Part 2: Detailed Study.

Part 3 of the English form 1/A1AP is called Groups of Works and is broken up into four parts (3.1, 3.2, 3.3, and 3.4) and has specific requirements developed by the IB. Teachers only choose one of the four parts or as IB calls them “genre categories” (IBO, 199b, pg. 7). The genres correspond to the numerical identifier: 3.1 is Drama, 3.2 is Poetry, 3.3 is Prose (The Novel and Short Fiction), and 3.4 is Prose (Other than the Novel and Short Fiction). Each genre has its own list of authors from the same geographical

areas as Part 2 (Africa, Caribbean, Europe (United Kingdom and Ireland), North America (Canada and the USA), and Oceania (Australia and New Zealand)) for the teacher to select from. Each genre also has a different number of Western authors and global authors in it. While this may mean the percentage opportunity of selecting a global author or Western author may be different depending on the genre study the teacher selects, the researcher only awarded points for the selection of global authors. As in Part 2 of the form, the researcher awarded points based on the selection of global works as none of the works was translated into English – all were originally written in English. A school could be awarded a maximum of four points in Part 3: Groups of Works.

Part 4 of the English form 1/A1AP. Part 4 of the form is called School's Free Choice. This section has four works in it and one of the works is required to be a World Literature work according to the IB and must be selected from "the PWL or elsewhere" (IBO, 1999b, Pg. 13). The other three works may be any the teacher would like. Programs who do not select a World Literature as per the IB guidelines will be awarded a NPT (Non-Prescribed Text) as was done when rewarding points for Part 1 of the Language A form 1/A1AP. Schools are awarded zero points for selecting a Western work. Schools are awarded one point for selecting a global work. A school could be awarded a maximum of four points in Part 4: School's Free Choice.

In Step 4, the researcher examined the points awarded to the school's works selections in IB English form 1/A1AP based on the number of points available. The researcher created ranges of numbers the researcher has called bands based upon the minimum and maximum points a school could receive (0-4 and 11-14). Two more bands were created based up an examination of the data and determining what type of clusters

was created by the data (5-6 and 7-10). The bands were labeled (Few, Some, Many, Most) to identify the type of program that had been created by the school and how it fulfilled the requirements of work selection and the greater philosophical ideal found in the IB mission statement. The chart with the bands is found in Chapter 4.

Below is a reprinting of the second half of Table 2 for ease of reference.

Table 5 (Steps 5 – 8 only)

Step 5	Teachers document in writing background and curricular choices
Step 6	Interviews with teachers about materials on document
Step 7	Transcription of teacher interviews and review by teacher for accuracy
Step 8	Coding of interview transcripts for patterns and themes

*Step 5: Participants Document Form 1/AIAP*

In Step 5, I introduced myself to the teachers and explained the goals of the research and handed out the questionnaire for them to fill out (see Appendix G). This document aided the researcher in selecting participants for the interviews and in structuring the interview with the participant. Once the documents were all returned they were reviewed so that the participants selected represented a wide range in possible responses and data. Only teachers that have been trained previously at an IB conference were considered. This previous training insures that they have had an understanding of the requirements of the IB English program and have implemented those requirements in their classrooms. The research examined the past choices teachers have made in their IB classrooms, so brand new or perspective IB teachers were not considered. This sampling process of choosing participants was essential to gaining the most relevant data (Krathwohl, 1988). The document the participant completed was used by the researcher when asking questions about the choices made in the development of their IB English curriculum (see Appendix H).

*Step 6: Participant Interviews*

In Step 6, the researcher interviewed teachers selected from the responses to the English form 1/A1AP. The researcher began the interview with a short set of questions to gather data but still allowed and encouraged rich responses from the participants. Follow up questions were developed based upon the responses to the researcher's original questions. These questions were in line with my study's research questions:

1. What literature do you teach in your English program?
2. Why did you choose this literature?
3. What is your understanding of the mission statement of the IBO?
4. What is the definition of World Literature to you?
5. What is the spirit of the definition of World Literature?
6. What are some of the texts you have chosen to fulfill this requirement and why did you choose them?
7. Do you focus on the idea of Global citizenry?
8. If you do, how you create opportunities in the classroom through the literature for students to understand global citizenry?
9. What enabled you (or hinders you) in teaching to the spirit of the definition of World Literature?
10. How do these texts create global citizens of your students?

During the interview I encouraged the participants to explain themselves through examples and stories and created follow up questions to encourage these rich, "thick" responses (Krathwohl, 1988). When finished conducting the interview, I thanked them, turned the recording device off, and had an informal chat with them and made sure their



contact information was accurate so that I could have them review the transcript of the interview.

*Step 7: Transcription of Participant Interviews*

In Step 7, the researcher transcribed the interviews. A chart was designed to aid in the transcription process and to help with coding the data. A sample of the chart is below and the full chart can be found in Appendix C.

Each box contained one sentence or phrase. For example, the researcher began the interview with Question 1 – “What literature do you teach in your English program?” (Step 7) This question was placed in the first box on the left side (under “Question – Researcher”). The response from the participant was placed in the box on the right side (under “Response – Participant”). If the response was lengthy, a new box was used for every sentence of the participant. In other words, usually only one box was filled in for the researcher for every question asked but multiple boxes were used for the participants (see chart below). This was done in anticipation of the coding process in Step 9. Table 8 illustrates this process.

Table 8

Transcription Chart

QUESTION (RESEARCHER):	CODE	RESPONSE (PARTICIPANT):
All right, first question, why did you or what choices were involved with you literature selections?		I think I um I chose what I was most um comfortable teaching, things that I had studied before and some literature that I was just fascinated with so I could read it again, read it more.
		Um specifically uh Borges which I studied my last year of college so it was fresh in my mind.
		And it is something that I thought students would enjoy as well.

If a part of the interview was not clear in the recording a notation was made so that the participant could examine it in the review process. This notation was made in the color red so that the participant could quickly locate it.

When the transcription was completed, the electronic document was then emailed to the participant for a review of accuracy. The participant was told to look at any areas that contained clarity problems and to do a general review of the interview. If the participant could not clarify an unclear part the researcher put “unclear” in bold. The participant was given a week for the review of the transcript. When completed, the participant sent back the revised version if there were changes. If there were no changes, the researcher was notified by email that the interview transcription was accurate.

#### *Step 8: Coding of Participant Interviews*

In Step 8, the researcher read all of the transcripts numerous times and then began the lengthy process of coding. The researcher adapted Krathwohl’s (1988, pgs. 309-313) coding strategy. When adapting this strategy, the researcher chose which aspects of the coding strategy best fit. The researcher conducted the coding in this order:

- Read the data and make marginal notes about initial impressions
- Re-study the data to develop a detailed knowledge that facilitates the ability to see patterns
- Look for repetitions and patterns in the data making notes
- Make a list of the patterns and develop symbols for each (that will be placed in the chart under the box “code”)
- Review the results and look for further patterns

- Mark any significant participant responses so that the data can be used verbatim when illustrating and explaining perceptions of the researcher
- Look for any counterexamples for generalizations
- Re-examine the data again making any further notes based on new understandings

While much of this initial note taking process when coding was done by hand, the researcher designed the transcription chart to aid in the final labeling of the interpretations of the data. After the reading process the researcher looked for themes to emerge and then chose symbols to represent those coded the transcript. For example, the code “C” was given for responses that dealt with responses that mentioned comfort in text selection and “UN” was given for responses that mentioned choice based upon studies at university while “ES” and “EP” were selected to represent statements that mentioned enjoyment for students (ES) or personal enjoyment (EP). Those symbols were placed on the chart under the center column labeled “code”, enlarged and bolded, so that entries could easily entered and referenced. This process is illustrated in Table 9.

Table 9

Transcription Chart with Coding Process

QUESTION (RESEARCHER):	CODE	RESPONSE (PARTICIPANT):
All right, first question, why did you or what choices were involved with you literature selections?	<b>C</b> <b>EP</b>	I think I um I chose what I was most um comfortable teaching, things that I had studied before and some literature that I was just fascinated with so I could read it again, read it more.
	<b>UN</b>	Specifically Borges which I studied my last year of college so it was fresh in my mind.
	<b>ES</b>	And it is something that I thought students would enjoy as well.

After examining emerging themes, the researcher then reported findings (as seen in Chapter 4) and arrived at conclusions presented in Chapter 5.

#### Protection of Human Subjects

The participants in the study were given written consent forms to participate. The purpose and the activities of this research study were explained to them before they signed. All participants were given anonymity by having pseudonyms instead of names. The pseudonyms were a pair of letters that the researcher matched to their documents such as “TS”. The letters were not the same letters as the initials of the participants.

Approval from the Institutional Review Board for the Protection of Human Subjects (IRBPHS) at the University of San Francisco and the International Baccalaureate North American (IBNA) was been obtained to ensure that the study would be done ethically, following the guidelines to protect the participants (Appendix F).

## CHAPTER IV

### FINDINGS OF THE STUDY

#### Introduction

While ordering coffee at a café before working on my findings of my study, I noticed a flyer for a book that was being sold. The book, *A Long Way Gone* (Beah, 2007) is the story of a boy in Sierra Leone who becomes a child soldier and later reclaims his life. By promoting and selling this books (and giving some of the proceeds to UNICEF), this café is saying that knowing what is going on in the world is important. At a more intentional level, this is what the IB is all about: if we are aware of what is going on in other parts of the world we become tolerant, empathetic, and respectful human beings (IBO, 2006).

The IB promotes tolerance, empathy, and respect in the Language classroom through choices of literature. To guide the teacher, the IB provides a prescribed book list (PBL). The teacher selects texts from this document and reports those choices on the Form 1/A1AP to the IB.

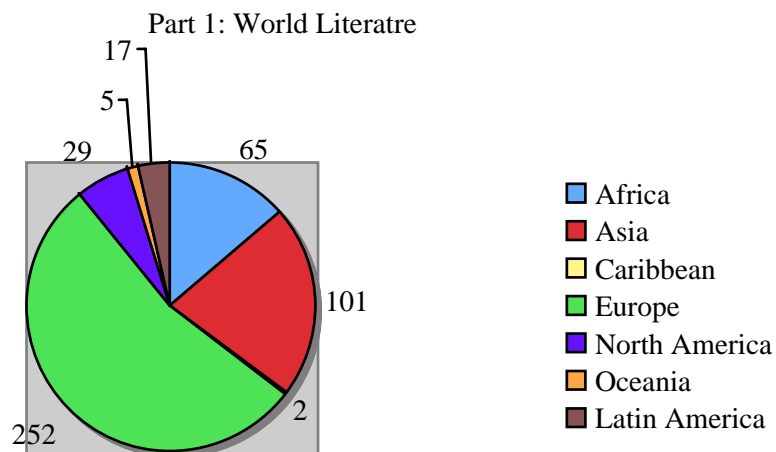
Before examining the choices teachers made and reported, I examined what range of choices they had to make. In other words, how much freedom or guidance is the instructor given in making literature choices that encourages the creation of the internationally minded student?

Choices in the IB English Programs:

Form 1/A1/AP: Part 1

*World Literature Choices and the PWL*

Part 1 of the Form 1/A1AP requires that the teacher select three World Literature works. The IB has a literature list called the Prescribed World Literature (PWL) that the teacher selects from to complete the Form 1/A1AP. I created a chart that shows what region the world literature choices come from and how many choices there are from that region for the teacher to choose from (Appendix D). Instead of reproducing it in its entirety, I examined the numbers in the document and reproduced it in sections using graphs to ease understanding and analysis. Part 1 of the PBL requires the teacher to choose texts from the lengthy PWL. While Parts 2 and 3 clearly organize the choices by geographic regions (see the following charts below for Parts 2 and 3), the PWL for Part 1 lists books based on country or origin. To ease understanding for analysis, I arranged the literary selections in the same categories used in Parts 2 and 3. The only change was adding “Latin America” which was not a category used in Parts 2 and 3, but as there were several literary options from that region, so I felt it necessary to add it to the list. See Figure 3 below to see the addition.



As Figure 3 details, out of the 471 literary selections in the PWL, the vast majority are still from the European and North American regions. European selections make up 252 of the 471 options, almost 54% of the total. North American selections make up 101 of the 471 options, 21% of the total. Together the European and North American regions constitute 65% of all available options for teachers. The next greatest region is Africa at 65 choices out of the 471 options, almost 14% of the total. What is important about this data is that no matter where in the world you are teaching, the majority of your choices are from Europe and North America. While a teacher could clearly create wonderful learning opportunities for students with works from these two regions, it does seem contradictory to the international nature of the IB.

For purposes of this study, North America (and some European selections such as Spain) will not be discussed since all teachers in the study teach English and thus, the teachers in the study could not choose works from North America or English speaking European countries because they have not been translated into English which is the primary requirement of Part 1 of the program.

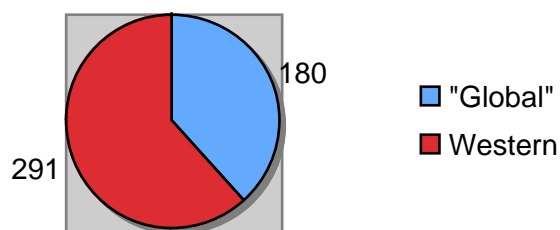
#### *Fulfilling the “Spirit” of the World Literature Requirement*

The IB considers all sections from the PWL to be appropriate world literature choices for the classroom (as long as it is translated into your language). The problem with this blanket approach to the study of world literature is that many of the selections are translated into English but are still inherently western in nature. A work like *Oedipus Rex* by Sophocles (1958) may be translated from Ancient Greek into English, but it is still inherently a western work as it is primarily about western culture.

Due to the nature of the choices of the literature from the PWL and PBL allowed to IB English teachers when creating their IB English course of study, they can fulfill technical program requirements of the IB English program without fulfilling the notion of creating opportunities to become the global citizen. In creating this type of program, teachers fulfill the technical requirements of the IB program that the researcher will call the letter (the definitions and requirements designed by the IB program). Teachers who create a program that incorporates the study of global literature and embody the idea of the global citizen are said to fulfill the spirit of the IB program. The researcher created these terms from the English idiomatic expression associated with the judicial system, creating a distinction as to whether one follows the spirit, or the ideal, of the law as opposed to just following the letter, or the strict definition, of the law. In this parallel concept, teachers can fulfill the strict requirements of the IB program without fulfilling the spirit of creating the opportunity for the development of Global Citizenry.

*The PWL and “Global” vs. Western Works*

To come to a greater understanding of the various offerings, the researcher reorganized the works on the PWL not by geographic regions but by Western and global. Figure 4 below shows this reorganization.





Western works are works that focus on western value systems while global works were those works that embodied the spirit of the IB program asking students to consider other peoples and be internationally minded. Figure 4 shows how the PWL looks when reorganized in such a manner.

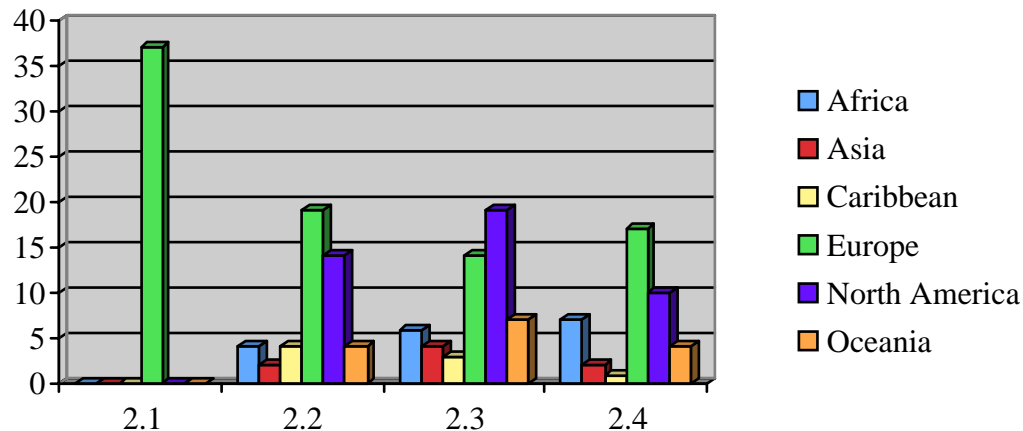
A vast majority of the selections are still Western in nature. There are fewer global works available on the Prescribed World Literature list. There could be several reasons why the global selections might be fewer. It could be due to the fact that some countries are still emerging with their stories and having them published. Publishers might not have many texts available in stores. Though the philosophy about global literature and the creation of Global Citizenry opportunities, the IB is still rooted in the Western tradition. Even with its Western leanings, the IB is still the only organization that gives an option for truly global literature and that is to be commended.

#### Form 1/A1/AP: Part 2

##### *Geographic Choices Available in Detailed Study*

Part 2 of the form 1/A1/AP requires that teachers make choices within certain categories. Part 2.1 will not be evaluated because it is Shakespeare so all choices in that section come from Europe. In all the other areas of Part 2, the North American and European regions dominate – they are always the majority and often by a significant margin. Figure 5 illustrates the different options available in all areas of Part 2.

## Part 2: Detailed Study



In all the areas of Part 2, North America and Europe are the geographic regions with the most options available for the teachers to choose from. In Part 2.2, none of the other regions have more than 5 options available while North America has 14 and Europe 19. In Part 2.3, Oceania and Africa have more than 5 options available to select but North America and Europe almost 20 and 15 options available. In Part 2.4, Africa has 7 options available and Oceania 4 options, while North America only has 10 options. This is the closest in comparison of all the sections of Part 2. This may be due to the genre that Part 2.4 represents: the study of Prose (other than the novel and short fiction).

This type of genres represented by each area may explain the discrepancy in global literature options available in each section of Part 2. Part 2.3 is the study of the novel. This is a storytelling form with a rich history in the Western world and may account for the numerous options available in the North America and Europe and why there may be fewer options available from Oceania and Asia, areas that do not have such a long history of storytelling in the long form of the novel.

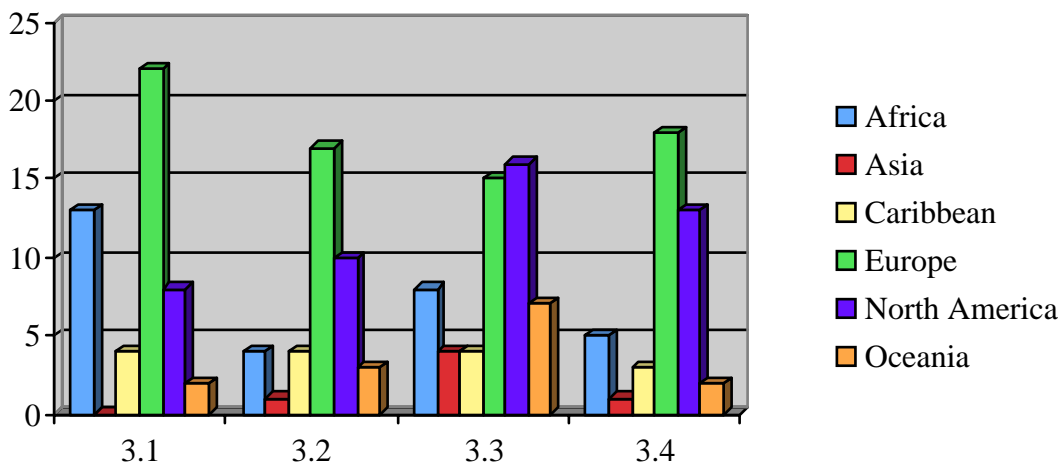
Part 2.4 contains letters, travelogues, essays, and autobiographies and this may be the reason there are more options available from Oceania and Africa. These are storytelling traditions that are highly valued in both areas. This doesn't explain the lack of global options available from regions other than North America and Europe in Part 2.3 since this is the study of poetry and it is a form that has a long history in areas of Asia and Africa. While the history of the poetic form also has a long history in North America and Europe what might create the discrepancy in global options is the availability of actual published work. While Africa and Asia may have been writing poetry there may be a lack of their work available in English for study.

### Form 1/A1/AP: Part 3

#### *Geographic Choices in Genre Study*

Part 3 requires teacher to choose a genre. Each of the areas represents different genres such as drama, the novel, prose other than the novel, and poetry. The teacher chooses one genre to study. In all genre choices Europe as a region has the most offerings. Figure 6 illustrates the numbers of global options available to teachers.

Part 3: Genre Study



In only 3.1 does a region other than Europe or North America have more works offered to choose from.

#### Form 1/A1/AP: Part 4

##### *Why Teacher's Choice is Evaluated Qualitatively*

Part 4 on the PBL is called Teacher's Choice and the only requirement is that one of the four works selected be a world literature text. The text does not have to be from the PWL (from Part 1), nor does it have to be translated. The other three works can be anything the teacher chooses. Because there are no lists for this section of the requirements, I was not able to make a quantitative chart like I did in Parts 2 and 3. This category and the choices individual teachers made with the selection of works were evaluated qualitatively in the participant interviews.

##### *North American Teacher Choices on the Form 1/A1/AP: Global vs. Western*

To gain further understanding of the choices teachers made and not just the choices available to them, I examined English program forms 1/A1AP provided to me by IB. The IB provided me with the English program forms 1/A1/AP from 143 schools in North America. I applied not the more focused regional component (as IB does in its categories on the PBL), but rather more general idea of Western and global. Since I was not as interested in the options available to teachers, but rather the choices teachers make and if they give opportunities for Global Citizenry, I looked at the documents and marked every text as either global or Western.

I was wondering if teachers in the schools are selecting rich multicultural works such as Sandra Cisneros's (1984) Latina coming of age story *The House on Mango St.* or Alice Walker's (1982) *The Color Purple*. Do they have a program that still meets the

spirit of the IB program philosophies and objectives by creating empathetic students though some multicultural texts but have actually not fulfilled all program specifications with regards to international literature? In other words, even though they may be teaching works written by Americans are students having the opportunity to develop the qualities asked for by the IBO in its mission statement? Are teachers creating an environment where students can become tolerant, empathetic, and respectful by having the chance to read rich works about the various cultures in their own cultures?

*Western vs. Global Teacher Choice: Awarding of Points to Schools*

Schools were awarded 1 point for each global text in Parts 1, 2, 3, and 4. I tallied the points for all the schools in the English program form 1/A1/AP and looked for natural groupings or clusters. I noticed three clusters and 1 outlier so I created a chart to organize the data and awarded labels to each of the clusters that used the same terminology that IB uses in its subject rubrics as seen in Table 10.

Table 10: Points Awarded to Schools for “Global” Literature Choices

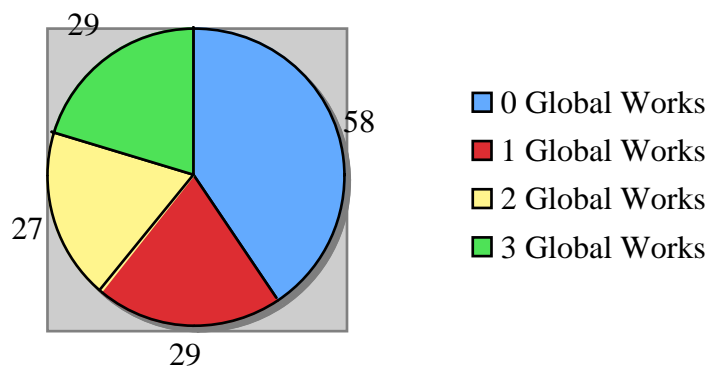
<b>POINTS AWARDED</b>	<b>LABEL</b>	<b>SCHOOLS</b>
0-3	Few	73
4-6	Some	54
7-10	Many	15
11-14	Most	1

The majority (89%) of the schools have English programs where the teachers have chosen fewer than 6 global works out of a possible 14. Why are teachers selecting so few global literature choices for a program that has intercultural awareness as one of its centerpieces?

*The PWL and Global Works*

When examining the specific choices teachers made in selecting global works in just Part 1 of the Form 1/A1/AP, I found some interesting data. Part 1 of the IB English program asks teachers to choose three works from the PWL that must be translated. And the hope of the program is that in this section teachers would discuss the idea of what it means to be interculturally-minded. These choices made up the preponderance of the global selections for schools, but still 40% selected zero global works. The teachers chose only Western works in the Part 1 World Literature section of the IB English program. When seen visually, the schools' choices looked like Figure 7 below.

Part 1: Global Choices



While 58 schools chose zero works, it must be noted that 29 (or 20%) of the schools selected three global works. All of the 29 schools in Part 1 allowed for students to consider literature beyond the western influenced world. And when you combine the 27 schools that chose two global works the percentage increases from 29% to 39%. While 58 schools choose to not use any global works, they are balanced out by schools that choose to make studying other cultures a focus of the curriculum. The question now

is why so many choose not to and what is the reasoning behind the teachers who purposefully choose to teach global works in the classroom.

#### Choices in the IB English Programs:

##### *The IB Mission Statement and Global Citizenry*

After interviewing 15 IB English teachers I have made some interesting discoveries. All of the teachers commented on how they believed in the principles of the IB Mission Statement. Some of the teachers were emphatic in their support of the ideals behind the mission statement. “DE” who commented:

Because of the beauty of the IB Mission Statement we are developing leaders that will hopefully have a perspective that takes into account more than just their constituents, buyers, or other things...they would consider other issues, other people groups...and make choices that make the globe a whole lot better off in the long run.

“DE” not only made this statement, he practically preached it to me in the interview. I was so impressed with his almost fervent belief in the goals of the mission statement of the IB. Other interviews elicited similar statements of varying degree, but none with the same power of “DE”. “NC” stated:

I know some of the facets are being globally aware, caring, knowledgeable and lifelong learners and we talked about what we would change in the mission statement.

“LD” said in his interview:

I believe it is my job, my duty, to expose these students to an appreciation of literature and the culture and the background that these pieces of literature represent, but to also through these texts create global thinking citizens. That is to not think of their culture as dominant, but to see ourselves as a larger global participants

Other interviews elicited statements such as how the mission statement created “culturally aware,” “diverse thinkers” able to discuss “multiple perspectives”. This language appeared in many different ways in the interviews but all of the teachers believed strongly in the mission statement of the IB.

It is not surprising that all of the teachers interviewed expressed such strong support of the IB. I only interviewed teachers at an IB English Level 2 conference session. These teachers were all either experienced IB instructors or from experienced IB schools. The chances of a teacher being sent to this conference by a school IB coordinator or principal and not be supportive would be marginal. Schools would have selected only teachers they deemed worthy to spend the money on to be at the conference and teachers cannot attend such a conference like this unless sponsored by a member IB school. While understanding this “filtering” of IB teachers in the study sample, I was still amazed at how strongly the teachers believed in the IB and in working with children in general.

The teachers expressed believing in the idea of selecting books that foster the opportunity of Global Citizenry in the classroom and selecting texts with a high student interest in mind. Several teachers even mentioned how they used the background of the students as a lens for text selection. “NC” stated how she selected a South African work (she never said which one) and Maya Angelou’s *I Know Why the Caged Bird Sings* because:

82% of the student body is African-American and I wanted them to consider their own very broken backgrounds – which is mainly matriarchal in nature – and compare it to a country and culture that at first seems different, but later not so much so. Issues of racism and adoption are there too.



“NC”, in her interview, believed in working with her underprivileged students and wanted them to see that problems like theirs exist in other parts of the world. “DE” was similar in his statement. He said:

I do find myself drawing upon those students who have come from Russia, Japan, or even Indonesia and they can offer their own personal perspective on what things mean or might even have the resources to find out.

“UO” had the opposite problem, “UO”’s class and school is “an even mix of gender but 98% white”. “UO” selected a global work that challenged students. “UO” choose to teach *Women of Sand and Mer*. “UO” stated how the work’s discussion of the Middle East and Islam was a challenge but ultimately rewarding for the students who had little if no prior knowledge of the religion or culture in the global work.

For example, last year when we were reading *Women of Sand and Mer* I found the level of ignorance about Islam, Arabism, the Middle East in general to be shocking. I had to dump my lesson plan and spend two days teaching what I assumed they already knew- not all Muslims are Arabs, not all Arabs are Muslims, some of the basics of religion and law, some of the countries that are largely Republican based are just as restrictive as many of the countries that are “enemies”, that sort of thing. So it turned into two days of me trying to given them a crash-course in the realities of the lives that they had no notion of. That’s when the a-ha moment came up and I realized they don’t know what it’s like to be a woman in any number of the cultures in this world right now.

All three teachers, like others in the study, believe that the heritage of the student is an entry point into a global work, and that student’s have something personal and valuable to offer and learn.

“KH” specifically discussed how frustrated she was that the diversity of the student population wasn’t being taken into account or being “tapped into”.

And I thought what a great chance to go back to the Sudan and see where you could have been versus where you are and how grateful your grandmother is that you are where you are and that’s your tribute to her right now. What a chance to return and see that difference. But that’s what I’m talking about in terms of we

[the school] don't take advantage of. I have a student from Sudan in my classroom that we don't we never talk about that.

"KH" uses it as an entry point as well, but wishes others at her school did the same calling it a "pervasive" problem at her school site.

I've got that diversity at my disposal and it's not being tapped into and I think that's a shame. It seems to be pervasive in general. Everybody says 'oh it's great it's so diverse' and that's it. Rather than embracing it, it's just sort of acknowledged.

Like the others in the study, she believes in accessing the diversity of the students but wishes it were being done more for the benefit of the students.

Teachers also used their own interests and background to select texts in their IB English program. While teacher interests varied in the interviews, many used their own experience as a springboard to looking at how to choose a work for their IB English classroom. They choose books from places they had traveled like Indonesia ("DE" who picked *This Earth of Mankind*) and Spain ("CR" selected *Collected Fictions*), works that they had formally studied ("CR" studied *The Joy Luck Club* and "UO" studied *Master Harold and The Boys*), or works they had just read for pleasure ("TS" selected *Sula* and "LD" selected *Mulberry and Peach*). When teachers discussed these personal selections there was a change in tone and mannerisms as well. They were engaged in the interview in a way that I didn't notice before; it seemed that somehow they felt validated in their interests. "DE" got very excited talking about Indonesia.

Well certainly my travels, and while I have been to Japan, it was a limited stay. Having lived in two different countries, it gives me a chance to appreciate a different culture from an outsiders perspective, and the experiences I've had about learning about cultures, that at first I may have had- and I'm embarrassed to say it, a condescending attitude about it- after living in a place, learn to appreciate their perspective. And I think that that is sometimes a necessary approach when approaching literature, to value that cultural perspective for what it is, and take

what it has to offer and try to take off those blinders or recognize our own personal biases when we approach a work. And having gone through some of that, I try to bring that to my students as well. It's a difficult thing to do though, unless they have had the experience. I'll try and a lot of times my own personal travel experiences can provide an example of problems that I ran into, insights that I've had in my travels, that hopefully will enable them to understand better.

He used pictures and a presentation of his own personal materials to “engage the students and make them as excited” as he was in his travels there. His passion was infectious – I felt as if I needed to go to Indonesia – so I can only imagine how excited his classroom would be when working on this text.

The teachers spoke about how a personal interest was necessary to making the students interested in the selected work as well. And all of the teachers who mentioned selecting a work because they first found it interesting did further research about the book before teaching it. They all seemed passionate in the interviews about the books they found interesting. “TS” said:

I just love *Sula*, it is one of my all-time favorite books and I get so excited teaching it that it just spills into the classroom and the kids just get excited too.

“TS” did mention later in the interview that if the students did not get “into” the book as much, then there would be an adjustment to the syllabus the following year. She didn't want the kids to be “bored” if her selection didn't work with the students' interest level.

So, I don't know I mean I have to also be able to balance between what I like as a person and what they would like too, because sometimes I can love a book more than anything but they just don't connect to it.

She clearly understood that sometimes the interests of the teacher don't inspire students and sometimes how important it is for a teacher to be aware of that and make curricular choices and adjustments.

*Teacher Choice and How Comfort Plays a Role*

Teachers also seemed to choose texts based on what made them comfortable in some way. How teachers defined what made them comfortable emerged from the interviews. Teachers expressed that comfort influenced their choices in the IB English program in three ways: works previously read for pleasure, works previously studied in university, and familiarity with the culture in a work.

The very first statement from the very first interview conducted was about comfort and this was a telling statement. “CR” stated:

I think I chose what I was most comfortable teaching. I choose things that I had studied before and some literature that I was just fascinated with so I could read it again, read it more.

11 other teachers used the word comfort explicitly and two others used language synonymous with the word comfort such as “familiar”.

When asked what made them comfortable with selecting a work of literature, one of the first responses was that they had previously studied the work while they were a university student. “CR”, “SG”, and “NC” even expressed that they chose works that were “fresh” from their university studies. “SG” stated:

And my focus from college was Southern literature, so I do have an American background. So I suppose through books and talking to the kids and sharing experiences from my university classes.

All three have been teaching less than five years. “SG” even stated that she “used some of the lectures and handouts” from her professors and having those handouts and lecture notes made her “feel more able” to do a good job in the class. “TS” took an entire

course in the poetry of Sylvia Plath and that was why she chose that poet to teach in Part 2 of the program.

That would probably be the case when I would go back to some of my notes from my undergrad course on Sylvia Plath and maybe some of what I'm doing in my masters program to help me out with teaching the class.

Only one participant mentioned specifically took a university course that aided him in selecting a global text. "CR" took a class on Luis Borges and because it was "such a great class with such a focus on the short stories and poetry" that he felt "comfortable teaching it".

I took a class even though I was in Spain. I took two Hispano-American and one was focused just on Borges. It was a very detailed study on his short stories and poetry. And so that kind of exposure was something that made me comfortable teaching it because I had already kind of become more of an expert in it that it was something that was comfortable for me to teach.

Because "CR" was my first interview and I was so impressed with the fact that he had taken a class focused on global works, I made sure to phrase questions in the later interviews to gauge what other university study the participants had taken. Only "CR" studied global literature specifically at university while seven others studied literature that focused on minority cultures in the United States such as "TR" who stated:

I read quite a bit of Native-American literature, which I hadn't before, when I took a university course in minority cultures in the United States.

Teachers in the study also chose works because they were familiar with them due to personal interest. In other words, they chose books they had read and liked. These teachers clearly loved a book enough to want to teach it to children. "TS" loved reading

Alice Sebold's *The Lovely Bones*, that she could barely contain herself when saying what classroom approaches and activities she was considering for the book.

I am excited about trying to incorporate *The Lovely Bones* because the way narrative is worked with is unique. You have the omniscient narrator that is dead, but still living throughout the work, and I think that would really stretch the students' capacity for talking about literature and get them to think a little bit beyond what they are used to. I have already thought of some good passages to work with and some activities I would like to do.

In fact, when listening to the interviews, all of the participants seemed much more animated when discussing books they had chosen because they had an interest and "connection" (like "TS" stated) to the book. This undoubtedly makes for a much more interesting classroom for the teacher and the student.

What emerged from the interviews was also the extra amount of work that the teachers have to do for works they choose this way. Since they didn't study the work at university, they had to put in extra research time. "NC" stated:

I met with other teachers, did research on the Internet, did research at the university, and ended up with huge binders of my own materials to create the class. It was a lot of work and I do it for almost every book I teach for the class

Teachers expressed how much work is added when choosing a book because of personal interest, but not one seemed to really be complaining, just mentioning that it was a lot of work. It seemed as if they were doing making up some missing university education or using the research skills acquired during university studies to create opportunities for students in the classroom.

When explicitly discussing culture, teachers chose works based on a different kind of comfort or familiarity. What emerged when looking at the interviews is that teachers chose works that dealt with based on their personal experiences or direct

exposure. This exposure came from world travel (to countries like Spain or Indonesia) or a culturally rich classroom (with students from all over the world). “CR” and “DE” selected works from countries they had traveled to because each felt they could connect their cultural experiences to the text for the students. “NC” stated:

I picked books that I enjoy and from places I have been and hope that these connect with the kids. That’s how I designed my curriculum and I looked back at what I enjoyed learning at their age and I tried to pick things that I hoped would be interesting and culturally relevant and maybe in the future. I don’t know. I’ve gone through the library and looked at class sets of things that we have and I don’t like them and think the kids wouldn’t like them either.

Each of them also said that traveling made them more comfortable teaching texts from other parts of the world as well. “DE” said that traveling has allowed him to “recognize personal bias and understand how that impacts understanding” of culture and tries to use his travel experiences to convey that to students.

Diversity (or lack thereof in one case) was also a catalyst for why teachers choose global works and discuss culture. “NC” mentioned how while she doesn’t know much about South Africa (except what she has personally researched), she still chooses South African works because she has several students from South Africa and can use them to help discuss the culture and history. She stated:

I don’t know much about South Africa. But I have all these kids and they’re coming with all that information I had them look up and I want them to ask questions and learn and see how South Africa has grown since the apartheid in the 80s (which I experienced only via news when I was in school). They absolutely see parallels to themselves, actually they probably apply too much of their background knowledge and history to South Africa and what’s going on there, but at least they’re connecting to the text which I thought was really important and applying it to themselves here as well. I think they are learning a lot.

“NC” really believed in having kids learn about their own cultural history and apply it to their current cultural experiences even if she didn’t know much about South Africa. She seemed to learn as much as the kids did. She clearly feels comfortable in her teaching techniques enough to overcome that fear of cultural ignorance.

Interestingly, “UO” has an all white class and choose to teach a global work that would be culturally unknown to the class. He stated

I regularly try and bring in outside information about cultures that we are about to explore that my very white, very suburban, relatively affluent group of kids, are not going to have experiences of.

“UO” used the monoculturalism of the class to be an entry point to discussing an unfamiliar culture and literary work. Students had to understand their whiteness and use that understanding to see the work. This is a very challenging approach but “UO” has also been teaching for 20 years. His experience in teaching seems to also have had an impact on his choices (though he never directly stated such).

#### *Teacher Choice and School Finances*

In the interviews it became apparent that outside forces played a role in the choices that teachers make in creating their IB English programs. Economics play a role in teacher choice: availability and affordability. With these economic conditions in place teachers choose to teach more global works.

Teachers often choose to teach works that have been taught in previous years by earlier instructors. This aspect of legacy or inheritance was mentioned by most of the teachers and all but two public school teachers. They “inherited” a program and took years to change what the previous teacher had taught. “KH” stated:



There was absolutely no process that I was involved in. I got there in August and they handed me the syllabus. We talked about how after I've been there a year I'll be more a part of the process of building the curriculum, but at this point I'm just being handed the curriculum.

And "LD" echoed that thought when he stated:

No, I didn't have any input into the program. I was new and the four works seemed to fit pretty well with what the program that had already established. Usually there is agreement amongst the teachers as to the final four texts that the students will be exposed to and so I just agreed since I was new.

Interestingly enough, no one mentioned if they inherited the lesson plans or activities for the individual works from the program the teacher had inherited as earlier stated. Most teachers had to do a significant amount of research on their book choices because they had no guidance passed down to them. This choice by the teachers seemed to be both necessity due to the lack of guidance from more experienced previous teachers and the inexperience in the program. "LD" stated:

Correct. I didn't get lessons and had to do a lot of the footwork in the research area. But let me also say that this is only my third year here and I'm always learning new things about the program and still finding new things about those four texts also. It is a lot of time but still pretty exciting learning new things.

And "SG" also stated:

Right now, I'm ok with it [the extra research] because I'm so new to IB. It's been really great to be able to watch what they are doing and be inspired by that and then go and do some research for the book in my class. I spend a lot of time (and so do my students) on the Internet.

It was also an issue of economics of time. "TS" stated:

So, it's like most things in teaching that we don't get, we need time. I don't always have the time needed to do the best research in our classrooms and that's the hardest part. I need to do more for my students but don't have the time to do so.

The private school teachers stated this was not an issue in their choices of works.

*Teacher Choice and Student Finances*

Another aspect of economics was availability of the school or the students to purchase new global texts for the classroom. All of the teachers discussed looking to see what was in the bookroom at each of their schools. In doing so, the previous economic, values, and policies of the school and teachers influence their decision. If the school had money and purchased lots of books or wanted to teach global texts, the new teacher would then have them as an option. If the school could not afford the texts in the past, then the lack of choice in the bookroom impacted the teacher as well. “CR” stated:

There is a problem with selection in more than just the bookroom. Not just the bookroom also but if we were to purchase those also we would run into some of the same problems they do which is the publisher just doesn't have enough copies readily available or there isn't enough copies available at Barnes and Noble, Amazon or something like that. It's unfortunate sometimes that that happens but honestly the facility or the students themselves run into the same problem of being able to have enough texts for everyone

Also, certain authors and works and their value to the school and teachers also have an impact – certain books seemed to be available for most of the teachers. This issue will be discussed later in the section on similarities. The only teachers who were able to avoid this issue were teachers who worked with affluent students or taught in an affluent private school. In these cases all the teachers stated that their students bought whatever works they selected. The only problem was book availability from the publisher as “LD” who stated:

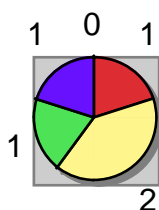
It is sometimes difficult to get a class set of books of one of my PWL as opposed to a Western classic like Heart of Darkness. It seems that they don't care as much because they don't sell as much of them.

This was the rare statement. Most of the teachers were just concerned with having global works to choose from at all it seemed.

When examining the global choices of the participant with affluent students the numbers of global works to those who worked with students who did not purchase books there is a dramatic difference in the number of global works selected. All nine teachers whose students did not or could not buy the works chose either one or two global works. Of the six teachers whose students could buy the works selected one teacher chose two global works, two teachers chose three, one teacher chose four, and one teacher chose five global works.

Figures 8 and 9 are two pie charts that highlight the difference in opportunity students have to be exposed to global works. Figure 8 examines how choice in global literature is affected when you have students who are able to purchase their own texts.

Choice with Students Able to Purchase Works



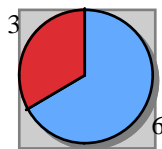
- 1 Global Work    ■ 2 Global Works
- 3 Global Works   ■ 4 Global Works
- 5 Global Works

When students are able to buy books for the classroom, more global works are incorporated into the curriculum. Out of the five teachers that have students that do buy

the books, all incorporated more than one global work. Four teachers incorporated three or more global works. In other words, students who have economic means also have a greater opportunity for exposure to the ideas of Global Citizenry in the philosophies of the IB.

Figure 9 illustrates the global literature choices among the nine teachers who had to purchase texts through the school system in some way.

Choice with Students Unable to Purchase Works



■ 1 Global Work ■ 2 Global Works

When economics plays a role, teachers are clearly unable to incorporate as many global works into their curriculum. Six teachers only had one global work while the other three teachers only had two global works. None had more than two. This means students with the least means also have less of an opportunity towards being exposed to Global Citizenry.

Teachers are burdened with outside, economic influences and it impacts their choices in creating an IB English program that fulfills the mission statement. They have control over these conditions yet the IB needs to be aware of this issue so that it may

begin a dialogue to find a way to help those students who need exposure to the IB philosophy the most.

*Canon and the IB Teacher*

It was interesting that whatever the teacher chooses, there was a trend in how teachers approached exposing students to the global works. All of them mentioned using history as a manner of teaching the text, either as an introduction, a lecture, or a student activity of some sort. “KH” stated:

We were talking about that- about how much background you should give. I was really surprised because I had taught *Like Water for Chocolate* before and did so much background, historical research. I figured a good way for the kids to understand the contextual information was to have them read it over the summer and conduct some outside research. All they knew was the book and nothing about the history of Mexico. It was funny to me how they perceived things differently than if they knew the context. They had never done any research on their own before and it was a good way for me to teach the culture.

“CR” also said:

I think often times when you are looking at these works, and I don’t know if I am just supposed to focus on the IB text, but I am thinking of something like *Kafir Boy* where it is important for them to get historical context. They can’t really understand the culture without the history. Is there another way?

The teachers discussed researching the background of the culture in the text and the historical time period the story took place in for their own edification as well. Having students conduct this type of assignment to gain insight into the work or culture seemed commonplace in the interviews.

None of the interviews mentioned any other type of activity like guest speakers, interactive activities where students actively encounter the culture (like participating in a Japanese tea ceremony), other cross-disciplinary modes of instruction (like going to a

museum and using art as a means “into” the work as opposed to just history). While I am sure these activities take place in IB classrooms all over the world in some degree, no activity other than historical approach was mentioned.

Another striking similarity that emerged from the interviews was the number of common works selected by the teachers. While these teachers were from all over the North American continent, there were some interesting choices in their text selections. Three works came up multiple times in the fifteen candidate responses. Eight of the fifteen teachers selected F. Scott Fitzgerald’s *The Great Gatsby* (1925), five of the teachers selected J.D. Salinger’s *The Catcher in the Rye*, and four teachers selected the collected poems of Sylvia Plath. There was no consistency in the world literature selections of the teachers interviewed. Those really did come from all over the world.

Even though the list of works and authors teachers are allowed to choose from could be considered a type of canon (by its very nature of being a list), it is still extensive enough to allow for teachers to have a considerable amount of freedom of choice. And Part 4 (Teacher’s Choice) is totally open-ended with no list of works or authors at all. Yet, there is still some clear consistency in the participants. Does this pattern create a *de facto* “canon” within the list IB provides? If it does, what might be some of the reasons be they local or national requirements, personal interest, or university study? Do these reasons even matter? Do the students not get a great education if the teachers choose a few of the same books? Is it beneficial in some way? While some of these answers are hinted at in the responses of the participants, further study would have to be done to determine what the true nature of this canon might be and its impact on the IB English student and classroom. It is interesting to note that all of the common works are

considered American classics; none of the common works were international or multi-cultural in nature.

### In Summary

#### *Global Citizenry*

The teachers I interviewed believe in the power that literature holds. All the teachers were passionate about teaching the IB and believe in the power of learning about themselves and other cultures. The teachers taught both Western works and “global” works. These works were a combination of local texts, national texts, and global texts. These methods follow along with the Banks (2005) model (see Figure 2) and the ideas of examining yourself as a means of reflecting on the world as described by Makiguchi (Bethel, 1989; Ikeda 2005), Suárez-Orozco (2004), and Miller (1991).

Teachers are trying to implement the ideas of Global Citizenry in the classroom as mandated by the IB Mission Statement (1999a), and according to their statements all use history as a tool. Several said they would like future professional development to help deepen or broaden their instructional methodologies. This examination of specific instructional strategies could be wonderful follow up research.

#### *Choice Theory*

While William Glasser’s (1986, 1998) ideas about choice were originally developed for understanding and correcting poor student behavior, they apply as well to the choices that teachers make when developing curriculum. When looking at the interviews, the choices of the teachers when developing their IB English curriculum can be examined and Choice Theory can be applied.

It was interesting to note how the responses by the participants fulfilled the five axioms (Erwin, 2003). Using the axioms as categories, the researcher was able to gain some fresh perspective on the applications of Choice Theory to the responses by the participants.

*Axiom 1: Survival*

Survival focuses around the need of a person who is concerned with their job based upon the performance of their students. In other words, teachers would choose works based on the idea of maximizing the test scores of their students, not by the content of the work. While this might always be in the mind of any IB English teacher because there are external examinations, this did not emerge from the interviews with the participants. They seemed to be more concerned with other aspects of the IB English program and their choices seemed to reflect that. As a teacher, I understand how choices for survival would happen and can sympathize with those choices but as a workshop leader I am gladdened to see that from the responses in the interviews, teachers seem more concerned with the educational needs of the student as opposed to some external marks earned on an exam or paper.

*Axiom 2: Love and Belonging*

The area of the second axiom that the researcher focused on was the idea of belonging, the sense of a community and how it plays a part in choice. This was also an area that didn't seem to resonate with all of the participants. It was interesting to hear from the few participants who worked with other teachers or team-taught. They were glad that they had someone to "bounce" ideas off of and just brainstorm with. They didn't seem so alone in the process of curriculum development.



The IB has an interactive website called the Online Curriculum Centre (OCC) that all the participants belong to. This website is designed to help facilitate communication between IB teachers and create a community of belonging. Due to the lack of discussion of this in the interviews, there might be need for an extra effort on the part of the IB to better educate teachers in the many uses of this website. It has the chance of creating a sense of belonging that helps to inform choice as Glasser (1986, 1998) discusses.

*Axiom 3: Power*

This axiom has two parts that apply to curriculum development and Erwin (2003) labeled them “power over” and “power within.” When a teacher feels frustrated and unsatisfied in their own learning and developing curriculum, they may try to gain “power over” the unknown works by selecting works they do know (mostly Western works) instead of using “power within” to select global works that benefit the student.

This axiom is the one that emerged most from my interviews with the participants. Many of the participants selected works in the IB English program based up their educational background (university or pleasure reading). What emerged from the interviews was a sense of frustration with not knowing all the works on the PWL or even the ability to obtain some of the works due to publishing issues. When a roadblock did arise with selecting a work that was global, and it was clearly easier to select a Western work, the latter work was mostly selected.

This issue of choice is a concrete one that has several solutions that could be examined. The IB can redo the PWL or offer further training of the books on it. This becomes a nice professional development opportunity for the teachers and one the

participants welcomed when professional development was discussed. They want to learn and pass on this learning to their students.

University education emerged from the interviews as a controlling force in curricular choice and decision-making. Teachers could enroll and take a class to continue their professional development if classes on global works were offered but many teachers voiced frustration of the lack of offerings in this area. Examining what course offerings are available and if they work in tandem with Global Citizenry would be an area of further research that could be explored.

*Axiom 4: Freedom*

This axiom is about the idea of freedom of choice when making curricular decisions. This axiom is difficult to because it assumes that there are unlimited options. The very idea of a PWL and PBL limits the options of teachers. By their very nature, these requirements and documents limit the freedom teachers have.

What emerged from the interviews was a small sense of frustration about not being able to choose current books and new authors that didn't happen to be on the PWL or PBL. Several of the teachers felt stymied by what they described as a lack of choice. On the other hand, many felt that a provided list was exceptionally helpful. They liked the idea of a guide in an area they had little knowledge of. When used properly, the documents can be a way to help discover "global" works. But one must ask, why these "global" works and not others? The IB does try to maximize choice in some ways by giving an author list as opposed to a book list in a couple of categories. While this does increase the number of works to choose from, it is still choice from a pre-set list and the axiom of freedom is limited.

*Axiom 5: Fun*

While this, at first, would seem to be an axiom that wouldn't apply to curriculum development, I was quite pleased to see how much of this axiom emerged from my interviews. These participants were genuinely excited about the IB program in creating curriculum for their students. It became an exciting game with cool rules that had great payoff in the classroom for them and their students. This is the part that I loved most about the interviews – seeing genuinely engaged and thoroughly concerned teachers who want what is best for the development of their students.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Introduction

At one point in T.H. White's (1958) *The Once and Future King* young King Arthur (called The Wart) is transformed into a goose and flies over Great Britain with another goose named Lyo-Lak. When looking at the ground below him while flying, Wart asks Lyo-Lak where England ends and Wales begins. He asks where are the lines that define and mark the borders of a country. Lyo-Lak is confused by this statement and tells him that those are lines that man made up and countries don't just begin and end. One country actually "flows" into another country.

As humans, we have made the borders that define who we are. We tend to forget Lyo-Lak's words about the interconnectedness of mankind. While we may live somewhere else and that helps us to know who we are, we must not forget that we all still live on the same planet and are connected. When we forget, conflict results. Through its philosophies and mission statement, the IB is hoping to reduce conflict and foster peace through Global Citizenry.

#### Summary

The IB is an organization with a deep seeded philosophy in making students better global citizens. They have a rich curriculum, stringent assessment, and high expectations of students and teachers. The IB expects that teachers will create opportunities for Global Citizenry in the classroom. For IB English teachers, creating opportunities for Global Citizenry resides in the various literature choices they make. The purpose of this study was to explore why IB English instructors make certain choices

with regard to text selection in the IB English Program and how these choices of texts do or do not create the opportunity for students to develop as global citizens.

In this mixed methods study, IB documents from North American schools were examined and 15 IB English instructors from North American schools discussed their curricular choices in their classrooms and schools. The researcher and the participants in the study had a chance to reflect upon the philosophies of the IB and its impact on their teaching and literature choices.

### *Implications of the Study*

The IB is clearly a program that believes in the purposeful shaping of the student into a global citizen. The organization has crafted a curriculum that demands a lot from its teachers and students. These aspects should be applauded as they ask for more instead of what seems to be the trend of asking for less. The IB also sees that the world is becoming more interconnected and is asking that students be ready for this more globalized world.

It is clear from the documents that if the IB wants teachers to create more opportunities for intercultural awareness through literature study, they need to do a few things:

1. The definition of global works needs to be examined so that cultural sensitivity can be addressed.
2. There need to be more global works and fewer Western works on the PWL and PBL, thus less dominance on the PWL by the United States and Europe.

3. There needs to be professional development opportunities that help teachers understand the global options of works on the PWL and the PBL.
4. There needs to be a greater sense of community created through the OCC so that teachers have a place (besides universities) to help with using global works in curricular development.

These changes can only empower teachers to make choices that create satisfaction for them and their students. Not only will the teacher become more globally aware, but also so will the student and that aligns directly with the mission statement of the IB.

Part of creating a meaningful curriculum means fulfilling the spirit of the IB English literature component. One implication of the study is that by understanding the choices of teachers to create opportunities for Global Citizenry by choosing to follow IB English program requirements to the letter or to the spirit, the IB can create staff development or training opportunities that address these teacher choices. Through its staff development, conferences, and teacher training, the IB can enable all its teachers to follow the program requirements to the spirit and give students the opportunity to see cultures unlike their own and begin the longer journey of developing a global perspective. And while alteration of IB North American (IBNA) professional development is not a direct goal of the study, it would be a great benefit to the International Baccalaureate Organization (IBO) as a global organization.

#### *Further Research*

There are several areas that could be examined in further research. While this was broad research in curriculum creation, a more specific approach to individual facets of the program would be interesting research. For example:

- How do teachers design curriculum for just Part 1 of the IB English program?
- How does university education affect teacher curricular choice
- Do certain works within the PWL or the PBL make students more globally aware?
- Is there a *de facto* canon that IB teachers choose within the PWL or PBL?
- How does professional development impact curricular design?

### Researcher Reflection

This dissertation process gave me real insight into myself as a teacher and researcher. When I began the doctoral program, I knew I wanted to work with the IB in some general way but I wasn't sure exactly what I wanted to focus on. Because of the emphasis of social justice at the University of San Francisco, I looked at the foundations of what makes the IB so important.

The teachers I met at the conference inspired me. They are dedicated to the goals of the IB and have a passion for teaching. They love their students and care for their education. We are a better society because of their efforts.

This process has left me with the realization that more research needs to be done in this area. The IB needs to be more proactive in encouraging research by and about its teachers and programs.

On a personal level there was a great realization. The first day of orientation at USF, we were all told that there would be a great cost to completing the coursework and dissertation. Time lost to friends, family, and yourself will never be able to be made up so make sure you focus on an area that will give you immense satisfaction. While that time

may have been lost, there was such a gain that could have never been expected. While the process was difficult and consuming, I would do it again and hope to inspire others to do so as well.



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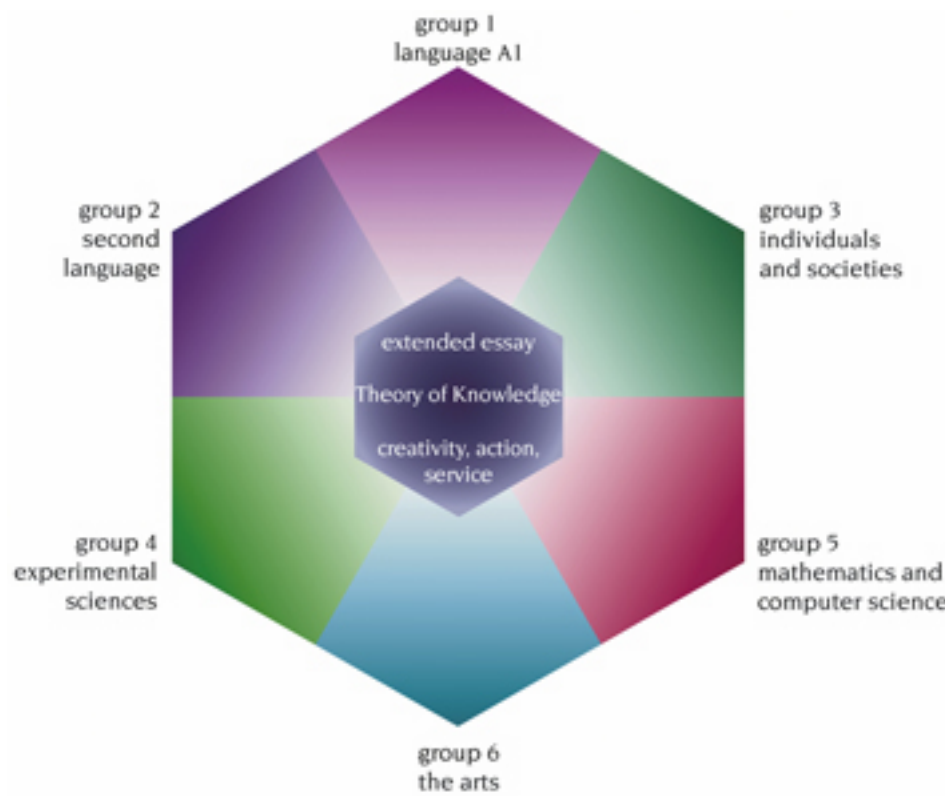
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## APPENDIX A

## The IB Diploma Program Model:



(IBO, 2002)



## APPENDIX B

## FORM 1/A1AP: ADVANED NOTICE OF PROGRAM:

Form 1/A1AP: Advanced notice of programme

School:

Subject: ENGLISH A1 - HL

Form: 1

Part 1: World Literature

Text 1 :

Text 2 :

Text 3 :

Part 2: Detailed Study

Text 1 :

Text 2 :

Text 3 :

Text 4 :

Part 3: Groups of Works

Text 1 :

Text 2 :

Text 3 :

Text 4 :

Part 4: Schools' free choice

Text 1 :

Text 2 :

Text 3 :

Text 4 :



## APPENDIX D

**Prescribed Book List Table**

Part of the PBL	Number of Works Required	Region	Selections Available to Choose From	Percentage Possible of the Selection
<b>Part 1 – World Literature</b>	3			
		AFRICA		
		ASIA		
		CARIBBEAN		
		EUROPE		
		NORTH AMERICA		
		OCEANIA		
Note all works in this section come from the PWL			Total:	
<b>Part 2 – Detailed Study</b>				
Part 2.1 - Shakespeare	1	EUROPE	37	
Shakespeare may be selected twice – in that case one of 2.2 or 2.3 or 2.4 will be dropped			Total: 42	
Part 2.2 - Poetry	1	AFRICA	4	.085
		ASIA	2	.042
		CARIBBEAN	4	.085
		EUROPE	19	.404
		NORTH AMERICA	14	.297
		OCEANIA	4	.085
Note the requirement is based on number of poems so that more than one poet may be selected (up to 3)			Total: 47	
Part 2.3 – Prose (Novel & Short Story)	1	AFRICA	6	.107
		ASIA	4	.071
		CARIBBEAN	3	.053
		EUROPE	14	.250
		NORTH AMERICA	19	.339
		OCEANIA	7	.125

			Total: 56	
Part 2.4 – Prose (Other than the Novel & Short Story)	1	AFRICA	7	.170
		ASIA	2	.049
		CARIBBEAN	1	.024
		EUROPE	17	.415
		NORTH AMERICA	10	.243
		OCEANIA	4	.097
			Total: 41	
<b>Part 3 – Groups of Works</b>				
Part 3.1 - Drama	1	AFRICA	13	.265
		ASIA	0	0.00
		CARIBBEAN	4	.082
		EUROPE	22	.449
		NORTH AMERICA	8	.163
		OCEANIA	2	.041
			Total: 49	
Part 3.2 - Poetry	1	AFRICA	4	.103
		ASIA	1	.026
		CARIBBEAN	4	.103
		EUROPE	17	.436
		NORTH AMERICA	10	.256
		OCEANIA	3	.077
			Total: 39	
Part 3.3 – Prose (The Novel & Short Story)	1	AFRICA	8	.148
		ASIA	4	.074
		CARIBBEAN	4	.074
		EUROPE	15	.278
		NORTH AMERICA	16	.296
		OCEANIA	7	.130
			Total: 54	
Part 3.4 – Prose (Other than the Novel & Short Story)	1	AFRICA	5	.119
		ASIA	1	.024

		CARIBBEAN	3	.071
		EUROPE	18	.429
		NORTH AMERICA	13	.310
		OCEANIA	2	.048
			Total: 42	
<b>Part 4 – School’s Free Choice</b>	4			
		AFRICA	n/a	
		ASIA	n/a	
		CARIBBEAN	n/a	
		EUROPE	n/a	
		NORTH AMERICA	n/a	
		OCEANIA	n/a	
		ASIA	n/a	
Note that ONE of the selections here must be a world lit text			The school has the choice to select ANY text so there is no list of authors given in this category	
	Total Works Taught: 15			

## APPENDIX E

## IRBPHS INITIAL APPLICATION

Name of Applicant: Guy Roberts  
 USF Identification Number: 108-70-860  
 University Title: Student  
 School or College: School of Education  
 Department or Group: International Multicultural Education (IME)

Home or Campus Address: 2581 Fulton Sq. Lane #73, Sacramento, CA 95821  
 Home Phone: (916) 396-1080  
 Work Phone: (916) 971-7465  
 Electronic Mail Address(s): [hamlet0421@yahoo.com](mailto:hamlet0421@yahoo.com)  
 Name(s) and University Title(s) of Other Investigators: n/a

Name of Faculty Advisor: Shabnam Koirala-Azad  
 University Title: Assistant Professor  
 Home or Campus Address: University of San Francisco, 2130 Fulton, S.F., CA 94117  
 Home or Campus Phone: (415) 422-5498  
 Electronic Mail Address(s): [skoirala@usfca.edu](mailto:skoirala@usfca.edu)

IRBPHS Number:

Project Title: Examining Teacher Choice with Regard to European and Non-European Translated Texts.

*Respond to items 1 - 11 on separate sheets of white paper, single-sided, typed in black ink and using standard 12 point font. Responses to items 1 - 11 should be stapled to this Modification Application form.*

1. Background and Rationale
2. Description of Sample
3. Recruitment Procedure
4. Subject Consent Process
5. Procedures
6. Potential Risks to Subjects
7. Minimization of Potential Risk
8. Potential Benefits to Subjects
9. Costs to Subjects
10. Reimbursements/Compensation to Subjects
11. Confidentiality of Records

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Signature of Applicant

Date

---

Signature of Faculty Advisor\*

Date

\*Your signature indicates that you accept responsibility for the research described, including work by students under your supervision. It further attests that you are fully aware of all procedures to be followed, will monitor the research, and will notify the IRBPHS of any significant problems or changes.

## **1. Background and Rationale**

The purpose of this study is to examine what choices instructors make in fulfilling the World Literature requirement for the International Baccalaureate (IB) Diploma Program. Do they fulfill the definition “to the letter” (by choosing Western European translated works) or “to the spirit” (by choosing culturally diverse works from areas such as Asia or Latin America) and what is their reasoning for doing so

The research is examining the choices of teachers when asked to teach culturally diverse works and yet given the option of choosing between European and non-European translated works.

## **2. Description of Participants**

The Sample will be made up to 10 IB Diploma Teachers from across the United States. These teachers will come from various types of public and private schools and while they will be of various ages and experience levels, they will have been trained at least at one conference on how to implement the IB Program.

## **3. Recruitment Procedure**

I will recruit the teachers at IB conferences from across the United States. This guarantees that they will have been trained in the implementation of the IB Program.

## **4. Subject Consent Process**

When the teachers are recruited for the research, I will explain that:

1. The procedures for the dialogues and that their statements will be used in the research and that they will remain anonymous.

2. There will be no danger to them as participants.
3. There will be a consent form that allows me to use their statements in the research.
4. They will be compensated for their participation in the research process.

## **5. Procedures**

The teachers will fill out a form that indicates basic information about themselves such as race and gender, years of teaching experience and years of experience with the IB, type of school and location in the US, and whether they have lived outside of the country. They will also fill out the document required by the IB that designates their choices of translated literature.

After the survey, the teachers will then be recorded for a series of two dialogues – the first to begin to explore their choices and reasons with regard to international literature and the second to examine follow up questions. They will receive the transcripts to examine for accuracy.

## **6. Potential Risks to Subjects**

There are no known risks and/or discomforts associated with this study.

## **7. Minimization of Potential Risk**

There are no known risks and/or discomforts associated with this study.

## **8. Potential Benefits to Participants**

The subjects will benefit from a dialogue about a subject they are interested in. They will reflect on their own choices in teaching and curriculum development. With participating and reviewing the dissertation, they will hopefully see some new choices available to them with regard to professional development.



**9. Costs to Subjects**

There will be no costs to the participants except their time.

**10. Reimbursements/Compensation to Participants**

All participants will receive a gift card to a bookstore to thank them for their time.

**11. Confidentiality of Records**

Names and data collected will be kept confidential. Only the researcher and faculty advisor will know the identity of the participants. Should data gathered during study be used for my dissertation or any published material, in order to maintain confidentiality, pseudonyms will be assigned to the participants. The recordings and transcripts will be kept by the researcher in a secure location.

## APPENDIX F

## PARTICIPANT CONSENT FORM

## UNIVERSITY OF SAN FRANCISCO

## CONSENT FOR PARTICIPATION IN RESEARCH

## INTRODUCTION AND PURPOSE

My name is Guy Roberts and I am a doctoral student at the University of San Francisco. I plan to conduct a study that examines the choices IB Diploma teachers make when choosing their texts for the World Literature requirement. The research will be a dialogue that examines the choices between the European and Non-European works.

This Consent Form is a request for your permission to participate in the study. Your participation is required and your participation in the dialogues will not affect your status as an IB teacher nor be a reflection of you as a teacher as a whole. The dialogues are designed to have you reflect upon your curricular choices.

All data collected in the study will remain confidential. Pseudonyms will be used to identify all individuals and thus all parent identities will remain confidential and will not be used in any reports or publications resulting from the study.

## PROCEDURE

Data will be collected via a dialogue with the researcher. The dialogue will either be video or audio taped. Your consent for your participation also includes permission for you to be interviewed. You will be given the transcript of the dialogue so that you may examine it for accuracy.

## RISKS AND/OR DISCOMFORTS

There are no known risks and/or discomforts associated with this study.

## BENEFITS

While there may be no direct benefit to participants, the anticipated benefit of this study is that you will have a better understanding of the decision making process used to choosing your World Literature selections.

## COSTS/FINANCIAL CONSIDERATIONS

There will be no costs to you as a result of taking part in this study, nor will you be reimbursed for your participation in this study.

## QUESTIONS

Do not hesitate to ask questions about the study before participating or during the study. I would be happy to share the findings with you after the research is completed. You may contact me at (916) 396-1080. If you have further questions about the study, you may contact the IRBPHS at the University of San Francisco, which is concerned with protection of volunteers in research projects. You may reach the IRBPHS office by calling (415) 422-6091 and leaving a voicemail, by e-mailing [IRBPHS@usfca.edu](mailto:IRBPHS@usfca.edu), or by writing to the IRBPHS, Department of Psychology, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.

You can also contact Shabnam Koirala-Azad at the University of San Francisco at (415) 422-5498 or via email [skoirala@usfca.edu](mailto:skoirala@usfca.edu) or by writing her at The School of Education, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.

## CONSENT

I have been given a copy of the “Research Subject’s Bill of Rights” and I have been given a copy of this consent form to keep.

I understand that my participation will always be voluntary. I understand that I am free to withdraw at anytime.

My signature below indicates that I give my consent for my participation in the study, including being audio or video taped.

Participant Name \_\_\_\_\_

Participant Signature \_\_\_\_\_ Date

\_\_\_\_\_

Name of Person Obtaining Consent Guy Roberts \_\_\_\_\_

Signature of Person Obtaining Consent \_\_\_\_\_ Date

\_\_\_\_\_

## APPENDIX G

**PARTICIPANT INFORMATION:****CONFIDENTIAL PARTICIPANT QUESTIONNAIRE****PERSONAL INFORMATION:**

NAME	
HOME ADDRESS	
CONTACT NUMBER	
AGE	
RACE/ETHNICITY	
GENDER	
TRAVEL EXPERIENCE	
HOBBIES	

**PROFESSIONAL INFORMATION:**

NAME OF SCHOOL	
ADDRESS	
CONTACT NUMBER	
TYPE OF SCHOOL (A)	CIRCLE ONE: Public or Private
TYPE OF SCHOOL (B)	CIRCLE ONE: Urban or Suburban or Rural
YEARS EXPERIENCE	
YEARS WITH IB	

**WORLD LITERATURE SELECTIONS (From the PWL):**

TITLE OF WORK	AUTHOR	TRANSLATED FROM

## APPENDIX H

**Dissertation Interview Questions:**

11. What literature do you teach in your English program?
12. Why did you choose this literature?
13. What is your understanding of the mission statement of the IBO?
14. What is the definition of World Literature to you?
15. What is the 'spirit' of the definition of World Literature?
16. What are some of the texts you have chosen to fulfill this requirement and why did you choose them?
17. Do you focus on the idea of global citizenry?
18. If you do, how you create opportunities in the classroom through the literature for students to understand global citizenry?
19. What enabled you (or hinders you) in teaching to the spirit of the definition of World Literature?
20. How do these texts create global citizens of your students?

## APPENDIX I

**IBO RESEARCH PROPOSAL****1. ABSTRACT:**

Guy Roberts is an IB Diploma Language A HL teacher and a MYP English A teacher and MYP Coordinator at Mira Loma High School in Sacramento, California. He is also an IBNA teacher trainer and MYP workshop leader who has also moderated for the IB Diploma. For his doctoral dissertation at the University of San Francisco's (USF) International and Multicultural Education (IME) Program (student number 108-70-860), he is studying internationalism and curricular choice in IB Diploma Language A classrooms. Through the 1 A1/AP documents and dialogues with practicing teachers, this project examines the curricular choices, hoping to understand how the choice of world literature and what the researcher will call "global texts" fosters the IBO Mission Statement and creates a global citizen in the Language A classroom.

**2. BACKGROUND TO THE PROPOSED RESEARCH:**

The purpose of this study is to examine what choices instructors in the United States make in fulfilling the literature requirements for the IB Diploma Language A HL Program. Do they fulfill the definition "to the letter" (by choosing Western European translated works) or "to the spirit" (by choosing culturally diverse works from areas such as Asia or Latin America) for the World Literature requirement and what is their reasoning for selecting literary works in Parts 2, 3, and 4 of the IB Language A Program?

The first part of the study is quantitative and will begin with an examination of the IB Language A form 1/A1AP. This examination will then lead to the development of questions for the qualitative part of the research. The dialogues in the second part will engage teachers in a dialogue and ask them to reflect upon their knowledge, practices, and personal philosophies in teaching the World Literature requirement in the IB Program.

The methodological lens the researcher will be using is William Glasser's idea of Choice Theory – why teacher's choose option A or option B when developing curriculum. With that lens of Choice Theory, the researcher will be adding the idea of global citizenry and the importance of understanding world cultures as noted by Noddings (2005) and Becker (1973). Do teachers choose to teach non-European texts and how does understanding global culture play a part in their choices?

**3. RELEVANCE FOR THE IBO:**

The relevance to the IBO is three-fold. For the teachers, the research will give some insight into their decision-making processes and methodologies in the IB Language

A classroom and curriculum they have designed. This professional reflection is essential for growth as an instructor. For the IBO, the research gives insights into the reasons why teachers choose to follow the letter of the program or the spirit – the intent under the IBO mission statement. Is culture important enough to the instructors for them to choose non-European translated works? This research can then lead to professional development opportunities offered by the IBO at future regional training conferences, insight into the texts available on the Prescribed World Literature list (PWL) and the requirements on the Prescribed Book List (PBL). For the researcher, the dialogues provided invaluable insight into the reasoning of other teachers in regards to the IB Language A program and will aid in his own development as a teacher and researcher.

#### **4. RESEARCH QUESTIONS:**

1. Why do IB Diploma Language A instructors teach or choose not to teach “to the spirit” of the requirements for World Literature?
5. What enables or hinders IB Diploma Language A instructors in teaching “to the spirit” of the definition of World Literature?
6. What suggestions and recommendations do IB Diploma Language A instructors feel increase their willingness to or would improve their teaching “to the spirit” of the definition of World Literature?

#### **5. PROJECT DESCRIPTION:**

##### **A METHODOLOGY**

The data for the quantitative component of the study will come from the recording protocols required by schools in the United States offering the IB Language A HL program. The schools are required to complete form 1 A1/AP indicating what the literature choices are for the school. Each school’s form will be coded and evaluated and questions will be developed based on the findings. These questions will be the beginnings of the dialogues with instructors for the qualitative part of the research. These dialogues will be with between 8-10 IB Language A instructors and will give insight into the choices the teachers make with their curriculum and fulfilling the mission statement of the IBO. Generative threads will be developed after evaluating the dialogues. An analysis of the threads will be the focus of the qualitative research.

The stages in the research process will be as follows:

1. Examination of IB Language A form 1/A1AP Part 1 – World Literature Selections from the PWL (Prescribed World Literature List) from all schools in the United States.
2. Examination and categorization of school text selections in Parts 2, 3, and 4 from IB Language A form 1/A1AP. TWO 5-person panels to create inter-rater reliability will evaluate the lists. One group will consist of 5

literature experts familiar with the IB program and philosophies and the second panel will consist of literature experts not familiar with the IB program and philosophies. They will judge the categories the texts have been placed in by the researcher.

3. An examination of the statistical correlation about opportunities for Global text choice in the possible slots a school has available to them.
4. Dialogues with Participants. The dialogues will occur at IB Language A conferences. The dialogues will be driven at the start by the data gathered in parts 1-3.
5. Generative threads will be examined from the dialogues and narratives given by the participants.
6. A final draft of the dissertation will be completed. A version will be sent to the IBO Research Committee and the researcher's dissertation committee at USF for comments.
7. A final draft of the dissertation will be completed and submitted to USF and the IBO Research Committee.

## **B EXPECTED OUTCOMES**

Through examining the IB Language A form 1/A1AP and conducting the dialogues with instructors, a better understanding of the choices made by teachers. With this understanding, the IBO may be able to provide certain professional development opportunities, alterations or broadening of options on different lists available to instructors to fulfill requirements of Language A, and be able to build educational capacity.

## **C TIMETABLE**

- |    |   |          |
|----|---|----------|
| 1. | Examination of the IB Language A form 1/A1AP. | 2 Months |
| 2. | Conducting and transcribing the dialogues.    | 3 Months |
| 3. | Producing dissertation.                       | 2 Months |

## **6. DISSEMINATION OF COMPLETED RESEARCH:**

The research will be published in the form of the researcher's dissertation at USF. The researcher hopes to also create a shorter version of the research for publication in one of the major international journals.

## **7. FUNDING:**

This project will be funded by the researcher. An application for funding has been made to the Center for the Advancement and Study of International Education (CASIE). The funding would help pay for the travel to the conferences to conduct the dialogues. A budget can be provided if necessary.



## 8. REFERENCES:

Becker, James (1973). *Education for a Global Society*. Phi Delta Kappa Educational Foundation.

Glasser, William (1998). *Choice Theory: A New Psychology of Personal Freedom*. New York: HarperCollins Publishers.

Glasser, William (1986). *Choice Theory in the Classroom*. New York: HarperCollins Publishers.

International Baccalaureate Organization. (1999). *IB Diploma Language A Guide*. Geneva, Switzerland: Author.

----- (1999). *IB Prescribed Book List*. Geneva, Switzerland: Author.

----- (1999). *IB Prescribed World Literature List*. Geneva, Switzerland: Author.

----- (2006). *IB Learner Profile*. Geneva, Switzerland: Author.

Mathews, Jay, & Hill, Ian (2005). *Supertest: How the International Baccalaureate Can Strengthen Our Schools*. Peru, Illinois: Carus Publishing.

Mishler, E. G. (1986). *Research Interviewing: Context and Narrative*. Cambridge, MA: Harvard University Press.

Noddings, Nel (2005). *Educating Citizens for Global Awareness*. New York: Teachers College Press.

Peterson, A.D.C. (1972). *The International Baccalaureate: An Experiment in International Education*. London: George G. Harrap & Co. LTD.

## APPENDIX J

Cardiff, 11/11/2007

Dear Guy,

Here are the forms I was instructed to retrieve from our Database. This data was collected on 11/1/2007 in IBCA (Cardiff, U.K.) by myself and will be put onto CD by our ICT Department and sent to you by mail. Here are some notes about the forms:

- Because the first page of the school codes catalogue was printed twice, I mistakenly saved the forms of the following schools twice (apologies): 0012, 0034, 0055, 0058, 0091, 0098, 0103, 0118, 0119.
- The following schools had not submitted their forms yet on 11/1/2007, hence I could not retrieve them: 0056, 0116, 0117, 0139, 0148, 0158, 0177, 0210, 0217, 0225, 0226, 0276, 0281, 0284, 0303, 0322, 0325, 0351, 0352, 0356, 0360, 0368, 0398, 0403, 0420, 0423, 0429, 0430, 0438, 0440, 0441, 0445, 0446, 0472, 0473, 0479, 0485, 0501, 0502, 0517, 0518, 0531, 0533, 0542, 0543, 0560, 0581, 0583, 0631, 0647, 0648, 0671, 0672, 0673, 0674, 0675, 0698, 0723, 0728, 0729, 0732, 0746, 0778, 0780, 0782, 0806, 0808, 0836, 0837, 0841, 0846, 0849, 0850, 0853, 0872, 0873, 0875, 0876, 0877, 0906.
- The following schools did not have any English forms: 0602, 0644, 0803, 0910.
- School 0503 does not have Forms 1 or 2, only 3; school 0534 only has Forms 3 and 4; school 0582 does not have an English SL Form 3; school 0600 does not have HL Forms 1 and 2; school 0724 only has Form 2.

If you have any queries, please contact Jonathon Marsh or Kate Jenkins or myself (details follow).

I would like to take this opportunity to wish you all the best with your research.

Best regards,

***Dr. Anna Simandiraki***

Research Fellow

International Baccalaureate Research Team

Department of Education

University of Bath

Claverton Down

Bath

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U.K.

Email: [annas@ibo.org](mailto:annas@ibo.org)