

An Evaluation of Culture in the Contemporary College English Textbook Used in China: An Intercultural Perspective

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Abstract

Cultural literacy is becoming a part of the goals of different educational institutions; therefore, an intercultural communication competence (ICC) of different learners should be developed especially in a country where English is spoken as a foreign language. Textbooks are one of the basic elements of teaching and learning. These play an essential role in disseminating knowledge to students and mostly the tools teachers used to carry out their lessons and teaching activities. Therefore, it is crucial to evaluate the teaching tools to know whether these provide knowledge it promised especially in cultivating and developing learners' intercultural knowledge and communicative competence.

This study has two questions that support the evaluation of the cultural representation in the current intensive reading textbook, Contemporary College English, in China. This used Cortazzi and Jin's (1999) framework and Byram's Intercultural Communicative Competence Model (1997) for the evaluation. The findings of the different questions indicated that the different cultures found in the Contemporary College English were dominated by the target culture such as the U.S.A., United Kingdom, and New Zealand but there was no source culture, Chinese, mentioned. Accordingly, these are manifested through the social, geographical, economic, and entertainment factors. While the teaching tasks/exercise are more on for cultivating learners' intercultural attitudes, knowledge while very few on skills for interpreting and relating, critical cultural awareness but a skill for discovery and interaction were not found.

The recommendation, therefore, is that there is a need for modification for the current English textbooks used by Chinese students. For example, a more diverse text that represents global cultures for reading should be added. As language and culture could not be separated, thus, the representation of culture should not only focus on the target language culture, British and Americans, but different cultures around the world who speak English. Thus, to cultivate Chinese students' ICC, the English textbooks should include texts that represent the global cultures, and this should include the source culture which is Chinese. By doing so,

cultivating learners' ICC can be more objective as this allows them to reflect on their own culture to understand others.

Keywords: Chinese Intensive Reading Textbook, *Contemporary College English*, Culture Content, Teaching Tasks, Intercultural Communicative Competence.

1. Introduction

Globalization has opened up an unlimited space for communication in today's world. People from different cultural groups face regional and global problems, such as religious conflicts, terrorism, and environmental pollution. In order to solve these problems and live in harmony, intercultural awareness which is necessary for communication becomes more important. Furthermore, the aspects of communication are becoming important areas in contemporary social studies. UNESCO pointed out that the concept of intercultural education should be reflected in school education, especially in foreign language teaching (UNESCO, 2007). Similarly, the *Chinese University English Teaching Guide* has also clearly pointed out that college English should not only focus on the development of students' general language ability, but also enhances the student's intercultural competence that can be used in different contexts, thus help students to communicate effectively in English, such as daily life, professional learning, and vocational post (University English Teaching Guide, 2016).

To proceed with intercultural education, culture has made great contributions to teaching and learning in terms of English teaching and learning, this might help learners to grasp the basic language knowledge and also learn different cultures' ways of thinking, language and social norm of the target language. In other words, this helps students might be able to raise intercultural awareness and fosters intercultural communicative competence among Chinese students. As learning a language is also learning a culture this allows learners better understand an appropriate communication to be used in the context of situations regardless of the cultural background of different people. Therefore, intercultural content in textbooks that are used in teaching has become an important part of English teaching and learning.

Meanwhile, teaching materials as the basis for the teacher to teach are regarded as the most direct and crucial channels for learners to acquire knowledge (Tomlinson, 1998). Cunningsworth (1995) argued that learners rely on teaching materials to learn linguistic contents and cultural knowledge most of the time. For these reasons, teaching materials should be given a high priority. Teaching materials are not only transmitting linguistic signs, but also carrying the information that one generation hopes to pass to the next generation, like cultural content conveyed by the textbooks covering history, geography, international and intercultural communication (Wang, 2018).

On the other hand, teaching materials also need to teach learners how to interact with other cultures, describe their own culture and evaluate other cultures without bias. This

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means that the cultural content of textbooks and teaching tasks need to be evaluated and examined for cultivating learners' *Intercultural Communicative Competence* (hereafter ICC).

In the context of China, textbooks still are the basis for teaching and learning. It is an important resource for student learning and a tool for guiding students to explore. At the same time, textbooks are the primary basis for teachers to organize their teaching activities and an important medium for imparting linguistic knowledge and learning skills to students. And college English textbooks are materials used for university English education and are the core teaching materials for university English courses. It is also guidance for university teachers and students for classroom teaching and extracurricular activities. Thus, textbooks that are used extensively need to be checked whether their contents and tasks are based on ICC.

Thus, there are two questions posed to guide the researcher accomplish this research:

1. What are the different cultural elements represented in the Contemporary College English Textbook?
2. What are the different elements of ICC in each learning task of the Contemporary College English Textbook that cultivates students' intercultural communicative experience?

This study poses two different objectives which support the different research questions:

1. To identify the different cultural elements represented in the Contemporary College English Textbook.
2. To explore the different elements of ICC in each learning task found in the Contemporary College English Textbook that cultivate students' intercultural communicative experience.

Conceptual Framework

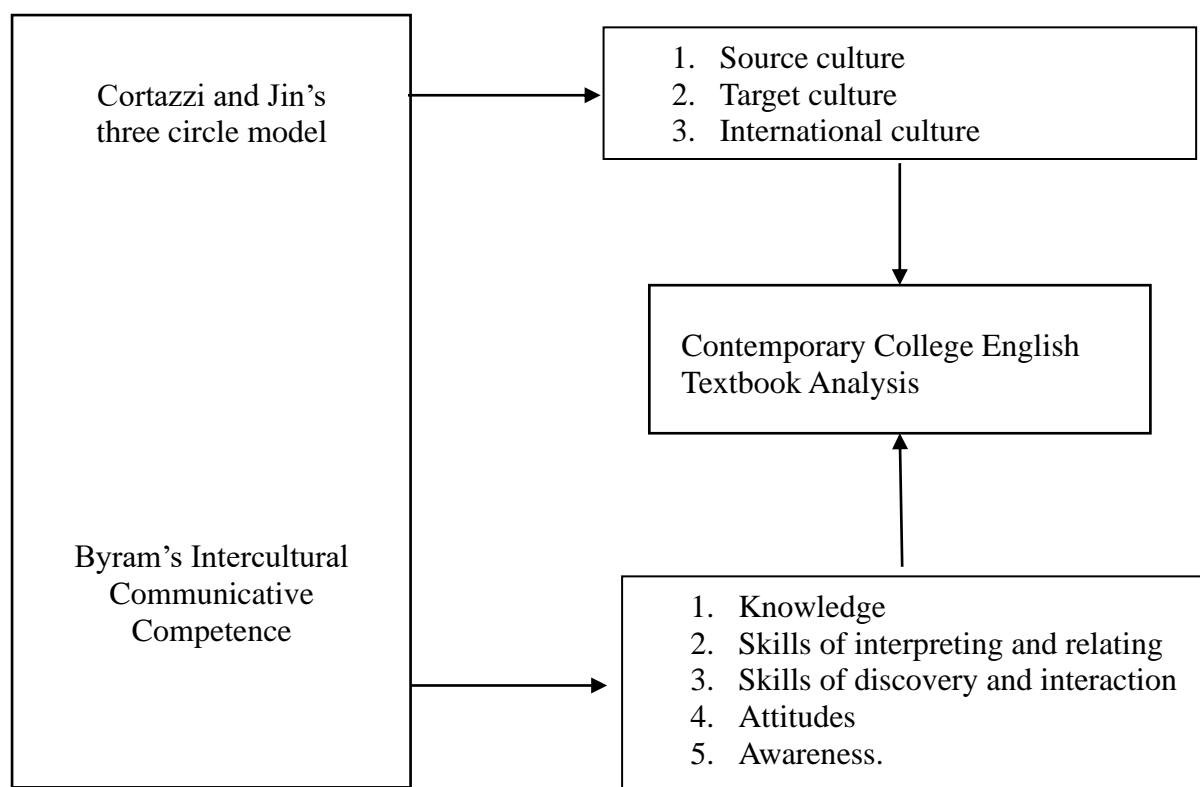
The conceptual framework (figure 1- 1) guided the researcher to carry out this research. The study was divided into two parts. The first part of the study used Cortazzi and Jin's (1999) model to analyze the cultural content of the Contemporary College English Textbook (hereafter CCE). The researcher read all the content of text A of the CCE and used the checklist to analyze the cultural content according to Cortazzi and Jin's (1999) categorization of different cultures which included source, target, and international target culture.

The second part was to analyze teaching tasks through Byram's Intercultural Communicative Competence 1997). Byram (1997) provided that intercultural communicative competence should have five values: intercultural attitudes, knowledge, skills of interpreting and relating, skills of discovery and interaction, critical cultural awareness. This study used a

checklist of knowledge, skills of interpreting and relating, skills of discovery and interaction, attitudes and awareness to assess teaching tasks of CCE. After checking the representation of culture and teaching tasks based on ICC, this study suggested whether the current intensive reading textbook should be improved through an intercultural language teaching perspective.

Figure 1- 1

The conceptual framework



The findings and suggestions of this study might help teachers and students to recognize the culture which dominates the intensive reading textbook and help them to make sure that the teaching tasks cultivate students' ICC in the future. According to Byram's (1997) model, this study affected to likely help teachers to understand how to achieve their intercultural teaching purposes through supplement the content of the textbook with the activities in future teaching.

For learners, this study might help them to have an intuitive understanding of the textbooks and understand and be aware of the importance of the culture in learning. This learning is also a process to help to strengthen textbook users' critical reading awareness and their cultural sensitivity to evaluate the teaching materials and tasks.

For the compilers of textbooks, the findings are collected to illustrate the current situation of intercultural teaching in an intensive reading textbook for English major students and find a space to further improve the content and task design. At the same time, it might help to optimize textbooks' cultural content selections.

For the administrator of the college, the findings and suggestions of this study might help them to select suitable textbooks which possess intercultural foreign language teaching elements. The content and teaching tasks of the textbook under intercultural perspective might provide a new aspect of evaluating textbooks and teaching materials and offer a reference for future textbook's evaluation including the non-English major.

2. Review of Literature

Language and Culture

Language is a particular symbolic instruction created by a group of people who need to communicate with each other. Human voices, facial expressions, and gestures are external representations of language, and text symbols are represented as visual symbols. At the beginning of the last century, Saussure (1916) defined language as a sign system for expressing ideas and a special social phenomenon created by humans. It also is a bridge that humans use to communicate and the carrier for humans expressing their thoughts.

The definition of culture is very broad, and culture is the synonym of humanities. Culture general is the term that expresses people's needs in a particular region, such as beliefs, clothes, food, shelter, activities, etc. This is supported by the British anthropologist Taylor (1871) as to be defined "Culture is that complex whole which includes knowledge, beliefs, arts, morals, law, customs, and any other capabilities and habits acquired by a human as a member of society". The researcher is mainly focused on Ingrid's (2011) discussion about language and culture, which discussed language and culture from three perspectives. There are linguistic relativity, communicative relativity, and a language with a name.

Linguistic Relativity

Language offers concepts for one to experience the world around him or her. And different languages may offer different concepts for one to experience the world around him or her. This means that language forms are relative. Different languages transfer different world views (Ingrid, 2011).

Communicative Relativity

According to Hymes (1972), communicative relativity is that people have a different engagement of languages in social life. Ingrid (2011) uses her example to illustrate that human use different languages to do different things. She can only use English to write a book about intercultural communication for an international student audience. Even though she can use other languages to do many things, but none of them can be used for writing an intercultural communication book.

A Language with a Name

Ingrid (2011) believed that the relationship between a particular language and a particular culture is relative. In the other words, all the languages of the world cannot be summarized in one single type of relationship. Many people of different proficiency levels use English in many different contexts. Thus, there are many kinds of English and cultures where English is used, such as hip-pop culture, Dublin Street culture, Anglo culture, etc. The relationship between a particular English and culture is different in each case.

Culture and Intercultural Communication

According to Hua (2014), the study of intercultural communication refers to communication between people who have different cultural backgrounds, and it also is comparative studies of intercultural communication patterns. And Hua (2014) considered culture as a whole, reflected in a lot of things and shared by a group of people. Thus, she explored how intercultural communication permeates people's daily life. And discussed the practical issues about intercultural communication from five sites which include language classrooms, the workplace, business, family, and study abroad, and tourism.

In the language classrooms, Hua (2014) pointed out that the key question is about cultural and intercultural communication issues in learning and teaching languages in the classroom. And she explored the question in three sections. For the first section, she analyzed and had a result that language inevitably connects with culture. For the second section, Hua (2014) discussed some inter-cultural differences that may appear in learning and teaching, such as cultural values, beliefs, and related national policies. For the third section, Hua (2014) discussed intercultural issues in a multicultural classroom and found that non-native speakers always miss some contextualization cues since lack of shared schema (Hua, 2014).

In the workplace, Hua (2014) investigated opportunities and challenges for intercultural communication due to the diversity of the workforce. She focused on general features of the workplace which include meetings, small talk, and humor for core business talk or casual talk. She found that factors like power, social distance, goals of interaction, and genre of activity influence the interaction in the workplace (Hua, 2014).

For the third site, Hua (2014) discussed language and cultural issues in business communication which focus on advertising in a global context and international business negotiation. For negotiation, she concentrated on intercultural differences in linguistic aspects. Specifically, she reviewed internal and external communication facing by the multinational enterprise. For internal communication, language adoption should consider the pros and cons of the language and practical and contextual restrictions. For external communication, intercultural differences refer to proceed a specific speech, realize the activity, adopt preferred rhetorical strategies. It also includes the way to convey information on websites and manage the credibility of communication (Hua, 2014).

For the fourth site, Hua (2014) discussed two special family situations that are migrant family and the intercultural family. And discussed how people live with differences between generations and couples through language and interaction. Namely, it is the issue of whether people are willing to reduce or emphasize differences during negotiation, such as socio-cultural values, choosing language, cultural identity (Hua, 2014).

For the fifth site, Hua (2014) discussed intercultural communication of study abroad and tourism. Intercultural contact for these two situations is time-limited and temporary, because people usually stay for a while and return to their home countries finally. For tourism, intercultural contact is conducted and regulated. For study abroad, learners are exposed or immersed in the host culture for maximizing intercultural learning. They would meet practical problems, challenges, and the pervasiveness of intercultural communication (Hua, 2014).

Intercultural Communicative Competence

Considering the relationship between language and culture and how culture affects intercultural communication, intercultural communicative competence should also be given attention to. The researchers found that the discussion of intercultural communicative competence mainly focused on three parts. The first part is the discussion of the definition and elements of intercultural communicative competence. The second part refers to various constructional modes and assessment scales for intercultural communicative competence. The third part is the evaluation model of intercultural communicative competence. For the first part, Kim (2001) believed that intercultural communicative competencies are the competence that communicators could make a psychological adjustment and adapt to the new environment. Arasaratnam and Doorfel (2005) proposed that intercultural competence is the competence that interlocutors could recognize and achieve satisfactory results. Ruben (1976) proposed a theory of seven communication dimensions of intercultural behavior competence, which discussed behaviors that allowed people to interact effectively in different cultural contexts. The theory encompassed seven elements that are respect, interaction posture, knowledge, empathy, self-oriented role, interaction, and ambiguity.

For the second part, Koester and Olebe (1988) provided the Behavioral Assessment Scale for Intercultural Communication (BASIC) based on Ruben's work. They pointed out that intercultural communicative competence was constituted by eight parts, which were respect, knowledge orientation, empathy, interaction management, role behavior, the behavior of relationship role, tolerance for ambiguity and attitude of interaction. Hammer and Bennett (1993) proposed the Intercultural Development Inventory (IDI) that included 44 items for describing the development of intercultural communicative competence. It was primarily used to assess the level of intercultural communicative competence of individuals or groups. Earley and Mosakowski (2004) proposed a cultural intelligence rating scale that assessed competence in three parts: behavior, emotion, and cognition.

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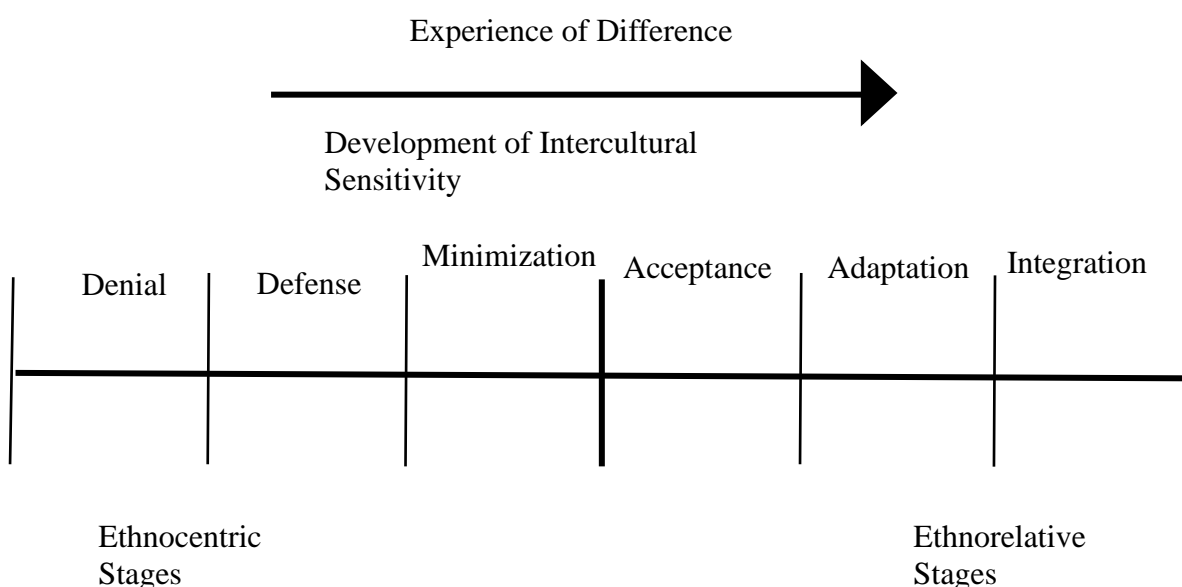
For the third part, Byram (1997) pointed that intercultural communicative competence attaches importance to language teaching and focuses on “the ability to interact with people from another country and culture in a foreign language” (p. 71). The study chooses three scholars who have made a great contribution to intercultural communicative competence study. The reason to choose Bennet, Deardorff and Byram’s theory is that their model has great significance for helping to evaluate one’s intercultural communicative competence.

Bennett’s model for Development of Intercultural Sensitivity

First, Bennett (1993) developed the model of Development of Intercultural Sensitivity and explains how people react to cultural differences. And this model includes six-stage developments which represent six ways to experience cultural difference. Below figure (figure 2- 1) is Bennett’s model for Development of Intercultural Sensitivity.

Figure 2- 1

Model for Development of Intercultural Sensitivity (derived from Bennett,1993, p 153)



The model has six stages which include denial, defense, minimization, acceptance, adaptation, and integration. It was considered as six stages to develop one’s Intercultural sensitivity.

1. Denial: There is no cultural difference at this stage. "Denial" is the purest form of ethnocentrism, so-called self-centered people rarely think of the feelings of others, and those who are ethnocentric do not consider cultural differences. It generally manifests that individuals and groups can only perceive familiar things in a foreign culture, or classify other cultures extensively and vaguely (Bennett,1993).

2. Defense: Cultural differences are weak in this stage. Individuals are aware of cultural differences at this stage, but people are cautious at this stage. And one believes that only their own culture is feasible and higher than other cultures. Also, they use “We” and “They” to distinguish cultures in the world (Bennett,1993).

3. Minimization: Cultural differences can be ignored in this stage. One considers that their cultural worldviews are universal and classify cultural differences under the similarity of humans, such as needs, motives, religion, economy, and philosophy ideas. And one considers similarities more than differences during communication (Bennett,1993).

4. Acceptance: Cultural differences are neutral in this stage. One recognizes that the culture that they belong to is just one of complex worldviews at this stage. Individuals can build metacognition by distinguishing different cultures, and experiences and treat different cultures equally based on the understanding (Bennett,1993).

5. Adaptation: Cultural differences show a positive trend in this stage. One can have the empathy of other cultures. That is to say, one can accept other cultural perspectives and transform them as one’s reference frames. And one is willing to change behaviors and attitudes to adapt to different cultural norms (Bennett,1993).

6. Integration: Cultural differences have become a part of one’s own cultural identity at this stage. One no longer considers themselves a member of a single culture. Individuals are free to enter and exit different cultural worldviews and build their own identities at the edges of two or more cultures and are no longer under the center of a particular culture (Bennett,1993).

The advantage of Bennett’s model is that gives a definition of each stage and introduces how to use the model to diagnose individuals and groups’ level of sensitivity. Additionally, he also suggests how to give suitable developmental training activities for individuals and groups with different levels. Curricula design of various courses and workshops in intercultural communication use this model successfully because the model represents educators’ observation from real-life and actual reported experiences of students. However, the model is mainly focused on building ethnocentrism and ethnorelativism according to observation and narration from others’ intercultural experiences. Bennett thinks that teachers and trainers should provide support materials according to the learner’s stage. Correspondingly, she advocates diagnosing or evaluating learners’ stage at first and provides them supplementary materials for teaching activities (Bennett, 2015).

Deardorff’s Intercultural Communicative Competence

Deardorff (2006) used the Delphi methodology and surveyed American college administrators and prominent scholars in the field of intercultural communication. As a result, the most common definition of intercultural competence among respondents is “the ability to

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communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes" (Deardorff, 2004, p. 194). Considering the definition of intercultural competence, Deardorff builds the Pyramid Model of Intercultural Competence through empirical research.

At the bottom of the pyramid model of intercultural competence is the requisite attitudes which include respect, openness, curiosity, and discovery. The second level is knowledge and comprehension and skills. And there is the interaction between them. The deeper understanding and perception of cultural awareness, knowledge, information and social language awareness, the faster one's intercultural competence improves, and vice versa. The third level is the desired internal outcome which contains adaptability, flexibility, ethno-relative view and empathy. The pinnacle of the pyramid is the desired external outcome which needs to behave and communicate effectively and appropriately during intercultural communication (Deardorff, 2006).

Deardorff's (2006) model primarily discussed two important relationships between knowledge and skills, theory and practice in intercultural communication. And this model has important methodological implications for the construction of an intercultural communication competence evaluation system for university students. However, the model considers intercultural competence as effective and appropriate communication competence based on one's intercultural knowledge, skills and attitude in the practice of intercultural communication. It is focused on parsing intercultural communication competence.

Byram's Theory of Intercultural Competence

Currently, Byram's (1997) model of intercultural communicative competence has a significant impact on intercultural foreign language education. This model is built based on the limitation of the functional approach. Michael Byram and his colleagues believe that the functional approach simply provides some language features like a menu, but lacks systematic analysis of different cultural values (Byram, 1994). Hence, Byram (1997) adds intercultural competence based on linguistic, sociolinguistic, discourse competence and constitutes intercultural communicative competence (Byram, 1997). And intercultural competence contains two skills which are discovery and interaction, interpreting and relating, knowledge, attitude, and critical cultural awareness. Specifically, skills of interpreting and relating are related to identify ethnocentrism standpoints in documents and events, and find misunderstandings during communication, and resolve conflicts during communication and so on. Skills of discovery and interaction are related to acquire new knowledge of different cultures and to seek for and use private and public institutions to support intercultural communication activities and so on. Knowledge refers to knowledge of one's nationality and other nationalities that should be possessed and applied in the process of intercultural communication. Attitude refers to curiosity, openness, and readiness to suspend doubt about other cultures and one's beliefs. Awareness is related to a person's understanding or realization of their culture and others (Byram, 1997). The study only focuses on Byram's

(1997) intercultural competence as the main basis for building an analytical framework and uses five elements under the intercultural competence to evaluate the teaching tasks of the Contemporary College English textbook. The meaning of intercultural competence is the same as intercultural communicative competence in the study.

Textbooks and Teaching Materials

Teaching materials played an important role in foreign language teaching, and selecting the appropriate teaching materials can be a challenging task. To choose a suitable textbook, it is necessary to consider how to evaluate and select it. Some representative researchers have comparatively influence upon teaching materials' selection and theory of evaluation, such as David Nunan, Cunningsworth, Penny Ur, etc.

David Nunan (1991) also explained some criteria to evaluate commercial materials in *Language Teaching Methodology*. He explained how to use research materials and illustrated that material played different roles in varied teaching methods. Some key principles to design materials and how to integrate varied tasks and types of activities into the unit also be stated. Specifically, materials need to include broad thematic terms to confirm learners' interested areas, and determine communication situations according to a theme, then connect them to form an action sequence. The next stage is to choose or design materials that are appropriate to the situations in the action sequence. The last stage is to choose a language that needs to be focused on from materials. All these principles also can be used to evaluate the material.

Subsequently, Cunningsworth (1995) provided two ways to analyze the teaching materials. These are the impressionistic overview and in-depth evaluation. The impressionistic overview is the general impression after glancing through a material such as a layout, quality of visual effect, strength, and weakness and so on. The impressionistic overview is a preliminary way to help people to choose a material, but Cunningsworth pointed out that people could not depend on this kind of general impression to make a final decision, so he provided in-depth evaluation which helps to assess the material deeply. In-depth evaluation needs to examine correct items, such as learners' needs, a requirement of the syllabus, language features, and so on.

Ur (1996) put forward a checklist to assess materials in *A Course in Language Teaching: Practice and Theory*. There are nineteen elements under this checklist, such as explicit objectives in the instruction, layout, topics, tasks, instructions, etc. And teachers can choose and tick elements according to the importance they thought. Thus, Penny Ur gave the flexibility to choose and use one's criterion to examine materials. Tomlinson (1998) edited the collection named *Materials Development in Language Teaching*. The scholars provided the latest ideas, concepts, methods in the field of textbooks development. This book also discussed a series of important problems in the development of English textbooks such as data collection, textbook development, and process of textbook evaluation, etc.

Zhuang (2006) discussed material editing should include some aspects, namely, materials design should base on syllabus and learners' needs. And the human-oriented design is helpful to shape learners' personalities, cultivate learners' quality and develop learners' intelligence. Pertinence, completeness and system should be considered as principles for material editing. He finally stated that Chinese scholars should work together and construct a scientific, systematic, complete editing theory and evaluation system with Chinese characteristics.

Culture Content in English Teaching Materials

McElroy's (1934) evaluation list mentioned cultural content, but cultural content is used to supplement materials' catalog. Also, content is limited to songs, email exchanges, foreign civilizations, etc. Subsequently, Cunningsworth (1984) as an educator and sociologist also mentioned cultural content in his research. He tried to find whether cultural background was helpful for learners to perceive and categorize their social situations. And he hoped people can pay attention to cultural skills and knowledge. However, his cultural content still assists in language education.

Pfister and Poster (1987) introduced a cultural catalog to help students understand in terms of foreign language reading textbooks. He hoped that students can use their background knowledge and experience to treat the difference between local and other cultures, which help students to give priority to cultural factors.

Moreover, Adaskou, Britten and Fahsi's (1990) framework divided culture into four senses that included the aesthetic, the sociological, the semantic and the pragmatic senses. Aesthetic sense involves some information of art, such as media, the cinema, literature, etc. The sociological sense refers to the daily works of native speakers, and its cultural area is extensive. For example, family life, interpersonal relationship, customs and institutions, etc. Semantic sense is related to a conceptual system in the language that can condition one's views, thought, emotions, etc. Pragmatics sense refers to the background knowledge, language competence and language code for successful communication. The details involved in the ability to use appropriate exponents in varied communicative situations, and the ability to use suitable intonation patterns. It also refers to the ability to observe norms of politeness from different cultures, which includes taboo avoidance, awareness of managing human relations, status, obligation, and acquaintance with rhetorical conventions in different written genres.

Meanwhile, Risager (1991) provided the framework for describing the cultural content of the material and contained four categories, which included micro level, macro level, international and intercultural issues, authors' view and style. There are corresponding evaluation details under the four categories, including: The micro-level refers to the cultural anthropology and social phenomena, specifically relates to characters' social and geographical definition, material environment, interaction situation and characters'

subjectivity. The macro-level is associated with social, political and historical matters. International and intercultural issues relate to the comparison between the foreign country and learners' own country, mutual images, stereotypes and so on. The point of view and style of the author is that the author's views refute some viewpoints or encourage the attitude of being critical.

Subsequently, Byram (1993) provided minimum cultural content for coursebooks, which was similar to Risager's (1991) framework. Japanese scholar Matsuda (2002) analyzed cultural content, representations and expressions of Japanese textbooks at various levels. He pointed out serious imbalances between regional and western cultures. In addition, Yuen (2011) provided that cultural elements could be divided into product, practice, perspective and person in the research of English as an international language.

Teaching Tasks in English Teaching Materials

Most of the research on tasks is related to study its design. Willis (1996) divided tasks into three stages, including pre-task to introduce the theme of tasks, task cycle that constitutes by the task, planning and report, and language focus to analyze used language, practice new words. He did not study tasks from an intercultural perspective except emphasizing the use of the target language. Candlin (1987) discussed the design principles to achieve standards of learning superior languages from a task, which contained fostering learners' awareness, responsibility, and tolerance. And Kubanek (1991) found that textbooks did not lack the representation of cultural content in German English textbook study but lacked teaching tasks that could guide learners to understand and think problems critically.

Later, Skehan (1998) provided four criteria to define tasks, which included the most important meaning, tasks' target, outcome evaluation and other evaluations related to the real world. Meanwhile, Ellis (1998) gave priority to evaluate tasks of textbooks and his research related to some aspects and procedures that must be considered during assessment tasks. But he focused on systems and principles of task evaluation. Moreover, Mishan (2005) studied the authenticity of tasks in the process of compiling a foreign language textbook. To achieve the authenticity of a task, he provided that the task design must reflect the purpose of the original communication, tasks needed to close to the real-life, the design should enable purposeful communication between learners. The study did not analyze material from an intercultural perspective and focus on the authenticity of tasks and task guidelines design.

The above reviews indicated that most studies were focusing on tasks design and few on the intercultural perspective. Chinese scholars did not pay more attention to evaluate tasks of English teaching materials. Therefore, the textbook analysis in this study focuses on the combination of Byram's (1997) intercultural elements and teaching tasks.

Reviews of the Different Research Related to the Study

The part reviews the different research related to the textbook evaluation. Guo (2014) used the qualitative research method to analyze and compare traditional cultural content of Chinese and Japanese English textbooks using in junior high school. Specifically, the research studies the types of traditional cultural content and the textual form of its appearance in the textbooks. And research whether the textbooks transmit and inherit traditional cultural content, ways to help teachers to teach cultural content and values of traditional culture explicitly. The purpose of the study is to improve the traditional cultural content in the textbooks and help Chinese learners to overcome Chinese culture aphasia and raise their awareness and ability to spread Chinese culture.

Zhou (2016) selected all of the reading texts in five compulsory textbooks of *New Senior English for China* and use content analysis to analyze the textbook from the sources of culture and themes of culture. The study uses Cortazzi and Jin's (1999) model to divide the culture into source culture, target culture and international target culture. Meanwhile, the study divides culture into big "C" culture and little "c" culture according to themes of culture. The researcher uses a critical eye to analyze textbooks and explore whether the cultural representation in textbooks can help learners to develop their intercultural communicative competence.

Wang (2018) selected and analyzed three series of current intensive English reading textbooks. Based on Byram's (1997) intercultural communicative competence model, Holliday's (1999) small culture theory and Bennett's (1993) specific culture and general culture dichotomy, he constructs the framework to evaluate teaching materials. And he uses the qualitative method and analyzes textbook cultural content, tasks and compiler's beliefs of three series separately. Specifically, the analysis of cultural content refers to three perspectives which are sources of culture, large-small culture, general and specific culture. Teaching tasks are evaluated based on Byram's (1997) intercultural communicative competence model and definition of tasks, and check whether teaching tasks help to cultivate learners' ICC. Thus, the study evaluates the current achievement of intensive reading instruction for developing learners' ICC, and explores editing and evaluation of intercultural foreign language materials.

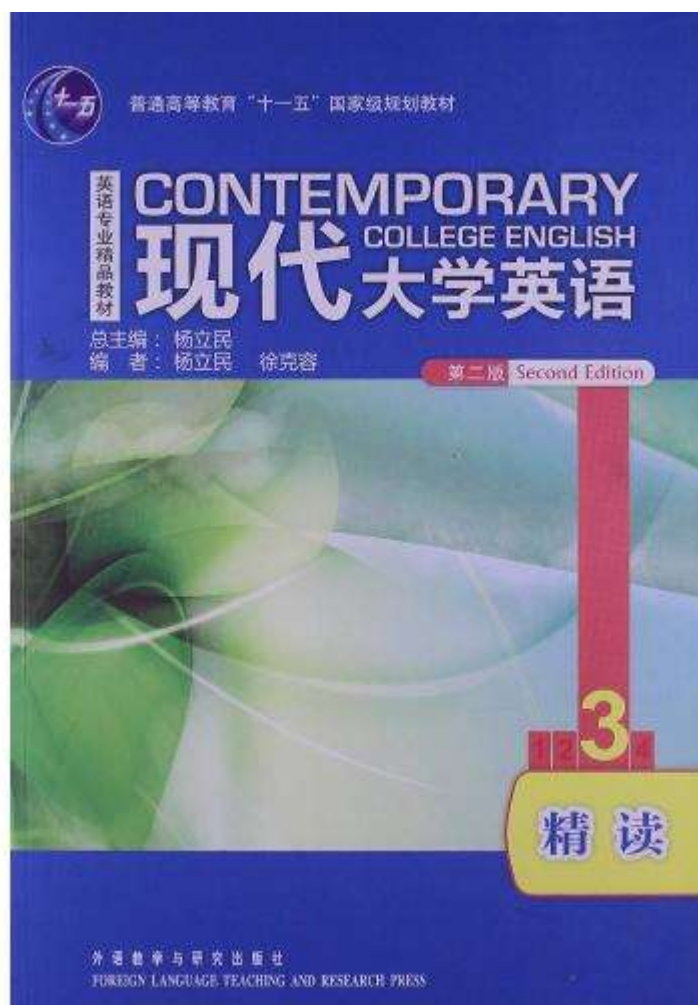
3. Research Methodology

The Population and Sampling Technique

This study used Contemporary College English (figure 3- 1) as the subject for the analysis. *Contemporary College English* textbook (figure 3- 1) as the national planning materials for general higher education was published by *Foreign Language Teaching and Research Press* in 2002. This was written by Professor Yang Limin from the *English Department of Beijing Foreign Studies University* and other Chinese experts in the field of English language teaching.

Figure 3- 1

The Contemporary College English textbook



Unit ONE to SIXTEEN of Text A was the basis to achieve Research Objective One. The goal was to examine the cultural representation of the current intensive reading textbook. In addition, the TASKS related to text A of sixteen units were also analyzed for Research Objective Two. In order to achieve two objectives, purposive sampling was used to provide sufficient data to the researcher.

Research Design

This study applied the qualitative method and analyzed the cultural contents represented in Contemporary College English. The study aimed to evaluate the cultural representation of the textbook and whether the current intensive reading book had teaching tasks to cultivate learners' intercultural communicative competence. The reason for using the qualitative method was because the study used a nonlinear research path which required the researcher to pass research in successive steps. Thus, the researcher needed to carry out in a

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back-and-forth pattern way to analyze and collect data. This kind of spiral research path helped the researcher to gather new data and gain new insights with each cycle or repetition (Creswell, 2012).

Research Instrument

This study used two checklists as instruments. The first checklist was used for the first question and made according to Cortazzi and Jin's (1999) model to divide the cultural content of the Contemporary College English into source culture, target culture and international culture. Below checklist Table 3- 1 would show details of the first instrument.

Table 3- 1

Cortazzi and Jin (1999) Three Types of Culture

No.	Culture types	Description	Examples (page No.)
Row 1	Source culture	The materials present language learners' own culture.	
Row 2	Target culture	Refers to culture from countries where English is the sole official language, such as the United States or the United Kingdom.	
Row 3	International target culture	Refers to the culture of English-speaking countries where English is their international language, such as some African countries, some Asian countries, and European countries.	

The instrument used for the second question was five elements composed of the adapted from Byram's (1997) intercultural competence model. This included attitudes, knowledge, interpreting and connecting skills, discovery and interactive skills, and awareness. The next page checklist Table 3- 2 would show the details of the second instrument.

Table 3- 2*Elements of Byram's (1997) Intercultural Competence Model*

No.	Cultural elements	Factors	Examples (page No.)
Row 1	Knowledge	customs, traditions, geographical boundaries, history and contemporary relationships, the way to communicate and mechanisms for resolving problems, etc	
Row 2	Intercultural attitudes	curiosity, open mind, willingness, trust, interests, understanding	
Row 3	Interpreting and connecting skills	Interpret texts or events from the communicative partner's culture and connect to the corresponding text or event of one's own culture	
Row 4	Discovery and interactive skills	the ability to acquire new knowledge of culture, master a cultural behavior and apply knowledge, attitudes, and skills in the context of actual communication and interaction.	
Row 5	Critical cultural awareness	the skills of evaluating one's own culture, national cultures and standpoints, behaviors and products of other countries critically based on clear criteria	

4. The Discussion of the Research Question 1**The different cultural elements represented in the Contemporary College English textbook**

Based on the analysis, there were three cultural elements found in the textbooks: the target culture, international target culture and source culture of texts. Table 4- 1 explained the paragraphs and percentages of different cultural elements.

Table 4- 1*Percentages of cultures categorization in the textbook*

No	Types of culture	Paragraphs	Percentages
Row 2	Target culture	40	70.18%
Row 3	International target culture	17	29.82%
Row 1	Source culture	0	0%

Findings of the Target Culture in the Contemporary College English textbook

The target culture played the main role in the textbook. The target culture found illustrated that many factors had encompassed this culture, for instance, the social, geographical, economic and entertainment factors, etc. Table 4- 2 explained the paragraphs and percentages of different factors under the target culture.

Table 4- 2*Percentages of different factors found under the target culture in Contemporary College English textbook*

No	Culture Factors	Paragraphs Numbers	Percentages
Row 1	Social Factors	35	87.50%
Row 2	Geographical Factors	4	10.00%
Row 3	Economical Factors	1	2.5%
Row 4	Entertainment Factors	0	0
Row 5	Political Factors	0	0
Row 6	Touristic Factors	0	0

○ ***Social factors***

History played the main role in social factors. The number of paragraphs related to the history such as historical events, historical figures, historic activities indicated that, people who were involved in the compilation of the cultural contents of the Contemporary College English textbook viewed history as significant under social factors.

Accordingly, the social factors found consisted of many themes such as history, beliefs, personality, etc. Table 4- 3 explained the paragraphs and percentages of different themes under social factors of the target culture.

Table 4- 3*Percentages of different themes found under the social factors in Contemporary College English textbook*

Culture Factors	Themes	Examples	Quantity	Percentage
Social Factors	History	Unit 5, para. 22, p. 111	24	68.57%
		Unit 6, para. 6, p. 139		
		Unit 6, para. 8, p. 139		
		Unit 6, para. 13, p. 140		
		Unit 6, para. 18, p. 140		
		Unit 6, para. 25, p. 141		
		Unit 6, para. 27, p. 142		
		Unit 6, para. 28, p. 142		
		Unit 8, para. 28-31, p. 180		
		Unit 8, para. 38, p. 181		
		Unit 10, para. 6-7, 11, 14, 16, 17, 20, p. 230		
		Unit 11, para. 7, p. 259		
		Unit 11, para. 8, p. 260		
		Unit 11, para. 11, p. 261		
		Unit 13, para. 5, p. 313		
	Education	Unit 1, para. 6, p. 3-4	2	5.71%
		Unit 1, para. 9, p. 5		
	Institutions	Unit 16, para. 1, p. 378	2	5.71%
		Unit 16, para. 79, p. 384		
	Art/literature	Unit 2, para. 4, p. 29	2	5.71%
		Unit 2, para. 12, p. 31		
	Beliefs	Unit 2, para. 11, p. 30	1	2.86%
	Personality	Unit 1, para. 1, p. 3	1	2.86%
	Architecture	Unit 2, para. 1, p. 28	1	2.86%
	Language	Unit 13, para. 11, p. 314	1	2.86%
	Organizations	Unit 6, para. 29, p. 142	1	2.86%
	Technology	No	0	0.00%
	Clothing	No	0	0.00%
	Traditions	No	0	0.00%
	Customs	No	0	0.00%
	Stereotypes	No	0	0.00%

○ ***Geographical factors***

Geographical factors as a part of culture factors included two themes. It referred to country and climate. Table 4- 4 explained the paragraphs and percentages of different themes under geographical factors of the target culture.

Table 4- 4

Percentages of different themes found under the geographical factors in Contemporary College English textbook

Culture Factors	Themes	Examples	Quantity	Percentage
Geographical Factors	Country	Unit 3, para. 13, p. 59 Unit 8, para. 5, p. 178 Unit 8, para. 16, p. 180 Unit 16, para. 34, p. 381	4	100%
	Climate	0	0	0

○ ***Economical factors***

Economical factors as a part of culture factors included two themes. It referred to transportation and jobs. Table 4- 5 explained the paragraphs and percentages of different themes under the economical factors of the target culture.

Table 4- 5

Percentages of different themes found under the economic factors in Contemporary College English textbook

Culture Factors	Themes	Examples	Quantity	Percentage
Economical Factors	Transportation	0	0	0
	Jobs	0	0	0
	Others	Unit 9, para. 23, p. 205	1	100%

There was one paragraph which not belonged to any of the themes. It was paragraph 23 of unit 9 and discussed the American economy. The researcher concluded it as American international trade and placed it into others under economic factors.

○ ***Entertainment factors***

Entertainment factors as a part of culture factors included eight themes. It referred to movies, music, cinema, cartoons, series, sports, dance, Tv. There were zero paragraphs of entertainment factors found in the Contemporary College English textbook after analysis.

○ ***Political factors***

Political factors as a part of culture factors included one theme. It included government. There were zero paragraphs of government theme found in the Contemporary College English textbook after analysis.

○ ***Touristic factors***

Touristic factors as a part of culture factors included two themes. It referred to tourist places and hotels. There were zero paragraphs of touristic places and hotel themes found in the Contemporary College English textbook according to the analysis.

Findings of the international target culture in the Contemporary College English textbook

The international target culture accounted for 29.82%% according to Table 4- 1. The number of paragraphs related to the international target culture such as Athenian, Geneva, Tshwane. Accordingly, the international target culture found consists of many factors such as the social, geographical, economic and entertainment in which 76.47% was dominated by the social factors. Within this culture, 13 paragraphs of unit 1 to unit 16 were focusing on social factors (76.47%), followed by 3 paragraphs (17.65%) which belonged to economical factors, 1 paragraph (5.88%) of geographical factors. Meanwhile, there were zero political, entertaining, and touristic factors found in the international target culture in the Contemporary College English textbook. Table 4- 6 explained the paragraphs and percentages of different factors of the international target culture.

Table 4- 6

Percentages of different factors found under the international target culture in Contemporary College English textbook

No	Culture Factors	Paragraphs Numbers	Percentages
Row 1	Social Factors	13	76.47%
Row 2	Economical Factors	3	17.65%
Row 3	Geographical Factors	1	5.88%
Row 4	Political Factors	0	0
Row 5	Entertainment Factors	0	0
Row 6	Touristic Factors	0	0

○ ***Social factors***

History still played the main role in social factors of the international target culture. Table 4- 7 explained the paragraphs and percentages of different themes under social factors of the international target culture.

Table 4- 7

Percentages of different themes found under the social factors in Contemporary College English textbook

Culture Factors	Themes	Examples	Quantity	Percentage
Social Factors	History	Unit 4, para. 2, p. 85	9	69%
		Unit 4, para. 6, p. 85		
		Unit 4, para. 12, p. 86		
		Unit 4, para. 13, p. 87		
		Unit 9, para. 30, p. 206		
		Unit 15, para. 1-3, p. 346		
		Unit 15, para. 39, p. 349		
	Organizations	Unit 9, para. 14, p. 204	2	15.38%
		Unit 15, para. 8, p. 347		
	Language	Unit 15, para. 43, p. 349	1	7.69%
	Art/literature	Unit 4, para. 17, p. 87	1	7.69%
	Beliefs	No	0	0
	Personality	No	0	0
	Traditions	No	0	0
	Education	No	0	0
	Customs	No	0	0
	Institutions	No	0	0
	Technology	No	0	0
	Clothing	No	0	0
	Architecture	No	0	0
	Stereotypes	No	0	0

○ *Economical factors*

Economical factors as a part of culture factors included two themes. It referred to transportation and jobs. Table 4- 8 explained the paragraphs and percentages of different themes under economical factors of the international target culture.

Table 4- 8

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An Evaluation of Culture in the Contemporary College English Textbook Used in China: An Intercultural Perspective

Percentages of different themes found under the economical factors in Contemporary College English textbook

Culture Factors	Themes	Examples	Quantity	Percentage
Economical Factors	Transportation	0	0	0
	Jobs	0	0	0
	Others	Unit 9, para. 16, p. 204 Unit 9, para. 17, p. 204 Unit 9, para. 26, p. 205	3	100%

There were three paragraphs which not belonged to any of the themes. They were paragraphs 16, 17 and 26 of unit 9. Paragraph 16 showed the GDP changes of Asian countries. Paragraph 17 showed GDP changes of Africa, and paragraph 26 showed GDP of Europe and Japan would be better. These paragraphs all belonged to a country's economic development. The researcher concluded it as international target culture and placed it into others.

○ ***Geographical factors***

Geographical factors as a part of culture factors included two themes. It referred to country and climate. Table 4- 9 explained the paragraphs and percentages of different themes under geographical factors of the international target culture.

Table 4- 9

Percentages of different themes found under the geographical factors in Contemporary College English textbook

Culture Factors	Themes	Examples	Quantity	Percentage
Geographical Factors	Country	Unit 15, para. 7, p. 347	1	100%
	Climate	0	0	0

○ ***Political factors***

Political factors as a part of culture factors included government theme. There were zero paragraphs of political factors found in the Contemporary College English textbook.

○ ***Entertainment factors***

Entertainment factors as a part of culture factors included eight themes. It referred to movies, music, cinema, cartoons, series, sports, dance, Tv. There were zero paragraphs of entertainment factor found in the Contemporary College English textbook.

○ ***Touristic factors***

Touristic factors as a part of culture factors included two themes. It referred to tourist places and hotels. There were zero paragraphs of touristic factor found in the Contemporary College English textbook.

Findings of the Source Culture in the Contemporary College English Textbook

Table 4- 1 showed the percentage of the source culture in the Contemporary College English textbook was 0%. This meant that the editor did not consider the source culture of content selection for the textbook. This meant that the intensive reading textbook omitted the source culture for Chinese college students. In other words, Chinese education ignored the importance of Chinese culture for English major students. If the input of Chinese culture was not enough, there was a problem with the output of Chinese culture. For English major students, they should learn Chinese culture while emphasizing learning the target language culture. Moreover, English major learners should have the ability to accurately introduce Chinese traditional culture, customs and traditional ideological value system in English. Chinese culture was helpful for learners to learn and understand other cultures. This also was a good way to cultivate compound talents of English majors to meet the multiple needs of the society and their intercultural communicative competence.

The Discussion of the Research Question 2

The different elements of ICC in each learning task found in the Contemporary College English Textbook that cultivates students' intercultural communicative experience.

Based on the analysis, there were five elements found in the Contemporary College English Textbook that cultivated students' intercultural communicative experience: 1. Knowledge, 2. Intercultural attitudes, 3. Interpreting and connecting skills, 4. Discovery and interactive skills, 5. Critical cultural awareness. Table 4- 10 showed the percentages of different elements of ICC in each learning task found in the Contemporary College English Textbook.

Table 4- 10

Percentages of different elements of ICC in each learning task found in the Contemporary College English Textbook

No.	Cultural elements	Texts	percentages
Row 1	Critical cultural awareness	49	39.52%
Row 2	Knowledge	45	36.29%

Row 3	Interpreting and connecting skills	25	20.16%
Row 4	Intercultural attitudes	5	4.03%
Row 5	Discovery and interactive skills	0	0.0%

5. Discussion of the Overall Findings

The findings of the research question ONE indicated that among three types of culture, the content of the textbook is dominated by the target culture in which 70.18% represented the texts. As the target cultures are normally regarded as models in the teaching and learning in the Chinese context, perhaps this is the reason why when it comes to teaching materials, reading texts are dominated by this type of culture. In the target culture, different factors were found in the texts. These were a social factor, geographical factor and economic factor. Interestingly, social factors are dominated as these had occupied 87.50% of the target culture, whereas geographical factors and economical factors only got 10% and 2.5% respectively.

Interestingly, there were different themes found under the social factors in the Contemporary College English textbook. This consists of themes such as personality, history, traditions, language, art and education. Accordingly, history accounted for the largest portion of the contents in which 68.57% were found. This followed by education, institutions and literature, 5.71% while beliefs, personality, architecture, language and organizations have only 2.86%. Though technology, clothing, traditions, customs, and stereotype are part of the social factors, there was no mention of this factor in the textbook materials instead history played a dominant role when social factors were found. Under this social factor, history in the Contemporary College English textbook was found in different paragraphs, for example discussing historical events, historical figures and historic activities. The findings illustrated therefore that people involved in the compilation of the cultural contents of the Contemporary College English textbook viewed history as significant under social factors.

Then, the geographical factors that talked about countries and climate. However, the findings showed that climate was not discussed at all but only in countries. The irony was that with regards to the economical factor, there was neither transportation nor jobs mentioned in the Contemporary College English textbook. As Contemporary College English textbook was meant for the English course, the authors who compiled the textbook may think that learners gain a deeper understanding of cultures and customs of the ‘native’ speakers only, meaning coming from the English-speaking countries, such as the United States of America (USA), New Zealand, The United Kingdom (UK), as indicated by the data. The findings were contradictory to Liu, Dai, Huang, Tian and Gao (2018) and Yang (2013) in who argued that ‘source culture’ should be prioritized as they are the foundation for building

learners' local identity and cultural awareness. The researcher found there were many factors had encompassed the target cultural content such as social, geographical, economic and entertainment factors in which social factor had the largest proportion among all factors maybe because this factor may help learners' realizing the differences, such as personality, history, traditions, language, art and education. This is supported by Silvia's (2015) study in which she found a large number of the social factor as dominant in the Indonesian textbook that she evaluated. The difference, however, was that her study was focusing on the source culture, thus social factors were not only found in the target culture but also the source culture. Interestingly, in this recent study, entertainment, political and touristic factors were not found in the target culture. This can be understood as politics are viewed as a sensitive issue. The indication is that the contents of the textbook were thoroughly compiled to conform to the educational and political view of China to avoid issues.

This is followed by the international culture in which 29.82% were found. Again, the social factors dominated the contents of this culture in which 76.47% of the text were found under social factors, followed by 17.65% economic and 5.88% geographical factors. Something that was not found in the findings under the international target culture, however, was the absence of entertainment, political and touristic factors.

The first is the social factor, this factor consists of a few themes, for example, personality, history, traditions, language, art, education, etc. Accordingly, the theme of history accounted for the largest which was 69%, followed by organizations 15.38%, language and then literature, 7.69%. Nevertheless, there was no mention of beliefs, personality, traditions, education, customs, institutions, technology, clothing, architecture and stereotype in the Contemporary College English textbook. The indication, therefore, is that history played the main role in social factors. Similar to the target culture, there was no mentioned of economic culture and lastly, the geographical factor, again there was a text related to certain countries, but the climate was not mentioned. Thus, the findings illustrated that with regards to international target culture from the countries like Greece, Switzerland, and some parts of South Africa the compilers and the developer of the Contemporary College English textbook tend to give priority to social such as history, language and literature. Similar to the target culture, political, touristic and entertainment factors were not mentioned in the international culture as well. Perhaps the reason why these topics were not mentioned is simply that, politics is a sensitive issue in China, hence the focus tends to be on general factors that students can talk about openly.

This is the most interesting part of the findings as there was NO content related to the source culture found in the Contemporary College English textbook. This is similar to the findings of Wang's (2018) research and consistent with Guo's (2014) research in which he found that there was a lack of traditional Chinese culture in textbooks for Chinese students when he compared the Chinese and Japanese English textbooks in junior high school. In addition, the result of this study differs from the other studies done related to the

representation of culture in the teaching materials used by different learners that the researcher reviewed (Adasku, Britten & Fahsi, 1990; Zhou, 2016). The findings showed that materials in English language teaching in China tend to ignore the importance of Chinese culture in teaching and learning. Instead, they focus on outlining western culture in the textbook. According to the different research done related to intercultural communicative competence, culture needs to be discussed in teaching materials and this should include the source culture (Byram, 1997; Deardoff, 2006; Ingrid, 2011). Accordingly, according to different scholars the integration of learners' own culture and language helps students to be culturally competent (Harmer, 2001; Littlejohn, 1989; Tomlinson, 2008). Therefore, as teaching in China relies heavily on textbooks, thus the university should need to be aware that there is a 'gap' in the teaching materials that need to be rectified to help learners achieve the goal of the Ministry of Education (Hua, 2014; Zhuang, 2006). This means they have to pay attention and connect the students to the different reading texts which encompass diverse cultural elements to cultivate learners' intercultural communicative competence (Adaskou, Britten & Fahsi, 1990; Byram, 2007; Sercu, 2000) and acquire specific cultural knowledge and be more culturally sensitive (Bennett, 2015). So, there is a need for a modification or adaptation for this teaching material if this particular university would like their students to be interculturally competent and improve their intercultural communicative competence.

The findings of the research question TWO showed that the five elements for cultivating Chinese students ICC were presented in all teaching and learning tasks which aimed to cultivate learners' intercultural communicative competence such as knowledge, intercultural attitudes, interpreting and connecting skills, discovery and interactive skills, and critical cultural awareness.

According to analysis, critical cultural awareness had the largest proportion at 39.52%, closely followed by knowledge 36.29%. Interpreting and connecting skills had a moderate proportion of 20.16% while intercultural attitudes had the lowest proportion at 4.03%. Among these five elements, there were NO teaching tasks that would help to cultivate learners' discovery and interactive skills. Supposedly, critical cultural awareness would be able to help in examining learners' skills of evaluating their own culture, national cultures and attitudes. This is the reason why compilers or designers of the Contemporary College English textbook contents viewed cultural awareness as significant for cultivating learners' intercultural communicative competence. For example, teaching tasks cultivate learners' curiosity, open-mindedness, and understanding of another culture. The proportion for critical cultural awareness, knowledge, interpreting and connecting skills represented in the Contemporary College English textbook are among the elements found that might help to cultivate Chinese learners' ICC. However, there were few tasks to engage learners and interactive skills that help students to interact with people that can be used in a real-life situation.

Pedagogical Implications

The result of this study offers these pedagogical implications to teaching and learning especially in the context of China.

ENGLISH LANGUAGE TEACHERS: Teachers have an important role in imparting knowledge to their students. In the context of China, relying on the textbook is not a bad idea. After all, textbooks play an important role in cultivating students' knowledge may it be in the English language or other areas of studies. However, teachers need to be aware that what they have learned in the past may not be applicable or need to be updated. As the world change, people change, so students' way of learning. Because of globalization, teachers, therefore, need to be aware that, students are not dealing with one culture alone but different cultures. This is the reason why cultivating students' intercultural competence is crucial to living in a global village.

So, in the perspective of teaching materials 1) teachers need to be reflective teachers in the sense that they need to know how to evaluate their teaching materials. Meaning to say, know your teaching goals and reflect whether the materials you used for teaching delivers what it should provide. 2) Teachers should know to adapt teaching materials. Many teaching materials are produced by the institution or commercially produced and intended to be used for teaching and learning. However, teaching materials producers may sometimes forget students' needs and abilities. Therefore, teachers should know how to adapt or modify their teaching materials to cater to the needs of their students. For example, the findings of the study showed that there was NO source culture integrated into the textbook, thus he or she should not limit their teaching on the textbook alone. Instead, teachers should adapt aspects of their teaching materials and incorporate aspects of their own culture as part of activities or additional texts.

ENGLISH LANGUAGE LEARNERS: Learning a language or culture is not only acquired from textbooks or the English classroom. Therefore, students, especially Chinese students should not rely on teachers only but need to be autonomous in their learning. Learning a person's culture tends to be easy because of the technology, textbooks are not considered the 'Holy Grail' anymore. To name a few, movies, television shows, novels, songs, social media and so on are considered vehicles of cultural knowledge. Therefore, 1) students need to be inquisitive and critical of what they see, hear, read and do. In this manner, cultural understanding can be easily achieved. Interest and curiosity are the best teachers for learners to accumulate intercultural knowledge. This should be part of your everyday learning. 2) Students should learn how to stand in other people's shoes. This helps in reflecting on yourself and be mindful of treating others. By doing so, students will learn to cultivate intercultural attitudes, open-mindedness and understanding as they can connect with one's culture. 3) Students should create more opportunities for themselves in improving intercultural communicative competence by putting themselves in an actual context. With technology this can be easy as students can make friends with other people from different

parts of the world, for example, Facebook or Instagram can make it happens. 4) Students studying abroad should learn to immerse themselves with other speakers of English from different cultural backgrounds. For these, they can experience and learn from different cultures directly.

Conclusion

The study explored the cultural representation of the Contemporary College English textbook and its teaching tasks to see whether it helped cultivate learners' intercultural communicative competence. The analysis result illustrated the lack of source culture and international target culture of the textbook cultural content selection. Meanwhile, the textbook made contributions to learners' intercultural education. The compilers designed a lot of teaching tasks for cultivating learners' intercultural communicative competence. However, there was a lack of teaching tasks that could cultivate learners' discovery and interactive skills. Therefore, teachers might learn to examine and supplement more cultural content into classroom teaching through the recommendations that were put forward. Specially, teachers need to be creative to add more knowledge to make up for the lack of source and international target culture. Meanwhile, teachers also need to improve their own language ability for strengthening the input of the culture in the classroom teaching. Furthermore, teachers need to be familiar with intercultural communicative competence for connecting with teaching. In addition, learners also need to be autonomous learners and think critically to cultivating intercultural awareness. Learners also need to create more opportunities for themselves to improve intercultural communicative competence.

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