FROM TEXTBOOKS TO TEACHERS' PERSPECTIVES:

BUILDING CHINESE STUDENTS' INTERCULTURAL COMPETENCE

THROUGH COLLEGE ENGLISH TEACHING

by

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A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of

Doctor of Philosophy in Literacy Studies

Middle Tennessee State University

October 2020

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ABSTRACT

The new *Guidelines on College English Teaching* of China (2017) specifies that College English content should promote "native culture" and build capacity for intercultural competence (IC) in order for Chinese students to meet the challenges of globalization. To investigate the impact of this 2017 educational policy on learning and teaching, the dissertation, divided into two parts, examined the cultural content of the 2nd and 3rd editions of *New Horizon College English* textbooks as well as students' and teachers' perceptions of IC and culture instruction.

The first part addresses how Chinese college English textbooks represent cultural elements. It empirically compares the extent of coverage and the level of cultural material embedded within these two editions of the textbooks in order to determine changes in cultural content in English teaching textbooks in China. The second part investigates the perceptions held by teachers and students concerning of learning materials and teaching methods by administering a pre- and post-test Intercultural Sensitivity Scale (ISS) to 196 first-year university students as well as a questionnaire to 163 College English teachers in China.

The results revealed that there has been a great improvement of cultural content in the 3rd edition compared to the 2nd edition in terms of the quantity and level of cultural content, but differences had little impact on improving students' IC. As for teachers' awareness and perceptions on culture teaching, 60% of teachers indicated "confident" or "somewhat confident" of integrating culture teaching in college English instruction; however, only a small portion of them teach culture regularly due to limited cultural knowledge and culture teaching methods. The research further reveals three major gaps in culture teaching: The gap between educational policy requirements versus implementation in practice, the gap between teachers' high theoretical awareness versus low IC sensitivity of cultural content in textbooks, and the gap

between teachers' expressed desire for more cultural knowledge versus the shortage of available in-service training programs.

This study has pedagogical implications for English textbook publishers, English teachers, and policy makers not only in China but also in other English as a foreign language (EFL) countries. It will contribute to the development of culturally appropriate College English textbooks by raising awareness of the importance of developing students' IC and integrating learners' own culture in language teaching materials. Furthermore, the results could help policy makers formulate appropriate and effective EFL policies in education.

Keywords: Cross-cultural communication, intercultural competence, globalization, cultural literacy, English education in China, English language curriculum and teaching materials

In memory of my beloved father, Jieren Peng,

who gave me life, nurtured me and guided me throughout my life.

May you live on through my research and writing.

I love you and miss you.

ACKNOWLEDGEMENT

I would like to express my sincere gratitude to all those who have provided support in the completion of this dissertation. I am grateful for my family whose contributions supported and allowed me to complete my doctoral study. Thank you to my husband, Ling, who loved me and supported me unconditionally, and undertook the financial burden during this time. Thank you, my daughter Zixi for your company. Thank you my sister Yan Tan, my cousin Xianglin Peng and Qian Li, who inspired me to start my doctoral study and go the distance. Finally, many thanks to my mom for your love, support, and encouragement that undergirded my doctoral journey.

On a professional level, there are many who shaped my doctoral work. I would like to express my special thanks and so much gratitude to my advisor and committee chair, Dr. Mohammed Albakry. Thank you for being my academic mentor and providing me with support and guidance of my dissertation; your guidance in my research development and great help promoted my enthusiasm and interest in this research area. Thank you so much for believing in my academic endeavor and providing me with invaluable suggestions on my dissertation. Thank you, Dr. Jwa Kim, for your academic and personal support throughout the years. Your love for teaching and statistic research method and your love and care for students will always serve as the role model for me in my future teaching career. Dr. Amy Elleman, thank you for the hours you labored with me, the patience with my weaknesses in my writing, your encouragement, and the sharing of your wisdom.

I would also like to extend my special thanks to my teacher Dr. Yanhong Zheng, who encouraged me when I was puzzled . I would be remiss if I failed to thank my friends, far too many to name, for their ongoing support.

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ABBREVIATIONS

IC--- Intercultural Competence

L2--- Second Language

EFL--- English as a Foreign Language

ELT--- English Language Teaching

ISS--- Intercultural Sensitivity Scale

CET-4--- College English Test, Band Four

CEE--- College Entrance Examination

CHAPTER I

INTRODUCTION

Overview

As English became the international language used not only between native English

speakers and non-native English speakers, but also among speakers of English as an additional

language, cultivating learners' IC in order to face the increasing intercultural challenge gained

the attention of many scholars. There have also been calls for English pedagogy to move beyond

the narrow concerns of linguistic competence on sentence-level grammar and vocabulary to the

more cultural and pragmatic aspects in order to increase learners' IC (Fantini, 2011; Kasper &

Omori, 2010).

IC can be defined as "the ability to communicate effectively and appropriately in

intercultural situations based on one's intercultural knowledge, skills, and attitudes" (Deardorff,

2004, p. 194). As far back as the eighties, the concept of IC was adopted in English Language

Teaching (ELT) by Canale and Swain (1980) and van Ek (1986) and was treated as the

"comprehensive objective" (van Ek, 1986, p. 33) of foreign language learning. More recently,

research on textbook materials (Aldera, 2017; Aliakbari & Jamalvandi, 2012; Wu, 2011)

suggests that many non-English speaking countries have been adopting this concept in their

English teaching and that the cultural content in L2 (second language) English teaching

textbooks has switched from focusing exclusively on target culture literacy to a wider approach

that encompasses a combination of target culture, native culture, and other world cultures. Here,

target culture refers to the culture from native-English speaking countries, native culture means

English learners' own culture, and other world cultures make reference to the cultures from the

rest of countries of the world. IC has also been recognized as a vital goal for higher education

(Association of American Colleges and Universities, 2011). Sinicrope, Norris and Watanabe (2007) view college's foreign language teaching as a distinctive approach to promote the acquisition of IC for the students who cannot study abroad. English's status as international language inevitably casts IC as a goal of the instruction at the college level.

Culture in Language Teaching

The culture of a group is often defined as "the relationship between its beliefs, values, behavior, and communication" (Aldera, 2017, p. 221) or "the framework of assumptions, ideas, and beliefs that are used to interpret other people's actions, words, and patterns of thinking" (Cortazzi & Jin, 1999, p. 197). How culture figures in language teaching is subject to a great deal of variation in educational theory and practice (Kasper & Omori, 2010), but it is commonly accepted that culture and language are interdependent and inextricably intertwined. As Fantini (1997) puts it "culture and language are dimensions of each other, interrelated and inseparable" (p. 4). The interdependent relationship between language and culture makes culture learning an indispensable part of language learning.

In the teaching of English as a foreign language (EFL), coverage of culture often refers to whose culture is represented from an English-centric perspective, which often divides culture into three categories tied to specific nation(s): target culture, native culture, and international culture (Cortazzi & Jin, 1999). Target culture refers to Anglo-American culture, which includes USA, Great Britain, Canada, Australia, and New Zealand. Conversely, native culture encompasses all aspects of domestic culture of the country in which English is taught as a foreign language while international culture refers to the rest of the world where English is used as an additional language.

While the importance of English target culture in EFL teaching was accepted by many scholars both from English-speaking countries (Fantini, 2011; Kramsch, 1998; Pfister & Borzilleri, 1977) and non-English speaking countries (Aliakbari, 2005; Victor, 1999; Yang & Chen, 2016), a sizable body of research (Alptekin, 2002; Zu & Kong, 2009) asserts that the supreme position of target culture in EFL teaching could harm language learners' notion of self-identity, make them feel isolated or alienated toward language learning by turning them into native-like imitators, and thus pose a threat to IC. In contrast, it is believed that the incorporation of native culture in EFL instruction would build English learners' self-identity because identities are built in the process of "presenting the self within a different framework of conventions for reading the individual" (Liddicoat, 2004, p. 53), raise students' self-confidence in expressing their own culture in English (Benahnia, 2012), develop the understanding of other culture through the comparison with their own culture (McKay, 2000), and improve students' language skills (Alptekin, 2002). It is, therefore, important that learners' native culture be valued and integrated within language teaching.

"Chinese Culture Aphasia" and English Education Policy in China

The emphasis on culture in English teaching was initiated in China in the 1980s (Li, 2016). However, only British English culture was emphasized. Following the increasing economic might of America on the global stage, the central status of British culture in English teaching was replaced by the American culture, with some references to Canadian and Australian cultures since the 21st century (Li, 2016). The over-emphasis on Anglo-American culture in English instruction, however, has caught the attention of scholars for the possible problems in English teaching due to the deficit of Chinese culture literacy, such as Chinese Culture Aphasia.

Cong (2000, October 19) coined the term "Chinese Culture Aphasia" to refer to the presumed phenomenon of Chinese students' inability to express in English their own culture in cross-cultural communication even when equipped with a relatively high English level. Gaining a wide acceptance, the term "Chinese Culture Aphasia" has been picked up by various researchers (see Chen, 2015; Jia, 2015; Luo, 2011; Song, 2018; Song & Bai, 2018; Sui, 2014; Tang, 2015; Wei, 2013; Wei, 2017; Wu, 2011; Zhang, 2014; Zou, 2014) who used this concept to call for the need to cultivate students' Chinese culture literacy and IC. This line of research postulated six main reasons behind this problem: (1) lack of specific requirements to cover culture in syllabi; (2) the scant coverage Chinese cultural content in EFL textbooks; (3) relative absence of English extra-curriculum reading materials on Chinese culture; (4) teachers' low awareness of the importance of teaching Chinese culture in class; (5) the insufficient Chinese cultural knowledge on the part of both English teachers and Chinese students; and finally, (6) students' low proficiency in English. To remedy this situation, Wu (2011) suggests adopting a more balanced approach that integrates Chinese and Western cultures.

With China presently having the largest English-learning population in the world, enhancing Chinese culture education has become a pressing priority for government policy. The State Council released the "*Outline of the Development Plan for National Medium and Long-term Education Reform (Year 2010-2020)*" ("*2010-2020 Education Reform Outline*" in short) in 2010. The goal was "to actively promote culture communication and spread Chinese culture" (2010, "Chapter 8 Professional Education", para. 8). The *"2010-2020 Education Reform Outline"* is the framework document that guided education reform and development across China in the 10 years interval from 2010 to 2020, and, since then, it has led many Chinese universities to undergo a series of teaching training sessions. In 2015, moreover, the State

Council of China issued another plan known as "*The Overall Plan on Promoting the Construction of World Class Universities and Disciplines*", in which promoting traditional Chinese culture was reiterated and listed as one of the five main tasks in this educational reform.

The Guidelines on College English Teaching (2017) ("*Guidelines 2017*" for short), which is currently the fundamental guideline of all college teaching activities in China, further specifies that "College English course should be oriented by improving students' English application ability, focuses on cultivating students' competence on intercultural communication, scholastic and professional communication, and choosing correct learning strategy" (p. 8). The *Guidelines 2017* also states that "the main content of college English could be classified into three parts as: general English, English for special purposes, and intercultural communication knowledge" (2017, p. 4). The *Guidelines 2017* recommends that Chinese culture and related courses be taught at each level to build students' IC, and students are required to learn Chinese Culture at the basic level. At the development level, other subjects such as Chinese History, Chinese Culture, Chinese Philosophy, Chinese Literature, and Contemporary China are recommended for teaching.

Additionally, the effective teaching method also influences the absorption of intercultural knowledge and formation of students' IC. Fantini (2011) argues that awareness, as one construct in his IC model, could be enhanced through culture comparison as a teaching method. With an assessment of intercultural communication sensitivity to Polish learners of English in four institutions in Poland, Romanowski (2017) claimed that although there are effective techniques, such as simulation games and culture assimilators, that could make students prepared in intercultural situations, a combination of different techniques should be adopted and accommodated according to students' knowledge, skills and contexts to maximize the teaching

impact on students' IC. Consequently, it is essential to analyze the teaching methods adopted by English teachers in China and provide necessary suggestions that may enhance teaching of IC.

Meaning of the Dissertation

A large number of surveys, including the analysis of cultural content of EFL textbook and teachers' perspectives of IC, have been conducted by scholars in different countries. However, these researches just focused on either textbook or teachers' perspectives. As it is commonly accepted that textbooks, students, and the teacher are the three main factors of all the teaching activities, there is a need to connect the function of these three parts and explore effective approaches to improve students' IC. There also exists a conflict in the function of English textbooks on students' IC as Larzen-Ostermark (2008) stated textbooks play a very limited role in improving students' IC. In addition, most of the research employed a textbook content analysis at the level of the main topics of passages, which failed to provide detailed and quantitative information about the cultural content.

Considering the above deficits of the previous research, this dissertation completed a comprehensive and cohesive survey including textbooks, students' attitudes, and teachers' perspectives. Coded all the single cultural factors embedded in texts and visuals of the textbooks, this dissertation in turn, offers another source for reference. A questionnaire to college students provided information on the influence that textbooks have on students' IC and students' attitudes toward IC. The questionnaire and one-on-one interview of college English teachers elicited teachers' perceptions of IC, sensitivity level, comments on cultural content in textbooks, and opinions on teaching methods and challenges of integrating culture into language teaching. In addition, focusing on the most popular college English textbooks in the Chinese textbook market

--- the 2nd and 3rd edition of New Horizon College English, this dissertation provides up-to-date information that can be promptly used by EFL teachers in China.

Structure of the Dissertation

To investigate the impact of the 2017 educational policy, the dissertation is divided into two main empirical parts that focus on the cultural content in the textbooks as well as the effect of textbooks in cultivating students' IC and teachers' perceptions of it. The first part explores the policy influence on college English textbooks by empirically comparing the coverage and level of cultural material embedded in two different editions of *New Horizon College English* in order to determine the changes of cultural content in English teaching textbooks in China.

The second part investigates the effects of currently used College English textbooks on learners by administering a pre- and post-test based on Chen and Starosta's (1996) Intercultural Sensitivity Scale (ISS) to 196 first-year university students with a two-month period of College English education classes in between. A questionnaire survey to college English teachers across China and one-on-one interviews with six representative teachers were also administered in order to gauge teachers' perceptions of teaching materials and teaching methods. The outline of the dissertation is as follows:

Chapter 1: Introduction. To provide the background for the dissertation, this preliminary chapter introduces the function of culture in English language teaching, Chinese "culture aphasia", and English education policy in China.

Chapter II: Article I. The article discusses the rationale of analyzing textbook in EFL instruction and previous research of English textbook analysis in EFL countries in its literature review and provides content analysis of the 2nd and 3rd edition of *New Horizon College English* textbooks.

Chapter III: Article II. The article introduces the definition, terminology, and constructs of IC; IC construction models, and the relevance of IC assessment to EFL learners. It then discusses the results of the assessment to students' IC, the questionnaire survey, and interviews with teachers.

Chapter IV: Conclusion. This brief chapter offers the overall conclusions of the two parts of the study.

Chapter V: Introduction and Conclusion References.

CHAPTER II

ARTICLE I

INVESTIGATING CONTENT IN COLLEGE ENGLISH TEXTBOOKS IN CHINA:

IMPLICATIONS FOR CULTURAL LITERACY IN EFL TEACHING

Abstract

The new *Guidelines on College English Teaching* of China (2017) specifies that College English content should promote "native culture" and build capacity for intercultural competence (IC) in order for Chinese students to better meet the challenges of globalization. The aim of this article is to investigate the impact of this mandate on cultural coverage in Chinese English textbooks by specifically examining the types of cultural material embedded in two different editions of *New Horizon College English (Book Reading and Writing, and Reviewing, Listening, and Writing),* one of the most widely adopted College English textbooks in China. Informed by Cortazzi and Jin's (1999) classification of culture, content analysis allowed for the classification of culture coverage into three parts: target culture, native culture, and international culture. Meadows' (2019) cultural factors were combined into ten categories to analyze the cultural level.

Although target culture and superficial cultural content still dominated in these two editions of the textbooks, the results revealed that certain sections of the textbook have made some progress in culture coverage, but there are still some inconsistencies. The article contributes to the development of culturally appropriate College English textbooks by raising awareness of the importance of developing students' IC and integrating their own culture in language teaching materials. The results also have pedagogical implications for English textbooks published in other EFL contexts.

Introduction

The increasing globalization and the development of technology increase the chances of meeting and communicating with people with different ethnicities, languages, and culture, which made IC a necessary ability to overcome the inevitable misunderstanding caused by cultural differences. Cultural learning, therefore, is believed to be the ideal approach to bridge the culture differences and realize successful IC (Argyle, 1983).

As English became the international language, the advocacy of cultivating learners' IC in English language teaching was accepted and adopted in many countries that treat English as a foreign language (EFL). With decades of study about culture learning, the content of culture in English class were broadened from target cultural content to a combination of target culture, native culture, and other cultures (Aldera, 2017; Aliakbari & Jamalvandi, 2012; Wu, 2011; Xu, 2013). Scholars also suggested that culture learning should shift from memorizing culture facts to understanding cultural values (Chen & Dai, 2014; Paige, Jorstad, Siaya, Klein, & Colby, 2000).

As the country with the largest population of English learners, China has integrated cultural content into English teaching since the 1980s (Wei, 2017). However, research on Chinese students' English communication level reveals that the majority of students are unable to communicate in English with foreigners even though they have passed the College English Test, Band Four (CET-4), a required test to get the bachelors' degree in China (Sui, 2014; Wu, 2011). Furthermore, inability to discuss Chinese culture is prevalent even among those students who have relatively high English competence, a phenomenon known as "Chinese Culture Aphasia" (Cong, 2000) and is attributed to the shortage of native cultural content in English

teaching textbooks (Chen, 2015; Jia, 2015; Luo, 2011; Song, 2018; Song & Bai, 2018; Sui, 2014; Tang, 2015; Wei, 2013; Wei, 2017; Wu, 2011; Zhang, 2014; Zou, 2014).

As the Chinese government became aware of this problem, it listed cultivating students' IC as one of the main goals of English teaching since 2007. The latest College English Teaching Guide (2017) systematically specifies the related content, courses, and requirements at different stages. For example, at the basic level, enriching students' knowledge of Western and Chinese culture to make them aware of cultural difference is listed as the main goal. Recommended courses include Intercultural Communication Etiquette, Introduction to Western Culture, and Introduction to Chinese Culture, in order to give students a strong sense of intercultural awareness high intercultural communication skills. Professional courses, such as Chinese History, Chinese Philosophy, Western Philosophy, and others are also suggested.

From a policy perspective, it is clear that the concepts of Chinese culture literacy and IC have gained increasing attention in college English education in China. Therefore, it is important to investigate how culture, especially Chinese culture, is included and addressed in Chinese College English textbooks and the extent to which China has been involved in the trend of expanding cultural literacy coverage in its English education.

Literature Review

Rationale for Analyzing Textbooks in EFL Teaching

Textbooks are central in EFL teaching as they are the main source of intercultural knowledge for both teachers and students in EFL countries (Aldera, 2017; Aliakbari & Jamalvandi, 2012; Cortazzi & Jin, 1999; Li, 2017; Wu, 2011; Yin, 2008; Zhang, Yang, & Li, 2004). Because of the non-English environment in EFL countries, EFL students rely heavily on textbooks. Highlighting the central role of textbooks in language education, Cortazzi and Jin

(1999) postulate seven functions that the textbook in EFL teaching could serve. Figure 2.1 below visually summarizes these various functions.

They maintain that a textbook serves as a teacher because it includes all the content to be covered; a map because it gives teachers and students the overall ideas of the curriculum; a resource because it contains the teaching material and related activities; a trainer because it guides new teachers on how to develop classroom activities; a reliable authority, and is often treated as such, because it is generally edited by experts in this field; an ideology container because the worldview embedded in it may influence both the points of view of both teachers' and students. Finally, on the negative side, a textbook can be de-skiller, in the sense that it can render teachers less creative and less skillful, if they become over-dependent on its activities (Cortazzi & Jin, 1999).

Cultural Content Analysis in English Textbooks in EFL Countries

It is important to point out that EFL textbooks may include the internationally distributed EFL textbooks published in English-speaking countries and locally published textbooks. We summarize 10 recent studies (see Table 2.1) that examined the cultural content of locally published EFL textbooks. By reviewing the summarized findings of these studies, four main observations can be made: (1) Most of the studies utilize some form of content analysis in coding their findings; (2) there seems to be a trend in the increasing coverage of native culture; (3) the relative frequency in the coverage of international or intercultural content seems to be on the rise; and (4) the few studies in the context of EFL textbooks in China reveal a lack of consistency in culture coverage.

First, the research method of content analysis was adopted in all the studies except for one that used corpus-based analysis and another that combined the content analysis method with

a questionnaire. Content analysis requires researchers to qualitatively investigate the content of textbooks, either the texts or photos, in terms of categories and themes and set up standards to transform the qualitative findings into quantitative data (for more information, see the analytical framework section below). However, all the above research adopted a content analysis that only analyzed the topic of texts, which resulted in a relatively general cultural content.

Secondly, even though inner circle culture still dominates the cultural content in most of the reviewed textbooks, there seems to be a trend in the increasing coverage of native culture. For example, Almujaiwel's (2018) study that relied on the corpus analysis of Saudi K-12 EFL textbooks published in 2016 and 2017 finds that the frequencies of local culture, target culture and intercultural are 233, 205 and 458 times respectively. The higher frequency of coverage of local culture items relative to target culture items was also seen in the contexts of Turkey (Dehbozorgi, Amalsaleh, & Kafipour, 2014) and Indonesia (Hermawan & Noerkhasanah, 2012). Moreover, Rajabi and Ketabi (2012) report that in Iranian EFL textbooks, local characters, places, and issues have been integrated into their cultural instruction; however, no specific quantitative data were included in their study.

Thirdly, the relative frequency in the coverage of international or intercultural content began to increase in most of the reviewed textbooks. For example, in Aslan's (2016) work on the 3rd and 4th grade EFL textbooks published in Turkey, the frequency of international culture in the 3rd grade textbook was noted as 51, which was more than double that of the target culture (24) and native culture (22). In the 4th grade textbooks, the difference of the frequency of international culture relative to native culture and target culture was not as high as that in the 3rd grade, but the frequency of international culture (23) still outnumbers that of native culture (19) and target culture (11). In the South Korean context, Song (2013) who studied character representation in

four textbooks for the 10th grade, revealed that the number of characters from the outer/expanding circle countries exceeded those from the inner circle English-speaking countries.

Finally, and more directly relevant to the Chinese context, Aliakbari and Jamalvandi (2012) indicated that a higher ratio of coverage of culture from China and English-speaking countries dominates the cultural content in high school textbook. On the other hand, Wu's (2011) study finds that the Chinese culture coverage ranges from 1.56% to 25% in six different EFL textbooks aimed at the Chinese college student market.

Purpose of the Study

Considering the shortcoming of the content analysis at the topic level and the conflict in the results of the analysis of the cultural content in EFL textbooks in China in the previous research, the main research objective of this study is to examine how culture is presented and represented in currently used College English textbooks in China. To achieve this objective, a multi-level content analysis will be applied to examine the frequency of coverage and level of embedded cultural points of the texts and visuals in two different versions of *New Horizon College English,* one of the most widely adopted College English textbooks in China. The research questions are:

RQ1: What are the differences in culture presentation between the 2nd and 3rd *New Horizon College* English textbooks in terms of the coverage and level of cultural content?

RQ2: How do the two textbooks of *New Horizon College English* textbooks (*Reading and Writing*, *Viewing, Listening, and Speaking*) work together to improve students' IC?

Method

Research Objects

The analysis focused on the *Reading and Writing* (Book 1) and *Viewing, Listening, and Speaking* (Book 1) of the 2nd and 3rd editions of *New Horizon College English* (*2nd edition and 3rd edition* in short) textbooks targeted for the non-English major college students in China. There are three particular reasons for focusing on this textbook series:

(1) This *New Horizon* series of textbooks is one of the most popular localized College English textbooks released by the Foreign Language Teaching and Research Press, a prestigious press in China. The press is currently the largest university press for foreign language in China. It occupies over 50% of the English textbook market at the college and university level, and over 30% at elementary, middle, and high school level (https://baike.baidu.com/item/外语教学与研究出版社/2858986?fr=aladdin). A survey administered to 53 undergraduate colleges and universities in Hunan province, P. R. China also revealed that 26 universities are using the *New Horizon* (2nd edition and 3rd edition) for non-English major students.

(2) The two editions of this series were selected because one was issued prior to the release of the "*2010-2020 Education Reform Outline*" while the other was issued following the release. Even though the 2nd and 3rd editions were published in 2011 and 2015 respectively, the "Editor's Preface" of the 2nd edition states that the compilation of the whole book was finished in 2008. Therefore, these two editions were chosen as a sample to examine the development, if any, of culture coverage and level in College English textbooks before and after 2010.

(3) In each edition of this series, there are books, *Reading and Writing* and *Viewing, Listening, and Speaking,* leveled from Book One to Four. *Reading and Writing* is supposed to be taught by teachers in class for 3 hours per week while *Viewing, Listening, and Writing* is used in the Listening class for 1 hour per week. Each book was designed for one semester (Book One and Book Two target the two semesters of freshman year, Book Three and Book Four are designed for second year semesters. Because College English is mandatory only for freshmen, the two textbooks of *Reading and Writing* (Book 1) and *Viewing, Listening, and Speaking* (Book 1) of both the 2nd and 3rd editions were chosen as our sample.

Analytic Framework

Content analysis is an analytical method used to identify patterns of meaning through systematic readings that leads to labeling and coding their different themes. In this article, multi-level content analysis was adopted to examine the difference between the 2nd and 3rd versions of *New Horizon College English* textbooks in the presentation of culture points. It not only collected the culture points embedded in the text and visual part of the textbooks but also analyzed these culture points from the two aspects of coverage and level (see Table 2.2).

Coverage of culture often refers to whose culture is represented from an English-centric perspective. Cortazzi and Jin's (1999) classification of target culture, native culture, and international culture will be adopted. To be specific, target culture refers to Anglo-American culture, which includes the USA, Great Britain, Canada, Australia, and New Zealand; native culture encompasses all aspects of Chinese culture, while international culture refers to the rest of the world where English is used as an international language.

The level of culture refers to the specific cultural aspects represented. The framework applied in this research includes 10 categories adapted from Meadows (2019) who proposed 50 cultural factors identified and accepted by language teachers and scholars across the U.S. The cultural factors include holidays, music, history, art, values, and so on. The identified patterns are presented quantitatively and qualitatively by examining the textual patterns in their surrounding context.

Procedure and Analysis

All the cultural elements, textual and visual, including images and proper names were identified and coded according to the analytical framework (see Table 2.2). Duplicated culture points were only counted once in each Unit. In addition, two raters (the author and another rater) discussed the content represented by each cultural factor based on Meadows' prototype and pilot analyzed two units (Unit 1 & 2 in the 3rd edition) before coding the data. The inter-rater reliability between the two raters is 0.85, which indicates the extent of agreement in coding the data. The descriptive statistics of amount and ratio was calculated based on the data collected to reveal the difference between these two editions of textbooks in their cultural coverage.

<div align="center">Results and Discussion</div>

The data analysis of two editions of *New Horizon College English* textbooks revealed a large increase of cultural elements in the 3rd edition than the 2nd edition. Based on the different function of the two textbooks, the results are presented according to the textbooks' different parts of *Reading and Writing* and *Viewing, Listening, and Speaking* separately.

Results of *Reading and Writing* textbook

The total quantity of cultural representations in the 3rd edition of *Reading and Writing* textbook amounts to 295, which is a 49% increase over the 2nd edition. A close analysis of the dataset uncovered the following four distinctive features in these two textbooks.

The focus of cultural elements and English language of specific countries. Results found that although the distribution of cultural elements became more even in the 3rd edition compared with that of the 2nd edition in terms of culture coverage, specific cultural factors and countries were emphasized. Figure 2.2 shows that the culture coverage discrepancy among target (Anglo-American) culture, international culture, and Chinese culture narrowed from 67% in the 2nd edition to 43% in the 3rd edition and the percentage of target culture decreased by 14% in the 3rd edition. These results revealed that cultural elements are more intercultural diversified in the new textbook. However, the Anglo-American culture is still in the dominant position and appear about two times more than the native and international cultures in both editions.

Except for the general (common) cultural elements of each subgroup, the US is represented far more than all other native-English speaking and non-native English-speaking countries with a percentage of 37.4% in the 2nd edition and 29% in the 3rd edition. Chinese cultural elements were ranked second and occupied 8.1% and 17.8% in the two textbooks respectively, followed by the UK with 8.1% in the 2nd edition and 9.1% in the 3rd edition. The country that was covered by international culture also increased from 7 in the 2nd edition to 13 in the 3rd edition. All the above results indicated that although the Anglo-American culture, especially US culture, dominate in both editions, there is a larger coverage of cultural content in the 3rd edition than that in the 2nd edition, which would be more beneficial to cultivate students' IC.

Development from superficial culture traits to profound ones. The analysis of the level of cultural content revealed the dominance of over-generalized cultural elements in these two textbooks. There are thirty-one cultural factors depicted in both textbooks, but "general person names", "biographies", "geography", and "travel destinations" were the top four cultural factors of these two textbooks and occupied over half of all the cultural elements in each textbook.

General names. A total of 94 names (50 from the 2nd edition and 44 from the 3rd edition) from the western societies were mentioned in the textbooks with only a few repeated ones. The name John was the most popular name for the male in both editions, which was repeated five times in the 2nd edition and four times in the 3rd edition. Tom is another name that was duplicated in the 3rd edition. More different names also exist in females with Sandy used twice in the 2nd edition and Jennifer for three times in the 3rd edition.

Biographies. As the 2nd largest factor within the target culture, biographies (47) occupied 14% of the target cultural elements in both editions. Among them, the ratio of famous Americans is 75% ($n = 12$) and 77% ($n = 24$) in the pool of 16 from the 2nd edition and 31 from the 3rd edition. William Shakespeare is the only one that was introduced in both textbooks. Another feature among these biographies is that not only distinguished persons such as Issac Newton, Albert Einstein, Bill Gates, and so on were mentioned, but more common individuals who contributed to the society were also introduced.

Geography. This factor includes all the proper names of countries, continents, and oceans, and occupies 12.3% in total cultural elements of these two textbooks. The results showed a large increase of this factor from 7.6% (15) in the 2nd edition to 46 (15.4%) in the 3rd edition. America (the United States or the US) was most frequently mentioned and it appeared for 6 and

8 times in the 2nd and 3rd edition textbook respectively, followed by China (3 times in the 2nd edition and 5 times in the 3rd edition) and Great Britain (once in the 2nd edition, 5 times in the 3rd edition; United Kingdom, British Empire, England, and Britain were used alternately). In addition to the increased number of the countries and areas mentioned in the 2nd edition, other countries and areas in Europe (Greece), Asia (Japan, India, Asia), and Africa (South Africa, African continent) were added in the 3rd edition as well as the Pacific and Atlantic Oceans.

Travel destinations. The local points of interest in English-speaking countries occupy 9% of all the target cultural elements within the two textbooks. Though the number of travel cities and spots in the 3rd edition did not increase, it did show a broader list of countries than that in the 2nd edition. Among the 16 travel destinations from the English-speaking countries in the 2nd edition, 14 (88%) are from the US. In the 3rd edition, places from Australia and Canada were added and the number of American places dropped to eight, which is about 53% of the total 15 travel destinations from the English-speaking countries. Not surprisingly, New York and London are the most popular cities among the two textbooks.

The comparison of cultural factors between these two textbooks also discovered that there is a trend to develop from superficial cultural factors to profound ones. The percentage of cultural factor "general names" and "travel destinations" were greatly dropped in the 3rd textbook than the 2nd edition by 11.7% and 3.4% respectively. At the same time, the percentage of profound cultural elements increased in the 3rd edition. For example, the cultural factors of "idioms" increased by 6.5%, the increase of "traditions" is 4.2%, and that of "values" is 4.0%. Furthermore, these profound cultural factors include not only that from the Anglo-American culture, but also native culture. For example, Chinese traditions of traditional Chinese herb

medicine, porcelain, silk, Chinese philosophy of harmony, and so on were presented in the 3rd edition.

It is impossible for anyone to learn all the cultural knowledge. Because of the dynamic and variable characteristics of culture, the growing intercultural interaction increased the number of external cultural facts and made the traditional method of cultivating students' IC through learning cultural facts impossible to reach. The profound cultural traits are not only the reflection of the environment, life, and history handed over from generation to generation, but also represent the innermost spirit and feeling of its people (Wang &Wang, 2013). The learning of the profound culture traits would equip learners with the ability to gain an adequate view of other's behavior with an insider approach (Sercu, 2002), and enhance the intercultural communication in the end. Consequently, the increase of profound cultural knowledge in the 3rd edition will have a positive influence on students' IC.

The increased native culture awareness in intercultural communication. The analysis of the two textbooks showed that the native (Chinese) cultural elements in the 3rd edition reached 53, which increased by 231% above that of the 2nd edition. Native cultural elements in the 3rd edition covered 5 (50%) more cultural factors than that in the 2nd edition, and more profound culture traits were introduced (see Figure 2.3).

Among the 16 native cultural elements in the 2nd edition, "general names", "travel destinations", and "geography" occupied half of it, such as Prof. Zhou, Xiao Zhang, Shanghai, Beijing, and so on. In contrast, "values", "traditions", and "political actions" were the top three cultural factors in the 3rd edition and reached 23, which is 43% of the total amount. Besides introducing specified Chinese traditions such as Chinese medicine, lunar calendar, appreciating the moon in the Mid-Autumn festival, many passages were introduced covering such topics as

the foundational Chinese value of Confucianism, Chinese values of harmony and integrity, and Chinese policies and political actions on education and diplomacy.

The visuals in the textbooks also verified the increase of Chinese culture awareness in the 3rd edition because there is only 1 (3%) native culture visual in the 2nd edition and it increased to 20 (21%) in the 3rd edition. The visuals presented Chinese people, in their daily life such as a Chinese soldier, a sanitation worker cleaning the street, a father teaching his daughter to write, family members celebrating the Mid-Autumn Festival, and so on. It also conveyed the profound underlying differences at the same time. The pictures of Chinse Tsinghua University and Beijing Normal University appeared at the same page of other elite western universities, such as the University of Cambridge, Harvard University, Yale University, Princeton University, and MIT. The mottoes that go with the representative buildings of each university show the differing ideologies between the West and China. For example, "Light and Truth" of Yale University and "(From here we receive light and sacred draughts" of University of Cambridge embody the focus of individual development in western countries, while "Self-Discipline and Social Commitment" of Tsinghua University and "Learn, so as to instruct others; Act, to serve as an example to all." of Beijing Normal University reflects Chinese collectivism.

The limited awareness of globalization on language use in intercultural communication. Although the data analysis of cultural elements in the two textbooks identified a broader coverage of cultural elements from more countries, there are limited intercultural communication contexts that would present the international usage of English in different situations and raise students' intercultural awareness. Only one text includes the knowledge from the target culture, native culture, and international culture in each edition. There are 11 (55%) texts out of 20 in the 2nd edition with only target culture. In the 3rd edition, this percentage still

remains very high at nine (56%) out of 16. The presentation of any single culture revealed that the texts failed to shape intercultural communication contexts and awake students' IC awareness.

In addition to the cultural context of texts, the limited English varieties are also not beneficial to students' awareness of the globalization of language. American English was treated as the standard English throughout the textbooks. The American English words in the 3rd edition, such as "truck", "highway", and "subway" were used when referring to "lorry", "the main road", and "tube" in British English, respectively. No other English varieties were observed in these two textbooks.

Results of *Viewing, Listening, and Speaking* Textbook

Same as the results from *Reading and Writing* textbooks, the analysis of *Viewing, Listening, and Speaking* textbooks also indicated a large increase (75%) of cultural elements in the 3rd edition (415) over the 2nd edition (237). The distribution of culture coverage revealed that cultural elements from English-native countries still dominated in both editions with a percentage of 83% and 65% respectively (see Figure 2.4). American culture is in the leading position in both editions except for the general cultural knowledge. The UK culture replaced Chinese culture and ranked second with an increase of 14.6% in the 3rd edition. The results, however, further revealed the following three distinctive features of culture presented in this book: over-emphasis on superficial cultural elements, the increase of international awareness, and the neglect of native culture.

Over-emphasis on superficial culture traits. Similar to the cultural level in *Reading and Writing*, the cultural content in this textbook as well as the focus on the superficial cultural factors and "travel destinations", "general names", "geography", and "biographies" was ranked the top four most frequently mentioned cultural factors in this textbook. Three from the above

four cultural factors were augmented in the 3rd edition except for "general names". The cultural factor "geography" increased the most in the 3rd edition due to the rise in the mention of other international countries or locations, mainly from Africa and America. Travel destinations from both English-native countries and international countries contributed to the increase of cultural factor "travel destinations" at 39% and 49% each in the 3rd edition. The expanding of "biographies" was due to the augment of native-English celebrities (28 out of 37, 76%), such as Scarlett Johansson from the United States and Helena Bonham from the UK.

   The increasing of international awareness and the neglect of native culture. The number of international cultural elements increased from 23 in the 2nd edition to 131 in the 3rd edition (see Figure 2.5) and seven more countries were covered, such as Greece and Sweden in Europe, Argentina in South America, Cuba in North America and so on. Compared to the mere four different international cultural factors in the 2nd edition, the 3rd edition introduced 16 different cultural factors covering 45% of all the cultural factors. The cultural factors include not only the superficial culture traits of food, general names, and so on, but also the profound cultural traditions, government organizations, economic systems, and so on.

   Unlike the increased native culture awareness in the *Reading and Writing* textbook, the native culture was almost neglected in this textbook and dropped from 7% (17) in the 2nd edition to 4% (16) in the 3rd edition in the text part. The native culture also concentrates on the superficial culture traits of "general names", "travel destinations", and "geography". The only difference of native culture between the two editions is that "general names", such as Mr. Wang, Professor Li, was ranked first and dominated (47%) in the 2nd edition, while "travel destinations" as Shanghai, Huangshan Mountain, is the largest cultural factor and occupied 43% in the 3rd edition. The visuals of native culture in these two editions are almost non-existent. The large gap

between the native culture and target culture in these two editions may not successfully form a good international context in cultivating students' IC.

Conclusion and Implications

"… promoting [students']culture understanding, and ultimately improving students' IC" (New Horizon College English (3rd edition), preface) was clearly stated as the goal of *New Horizon College English* teaching. The textbook analysis revealed the editors' endeavor in realizing this goal through increasing the quantity of cultural content and enlarging culture coverage in the 3rd edition of both textbooks, which support other researchers' conclusion (see Lee, 2009; Ahmad & Shah, 2014; Asgari, 2011) that it is necessary to enrich cultural knowledge to build students' IC.

However, the results also revealed several shortcomings caught our attention in textbook edition and selection. Firstly, it is necessary to keep a unified pattern of multicultural presentation in different books of any series. The conflict of varied cultural content in the textbook of *Reading and Writing* and the solely native-English culture featured *Viewing, Listening, and Speaking* textbook of the 3rd edition weakened the multi culture goal that this series of textbook worked for and made students perplexed in language learning.

Secondly, as English is still associated with Anglo-American culture and ideology (Haidar & Fang, 2019), a broader culture coverage of the textbooks would help students' IC. Shifting the focus of English textbooks to native culture is believed to be a strategy to offset the domination of US and British culture in it (Nault, 2006). Cunningswoth (1995) stated that the textbook would communicate social and cultural values directly or indirectly. The result showed that the textbook focusing on *Viewing, Listening, and Speaking* did not match the improvement of the textbook focusing on *Reading and Writing* in shaping students' IC. Functioning as the

subsidiary textbook, the textbook covering *Viewing, Listening, and Speaking*, undoubtedly should be more in line with *Reading and Writing* in enriching the intercultural context to benefit students' IC. Considering the great difference in coverage between English culture and Chinese culture, it is necessary to raise the ratio of native culture in *Viewing, Listening, and Writing* and strike more balance between native culture, target culture, and international culture.

Three pedagogical suggestions could be proposed for EFL teachers on their culture teaching based on this series of textbooks. First, teachers should help students to foster cross-cultural awareness in English learning and provide more cultural knowledge, especially profound cultural traits. Damen (2003) also suggested that the topics about cultural misunderstandings, cross-cultural pragmatics, stereotypes, non-verbal communication, and culture shock would be more beneficial for students.

Second, teachers should introduce the global variation of world English and change of culture. As "English is an international language owned by all who use it" (Jenkins, 2000, p.11), all English varieties, such as British English, New Zealand English, Singapore English, China English, et al. comprise world Englishes and reflect the globalization of English. Jiang (2019) stated that integrating English varieties in EFL teaching could bridge the gap in culture exchange.

Third, more effective methods of cross-culture teaching should be adopted by EFL teachers to build students' general culture skills of culture tolerance, respect, and appreciation in intercultural communication. The comparative translation of western culture and Chinese culture is an innovative method that could promote understanding and express of different cultures. Zhao and Zhao (2002) recommended guiding students' critical thinking on the origin of culture and culture difference through instructive questions. Reflection and role play (Nardon, 2017) have

also been suggested to enhance intercultural awareness and improve students' behavior in intercultural encounters. Byram (2008) also suggested that intercultural instruction could also build on learners' intercultural identity in intercultural communications.

Admittedly, a textbook is not the single factor that contributes to developing students' IC. To achieve such a goal of developing IC through English teaching, a combined effort from people at different levels, including the teachers, textbook editors, school administrators, and the policymakers, should be advocated.

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Table 2.1

Summary of Research on Cultural content in Localized EFL Textbooks

Study	Purpose	Method	Objects	Findings
Almujaiwel (2018)	Investigate the cultural elements in Saudi EFL textbooks	Corpus analysis	Selected 3 Saudi K-12 EFL textbooks published between 2016-2017	Local cultural items surpassed the target cultural items, which was more than that of intercultural items.
Kirkgoz & Agcam (2011)	The cultural elements in locally published English textbooks used for Turkish primary school.	Content analysis	18 textbooks published after 1997 in Turkish	1997-2005: the quantity of source culture and target culture are even. Both source culture and target culture outnumber the international target cultural element. From 2005 forward: target culture outnumbers source culture and the international target culture.
Arslan (2016)	How culture is employed in English language textbooks in Turkish 3rd and 4th grade students	Content analysis	3rd and 4th grade English textbooks published in Turkey	3rd grade textbook has more cultural items than 4th grade textbooks. Native culture items are less frequent than target and intercultural items.
Rajabi & ketabi (2012)	What is the most prominent cultural dimension portrayed in English language textbooks in Iran?	Content analysis	4 textbooks in Iran "Interchange, Headway, Top Notch, On Your Mark"	The sociological dimension is prominent but the other three dimensions are not totally neglected. The teaching of English is becoming much more localized.
Dehbozorgi, Amalsaleh, & Kafipour (2014)	Analysis of the cultural content in three mainstream intermediate level EFL textbooks in Iran.	Content analysis	3 textbooks in Iran. "4 corners, American EF, Top Notch"	Little "c" has gained higher frequency than big "C"; Source culture and target culture dominate the cultural content.

Study	Purpose	Method	Objects	Findings
Hermawan & Noerkhasanah (2012)	Whose culture is disseminated, how it is disseminated, and whether local culture in Indonesia is preserved and disseminated.	Content analysis	Book four to six of "Growth with English" published in Indonesian	The local cultural content outnumbers non-local ones. Culture focused on the sociological sense.
Song (2013)	The patterns of cultural representations embedded in Korean EFL textbooks.	Content analysis	Four Korean EFL high school textbooks	The white and male culture dominated in the textbooks. The intercultural interactions engage in a superficial level of cultural engagement.
Wu (2011)	The Chinese cultural content in English College textbooks in China.	Content analysis /questionnaire	Six editions of College English textbook in China	Chinese culture is seldom involved in the textbooks.
Aliakbari & Jamalvandi (2012)	The presentation of culture in English textbooks at Chinese high school level.	Content analysis	"New Senior English for China" published in China.	1. The portion of target culture versus source culture differs slightly. 2. Literature, arts, humanities and history are emphasized, and other cultures were neglected or underrepresented.
Xu (2013)	Whether the texts expose diversities of English and cultures, what cultures are represented; whether the texts help engage students in using English?	Content analysis	Chinese ELT materials in secondary schools.	Texts about other cultures co-exist with the texts representing inner circle cultures. Cross-cultural perspectives are represented in the textbooks.

Table 2.2

Cultural Categories and Their Factors

	Categories	Factors					
1	Everyday life	Holidays	Food	General etiquette	Professional etiquette	Daily life in America	General names
		Popular culture	Sports	Traditions	The American dream	Specific communities	Consumer life
2	Culture & Symbols	Gun control	Health	car culture	Current news	Symbols	Fashion
3	History & Geography	History	Racism	Travel destinations	Gender	Geography	Immigration
		Biographies	Regionalism				
4	Values & Attitude	Freedom	Values	Values: multiculturalism	Attitude	Perceptions	National identity
5	Politics	Government institution	Election process	Legal system	Political action of citizens		
6	Media & Technology & Economy	Technology	Agriculture economy & technology	Movies	Financial economic system		
7	Language & communication	Idiom	Non-verbal communication	Language variation			
8	Arts & Literature	Music	Print literature	Arts			
9	Education	School culture	Educational system	Research institutions			
10	Personal Relationship	Family relations	Personal relationships				

Figure 2.1

Textbooks Functions in EFL Instruction
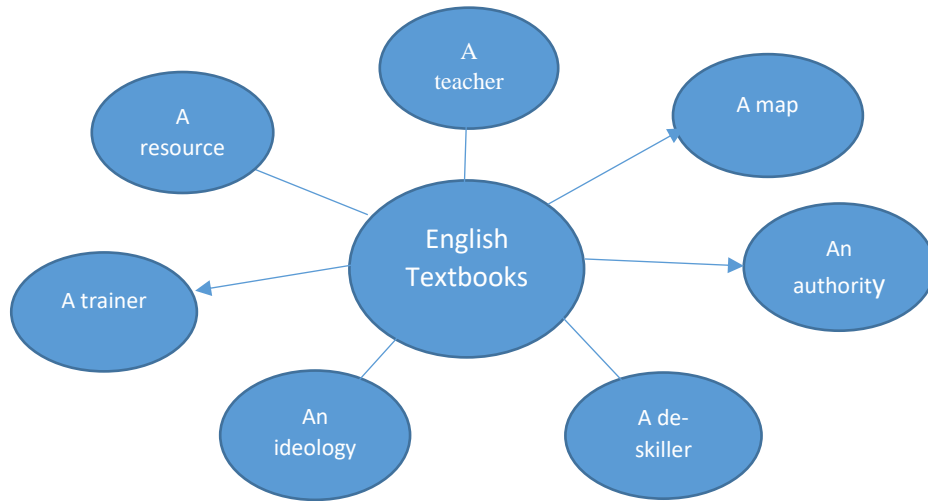
Figure 2.2

Culture Coverage Comparison between Two Editions of Reading and Writing
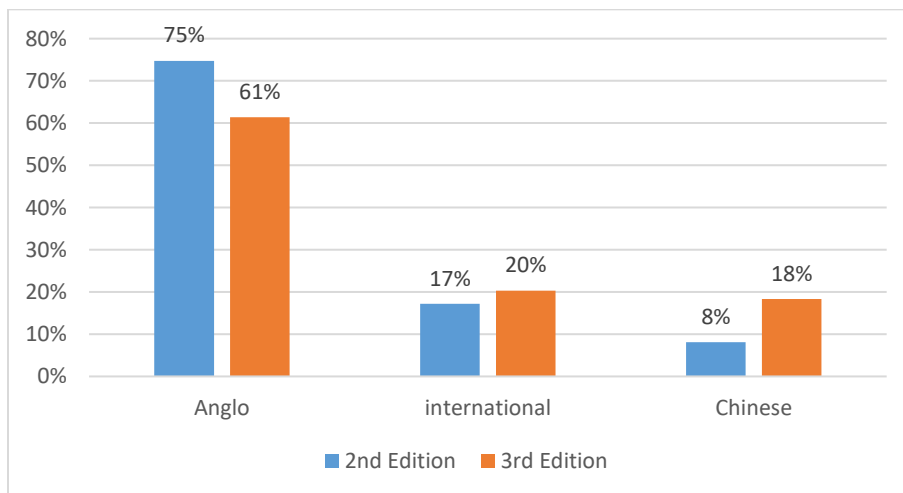
Figure 2.3

Chinese Cultural Factors from Two Editions of Reading and Writing
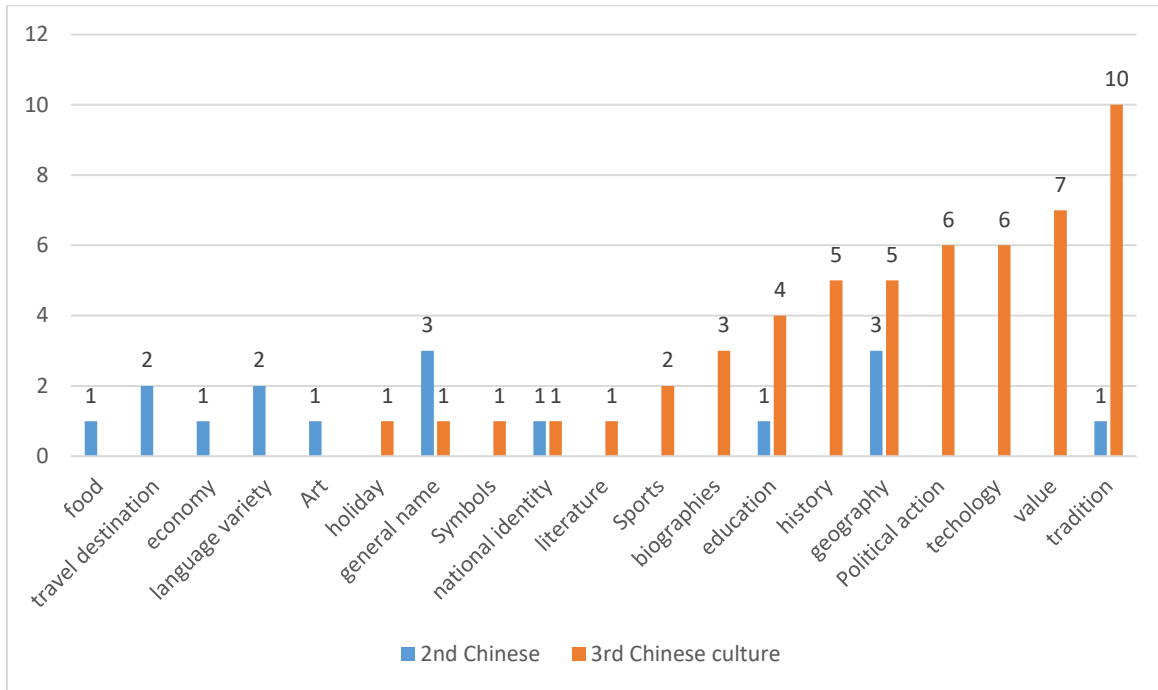
Figure 2.4

Culture Coverage Comparison between Two Editions of Viewing, Listening, and Speaking
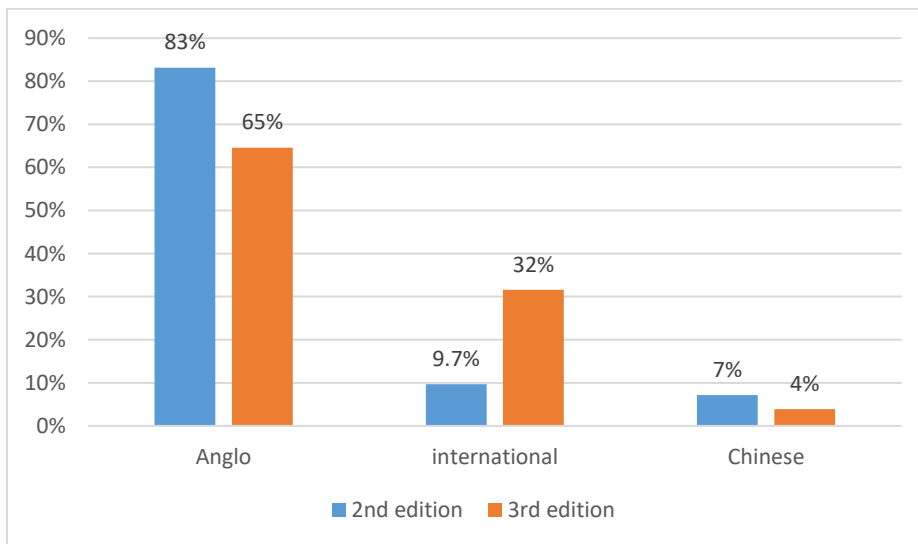
Figure 2.5

Distribution of Intercultural Elements in Two Editions of Viewing, Listening, and Speaking
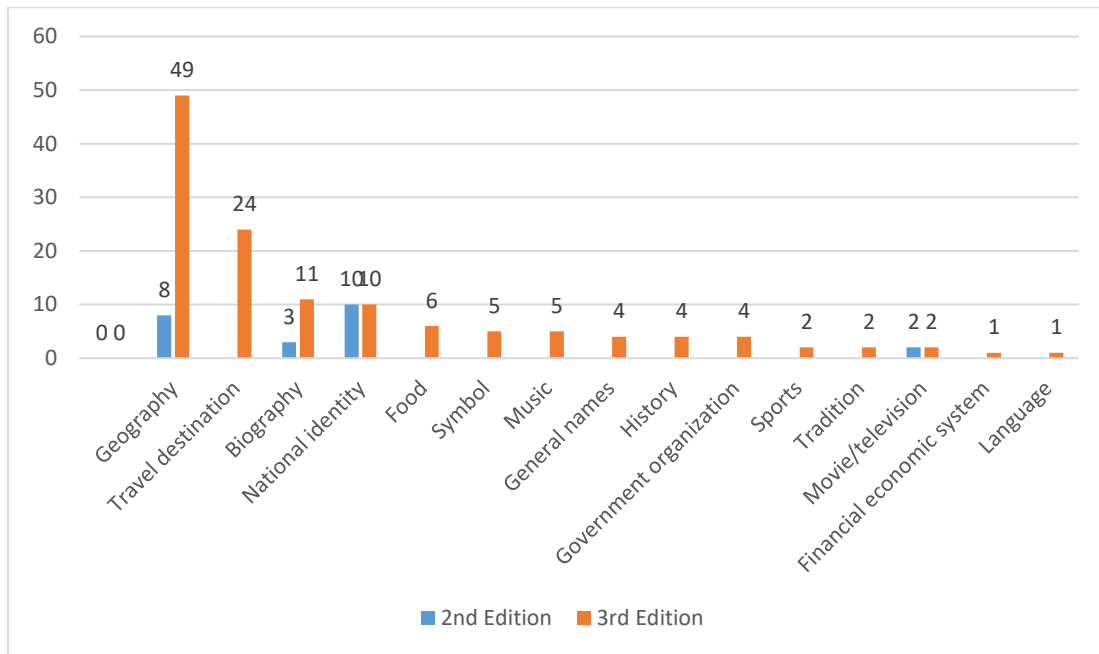
CHAPTER III

ARTICLE II

THE EFFECT OF COLLEGE ENGLISH TEXTBOOKS ON CULTIVATING STUDENTS'

INTERCULTURAL COMPETENCE AND TEACHERS' ATTITUDES ON CULTURE

TEACHING

Abstract

Based on the previous study, the current study investigated the potential effect of the 2nd and 3rd edition of *New Horizon College English* textbooks on cultivating students' IC in China, as well as investigating Chinese college English teachers' attitudes towards these two textbooks, their perceptions of IC, and their confidence and challenges in culture teaching. To this end, two different surveys were conducted: Firstly, Chen and Starosta's (1996) ISS were administered to 196 first-year university students in Northwest Normal University and Lanzhou Jiaotong University on two occasions with a two-month period in which the students received College English instruction in between. No major difference in cultivating students' IC was found in spite of the large increase of cultural content in the 3rd *Reading and Writing* textbook compared to the 2nd edition.

Another 14-point survey was conducted to a total of 163 college English teachers in 41 Chinese universities, followed by a one-on-one interview with eight teachers. Results indicated a high degree of awareness of the importance of IC among Chinese teachers, but only 60% of the respondents indicated that they were "Confident" or "Somewhat confident" in their ability to integrate culture teaching in college English instruction. The results also revealed three major gaps in culture instruction: the gap between educational policy requirements versus implementation in practice, the gap between teachers' high theoretical awareness versus low IC

sensitivity of textbooks, and the gap between teachers' expressed desire for more cultural knowledge versus the shortage of available in-service training programs. The findings suggested that college English teachers could benefit from professional development in the area of culture teaching in China as well as other EFL countries.

Keywords: Intercultural communication, teachers' attitudes, culture literacy, English education in China

Introduction

To meet the requirement of globalization, the competence to communicate and set up relationships with people with different cultures has become more important than ever before (Lustig, 2005). Believing "all communication in a foreign language is intercultural" (p. 74), Sercu (2004) argues that foreign language teachers should develop students' IC to face the increasing opportunities encountering linguistically different situations. Scholars propose that foreign language teaching (FLT) should not be limited to the learning of factual knowledge of that language or countries where the language was used (Aguilar, 2010) or the communication skills (van EK, 1986), but also accompanied by personal and social development of individuals (van Ek, 1986) that will help them to communicate successfully in multicultural situations.

With the soaring number of English learners in China, many scholars think that even after many years of English learning, Chinese college students still cannot communicate with foreigners in English effectively. The low oral English fluency caused by the deficiency of language atmosphere and communication opportunities are part of the reason, while the shortage of cultural knowledge (Song, 2018; Yin, 2008; Zhang, Yang, & Li, 2004), and communication skills (Yin, 2008) are said to cause low communication ability in English among college students.

An analysis of the *New Horizon College* English textbooks (see the previous article) has shown a clear improvement in the coverage of native culture and international cultural content in the 3rd edition compared to the 2nd edition. Therefore, the primary goal of this research article is to evaluate the potential impact of these two different versions in cultivating students' IC and survey both teachers and students. First, the article discusses the similarities and differences of

the major terms related to IC and their implications to the assessment before moving to the discussion of the models and assessment of IC. Second, it reports the results of the survey questionnaire and interviews conducted with students and teachers.

Literature Review

Terminology, Definition, and Construct of IC

To provide some theoretical background, this section offers an overview of the concept of IC. IC has been recognized as a vital goal for higher education due to English's international language status in globalization (Association of American Colleges and Universities, 2011). Sinicrope, Norris, and Watanabe (2007) view college foreign language teaching as a distinctive approach to promote the acquisition of IC for language students who cannot study abroad. IC, however, is a complex construct and multiple terminologies, definitions, and IC models have been developed over the years.

Terminology and definition. The ever-growing characteristic of IC since it was first adopted in education in the 1980s makes it hard to reach an agreement on an accepted definition (Deardorff, 2006). In addition to the term IC, Fantini (2007) collected 19 different terms that were used alternatively. Some of these different terms were accepted and utilized by administrators in U. S. institutions, such as cross-cultural competence, global competence, and global citizenship (Deardorff, 2006).

Although the different terms attempted to capture the abilities that any individual should have in linguistic and culturally different situations (Sinicrope et al., 2007), they do not have exact meanings (Deardorff, 2006; Fantini, 2007). In general, the various proposed terminologies could be classified into two large categories: the general terms that describe such constructs as global competence, ethnorelativity, multiculturalism, and effective inter-group communication,

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and the more specific ones that focus on certain capabilities such as cross-cultural awareness, cultural sensitivity, cross-cultural adaptation, pluralingualism and so on.

The varied terms of IC also were due to the different definitions proposed for this concept. Among the most common ones are Byram's (1997) and Deardorff's (2004) definitions (below) that were accepted by secondary school administrators and intercultural scholars (Deardorff, 2006). According to Byram (1997), IC is "knowledge of others; knowledge of self; skills to interpret and relate; skills to discover and/or to interact; valuing others' values, beliefs, and behaviors; and relativizing one's self. Linguistic competence plays a key role" (p.34). Deardorff (2004) defines it as "the ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes" (p. 194).

A close look at both Bryan's and Deardorff's definitions reveals that these two definitions are not different from each other, but complementary. While Bryan's definition meets the requirements of educational practitioners at all levels, Deardorff's definition is more general in presenting the purposes of FLT and the abilities that would lead to successful communication under intercultural situations.

Fantini's (2007) definition was also adopted by scholars (Nadeem, Mohammed, & Dalib, 2017; Xiaole, Meng, & Manli, 2012). His definition is similar to Deardorff's (2004) in referring to IC as "a complex of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself" (2006, p. 12). Both definitions adopted the "dual criteria" of appropriateness and effectiveness of social evaluation of behavior (Spitzberg, 2000, p. 380).

IC constructs and factors. Though IC was built on the concept of "communicative competence" and "cultural awareness", it is not accurate to say that IC is simply the combination

of these two concepts (Sercu, 2002). Byram (1997) first specified that IC constructs should be sorted into four different savoirs (i.e. types of knowledge), including savoir comprendre (interpreting and related skills), savoir s'engager (education), savoir apprendre/faire (discovery and/or interaction skills), and savoir etre (the attitudes in the process).

Based on Byram's concepts, many scholars proposed that English as a foreign language (EFL) teaching should not be limited to the learning of factual knowledge of certain language or country where the language was used (Aguilar, 2010) or the communication skills (van EK, 1986), but also accompanied by the personal and social development of individuals (van Ek, 1986) that will help them communicate successfully in multicultural situations. To be specific, EFL teaching should include the attitudes, skills, and intercultural awareness, which will develop students' ability to relativize the beliefs, values, and behaviors of their own culture to that of the others (Risager, 2007). Attitudes, skills, and intercultural awareness are also the three basic constructs of different IC models. Attitude, however, is believed to be the fundamental component of IC because openness is the starting point for any learners (Lynch & Hanson, 1998; Deardorff, 2006) and learners' willingness and acceptance are decisive in acquiring IC (Aguilar, 2010). Other than the frequently mentioned dimension of attitude, Griffith, Wolfeld, Armon, Rios, and Liu (2016) suggested that the behavioral or performance-relevant component should also be included in the IC model after reviewing various IC models.

The remaining IC components could be classified into three factors: intercultural traits; intercultural attitudes and worldviews; and intercultural capabilities according to Leung, Ang, and Tang (2014) who gathered over 300 different constructs from more than 30 IC models. The intercultural traits include the stable personal characteristics that would influence behaviors in intercultural situations; intercultural attitudes and intercultural worldviews refer to the reactions

and attitudes of any individual to other cultures; and intercultural capabilities focus on characteristics that would lead to effective intercultural communication.

IC Construction Model

This research aimed to collect data through an assessment given to students, therefore, a heuristic concept of IC model is preferred (see Table 3.1 Comparative Table of Three Major IC Models). Chen and Starosta's (1996) model is compositional. Its three constructs of intercultural awareness, intercultural sensitivity, and intercultural adroitness were concluded from the three aspects of cognitive, affective, and behavioral. Within each aspect, several different elements of characters or abilities were covered.

The notion of intercultural awareness represents the cognitive perspective of IC and refers to "the understanding of culture conventions that affect how we think and behave" (Chen & Starosta, 1998, p. 28). Intercultural sensitivity represents the affective perspective and means "active desire to motivate themselves to understand, appreciate, and accept differences among cultures" (Chen & Starosta, 1998, p. 231). There are six elements that account for intercultural sensitivity: self-esteem, self-monitoring, open-mindedness, empathy, interaction involvement, and non-judgment.

Different from the compositional model, co-orientational model specifies "the components or process of a successful intercultural interaction" (Griffith et al., 2016, p. 2). In the beginning stage of co-orientational model, there are two kinds of constructs: linguistic knowledge and functional aspects of communication. For instance, among the four components of communicative competence proposed by Canale and Swain (1980), grammatical and discourse belong to linguistic knowledge and sociolinguistic and strategic competence belongs to the functional aspect of communication.

Influenced by Byram's (1997) idea of treating attitudes as the fundamental starting point of IC, Deardorff (2004) proposed the "Pyramid Model of IC", in which requisite attitudes, knowledge & comprehension, and skills are the three components of the lower level. These three constructs were identical to the opinion of the American Council on Education (ACE). In a three-year project (2004-2007, Project title: *Lessons Learned in Assessing International Learning*) conducted by ACE on assessing international learning among six different colleges across the United States, the teaching results were evaluated from three angles of knowledge, skills, and attitudes (ACE, 2007).

Believing that awareness is central to cross-cultural development, Fantini (2011) added awareness as one component in his IC model together with knowledge, (positive) attitudes/ affects, and skills. He further stated that the improvement in knowledge, (positive) attitudes/affects, and skills could enhance awareness, and conversely, the development of awareness promotes the acquiring of the other three dimensions. Fantini (2011) also concluded the three domains of IC as establishing and maintaining relationships, communicating with minimal loss or distortions, and collaborative work in a mutual project.

Competence and IC Assessment

As a capability, IC could be assessed. A combination of several methodologies was suggested to provide more robust results and survey and portfolio assessments are the two major assessment formats (Griffith et al., 2016, Ingulsrud, Kia, Kadowaki, Kurobane, & Shiobara, 2002). While portfolio assessment reflects the improvement of skills of individuals and groups through assessment at different time points, it is more time-consuming (Ingulsrud et al., 2002). Surveys, on another hand, could be standardized, and norm-referenced, and their varied item-response format meets with the multidimensional nature of IC (Griffith et al., 2016). Griffith et

al. (2016) further suggest that the Likert-scale response questions are suitable to assess the attitude of IC. As a method, surveys are frequently used in the assessment of foreign language ability, personality traits and cultural attitudes (Byram & Morgan, 1994; Kauffmann, Martin, & Weaver, 1992), and they are adopted in this research, along with interviews, as methods for assessing IC competence and perception.

In order to assess students' IC competence and perception, Chen and Starosta's (1996) Intercultural Sensitivity Scale (ISS) instrument is adopted. This assessment (see Appendix A) includes questions from five factors: interaction engagement, respect for cultural differences, interaction confidence, interaction enjoyment, and interaction attentiveness (Chen & Starosta, 1996), and thus conforms to the general understanding of competence according to Birenbaum (1996).

Questionnaire surveys of College English teachers provide with teachers' perceptions of College English textbooks and teaching methods. They are conducted to measure teachers' perceptions of and attitudes towards cultural teaching materials and cultural literacy in language education. Together with the previous data collection, questionnaire surveys, and interviews with teachers will explore in-depth perspectives through designing questions that pertain to participants' experiences and viewpoints (Turner III, 2010).

Research on EFL teachers' perceptions and practices in IC

It is commonly accepted that teachers' perceptions influence their teaching practices to a large extent. Therefore, investigating teachers' understanding of IC, their teaching activities used in culture teaching, as well as other factors that may influence their culture teaching effect would benefit to the goal of college English in developing students' IC. A significant number of

quantitative and qualitative research has been conducted centered around EFL teachers'
perceptions and practices in IC.

   The present situation of IC teaching in English (foreign language) classes. These
researches discovered that the value of culture teaching has been widely accepted by scholars in
many countries. In Michael Byram's (2014) research with the Cultnet group, which includes
over 190 members working in the cultural dimension all over the world, scholars from most
European countries, New Zealand, and China expressed that nobody questions the importance of
cultural studies in foreign language education. The studies of English teacher from other
countries, such as New Zealand, Spain, Iran, Finland, Turkey, etc. (Banafsheh, Khosravi, &
Saidi, 2014; Jokikokko, 2010; Larzen-Ostermark, 2008; Nazari, 2007; Sercu, Mendez Garcia, &
Prieto, 2004) also discovered that their foreign language class includes both language teaching
and culture teaching.

   In the teaching practice, however, the intercultural orientation of culture teaching was
still subordinated to language teaching. Culture teaching itself was marginalized and separated
from language teaching in terms of the time distribution, content, and its connection to language
teaching. 91.43% of EFL teachers in Spain (Sercu, Mendez Garcia, & Prieto, 2004 claimed that
they devoted over 80% of the class time to language teaching and cultural content were
mentioned occasionally. This situation is very common in EFL countries (Zhou, 2011). Passing
culture information of target language was believed to be the main goal of foreign language
teaching and the reflection of one's own culture based on the understanding of otherness was
totally neglected (Bryam, 2014; Sercu, Mendez Garcia, & Prieto, 2004). Thus, the majority of
EFL teachers just emphasized the introduction of superficial culture facts (Banafsheh, Khosravi,
& Saidi, 2014; Bayyurt, 2006; Larzen-Ostermark, 2008; Sercu, Mendez Garcia, & Prieto, 2004).

These problems might be caused by the partial understanding of IC among EFL teachers. Most of the EFL teachers consider knowledge as the most important factor of IC (Atay,Kurt, Camlibel, Ersin, & Kaslioglu, 2009; Gu, 2016; Larzen-Ostermark, 2008, Sercu, 2004) and hold the opinion that the center of culture teaching is conveying cultural information to students. Still, some treat skills (Larzen-Ostermark, 2008) as the most important factor, while some prefer attitude (Zhou, 2011).

Teachers' challenges in integrating IC into language classes. The literature review on teachers' challenge revealed that teachers attributed the majority of their challenges to the deficiency of their own abilities, such as the insufficient IC concept and cultural knowledge; the difficulty of balancing linguistic teaching and culture teaching in limited time, especially when students' have low target language proficiency; and the lack of pedagogical skills of IC facing the heterogeneous student body (Jokikokko, 2005; Larzen-Ostermark, 2008; Lindholm & Myles, 2019).

Some other teachers discussed the ambiguous curriculum requirement on IC, and that the traditional English assessment emphasized on language ability forced them to focus on the linguistic teaching in class (Larzen-Ostermark, 2008). The shortage of IC assessment and suitable teaching resources, and students' low involvement was also mentioned (Bayyurt, 2006; Gu, 2016; Lindholm & Myles, 2019).

How to integrate IC in language teaching and learning. As IC includes more than skills and knowledge, there isn't any single effective approach, even interaction with other cultures will automatically improve students' IC. Therefore, IC education requires IC characterized foreign language classrooms to integrate teachers' perception of IC, curriculum

design, and regular IC assessment (Jokikokko, 2005; Menard-Warwick, 2009; Moeller &

Nugent, 2014).

Integrating IC into language education requires a change of mindset among teachers and

place culture in "the very core of language teaching" (Kramsch, 1993, p.8) because "it does not

simply mean to add cultural content in English class, but also involve a rethinking of pedagogy

approaches" (Shaules, 2016, p.4). The using of commonly accepted norms of behavior in

different context should replace the teaching of native-English-speakers' norms because they

serve only as the baseline or reference to students' behavior while not the models for students to

keep (Ishihara & Cohen, 2012; Lindholm & Myles, 2019). At the same time, the knowledge and

skills that are beneficial to students' understanding of underlying cultural values, communication

styles, and worldview awake students' cultural conscious and build their IC (Lindholm & Myles,

2019).

Additionally, Lindholm & Myles (2019) suggested that the curriculum design should

consider the ways students understand and interpret meaning in class. In order to address the

problems happening in the real interaction, students need to have the ability to dig into their

cultural repertoire, interpret what is going on, and respond accordingly. To balance the time on

cultural content and linguistic content is another aspect that needs to be considered (Sercu,

Mendez Garcia, & Prieto, 2004; Zhou, 2011).

IC assessment is another essential factor in culture teaching because it focused not only

on students but also on teachers. Sinicrope, Norris, and Watanabe (2007) claimed that "it plays a

key role in helping educators to understand and improve students' IC capacities, providing an

empirical basis for tracking development, motivating learning, examining outcome, and

indicating areas for constructional improvement" (p. 50).

Unfortunately, none of these empirical studies includes teachers' perception of cultural content in textbooks and the challenges may influence the success of culture teaching. In addition, teachers' attitudes towards the importance of international culture in IC has not been investigated. Hence, one must now turn the attention to connecting teachers' perceptions of cultural content in textbooks to their IC and teaching activities in order to present a holistic picture of improving students' IC.

Purpose of the Study

The findings of Article I indicated that there is a great increase in the culture presented in the 2nd and 3rd versions of *New Horizon College English* textbooks, especially in the book *Reading and Writing* and *Viewing.* Consequently, it is necessary to evaluate their function in cultivating and improving learners' IC. Furthermore, as an important factor of culture instruction, teachers' perceptions and attitudes towards textbooks and IC needs to be explored. The research questions are:

RQ1: Do the 2nd and 3rd *New Horizon College* English textbooks have differences in cultivating students' IC in China?

RQ2: What are Chinese university students' attitude towards intercultural communication?

RQ3: What are Chinese college English teachers' perceptions of IC?

RQ4: From the Chinese college English teachers' point of view, how can we improve students' IC in College English teaching?

RQ5: Do Chinese college English teachers feel confident in integrating culture teaching in the curriculum to develop students' IC?

Method

To answer the above questions, the research first assessed the change of Chinese college students' IC of the *New Horizon College English* textbook and then conducted a questionnaire survey of college English teachers in China followed by interviews to represent teachers. Therefore, the introduction of the factors in the method were divided into two parts: one for college students and another for College English teachers.

Participants

College students. Two classes of first-year students (one from Northwest Normal University and one from Lanzhou Jiaotong University) were chosen for the self-evaluation of IC assessment. Both universities are outstanding public Universities in Gansu, China. Students from the Northwest Normal University use the 2nd edition of *New Horizon College* English textbook, while students from Lanzhou Jiaotong University use the 3rd edition.

In the end, 196 students in 4 classes of both universities (92 students in Lanzhou Jiaotong University who use the 3rd edition and 104 students in Northwest Normal University who use the 2nd edition) took both surveys. In Lanzhou Jiaotong University, we received 51 pretest records and 49 posttest records, and 48 (96.1%) of them taking both tests. In Northwest Normal University, we received 79 pretest records and 68 posttest records with 63 (79.7%) students taking both tests.

College English teachers. Questionnaire surveys were administered to all the College English teachers from 41 undergraduate universities located in 17 provinces across China. They were asked to fill in the forms according to their own experience without time limit. At the end of the survey period, we received 163 valid questionnaires (female 146, male 17) with 53 participants expressing consent to participate in the interview voluntarily.

The participants were geographically centralized with 78.5% of them teaching in universities in four provinces (Hunan N=59, Gansu N=33, Shandong N=19, Jiangsu N=18), while the remaining 9% participants come from nine provinces with less than two participants each. Although the gap in participant's experience is 35.5 year, the participants are quite experienced overall and have taught college English for an average of 14.36 years. There are 128 participants (79%) with over 10 years' experience in college English teaching, and only 20 (about 12%) of them with less than five years' teaching experience.

Measurement Instrument and Procedure

College students. Chen and Starosta's (1996) ISS was administered to students for both the pre- and post-test in this research. ISS developed by Chen and Starosta (1996) was found to be reliable (with Cronbach's alpha of .86) and valid (Five factors had eigenvalues higher than 1, accounting for 37.3% of the variance. It correlated with Intercultural Effectiveness Scale $r =.57$, and Intercultural Communication Attitude Scale $r =.74$, both with p values < 0.05) (Griffith, Wolfeld, Armon, Rios, & Liu, 2016).

ISS was administered to EFL students who live/study in their own country or abroad. McMurray (2007) compared IC difference between students who have international travel experience and those who do not use the instrument of ISS to a total of 180 undergraduate and graduate students (118 of them have international travel experience and 62 do not) at the University of Florida. Fritz, Mollenberg, and Chen (2001) tested ISS with 400 German students of business administration at the University of Mannheim, Germany and found that the overall structure of the scale is valid in assessing German students' IC in spite of the moderate reliability of the factors of "interaction enjoyment" and "interaction attentiveness" and their low discriminant validity.

The ISS instrument encompasses three basic sections: questionnaire on intercultural sensitivity, demographic information, and personal travel experience. The first section of the questionnaire includes 24 items in five different factors: interaction engagement (items 1, 11, 13, 21, 22, 23, and 24), respect for cultural differences (items 2, 7, 8, 16, 18, and 20), interaction confidence (items 3, 4, 5, 6, and 10), interaction enjoyment (items 9, 12, and 15), and interaction attentiveness (items 14, 17, and 19, see appendix). All the items are five-point Likert-scale items. Each item is graded from 1 to 5, which represents the response from "strongly disagree" to "strongly agree". While nine reverse-coded "negatively-keyed" items intervened among "positively-keyed" items to keep the consistency of all items (McMurray, 2007).

The pre- and post-test ISS was administered to students on November 25th, 2019, and January 25th, 2020 with two months interval. The score of the items in each section (knowledge, attitude, skills, and awareness) and the total score was calculated. A 2(B) X 2(W) two-way mixed-design ANOVA was conducted using SPSS 24 with two factors: the between-subject factor textbooks and the within-subject factor intervention. The between-subject factor textbook has two levels, one class uses the 2nd edition, and another uses the 3rd edition. The within-subject factor intervention also has two levels, before and after the intervention.

College English teachers. All the participants accessed the survey questionnaire through the website www.wjx.cn. Except for the personal information, all the questions were multiple-choice questions with the option of writing down detailed answers on certain questions. The questionnaire has two sections including the perception of IC (item 1-7) and the perception of teaching methods (item 8-14). Before starting the questionnaire, all the participants received a brief introduction of the research including the goal and process of the research, and the content of the questionnaire.

Following administering the questionnaire survey, eight representative teachers (2 males and 6 females) from among those who signed the consent form for an additional interview were selected to receive a one-on-one semi-structured interview in order to supplement to the questionnaire responses. The second stage of the personal interview was comprised of three parts: opening, questioning, and closing. In the opening stage, the researchers welcomed the participants and explained the purpose of the study. The interviewees were informed of the procedure of the interview and the audio recording process. In the second part, the interviewees were led through questions based on their personal experiences to elicit their observations and insights. The last part was a short summary of the whole session to ensure that there was no misunderstanding and to give the interviewees a final opportunity for any additional thoughts. The interview with each participant was conducted in Chinese within 15 minutes. Later, all the audio records were transcribed and translated into English.

The one-on-one interview with the selected group probed college English teachers' in-depth perceptions on the concept of IC, the reasonable ratio of different cultural content, effective teaching methods, and professional training opportunities about IC. Items 1-3 center around teachers' perception of IC and their related intercultural experience that may influence their understanding of IC, items 4-5 center around teachers' suggested ratio of different cultural content in EFL textbooks and functions in terms of their level and coverage, item 6 focuses on effective IC teaching methods according to teachers' teaching experience, and items 7-9 focus on EFL teachers' opportunities of the in-service training program, the exact content of the training and any other suggestions in order to improve students' IC.

Results and Discussion

The following section presents a summary of questionnaire surveys to both students and teachers. The discussion is divided into six thematic categories according to the research questions: the effect of two different editions of *New Horizon College English* textbooks in students' IC, college English teachers' level of confidence as culture instructors, their perceptions of the important dimensions of intercultural competence, their views of cultural content coverage in textbooks, their views of effective instructional practices in teaching culture, and the challenges encountered in integrating culture teaching in college English instruction.

Research Question 1: The Effect of Two Different Versions of *New Horizon College English* Textbooks (*Reading and Writing*) in Cultivating Students' IC

Both the descriptive statistics and ANOVA test results between two times assessments given to students at two universities revealed that textbooks did not have a major impact on developing students' IC. Instead of the possible improvement, the mean and SD difference showed that there was even a slight decrease in students' IC scores after the two months' study. In Northwest Normal University, the difference of the mean and SD between the pretest ($M = 3.18$, $SD = 0.85$) and posttest ($M = 3.15$, $SD = 0.86$) is 0.03, and 0.01, respectively. In Lanzhou Jiaotong University, the mean differences between the pretest ($M = 3.17$, $SD = 0.8$) and posttest ($M = 3.15$, $SD = 0.8$) is 0.02. No SD difference found at all. The two-way ANOVA test results also discovered that the independent variables "test-time" ($F(1,243) = .033$, $p = .960$), "textbooks" ($F(1,243) = .003$, $p = .961$) and their interaction ($F(1,243) = .002$, $p = .857$) have no significant effect on the dependent variable of "students' IC score".

Closely looking at the results at the item level of the scale, we found that all students showed high respect for cultural differences with the highest response on item 8 (i.e., I respect

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the values of people from different cultures) and item 16 (i.e., I respect the ways people from different cultures behave) in both the pretest and posttest. Students in Lanzhou Jiaotong University displayed lower interaction enjoyment because of their low performance on the item 15 (I often feel useless when interacting with people from different cultures) and item 12 (I often get discouraged when I am with people from different cultures). No obvious advantages or disadvantages displayed among students from Northwest Normal University.

Research Question 2: Students' Attitude towards Intercultural Communication

The comparison of ISS results at the category level also indicated subtle differences among the five categories except for relative low mean in the category of interaction enjoyment (Table 3.2). Participants are aware that it is important to keep an open-mind and respect others' cultures, observe the minor difference, transfer the meaning in different ways, and so on. However, interestingly participants with an average of higher score in interaction confidence were lower scored in interaction enjoyment in both pretest and posttest (Table 3.2). This conflict revealed the gap between students' self-confidence in their own ability in intercultural communications versus a relatively passive attitude in actual interactions. Generally speaking, people tend to be more active in the activities in which they have a high confidence. This conflict would need further research to figure out students' true attitudes and competence towards intercultural communication so that syllabi in cultural teaching could be designed.

Admittedly, there could be some other variables influencing the results, such as different teachers having varied intercultural awareness that may influence students' learning, or the anxious emotion among students due to the quarantine policy implemented around the posttest period (the posttest results were collected during the spread of coronavirus in China). Such factors could lead students to be more introverted and less likely to seek any outreach contact. However, this result revealed that the role of textbooks in developing students' IC is limited,

which supported Asgari's (2011) statement that textbooks do not have a large impact on cultivating learners' IC. Fernado and Rodriguez (2015) further expressed that textbooks can only provide information about English life but not necessarily the means of successful communication with others. The results make our follow-up research on teachers' perception of IC all the more important.

Research Question 3: Teachers' Perception of IC and Knowledge in Developing Students' IC

In response to the question about the most important construct of IC, awareness was ranked highest by 85 participants (52%) (Figure 3.1). Intercultural awareness is often conceptualized as "the understanding of the distinct characteristics of our own and other's cultures" (Chen & Starosta, 1998, p.30) and it usually centers on awareness of social values, customs, norms, and systems (Chen & Dai, 2014). As one interviewee put it:

> *"I choose awareness as the most important element in intercultural competence because I believe that awareness is the prerequisite of everything. Without the awareness of cultural differences, one may easily neglect the existing differences, let alone actively learning them. I became interested in IC since I encountered many problems in intercultural situations and realized they were caused by the different behaviors and ways of thinking. Later in these years, I have become more cautious when communicating with westerners."*

For this teacher, the catalyst for her awareness was encountering different norms of behavior in western foreigners which lead to her increasing awareness of cultural differences. Another interviewee added that:

"Because I work in a minority area (Inner Mongolia province), my awareness of the cultural difference started from the misunderstanding with my Mongolia friends. Later, with the learning of intercultural communication and increased interaction with people from other cultures, including the foreigners, this awareness got even stronger. So, in my college English teaching, I introduced different cultural knowledge to raise my students' awareness about cultural differences."

For this teacher, in contrast, encountering cultural difference happened within the borders of her own country when she interacted with cultural minority groups within China. This initial experience, which was later deepened by meeting people from other cultures, prompted her to weave cultural instruction into her English language class.

Overall, the offered rationale for prioritizing awareness as an IC element can be summarized in the following points. Awareness of the cultural difference is the first step in raising students' interests to learn intercultural skills and knowledge. It encourages students to study related knowledge and skills actively and can also guide teachers' thinking, action, and skills.

The construct of knowledge was ranked second. According to the questionnaire responses, most of the teachers defined knowledge as English language knowledge and all kinds of cultural knowledge, such as native culture, target culture, and other international cultures. Believing that skills formed on the basis of cultural knowledge and intercultural skills would minimize misunderstanding in intercultural situations, many college English teachers rated knowledge as the most important factor of IC. It was explained by one interviewee thus:

"We can think of the relationship between skills and knowledge as that between fishing skills and fishing pole. We gain the fishing skills through the study and practice of

the fishing pole. Only with the knowledge of fishing skills will we be able to save our time

and catch more fish."

Interestingly, to conceptualize the relationship between knowledge and skills, this teacher uses the analogy of a fishing pole. In her view, knowledge is the central instrument of fishing for which particular skills can be acquired.

It was curious that the construct of attitude was ranked last, lower than other constructs. Teachers who believed attitude is the most important part of IC expressed that "attitude is the crucial part in human communication". Another participant even claimed that "attitude is everything". However, many teachers understood attitude as primarily related to students and not to themselves. As one interviewee stated:

> *"I know attitude is important in effectively developing students' IC, but it is*
>
> *harder for teachers to control. Students who like English actively learn anything about*
>
> *the language and its culture. Some students don't like English no matter what you teach.*
>
> *Only tests motivate them..."*

Another participant added that*:*

> *"Traditional English teaching and its focus on grammar results in students'*
>
> *negative attitude towards English learning. It is very hard for me to change that because*
>
> *my class presently is crammed with grammar rules and basic the skills of listening,*
>
> *speaking, reading, and writing that will be tested, I don't have enough time and effort to*
>
> *introduce more cultural aspects to them. Additionally, there is no need to have IC in*
>
> *students' daily life."*

As the last comment indicates, the lower ranking of attitude by most of the teachers is due in part to the traditional teacher-centered method and test-targeted learning in China.

Although teachers have an increasing awareness on IC training, the test results of 58 teachers who taught both the 2nd and 3rd edition of *New Horizon College English* textbooks revealed that teachers are not sensitive to the changes of cultural content in the 3rd edition of *Reading and Writing* textbook. Figure 3.2 showed that only 12% (7) of the teachers were aware of the great increase, the majority of them (67%, 39) observed very limited change or no change, and the rest 21% (12) of the teachers did not pay attention to this question at all.

Research Question 4: Teachers' View on Cultural Content in Textbooks and Effective Instructional Practices in Improving Students' IC

Similar to the content analysis of textbook in Chapter II, this questionnaire also investigated teachers' attitudes towards the coverage and level of cultural content. In terms of the coverage of cultural content, the responses revealed an awareness of the importance of Chinese culture in developing IC. The results indicate that about one third of the teachers (32%) believe that Chinese culture should be emphasized although almost twice as many teachers hold that Anglo-American culture should be the focus in the college English textbooks (Figure 3.3).

As to the question of what level of cultural content are more helpful in improving students' IC both in Anglo-American culture and Chinese culture, Figure 3.4 showed that the answers are quite similar. The category of values & attitude (21% in both cultures) was ranked first followed by the Culture & Symbols (19% in Chinese culture, 18% in Anglo-American culture), Language & Communication (16% in both cultures), and Everyday Life (13% in Chinese culture, and 18% in Anglo-American culture) (see Figure 3.4).

These results suggest that most of the participants are aware of the importance of culture values as an important category for raising intercultural awareness among college English students. In the interviews, however, it became clear that there is a political motivation for their

preferences. Many of the interviewed teachers referred to a model known as the "Ideological and Political Theories Teaching in all Courses" in Chinese universities. This is a new ideologically driven model of education first piloted in the schools and universities in Shanghai and later implemented in other schools across China. It aims at integrating the socialist core values, patriotism, and internationalism into any single course in order to "cultivate" students' awareness. A more cynical view, however, would see this piloted model as an attempt to indoctrinate teachers and students into the ideology of the ruling party. An interviewee explained her training as follows:

> *"At the beginning of this semester, our university invited some experts to introduce the methods and experiences of integrating the model of ideological and political theories in our courses. The model requires us to introduce values and attitudes to students in every class. However, the training was for the whole faculty and was focused mainly on Chinese values. But when I prepare lessons for my English class, I try to include Anglo-American values based on the text so that students could get a deeper understanding. For instance, when I was teaching the unit on "Relationships," I compared the relationship with parents in America and in China so that students could understand the reasons behind the more dependent relationships between children and parents in China versus the relatively independent relationships in America."*

This interviewee also expressed her concern that the over-positive impression of Western countries in the textbooks could compromise Chinese students' views of their own culture. As she put it,

> *"In my experience, students tend to take it for granted that life in America is perfect except for incidents of mass shootings and the lack of gun control. They doubted it*

when they were told that there were also many beggars out on the streets in American

cities. Their over-positive attitude towards American life might be due to the positive

coverage of Anglo-American culture in elementary and middle school English textbooks.

Also, very few English teachers travel to the U.S. It's impossible for teachers in this case

to give a more balanced introduction to western culture and life."

Generally speaking, teachers always adopt the teaching methods they believe to be

effective in practice. However, investigating the teaching methods that teachers think would be

helpful in developing students' IC and the ones they frequently used in class reveal that not all

effective teaching methods were adopted in class. Culture comparison is reported to be the

method mostly frequently used (82%) among the other listed methods. However, 68% of

teachers used descriptive introduction in class but only (31%) regarded it to be an effective

method (see Figure 3.5).

In other words, many teachers are aware of the fact that descriptive introduction is less

useful than group discussion and role play in cultivating students' IC, but they still use this

lecturing method more frequently than the other two. Some teachers explained in their interviews

afterwards that because of time limitations, they opt for easy teaching methods in class.

Compared to group discussion and role play, descriptive introduction is most familiar, more

direct and can take less time. Other reasons reported by teachers include college English classes

being lecture dominated, culture teaching deemed less important than language teaching, and the

heavy workload that do not allow teachers sufficient time to experiment with other methods.

In addition to the listed teaching methods, one participant reported that she encountered

resistance when she tried to lead the presentation of certain culture topics by letting students

share their points of view in order to actively engage them in critical thinking.

Research Question 5: Teachers' Level of Confidence as Culture Instructors and the Challenges Encountered in Raising Students' IC

Interestingly, no participant reported being "Very confident" in their ability to integrate culture teaching in college English instruction and about 60% of the respondents indicated that they were "confident" or "Somewhat confident" with the remaining 40% expressing no confidence at all (see Figure 3.6).

The Pearson Correlation coefficient found that teachers' confidence level on integrating culture in college English instruction is negatively correlated with teachers' experience level ($r = -.22, p < .05$) and positively correlated with their rating of their education ($r = .30, p < .01$). In other words, a teacher's education level is a more decisive variable to teacher's confidence level regardless of the teaching experience. That is perhaps due to the greater exposure to culturally related courses in the PhD level programs as well as the opportunities for travel experiences. While the majority of college English instructors have only MA degrees, an increasing number of them seek to obtain doctorate degrees often from English-speaking countries abroad.

Since cultivating students' IC has been listed as the goal of college English instruction in government's policy documents, integrating culture teaching into the English class is required of all college English teachers. However, 39%, 63 out of 163, of the participants admitted that the biggest challenge for them is the shortage of cultural knowledge on their part. Another 38% (62) teachers expressed that they are not aware of the effective teaching methods while 17 % (28) teachers stated that the biggest problem was that the fact that culture instruction is not required by the course. Another 4% (6) stated that students' indifference is what they are concerned about the most (see Figure 3.7).

The remaining 2% (4 teachers) listed four additional challenges that are important to them: not enough cultural content in the textbooks, students' low English proficiency, limited time in class, and students' deficiency in cultural knowledge and intercultural awareness. As the following excerpt from an interview makes it clear teachers' perceptions of their own limited cultural knowledge (Nguyen, Harvey, & Grant, 2016) and class requirements are major hurdles in raising students' IC:

"I know it is important to cultivate students' IC and let students adjust themselves in intercultural interactions. However, I myself am familiar with only some general knowledge of Anglo-American and Chinese cultures. In the area of politics and arts, I don't even know how to introduce them in English, so I never touch them. My knowledge of other cultures is even less. Presently, college English still focuses on the instruction of the language parts including reading and listening skills so that students can pass the College English Test Band 4/6 (CET4/6). There are not any specific requirements on culture teaching in class. Therefore, the first thing I need to do is finish the teaching of the text first. I don't even have enough time to explain the assignments of each unit."

Many other participants expressed the same sentiment and added that the teaching of culture in the classroom depends primarily on their own interests.

Conclusions: Problems and Recommendations

Although there might exist some individual differences among students, the minor difference of two different textbooks on the improvement of students' IC indicated that textbook

plays a relatively small role in developing students' IC. Consequently, more emphasis should be put on college English teachers themselves.

In order to find out college English teachers' real need in their teaching practice, the questionnaire survey to Chinese college English teachers and one-on-one interviews with represented teachers provided more insights into the apparent tension between culture teaching and language teaching, the major challenges Chinese college English teachers encounter in culture instruction, as well as the other factors that may impact teachers' instructional practices. What emerged from the responses is a complex picture; the diminished teachers' ability to teach culture in the language classroom is not due to any single cause, but a combination of several factors.

Results also revealed three major gaps in culture instruction: the gap between educational policy requirements versus implementation in teaching practice, the gap between teachers' high theoretical awareness versus low IC sensitivity of cultural content in textbooks, and the gap between teachers' expressed desire for more cultural knowledge versus the shortage of available in-service training programs. The limited cultural knowledge and teaching methods training are the two biggest challenges to college English teachers accounting for 77% of the teaching challenges reported by the participants. These challenges clearly undermine teachers' confidence in their ability to integrate culture teaching in college English instruction. Instructional constraints (such as instructional time and textbooks) also pose challenges to teachers. Additionally, among the total 163 participants, only 44 (27%) had in-service training about culture instruction. Considering their long-time teaching experience, this is a very low ratio. There is, therefore, a clear need to provide more and professional in-service training

opportunities to teachers so that they can be better equipped for their teaching tasks. This type of training could be in the form of workshops and symposiums so that teachers would gain more knowledge of effective teaching methods through discussion with and learning from teaching experts as well as their peers.

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Table 3.1

Comparative Table of Three Major IC Models

Source(s)	Definition	Construct(s)/dimensions	Description
Chen & Starosta (1996)	Intercultural communication competence the ability to effectively and appropriately execute communication behaviors that negotiate each other's cultural identity or identities in a culturally diverse environment.	Intercultural communication competence is comprised of cognitive (intercultural awareness), affective (intercultural sensitivity), and behavioral ability (intercultural adroitness) of interactant in the process of intercultural communication.	Intercultural awareness: the understanding of culture conventions that affect how we think and behave; Intercultural sensitivity: subjects' active desire to motivate themselves to understand, appreciate, and accept differences among cultures; intercultural adroitness: the ability to get the job done and attain communication goals in intercultural interactions.
Byram (1997)	The qualities required of the sojourner are intercultural communication competence. It focuses on not only the exchange of information but also establish and maintain relationships.	Savoir comprendre, savoir etre, savoir s'engager, savoir apprendre/faire	Savoir comprendre: skill of interpret and relate; Savoir etre: knowledge of self and others, attitude of relativizing self and valuing other; Savoir s'engager: critical cultural awareness; Savoir apprendre/faire: skills of discover and/or interact.
Fantini (2000)	ICC is a complex of abilities needed to perform "effectively" and "appropriately" when interacting with others who are linguistically and culturally different from oneself (Fantini, 2007, p.9)	"Awareness, attitudes, skills, knowledge, and proficiency in the host language." (Fantini, 2000, p.28)	Knowledge and skills are customarily addressed in traditional educational settings; Positive attitudes and awareness are important to intercultural success in an intercultural situation; Proficiency in host language influences entry, adaptation, and understanding of the host culture.

Table 3.2

Mean Comparison of ISS at the Category Level

Factors	Univ.	Pretest Ave.	Posttest Ave.
	Northwest	3.48	3.49
Interaction attentiveness (3 items)	Jiaotong	3.56	3.54
	Northwest	2.48	2.46
interaction enjoyment (3 items)	Jiaotong	2.63	2.75
	Northwest	3.22	3.17
Interaction confidence (5 items)	Jiaotong	3.29	3.30
	Northwest	3.29	3.30
respect for cultural differences (6 items)	Jiaotong	3.31	3.38
	Northwest	3.32	3.17
interaction engagement (7 items)	Jiaotong	3.25	3.27

Figure 3.1

The Most Important Construct of IC
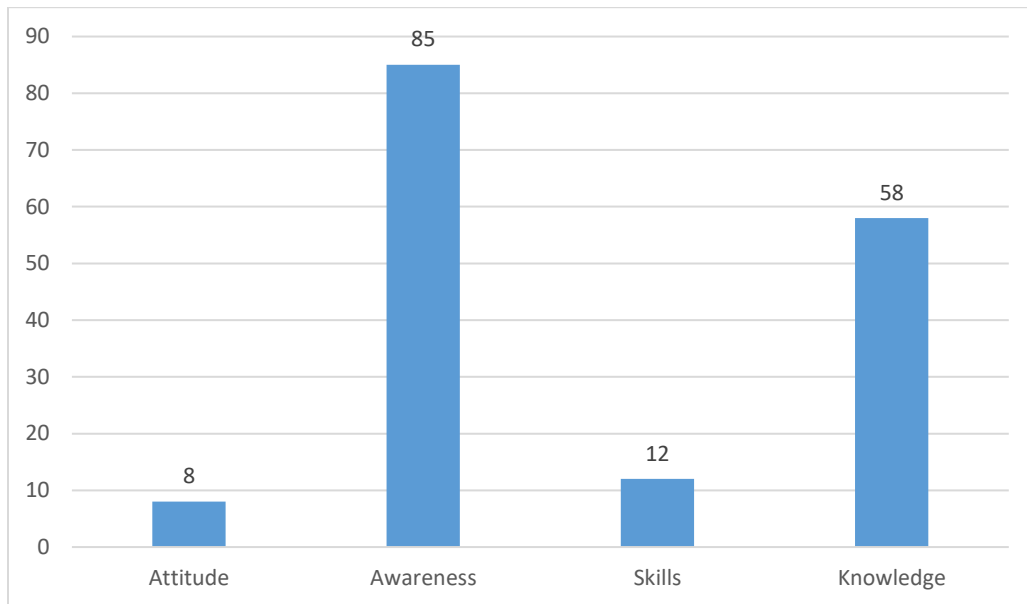
Figure 3.2

Teachers' Awareness on the Cultural content Changes in Textbooks
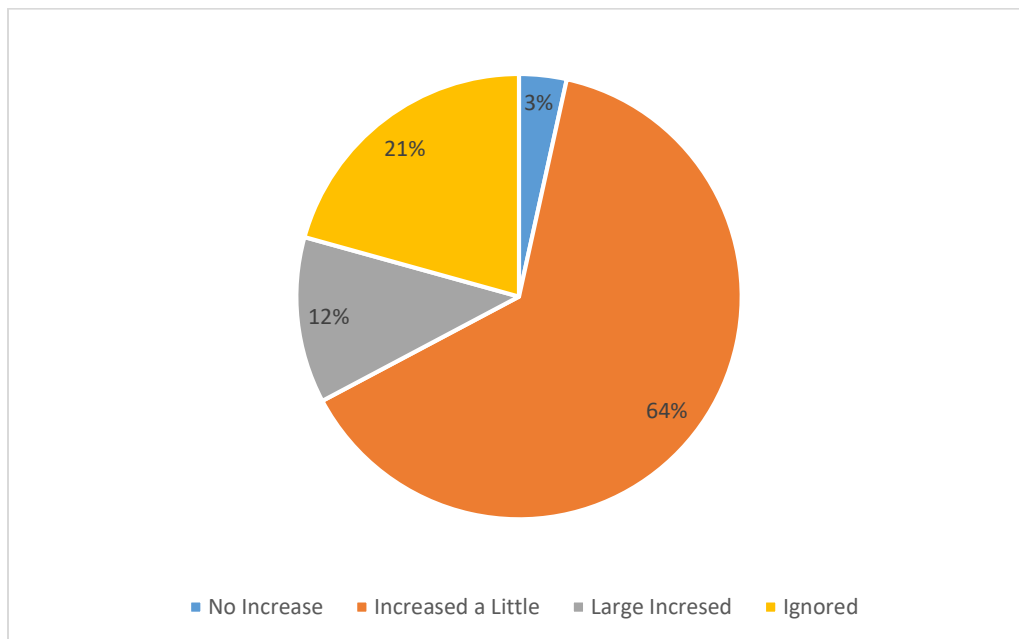
Figure 3.3

Teachers' Attitudes towards the Focus of Cultural content in Textbooks
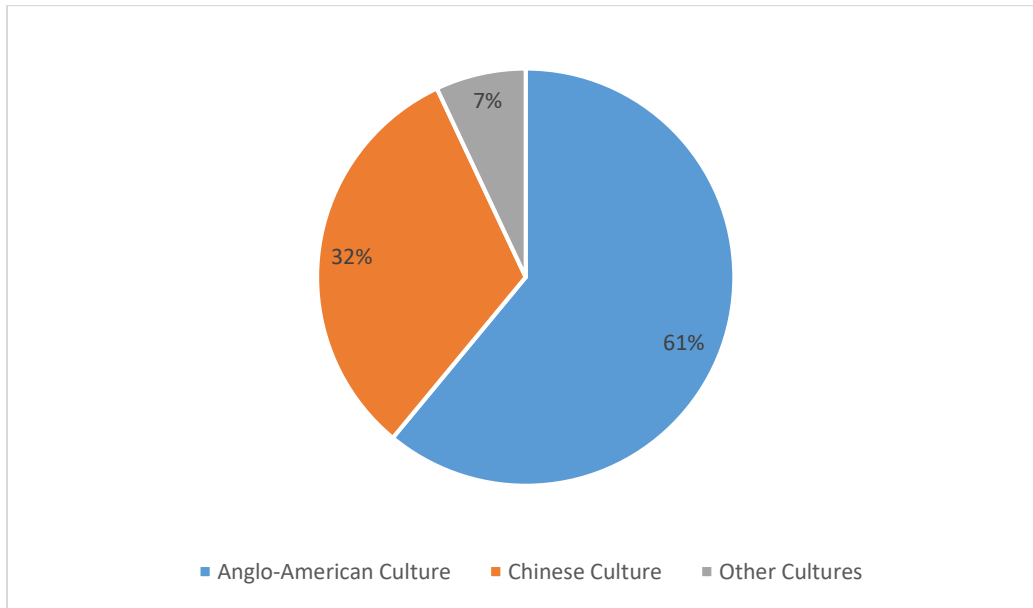
Figure 3.4

Comparison of the Rating of Culture Categories
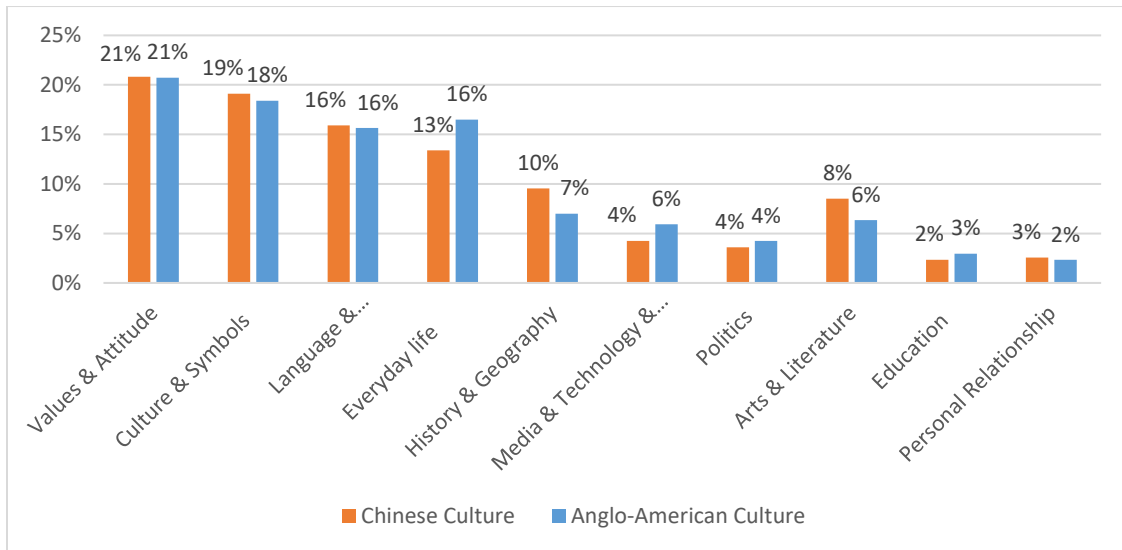
Figure 3.5

Methods of Culture Teaching
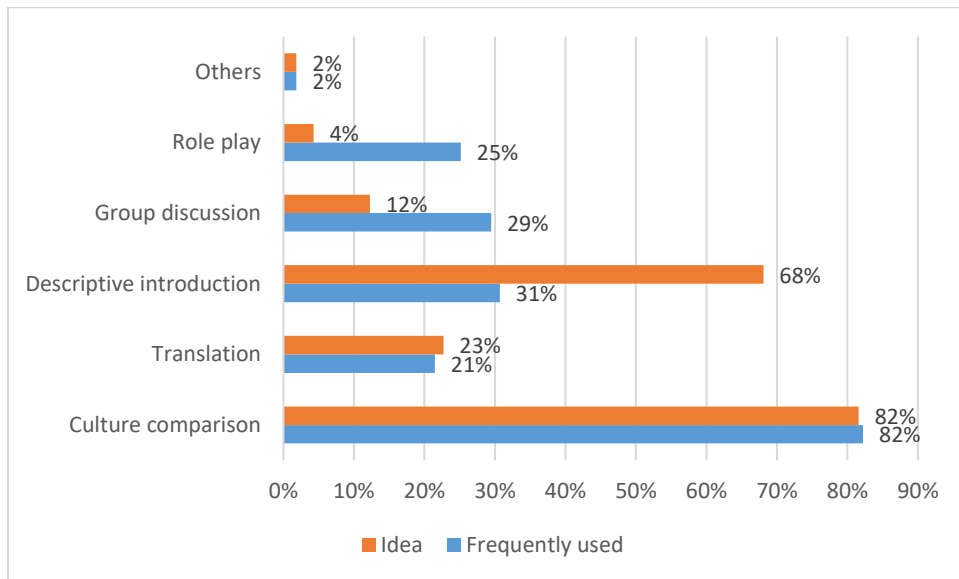
Figure 3.6

Teacher's Confidence Level of Integrating Culture Teaching into Curriculum
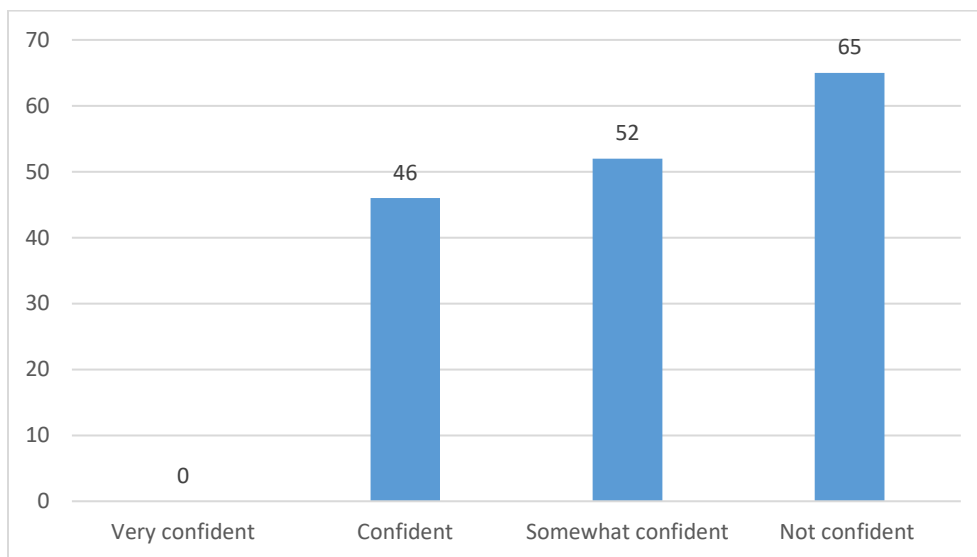
Figure 3.7

Distribution of Teachers' Challenges to Culture Instruction
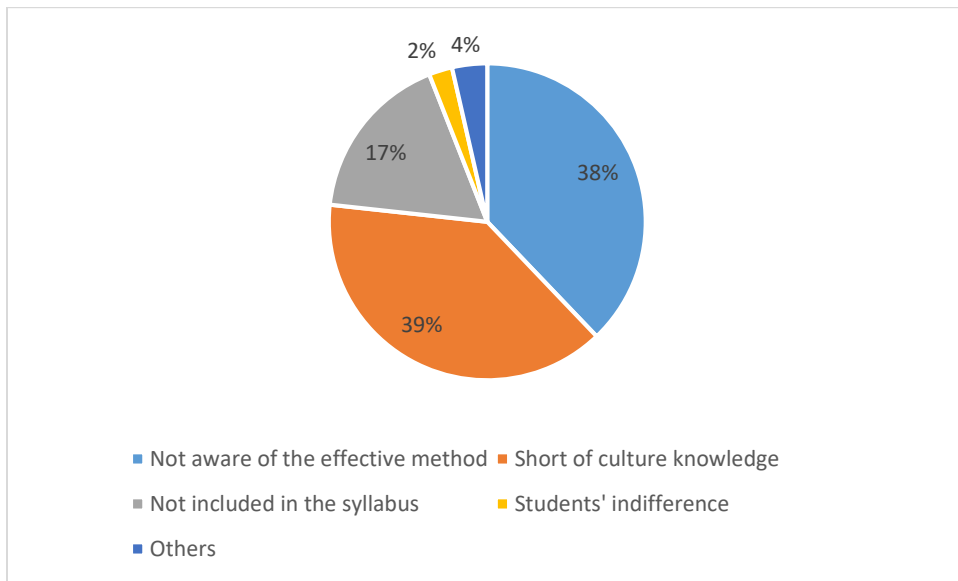
Intercultural Sensibility Scale to Student

Below is a series of statements concerning intercultural communication. There are no right or wrong answers. Please work quickly and record your first impression by indicating the degree to which you agree or disagree with the statement. Thank you for your cooperation.

5 = strongly agree   4 = agree
3 = uncertain   2 = disagree
1 = strongly disagree

   (Please put the number corresponding to your answer in the blank before the statement.)

1. I enjoy interacting with people from different cultures.

    ●1   ●2   ●3   ●4   ●5

2. I think people from other cultures are narrow-minded.

    ●1   ●2   ●3   ●4   ●5

3. I am pretty sure of myself in interacting with people from different cultures.

    ●1   ●2   ●3   ●4   ●5

4. I find it very hard to talk in front of people from different cultures.

    ●1   ●2   ●3   ●4   ●5

5. I always know what to say when interacting with people from different cultures.

    ●1   ●2   ●3   ●4   ●5

6. I can be as sociable as I want to be when interacting with people from different cultures.

    ●1   ●2   ●3   ●4   ●5

7. I don't like to be with people from different cultures.

    ●1   ●2   ●3   ●4   ●5

8. I respect the values of people from different cultures.

    ●1   ●2   ●3   ●4   ●5

9. I get upset easily when interacting with people from different cultures.

    ●1   ●2   ●3   ●4   ●5

10. I feel confident when interacting with people from different cultures.

    ●1   ●2   ●3   ●4   ●5

11. I tend to wait before forming an impression of culturally-distinct counterparts.

●1   ●2   ●3   ●4   ●5

12. I often get discouraged when I am with people from different cultures.

●1   ●2   ●3   ●4   ●5

13. I am open-minded to people from different cultures.

●1   ●2   ●3   ●4   ●5

14. I am very observant when interacting with people from different cultures.

●1   ●2   ●3   ●4   ●5

15. I often feel useless when interacting with people from different cultures.

●1   ●2   ●3   ●4   ●5

16. I respect the ways people from different cultures behave.

●1   ●2   ●3   ●4   ●5

17. I try to obtain as much information as I can when interacting with people from different cultures.

●1   ●2   ●3   ●4   ●5

18. I would not accept the opinions of people from different cultures.

●1   ●2   ●3   ●4   ●5

19. I am sensitive to my culturally-distinct counterpart's subtle meanings during our interaction.

●1   ●2   ●3   ●4   ●5

20. I think my culture is better than other cultures.

●1   ●2   ●3   ●4   ●5

21. I often give positive responses to my culturally different counterpart during our interaction.

●1   ●2   ●3   ●4   ●5

22. I avoid those situations where I will have to deal with culturally- distinct persons.

●1   ●2   ●3   ●4   ●5

23. I often show my culturally- distinct counterpart my understanding through verbal or nonverbal cues.

●1   ●2   ●3   ●4   ●5

24. I have a feeling of enjoyment towards differences between my culturally- distinct counterpart and me.

●1   ●2   ●3   ●4   ●5

Note. Items 2, 4, 7, 9, 12, 15, 18, 20, and 22 are reverse coded before adding us the 24 items. Interaction Engagement items are 1, 11, 13, 21, 22, 23, and 24, Respect for Cultural Differences items are 2, 7, 8, 16, 18, and 20, Interaction Confidence items are 3, 4, 5, 6, and 10, Interaction Enjoyment items are 9, 12, and 15, and Interaction Attentiveness items are 14, 17, and 19.

Appendix B

Survey Questionnaire to Teachers

Section A. Personal Information

Name (optional):   Years of teaching College English:

Which College English textbook are you using currently?

  A．2nd Edition   B. 3rd Edition

Did you teach both the 2nd and 3rd edition of *New Horizon College English* before?

  A. Yes   B. No

Section B. About Intracultural Competence and Teaching Materials

Intercultural Competence (IC) refers to "the ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes" (Deardorff, 2004, p.194).

1. In light of this definition, do you know if cultivating students' IC has been listed in the "*College English Teaching Guide*"?
  A. Yes   B. No.
2. What do you think is the most important factor in developing IC? Why?
  A. Knowledge B. Skills C. Awareness D. Attitudes
  Reasons: _____
3. Which culture should be emphasized more in College English textbooks cultivating to cultivate students' IC?
  A. Chinese culture B. Anglo-American culture C. Other cultures
4. In your view, what should be the appropriate percentage of Chinese cultural content in College English textbooks in order to cultivate students' IC?
  A. 10% and below B. 20%   C. 30%   D. 50% and up
5. Because of the limited space in textbooks, which categories of Chinese cultural knowledge do you think are more helpful to cultivate students' IC? (Choose the top three)
  A. Everyday life   B. Culture & Symbols C. History & Geography
  D. Values & Attitudes E. Politics   F. Media & Technology & Economy
  G. Language & Communication   H. Arts & Literature
  I. Education   J. Personal Relationship
6. In your view, what categories of Anglo-American cultures are more helpful to cultivate students' IC? (Choose the top three)
  A. Everyday life   B. Culture & Symbols C. History & Geography
  D. Values & Attitudes E. Politics   F. Media & Technology & Economy
  G. Language & Communication H. Arts & Literature
  I. Education   J. Personal Relationship
7. If you are using 3rd edition now, have you noticed any change in students' IC after teaching the 3rd edition compared with the 2nd edition? (for teachers who taught both the 2nd edition and 3rd edition)
  A. No changes at all B. Slight changes C. Major changes

Section C: Teaching Methods

8. How frequently do you mention or introduce Chinese culture and other non-Anglo-American cultures?
    A. Every class   B. Every unit   C. Occasionally   D. Never
9. How often do you teach cultural knowledge outside of textbooks?
    A. Never   B. Occasionally   C. Frequently
10. What method do you frequently use to introduce different cultural knowledge?
    A. Culture comparison   B. Translation   C. Descriptive introduction
    D. Group discussion   E. Role play F. Others: _____
11. What method do you think is the most important in cultivating students' IC?
    A. Culture comparison   B. Translation   C. Descriptive introduction
    D. Group discussion   E. Role play F. Others: _____
12. Have you ever received any training about culture teaching after you entered the teaching profession?
    A. Yes   B. No
13. What is the biggest challenge you encounter in trying to raise students' IC?
    A. Don't know the effective method to cultivate students' IC.
    B. Don't have enough knowledge of different cultures.
    C. It is not required in course.
    D. Students are not interested in it.
    E. Others：_____
14. Do you feel confident integrating culture teaching into College English teaching?
    A. Very confident
    B. Confident
    C. Somewhat confident
    D. Not confident at all

Appendix C

Interview Questions to Teachers

1. Did you know IC before taking the survey this time? If yes, how did you get the knowledge of IC?

2. Have you ever experienced culture dilemma in your work and daily life? If yes, can you describe it?

3. Have you ever studied/traveled abroad? If yes, did you notice the culture conflicts between different countries? Does this experience benefit your teaching? Please give some examples.

4. According to your teaching experience, what are the reasonable ratio of Anglo-American culture, Chinese culture and international cultural content represented in textbooks that would benefit students' IC?

5. From your opinion, what category/categories of cultural content from the 10 categories are more useful in building students' IC? Why? What are their main functions in it?

6. What teaching method(s) do you frequently used in culture teaching? Are there any other teaching methods that would be more useful in culture teaching?

7. Have you ever taken part into any teachers' training program focus on intercultural competence? Are there any in-service trainings on the knowledge of IC and how to integrate it into your English teaching class? Do you think such training is needed?

8. Do you plan to give some assignments concerning cultural knowledge to your students?

9. Do you have any suggestions on textbook content and teaching methods in order to cultivate students' IC?

CHAPTER IV

CONCLUSION

Conclusion

As more and more attentions were given to the "Chinese Culture Aphasia" problem, application of English in intercultural communications among Chinese students, the spread of Chinese culture, and developing students' IC have been emphasized and listed as the main goals of college English teaching. Through these years, many government documents, such as "*Outline of the Development Plan for National Medium and Long-term Education Reform (Year 2010-2020)*", "*The Overall Plan on Promoting the Construction of World Class Universities and Disciplines*", and yearly "Guidelines to College English Teaching" were issued in China in order to guide our college English teaching and build students' IC and meet the need of the globalization.

Realizing this goal is a complicated issue that requires to be addressed from different aspects, such as high-quality culture-embedded textbooks, teachers' awareness, good teaching methods, administrative policy, and so on. Research that focused on textbook analysis, students' IC assessment, and teachers' perception of IC has been conducted separately by many scholars in past years. The content analysis conducted according to the main topic of passage failed to provide enough information that how deep the topic was presented. The isolation of students' and teachers' perception of IC from the textbooks in the above research is not effective to figure out the exact effect of the textbooks and the specific factors that influenced students' IC. This research contributes to the body of literature by providing heuristic research from textbooks to teachers based on the most popular college English textbooks in China--- the 2nd and 3rd edition of *New Horizon College English* (Book 1). It includes two main empirical parts: the first part

focused on textbooks as texts in themselves and compared the presentation of cultural content through a scrutinized content analysis of all culture points appearing in the textbooks; the second part focused on textbooks as reference materials and pedagogical practice for both teachers and learners. It explored textbooks' effect on cultivating students' IC, teachers' perceptions towards cultural content in textbooks, and effective teaching methods. Additionally, the study explored teachers' awareness of IC, their confidence, and challenges in culture teaching.

The content analysis of the textbooks discovered an intercultural trend in the 3rd edition of *Reading and Writing* textbook compare to the 2nd ones in terms of the quantity, coverage, and level of cultural content. The broadened culture coverage of the 3rd edition textbooks in China, together with the research in other EFL countries, such as South Korea and Turkey (Aslan, 2016; Song, 2013) showed that scholars in EFL countries have realized the importance of intercultural knowledge in culture learning. This development is helpful to students' IC because learners need the teaching materials to transmit the values, beliefs, attitudes, and feelings from both English-speaking society and non-English speaking society (Alptekin, 1993).

The questionnaire and interview to teachers revealed three major gaps in culture teaching: The gap between educational policy requirements versus implementation in practice, the gap between teachers' high theoretical awareness versus low IC sensitivity of cultural content in textbooks, and the gap between teachers' expressed desire for more cultural knowledge versus the shortage of available in-service training programs. Among them, the problem of lacking in-service training was pointed out by many teachers and scholars (Atay, Kurt, Camlibel, Ersin, & Kaslioglu, 2009; Byram, 2014; Larzen-Ostermark, 2008; Nault, 2006). More professional in-service teacher's training opportunities focusing on transferring cultural knowledge, teaching

methods, as well as exchanging experiences and integrating of culture into language classroom was proposed.

Surprisingly, findings revealed that textbooks did not have a significant effect on improving students' IC. Though the cultural content in the 3rd edition textbook have substantially increased in its quantity, coverage, and level, students who used the third edition did not show much improvement in their IC after two-month's teaching compared to the students who used the 2nd edition. This result also echoes Larzen-Ostermark's (2008) claim that the textbook itself plays a very limited role in cultivating students' IC. However, because of the inability of all students to have the same College English teacher, the difference in teaching methods between these two classes is unknown. Therefore, we are unable to tell the specific reasons that entailed this result.

Developing student's IC is no doubt a complex concept that needs the joint effort of students, teachers, textbook editors, and administrators from the perspectives of English textbooks, curriculum design, teachers' training, IC assessment, etc. The study, therefore, has pedagogical implications for English textbook publishers, English teachers, and policymakers not only in China but also in other EFL countries. It highlights the importance of culturally appropriate College English textbooks by raising awareness of the importance of developing students' IC and integrating learners' own culture in language teaching materials. Furthermore, the results could help policymakers formulate appropriate and effective EFL policies in education.

Limitations of the Study and Suggestions for Future Researches

One of the study's limitation associated with the result of students' ISS assessment. According to the research schedule, the posttest should have been collected in the 2nd week of

January 2020. The unexpected spread of COVID-19 across China disturbed this schedule and made it hard to make contact with the teachers and students on time. As a result, the posttest data collection was postponed for about one month and not all students took both tests. The panic feeling and the quarantine policy during this special time may have impacted students' feelings to be more prudent and introverted, which may influence the test result.

The second limitation of the study related to the representatives of participating teachers to the population. Due to the large population of EFL teachers in China, it is impossible to cover all of them. Personal experience and experience of friends revealed that most of the teachers will respond to the questionnaire only if they have any personal relationship with you (for example, referenced by a friend or colleague). Therefore, 78.5% of the 163 college English teachers participated in the research from universities in 4 provinces where this research has personal contacts. It is almost the same situation with the interviewees. Six out of eight interviewees are acquaintances of the researcher, among them, three have one-year experience in America as a visiting scholar. The other two teachers who voluntarily participated in the interview also have oversea study or visiting experience. The close relationship between the interviewer and the interviewees and the high percentage of the interviewees with oversea study and visiting experience contributed to the reliable and detailed information able to be produced during the interview, however, on the negative side, there were fewer representatives.

The third limitation is connected with the fact that it focuses more on the cultural content in the textbooks and teachers' perceptions of IC. Students' attitudes towards IC were only approached through the ISS questionnaire and teachers' response. A further interview with students on their attitude towards the presentation of cultural content in textbooks, their needs, and expectations on culture teaching would provide rich information in culture teaching. In the

future, an interview with student representatives will be conducted and will explore their true needs towards the textbooks and teachers in culture teaching through college English class.

This study shed light on the presentation of the cultural content of college English textbooks, students' attitude towards IC, teachers' perceptions on textbooks and culture teaching, and the challenges that teachers met in the process of culture teaching. Future research could focus on the frequency and content of in-service teacher training concerning intercultural competence teaching, and the effective ways to build students' pragmatic competence because it is of vital importance in effective communication and avoidance of pragmatic failure (Canale & Swain, 1980).

CHAPTER V

INTRODUCTION AND CONCLUSION REFERENCES

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Appendix D

IRB Approval Letter

IRB
INSTITUTIONAL REVIEW BOARD
Office of Research Compliance,
010A Sam Ingram Building,
2269 Middle Tennessee Blvd
Murfreesboro, TN 37129

MIDDLE TENNESSEE STATE UNIVERSITY

IRBN001 - EXPEDITED PROTOCOL APPROVAL NOTICE

Friday, November 22, 2019

Principal Investigator	**Zheng Peng** (Student)
Faculty Advisor	Mohammed Albakry
Co-Investigators	NONE
Investigator Email(s)	*zpa2i@mtmail.mtsu.edu; mohammed.albakry@mtsu.edu*
Department	Literacy Studies
Protocol Title	***Investigating culture literacy in college English textbooks in China and its relationship to students' intercultural competence***
Protocol ID	**20-2047**

Dear Investigator(s),

The above identified research proposal has been reviewed by the MTSU Institutional Review Board (IRB) through the **EXPEDITED** mechanism under 45 CFR 46.110 and 21 CFR 56.110 within the category *(7) Research on individual or group characteristics or behavior.* A summary of the IRB action and other particulars in regard to this protocol application is tabulated below:

IRB Action	**APPROVED for ONE YEAR**		
Date of Expiration	7/31/2020	Date of Approval	11/22/19
Sample Size	200 (TWO HUNDRED)		

Participant Pool	Target Population 1:
	     Primary Classification: **General Adults (18 or older)**
	       Specific Classification: **Final year University students from China**
	 Target Population 2:
	     Primary Classification: **General Adults (18 or older)**
	       Specific Classification: **University English teachers**		

Exceptions	1. Contact information allowed for coordinating research interactions. 2. Online informed consent via Qualtrics is permitted. 3. Audio recording of participant responses is allowed.		
Restrictions	**1. Mandatory ACTIVE adult informed consent.** **2. Approved for direct interaction only; NOT approved for online data collection.** **3. Identifiable data, such as, audio/video data, photographs, handwriting samples, financial information, personal address, driving records, social security number, and etc., must be destroyed after data processing** **4. Mandatory final report (refer last page).**		
Approved Templates	MTSU templates: online informed consent scripts(s) and Non-MTSU format recruitment script and possible Chinese translation		
Comments	NONE		

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Appendix D

IRB Approval Letter

IRB
INSTITUTIONAL REVIEW BOARD
Office of Research Compliance,
010A Sam Ingram Building,
2269 Middle Tennessee Blvd
Murfreesboro, TN 37129

MIDDLE TENNESSEE STATE UNIVERSITY

IRBN001 - EXPEDITED PROTOCOL APPROVAL NOTICE

Friday, November 22, 2019

Principal Investigator	**Zheng Peng** (Student)
Faculty Advisor	Mohammed Albakry
Co-Investigators	NONE
Investigator Email(s)	*zpa2i@mtmail.mtsu.edu; mohammed.albakry@mtsu.edu*
Department	Literacy Studies
Protocol Title	***Investigating culture literacy in college English textbooks in China and its relationship to students' intercultural competence***
Protocol ID	**20-2047**

Dear Investigator(s),

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Participant Pool	Target Population 1: Primary Classification: **General Adults (18 or older)** Specific Classification: **Final year University students from China** Target Population 2: Primary Classification: **General Adults (18 or older)** Specific Classification: **University English teachers**		
Exceptions	1. Contact information allowed for coordinating research interactions. 2. Online informed consent via Qualtrics is permitted. 3. Audio recording of participant responses is allowed.		
Restrictions	**1. Mandatory ACTIVE adult informed consent.** **2. Approved for direct interaction only; NOT approved for online data collection.** **3. Identifiable data, such as, audio/video data, photographs, handwriting samples, financial information, personal address, driving records, social security number, and etc., must be destroyed after data processing** **4. Mandatory final report (refer last page).**		
Approved Templates	MTSU templates: online informed consent scripts(s) and Non-MTSU format recruitment script and possible Chinese translation		
Comments	NONE		

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Post-approval Actions

The investigator(s) indicated in this notification should read and abide by all of the post-approval conditions (https://www.mtsu.edu/irb/FAQ/PostApprovalResponsibilities.php) imposed with this approval. Any unanticipated harms to participants, adverse events or compliance breach must be reported to the Office of Compliance by calling 615-494-8918 within 48 hours of the incident. All amendments to this protocol, including adding/removing researchers, must be approved by the IRB before they can be implemented.

Continuing Review   (The PI has requested early termination)

Although this protocol can be continued for up to THREE years, The PI has opted to end the study by 7/31/2020   The PI must close-out this protocol by submitting a final report before 11/30/2020   Failure to close-out may result in penalties including cancellation of the data collected using this protocol.

Post-approval Protocol Amendments:

Only two procedural amendment requests will be entertained per year. In addition, the researchers can request amendments during continuing review. This amendment restriction does not apply to minor changes such as language usage and addition/removal of research personnel. .

Date	Amendment(s)	IRB Comments
NONE	NONE.	NONE

Other Post-approval Actions:

Date	IRB Action(s)	IRB Comments
NONE	NONE.	NONE

Mandatory Data Storage Requirement: All research-related records (signed consent forms, investigator training and etc.) must be retained by the PI or the faculty advisor (if the PI is a student) at the secure location mentioned in the protocol application. The data must be stored for at least three (3) years after the study is closed. Subsequently, the data may be destroyed in a manner that maintains confidentiality and anonymity of the research subjects.

The MTSU IRB reserves the right to modify/update the approval criteria or change/cancel the terms listed in this letter without prior notice. Be advised that IRB also reserves the right to inspect or audit your records if needed.

Sincerely,

Institutional Review Board
Middle Tennessee State University

Quick Links:
- Post-approval Responsibilities: http://www.mtsu.edu/irb/FAQ/PostApprovalResponsibilities.php
- Expedited Procedures: https://mtsu.edu/irb/ExpeditedProcedures.php