The Evaluation of the Cultural Contents in the English Textbook for Non-English Major Students: A Case Study at Independent College in China

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ARTICLE INFO	ABSTRACT
	This study investigates the existing General English textbook focusing on the cultural contents to enhance the intercultural awareness cultivation of Non-English major students in China. The findings of this study can provide the valuable information of cultural contents adaptation in the textbook. It also can reveal teachers' expectation and their awareness of teaching General English together with integrating cultural contents. Apart from the textbook analysis, 10 English teachers participated in the study. Data were collected using New Century College English Zooming In: An Integrated English Course, checklist, and in-depth interview. The findings from the checklist verified that the cultural contents of the existing textbook are insufficient. Moreover, the in-depth interview uncovered that though the cultural contents appear in the textbooks, however, they are somewhat minimal expressions that deficient to support the effective intercultural cultivating. Based on the results of the analysis and exploration, this study provides a guidance on the types of intercultural content to be adapted in this course. The findings of this study can be beneficial to the intercultural textbook adaptation for academic institutes and individuals interested in the field of English language teaching and learning.

1. Introduction

In the globalization age, English is widely used as an international language all over the world. It is used in several countries categorized as Inner Circle countries where English is spoken as the first language such as United Kingdom, the U.S.A., Australia, etc. Outer Circle countries are the countries where English is used as a second language such as the Philippines, Singapore, Malaysia, etc. Expanding Circle countries are the countries where English is studied as a foreign language such as Japan, Germany, China, etc. [1]. The corresponding classification of language, cultural contents are divided into three types as well: Source Culture, Target Culture, and International Culture [2]. English is used in cross-cultural interaction contexts among people from many different linguistic and cultural backgrounds [3]. Song and Bai (2018) revealed that along with such accelerated process of world integration, English, as the most widely tool, plays an active role in the information exchange of various contexts [4]. Based on the theories of linguistics development, more and more language teachers and scholars are becoming aware of the language teaching and culture teaching both as quite essential components in language education process. In other words, they cannot be taught separately. To be a proficiency English speaker, it is required not only linguistics

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competence, but also intercultural competence since language and culture are inseparable. Thus, teaching a variety of cultural contents should be advocated and intercultural awareness should be fostered taught with the target language in order that the learners' intercultural competence could be enhanced to support for smooth communication in the different cultural backgrounds.

Effective language learning is inseparable from the aid of qualified teaching materials. Therefore, textbooks are one of the vital materials presented in the language classroom as a resource both for the linguistic contents and culture [5]. However, the teaching efficiency might still be weak due to various [6]. Tomlinson found that there are two main reasons causing in efficient teaching. First, nowadays, many teaching materials in the market are written and published in order to meet the commercial purposes without the awareness on students' need. Second, the editors normally write the materials merely according to their own preferences and on the demands of their institutes. The real requirements of students and their actual language levels are always ignored [7]. In fact, there are several methods that can promote the teaching efficiency; making evaluation of teaching material is one of the most useful approaches to solve the problem. Steele (2018) [25] restated that it is crucial and necessary for teachers to evaluate materials before using in the class [8]. They must be aware whether the selected materials can fulfill the learning needs of students or not. Therefore, teachers play a significant role in choosing and using course books. Their perceptions and opinions of cultural contents in textbooks are very valuable information. However, a number of language teachers lack of the professional skills to choose and evaluate what type of the intercultural teaching materials that are suitable to their practical implementation. This may be because their intercultural knowledge is insufficient [9].

2. Review of Literature

2.1 The Relationship between Language and Culture

What we see and hear in our daily lives is influenced by the language we applied. Language is a tool to assist communication. People use it to inform, chat, request, express, persuade, exchange and to try to make their expressions be understood by others. Meanwhile, language cannot be merely regarded as a communicative tool, but it also should be considered as a record of culture [10]. People record the historical developments of human life and natural phenomena experience using language. Kramsch [13] claimed, "…language is the principal means whereby we conduct our social lives. When it is used in contexts of communication, it is bound up with culture in multiple and complex ways…". From other perspectives, language is also as one of the most crucial sign that can distinguish us from animals. Language even shapes our consciousness that strongly impact on our lives. In such a multicultural world where people perform and share diverse identities, language is not only a part of definition of culture, but it also reflects culture as well.

2.2 "Big C" Culture and "Small C" Culture

The definition of culture in the academic world is quite complicate and it is difficult to make a clear explanation. The first effort to the definition of culture was made by Sir Edward B. Tylor who coined the first definition of culture. In his book Primitive Culture, culture was defined as "that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society. [11]"

Even the notion of culture is hard to be explained, it should be clearly defined so that student can be aware of it, master it and implement it with individuals from the different cultural backgrounds. There is a distinction between what he called " 'Big C' culture which concerns cultural domain including history, geography, politics, economics, and literature, of the country of the target language. By contrast, 'small c' culture," in the meantime, he defined it as "any cohesive social grouping" such as linguistic behaviors connected with typical oral communication in people's social interaction [12]. Coincidentally, Xiao also divided the type of culture into "Big C" culture and "small c" culture. Breaking "Big C" culture apart from nine components which refer to politics, economy, history, geography, literature or art, social norms, education, architecture and music; in terms of the cultural topics under the umbrella "small c" culture which contains seven cultural elements: "food, holiday, lifestyles, customs, values, hobbies and verbal expressions" [13].

The normally cultural issues in the textbook related to "Big C" culture which is clearly designed by a curriculum because "Big C" culture can easily be perceived and it is convenient for teachers to inform in the classroom. On the contrary, "small c" culture refers to those cultural factors with much deeper and invisible sense which is difficult to acquire and master in such short class time. However, individual's intercultural behavior is influenced by "small c" culture which may particular be presented as an anecdotal, peripheral, or supplementary way, depending on the interest and perception of teachers and students [14]. In response to the phenomenon, the contents for the intercultural teaching materials should make a balance between

the factors of "Big C" culture and "small c" culture. These two major types of culture must be presented equally in the language class that can equip students with deeper understandings of intercultural knowledge so that they can communicate with other cultural communities more appropriately and efficiently [15].

2.3 Source Culture, Target Culture and International Culture

According to Cortazzi & Jin [3], there are three categories of cultural contents contained in the most existing textbook. They categorized the cultural contents based on diverse cultural subordination:

Source culture materials refer to the textbooks which present students' own culture. The main purpose of this category of textbooks is tend to foster the ability for students to communicate their own culture with foreigners rather than be prepared to encounter other cultures. The implementation Source Culture materials as a foundation are beneficial to the effective learning on the target culture because students might not feel totally isolated from their familiar social backgrounds [16]. They can acquire the multicultural factors naturally through the comparison on their own cultures and the target cultures to identify both similarities and differences between cultures in order to obtain better and solid understandings.

Target culture materials usually focus on one or two target cultures. In China, such target cultural teaching materials are usually stressed on the culture of UK and America. It is not surprising since the two countries are the main inner circle countries of English language where most of the English commercial textbooks are published from. However, we must admit that target cultural teaching materials are the crucial facilitator in the target cultural learning process.

International culture materials refer to other cultural categories which are neither containing in the Source Culture nor include in the Target Culture. Cortazzi & Jin illustrated that the rationale for such cultural category is that students who are not the native speakers or do not speak the target language as their first language frequently but they need to implement the target language in some certain of international situations. The importance of integrating International Cultural factors into the textbook is common recognized since we live in such a multicultural world. But in the matter of fact, this type of textbook is rare in the market and also it is insufficient implemented in the classroom as well.

Consequence, integrating other cultural contents into a language teaching process is necessary since this will also develop students with the complete personalities. In that case, not only their own cultural background, and possible settings of target culture should be considered, but also the whole range of various cultures and cultural factors should be provided. Thus, it could be one of the most estimable criteria to appraise the qualification of language textbook.

2.4 Materials Evaluation

Teaching material is one of the main mediator which is implemented for the mission. Nowadays, there are various textbooks in the market that need to be examined on its qualification, to identify whether they are suitable for the target students or not before [7]. Teachers should evaluate their existing teaching materials in order to make sure the suitability of the teaching materials can be applied to support the effective teaching process, which has positive impact on students' learning of the English Language [18]. Therefore, evaluation of teaching materials highlights particularly important. Cunningsworth referred that materials evaluation as the core process of measuring the expectation of the teachers and students, methodological preferences, and the perceived needs and levels of students together with the curriculum requirements. It is also vital to evaluate whether the materials are suitable with students' personality.Therefore, implementing a quality teaching material can guarantee the success of curriculum. Teaching materials evaluation should be run through the entire teaching process so that the weaknesses in the materials can be revealed and improved in time. Thus, there are three types of materials evaluation: "Preliminary, Summative, and Formative" formed by Robinson which can be guided in the materials evaluation process [19]. In this study, the researcher utilized Preliminary Evaluation type to evaluate the degree of intercultural contents in the actual English textbook for the General English Course since it refers to the evaluation process that measure pre-existing knowledge, determine demands of some specific issues, and it quite suitable to the situation in this study.

3. Methodology

3.1 Independent College in China

Since 1999, Independent College has been a new type of higher education resulted from the heavy burden of public educational system due to a large number of populations in China. According to the official data released by the Chinese Ministry of Education, by the year of 2019, there were 817 public undergraduate colleges, while there were 417 Independent Colleges in China. The Independent College has founded to be beneficial to increase

opportunities for more people to ensure that they can receive higher education and achieve their goals. The government authorized the established Independent College that means well for the nation-base education. However, insufficient qualified teaching resources and lower than national admission criteria are common situations among these new institutes due to lack of the financial support by the government.

3.2 Subjects

The materials evaluation in this study was conducted by 10 experienced English teachers. They have more than five years teaching experiences and they are responsible for teaching General English Course for the non-English major students. These 10 teachers were chosen to evaluate the materials because they have been using the textbook for teaching the General English Course. They all have master degree in Applied Linguistics on English language teaching.

3.3 The Evaluation of the Existing Textbook

In order to identify the inadequacy of intercultural contents in the actual textbook, the researcher evaluated the textbook to examine the infusion of the intercultural contents of each unit entitled New Century College English Zooming In. This textbook is designed for General English Course developed for Non-English major students, which will be used as the teaching material in the academic year 2020. This textbook has been selected as the main teaching resource for the General English Course because it is one of the most popular teaching material which is widely used for non-English major college students around China.

The structure of the textbook consists of 8 theme-based units. The content of these units covers topics ranging from manners, interpersonal relationship, gender, communication, and other good qualities and characters which contemporary college students should be cultivated. Thus it can be seen that the main teaching objective of the textbook is merely to enhance the target students' linguistic competence and promote their moral awareness. However, the intercultural contents are insufficient. Each unit is comprised of six sections which are:

Get Started serves as a warm-up activity to activate students' existing knowledge and to encourage them to share their personal experiences or opinions on the topic of the unit;

Listen and Respond introduces topics through listening activity and conduct listening training;

Read and Explore includes two passages with the sim-ilar themes but are presented in different ways. Students' reading skills on global reading and intensive reading will be trained in this section;

Optional Classroom Activities provide students with an autonomous environment to learning, teacher implements these optional activities in the classroom according to the teaching conditions and the actual situations of the students;

Enhance Your Language Awareness focuses on the linguistic competence training, such as lexical, syntax, grammar, and translation;

Enjoy English creates a relaxing atmosphere with short poems, humors, and jokes for students to read by themselves after the class.

According to the opinions of the target teachers and the researcher's own teaching experience, it is noteworthy that although the components of the textbook seem to serve the whole teaching process, the half of sections (2, 4 and 6) are generally ignored in the class since the teaching period is very limited. Meanwhile, based on the results of the evaluation, the researcher also found that the intercultural teaching rationale and objectives are not addressed for specific students. Moreover, the target culture is not introduced clearly and the cultural topics and the relevant sufficient details are not provided. In addition, the distribution of world culture is uneven. Also, activities and teaching aids are insufficiently provided and inappropriate implemented. Besides, other intercultural contents seem to appear in the existing textbook, however, it has no introductions or guidance on the implementation process. Moreover, all these teaching sections in each unit are expected to cover 4-5 class periods with only 40 minutes per period. Therefore, there is too limited teaching time to cover the intercultural teaching except the other linguistic skills training in the class.

3.4 Evaluation Checklist

The researcher asked 10 full-time teachers with more than 5 years English teaching experience working in the target college to evaluate the actual textbook particularly focusing on intercultural contents based on the "Guidelines to Evaluate a Textbook" which is designed by Kilickaya [20]. According to the guideline, the researcher adopted the evaluation checklist and distributed the checklist to the respondents. The evaluation checklist includes 25 items:

Question 1-5: Rationale and Objective.

Question 6-20: Cultural Materials.

Question 21-22: Class Activities and Cultural Activities.

Question 23-25: Teaching Aids.

The criteria scale ranging from 1 to 5 with 1 represent-

ing very dissatisfied, 2 representing dissatisfied, 3 representing neutral, 4 representing satisfied, and 5 representing very satisfied. Table 1 illustrated the corresponding values for the 5-Likert scale, interpretation for the researcher's perception of the intercultural element contains in the actual textbook of these values, and the data analysis scores used for inferential statistics:

Table 1. Criteria Scale for the Researcher Evaluation Checklist

The respondents' perceptions on the actual textbook	Range
Very Dissatisfied	1.0- 1.50
Dissatisfied	1.51 - 2.50
Neutral	2.51 - 3.50
Satisfied	3.51 - 4.50
Very Satisfied	4.51 - 5.00

3.5 The Interview

In order to explore the deeper reasons of the target teachers' choices in the checklist, especially for those items in the Neutral scale or lower, the researcher conducted an interview with the following questions:

1. Which item is insufficient intercultural resource in the textbook?

2. Why do you choose Neutral scale on these items?

3. Why do you choose Disagree scale on these items?

4. Is learning about the culture of the target language important? Why or why not?

5. Is it important to learn about the cultures of other countries? Why or why not?

The results of the interview were used to support and explain the findings from the checklist.

4. Findings and Discussions

In order to fulfill the purposes of this study, the intercultural content of the existing textbook was evaluated by 10 teachers according to the "Guidelines to Evaluate a Textbook" checklist which is designed by Kilickaya. The findings are shown in Table 2.

4.1 The Description of the Results

4.1.1 Rationale and Objectives

For the intercultural rationale and objectives of the existing textbook, the evaluation showed that the total average mean scores of teachers' perception was 2.64 in the scale of 2.51-3.50 meaning that the teachers' perception on the intercultural rationale and objectives of the existing textbook was regarded as neutral.

Among these five items, the teachers rated the highest mean on the part mentioning that they could know their roles during the teaching process based on some suggestions given by the existing textbook (M=2.97, SD=0.63). While both the part on the textbook address for the specific learners and its clarification of the target language culture were ranked the lowest (M=2.45, SD=0.97). To be more specific, they felt neutral on the guidance gained from the textbook. Moreover, they felt dissatisfied on the insufficient introduction about the target language culture that they need to teach and the demands of specific learners are not considered.

Furthermore, in order to explore a deeper understanding of the reasons why the teachers made such decision on the intercultural rationale and its objectives of the existing textbook, the researcher conducted an interview on

Table 2. The Teachers' Evaluation on Intercultural Contents in the Existing Textbook

A. Rationale and Objectives	SD	Mean	Interpretation	Group Avg	Interpretation Avg
1. The textbook gives information, instruction or suggestions about how the book may be used and how the cultural content may be handled.	1.15	2.83	Neutral		
2. The textbook addresses specific learners and there are specific characters of the learners that the book addresses.	0.97	2.45	Dissatisfied		
3. The textbook suggests some roles for teachers in teaching.	0.63	2.97	Neutral	2.64	Neutral
4. The textbook clearly introduces the target language culture.	0.97	2.45	Dissatisfied		
5. The textbook does not include generalizations about the culture (i.e. it informs the audience of the fact that what is true for one part is not necessarily true for the other parts).	0.67	2.52	Neutral		

A. Rationale and Objectives	SD	Mean	Interpretation	Group Avg	Interpretation Avg
B. Cultural Materials	SD	Mean	Interpretation	Group Avg	Interpretation Avg
6. The cultural language used in the textbook is comprehensible to EFL learners.	1.27	3.3	Neutral	2.72	Neutral
7. The Textbook promotes active student participation to communicate different values (i.e. mannerism, and courtesy).	0.79	2.98	Neutral		
8. The cultural content includes generalization about the target culture(s).	0.67	3.06	Neutral		
9. The textbook presents various cultural topics and themes.	0.82	2.53	Neutral		
10. The textbook provides cultural topics in each and every lesson in all units.	0.57	1.96	Dissatisfied		
11. The textbook provides sufficient details and information about the cultural topics.	0.7	2.25	Dissatisfied		
12. The textbook includes variety of the world culture.	0.63	2.6	Neutral		
13. The textbook includes just specific cultures such as American or British culture.	0.7	3.15	Neutral		
14. The textbook represents real target language culture not the author's view.	0.79	2.98	Neutral		
15. The textbook does not provide any topics that might not be culturally suitable for the learners in class.	0.95	2.54	Neutral		
16. The textbook provides adequate coverage of a variety of people and this is not limited to chosen people.	0.74	2.89	Neutral		
17. The cultural information is not presented with comments such as being good or bad.	0.92	2.63	Neutral		
18. The textbook advocates certain cultural values.	0.82	2.8	Neutral		
19. The textbook provides a balanced view of world culture.	0.7	2.43	Dissatisfied		
20. The textbook engages learners in cultural topics.	0.57	2.69	Neutral		
C. Class Activities and Cultural Activities	SD	Mean	Interpretation	Group Avg	Interpretation Avg
21. Learners are given opportunities to use their language ability to discuss cultural issues.	1.05	2.82	Neutral	2.54	Neutral
22. The cultural activities provide students with opportunities to participate in games, songs, celebrations, sports, or entertainment representative of the foreign culture.	0.7	2.25	Dissatisfied		
D. Teaching Aids: Illustrations, Exercises, workbook & Supplementary Materials.	SD	Mean	Interpretation	Group Avg	Interpretation Avg
23. The illustrations are self-explanatory and appropriate to learners' native culture.	0.92	2.63	Neutral	2.59	Neutral
24. The characters represent different nationalities, countries, and the local society.	0.52	2.41	Dissatisfied		
25. The illustrations tell us about the values of the social groups who adopt them.	0.88	2.72	Neutral		

those items. The teachers' responses are exactly the same. Though the contents seem to appear in the textbooks, they are somewhat minimal expressions which are insufficient to support the effective intercultural teaching.

4.1.2 Cultural Materials

For the cultural materials, the results showed that the total average mean scores of teachers' perception was 2.72, in the scale of 2.51-3.50, according to the criteria of interpretation, it meant the teachers' perception on the cultural materials of the existing textbook was regarded as neutral.

Among these fifteen items, the teachers rated in the highest mean on the cultural language used in the textbook is comprehensible to EFL learners (M=3.30, SD=1.27) and the lowest mean on the textbook provides cultural topics in each and every lesson in all units (M=1.96, SD=0.57). To be more specific, they felt dissatisfied on the involvement of cultural topics in the existing textbook which is insufficient to provide the cultural information to the teaching and learning in all units.

Furthermore, in order to explore a deeper understanding of the reasons why the teachers made such decision on the cultural materials of the existing textbook, the researcher interviewed the teachers on those 15 questions. The question of interviewing is on the reason of choosing a neutral attitude on these items. The teachers' responses are exactly the same that the provided content is not enough to support the effective intercultural teaching.

4.1.3 Class Activities and Cultural Activities

For the class activities and cultural activities, the findings showed that the total average mean scores of teachers' perception was 2.54, in the scale of 2.51-3.50, according to the criteria of interpretation, it meant the teachers' perception on the class activities and cultural activities of the existing textbook was regarded as neutral.

Among these two items, the teachers rated in the highest mean on the item that the students are given opportunities to use their language ability to discuss cultural issues (M=2.82, SD=1.05) and the lowest mean on the cultural activities provide students with opportunities to participate in games, songs, celebrations, sports, or entertainment representative of the foreign culture (M=2.25, SD=0.70). This can be interpreted that they felt dissatisfied on the chances provided just for students to acquire the target culture during the language class. For the item on the chances for students to perform what they have learned on linguistic competence, they reported that this part was in the textbook. However, there is no guidance and the teaching period is limited, so they cannot implement the activities in the class.

The analysis from the interview presents deeper understanding of the reasons why the teachers made such decision on the class activities and cultural activities of the existing textbook. The teachers' responses are exactly the same. Class activities have been prepared and provided in the class focusing only on students' linguistic competence without cultural activities.

4.1.4 Teaching Aids

For the teaching aids such as illustrations, exercises, workshop and supplementary materials, the results showed that the total average mean of teachers' perception was 2.59 in the scale of 2.51-3.50 meaning that the teachers' perception on the teaching aids of the existing textbook was regarded as neutral.

Among these three items, the teachers gave the highest score on the illustrations about the values of the social groups who adopt them (M=2.72, SD=0.88). However, the lowest score was rated on the characters representing different nationalities, countries, and the local society (M=2.41, SD=0.52). To be more specific, they felt dissatisfied on the internationalization and the diversification of the teaching aids. Meanwhile, they indicated that the illustrations in the textbook were sufficient. However, they have no idea how to relate them or utilize them in the teaching process.

Furthermore, in order to explore a deeper understanding of the reasons why the teachers made such decision on the cultural materials of the existing textbook, the researcher interviewed them. The teachers' responses are the same, because these teaching aids appear in the textbooks, however, they are insufficient to support the effective intercultural teaching.

4.2 Results and Discussion

Apart from the textbook evaluation, this study provides a guidance to the types of intercultural content that could be adapted in an EFL textbook used in a General English Course at college with the goal of cultivating non-English major students' intercultural awareness and improve their intercultural competence as well. The findings of this study can be beneficial to the intercultural teaching materials adaptation for academic institutes and individuals that are interested in the field of English language teaching and learning. In particular, teachers can use the results contributed by this study as a guideline in choosing or evaluating EFL textbooks. With the preceding findings found in this study, the following recommendations were forwarded.

4.2.1 Rationale and Objectives

According to the findings of this study, the teachers felt neutral on the intercultural teaching rationale and objectives of General English Course for the non-English major students. In order to respond to this result, meanwhile, considering that the textbooks are chosen by the school, most teachers have no right to decide which textbooks they prefer to use. Therefore, the teacher might try to flexibly adjust the teaching procedures, create more intense cultural activities to motivate the students to participate. Moreover, they should supply more suitable explanations about how to make a good use of the intercultural factors listed in the textbook to assist both teachers and students to master the intercultural part well during learning the target language.

4.2.2 Cultural Materials

According to the findings of this study, the teachers made neutral attitude toward the cultural materials of General English Course for the non-English major students was indicated. Consequence, the types of cultural materials must be considered carefully when teachers try to evaluate or develop the language teaching materials. As mentioned by Lee (2009), the cultural topics under "Big C" culture and "small c" culture must be presented equally. Besides, source culture, target culture, and international culture also should be involved in the cultural teaching process so that students can acquire the multicultural issues while learning the foreign language. In that case, merely specific culture or just focus on superficial cultural knowledge learning can be effectively avoided.

4.2.3 Class Activities and Cultural Activities

According to the findings of this study, the teachers felt neutral on the class activities and cultural activities of General English Course for the non-English major students were found. Teachers noted that sufficient class activities are provided in the language classroom, however, most of the activities merely stress on students' linguistic development, a few tasks for their intercultural awareness or their intercultural competence. Therefore, in order to cultivate students' intercultural awareness and improve their intercultural competence, not only activities for the target language are provided, but also the tasks for the target culture must be enhanced. In addition, no matter the class activities or the cultural activities should not merely limit to the learning of two mainstream cultures, but the infiltration of multiculturalism that can really improve the intercultural competence of students.

4.2.4 Teaching Aids

According to the findings of this study, the teachers felt neutral on the teaching aids of General English Course for the non-English major students was illustrated. Therefore, various types of teaching aids such as illustrations, exercises, and workshop and supplementary should be integrated into the teaching procedure in order to enhance the intercultural learning become more effective. Moreover, the students' local culture cannot be ignored when they eager to develop their intercultural sense. That is to say, having a better understanding on their own culture can help them accept other different culture smoothly.

4.3 The Guideline of the New Teaching Material

To respond to the evaluation findings of this study, a guideline is advocated by the researcher to design the new teaching material in order to cultivate the students' intercultural awareness and improve their intercultural competence. The specific procedures are as follows: 1) identify the needs and levels of the target students; 2) explore the language, meaning, functions and skills; 3) decide the type of the contexts; 4) produce the exercises, activities and teaching approaches; 5) adapt the new teaching material; 6) apply the pilot study before the material implementation; and 7) evaluate the new teaching after use [21].

The principles of the new material contain both "Big C" culture and "small c" culture as well. The teaching objectives are as follows: 1) understand their own culture and the target culture they are dealing with; 2) increase their intercultural awareness of the different culture issues in some certain of given situations; 3) show willingness to communicate with people from different cultural backgrounds; 4) collect and analyze the message across effectively in all social contexts; and 5) enable students to be aware of the target culture and to inspire the perception of empathy on the people who live in different cultures.

The new teaching material contains 7 units, and each unit takes 90 minutes with three steps which are pre-class (30 mins) to collect the background information of the international culture; in-class (30 mins) to discuss the cultural content and provide the relevant intercultural activities; after-class (30 mins) to quiz the intercultural skills by the given situation, and the results of each quiz will be recorded as one of the assessment of the students to evaluate the effectiveness of the intercultural teaching materials.

5. Conclusions

This study provides insights into the cultural content of an EFL textbook used in General English Course at Independent College in China. The college's management

or English teachers can use the results of this study as a guidance in evaluation process before they choose EFL textbook. In addition, the study can raise the teachers' awareness of the importance of cultural content in language teaching. According to Xiao's statement (2010), the target language cultural teaching was great significant for language learners. Therefore, it is necessary to enhance knowledge about the target language cultural in order to communicate successfully.

Moreover, this study can be extended even further to select the type of teaching materials that can be utilized for the non-English major students to promote intercultural communicative competence. Moreover, further study should be conducted on the analysis of various textbooks by higher number of respondents both teachers and students. The researcher believes that it would be significant and interesting to further study in the intercultural field since it has been accepted that language demonstrates more importance in today's increasingly diverse and inter-connected world. It is hoped that this study would inspire more researches and collaboration and systematic exploration that will further enrich the knowledge of intercultural competence and language teaching.

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