

A Comparison of Cultural Awareness Directives in Junior Middle School English Textbooks and Teacher's Books of Go for It and English in Mind

Liu Yuanyuan

School of Foreign Studies, Yangtze University, Hubei, 434023 PRC China

Received: 21 Dec 2020; Received in revised form: 19 Feb 2021; Accepted: 15 Mar 2021; Available online: 07 Apr 2021

©2021 The Author(s). Published by The Shillonga Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

Abstract— *Based on the CAB model of intercultural communication competence (ICC), this paper analyzes the cultural awareness (CA) directives of junior middle school English textbooks and teacher's books of Go for It (GFI) and English in Mind (EIM) through the methods of text analysis and comparative analysis. The study focuses on the teaching activities of reading, listening, speaking, writing and culture in mind, etc. of the two editions of textbooks and teacher's books. During the research process, it has been found that firstly, as for the textbook of GFI, the proportion of the three dimensions is ranked in descending order as follows: cognitive dimension first, behavioral dimension second and affective dimension third. The proportion of cognitive dimension is close to that of behavioral skills. The proportions of both cognitive and behavioral dimension are much larger (8 to 10 times) than that of affective dimension. Second, as for the teacher's book of GFI, the descending order of the three dimensions is the same as in the textbook of GFI. The proportion of cognitive activities is far greater than that of affective and behavioral activities. The proportion of affective activities in both the textbook and the teacher's book of GFI is very low. Thirdly, as for the textbook of EIM, the proportion of the three dimensions is ranked in descending order as follows: behavioral dimension first, cognitive dimension second and affective dimension third. The proportion of cognitive activities is relatively close to that of behavioral activities. The proportions of cognitive and behavioral activities are more than twice as much as that of the affective activities, which may show that the textbook of GFI pays more attention to the cultivation of students' cognitive and behavioral abilities, ignoring the cultivation of students' affective ability. However, compared to the textbook of GFI, the proportion of affective activity in the textbook of EIM is 3 times as that in the textbook of GFI, indicating that the textbook of EIM pays more attention to cultivating students' affective ability than the textbook of GFI. Fourthly, as for the teacher's book of EIM, the proportion of behavioral activities is far greater than that of cognitive and affective activities. The data seems to demonstrate that the teacher's book of EIM has carried out a detailed and in-depth discussion of behavioral activities and paid great attention to the cultivation of students' behavioral skills. Finally, through comparative study, it has been found that GFI can gain some advisable suggestions on how to write cultural awareness directives by referring to EIM.*

Keywords— junior middle school English; textbook; teacher’s book; cultural awareness directives; comparison.

I. INTRODUCTION

The development of English puts forward new requirements for intercultural teaching in English education. Only mastering the British and American cultural knowledge can no longer meet the students’ needs for intercultural communication (Liu, 2012). How to train students to have successful intercultural communication competence (ICC) has become a new challenge for English education.

Spitzberg(1988, 2000) argues that competent communication is the ability to interact appropriately and effectively with others in a given context. “Effectiveness” and “appropriateness” have become the two fundamental criteria to define people’s competency and the basis for a number of theories of intercultural communication competence. Effectiveness suggests that people are able to achieve desired personal outcomes. Appropriateness entails the use of messages that are expected in a given context and actions that meet the expectations and demands of the situation. Some ICC researchers have followed Spitzberg’s effectiveness-appropriateness intercultural communication criterion to define ICC, such as Chen& Starosta(1998) and Bennett (2004). Based on the above criteria and some researchers’ definitions of ICC, the author of this paper assumes that ICC is the ability to transform one’s cultural knowledge, affective attitudes and behavioral skills in order to interact effectively and appropriately in intercultural communication, by which all the communicators involved can better achieve their communication goals.

There is another term “cultural awareness(CA)”, which has a similar connotation as ICC. It refers to the understanding of Chinese and foreign cultures and the identification of excellent cultures, which are intercultural cognition, attitude and behavioral skills of students in the context of globalization(Ministry of Education, 2017). Most scholars in China also agree that the connotation of CA includes understanding and respecting cultural differences and ultimately forming an international perspective and intercultural communication ability(Wu,

Fu& Chen et.al, 2016). Besides, a summary of studies abroad shows that CA is often closely connected with ICC. For example, Baker W.(2012) believes that intercultural awareness is advanced CA, which is a conscious understanding of the role culturally based forms, practices, and frames of understanding can have in intercultural communication, and an ability to put these conceptions into practice in a flexible and context specific manner in real time communication. Therefore, the author of this paper applies ICC theories to the studies on CA cultivation.

He Anping(2007) puts forward that textbook directive consists of instructional texts and instrumental texts. Instructional texts are the input material(e.g.: reading and listening material) of the target language, which not only presents the structure of language knowledge but also reflect the world outlook, value outlook, and moral concept. Whereas, instrumental texts are the instrumental and explanatory discourses organized the content and activities of textbooks. Besides, in Ministry of Education(2003:7), the textbook directive refers to all the words that appear in the textbook to guide students to do things. It specifically includes the headings at all levels of the unit and various practice instructions under the headings. Therefore, CA directives in this paper include the headings of CA activities and the input materials of reading , listening, etc. of textbooks and teacher’s books. Based on the research object and goal, this study attempts to answer the following two questions:

1) What is the overall distribution of CA directives in two editions of junior middle school English textbooks and teacher’s books?

2) What implications can be obtained in compiling CA activities of junior middle school English textbooks and teacher’s books?

In addition, on the basis of previous studies and the research data obtained this time, this paper attempts to overview the distribution of CA directives of two editions of textbooks and teacher’s books. Through comparison of CA directives at home and abroad, it attempts to provide

some useful suggestions for compiling CA activities of junior middle school English textbooks and teacher's books.

II. LITERATURE REVIEW

2.1 Studies on ICC Models

In the West, among many conceptualizations of ICC, Chen and Starosta's model is composed of intercultural sensitivity, intercultural awareness and intercultural adroitness(1999). Wiseman(2002) includes knowledge, skills and motivation as the premise for appropriate and effective communication. Imahori and Laningan's(1989) model also includes the components in the categories of knowledge, skills and motivation, and other components including interactional goals and past experience. Byram(1997) has been found to be of particular significance for foreign language teaching. He develops one of the first comprehensive models of ICC, the goal of which is the creation and maintaining of relationships. His model is based on three general factors: knowledge, attitudes, and skills.

In China, some theoretical models have been published until 2013. Based on Hall's high/low-context cultural variation theory, Wen(1999) creates a "cross-cultural competence", together with "communicative competence" as the two branches to ICC. By referring to the development of cultural teaching in both the West and China, Zhang(2007) suggests the construction of the classical three dimensions of ICC: knowledge, skill and attitude. Under the three dimensions are 14 items for content(Zhang, 2007: 70-73). Both Wen's(1999) and Zhong & Fan's(2013) models comprises "cross-cultural competence" and "communicative competence" as the two branches to ICC, while Zhang's model comprises the linguistic communication competence as the primary goal and the intercultural communication competence as the advanced goal in ELT. The general structure of the above three models in China is similar to some extent. However, in Wen's(1999) model, the cross-cultural competence consists of sensitivity, tolerance and flexibility. The three components are hierarchically interrelated with sensitivity of the lowest level and flexibility the highest. While in both Zhong &

Fan's(2013) and Zhang's(2007)models, ICC is concerned with the cognitive, affective and behavioral factors in cross-cultural process, which are considered very significant in intercultural communication.

Besides, models of Yang & Zhuang(2007), Zhang & Yang(2012), Kong & Luan(2012) and Zhang's(2007) regard cognitive(knowledge) and attitude(awareness) as the basics of ICC, and skill(behavioral or communicative practice) as the goal of ICC. Zhang & Yang(2012) tested their model via empirical methods of questionnaire analysis and complementary interviews, and validated that 13 elements of the three dimensions of their models are of nearly the same importance. Both Kong& Luan(2012) and Zhong & Fan(2013) build a framework for college English education aiming at guiding college English education.

In order to achieve a more comprehensive understanding of typical ICC models, we will make an analysis and comparison between Chinese and Western ICC models as follows:

To begin with, Deardorff(2006) and Xu & Sun(2013) interpret ICC as a process. However, Deardorff stressed that his model is not a step-by-step process but as a cyclical process model that "depicts the complexity of acquiring intercultural competence in outlining more of the movement and process orientation that occurs between the various elements" (Deardorff, 2006: 257), yet Xu & Sun(2013) emphasize that ICC development should be put in the interactive context of globalization. Deardorff(2006) and Xu & Sun(2013) emphasize ICC outcomes(behaving and communicating effectively and appropriately) based on one's intercultural knowledge, attitudes and skills in the process of ICC acquisition.

Besides, Byram(1997), Deardorff(2006), Zhang(2007), Yang & Zhuang(2007), Zhang & Yang(2012) and Kong & Luan(2012) regard cognitive and affective as the basics of ICC, and behavioral as the goal of ICC. Affective is the fundamental starting point in models of Byram(1997) and Deardorff(2006) for learners to acquire cultural knowledge and achieve effective intercultural communication goal.

Therefore, this shows that western scholars, most rooted in the studies of intercultural communication, focus on the competence of interpersonal communication.

Chinese scholars, however, most of whom originated in language study or language teaching, put more emphasis on the development of linguistic proficiency. However, among ICC models suggested by both western and Chinese scholars, the cognitive-affective-behavioral(CAB) model still prevails.

2.2 CA in New Curriculum Standards

The English Curriculum Standards for senior high schools puts forward that CA refers to the understanding of Chinese and foreign cultures and identification of cultural essence. It is a cross-cultural perception, attitude and behavior of learners in the context of globalization(Ministry of Education, 2018).

The teaching of cultural knowledge should aim at developing students' CA. Cultural learning requires not only the acquisition of knowledge, but also a deep understanding of its connotation and further internalization of excellent culture into CA behaviors. This is a process of internalization and externalization, which involves four steps: perceive target- language culture and Chinese culture-- analyzing and comparing; identify with excellent culture-- appreciating and learning; deepen cultural understanding -- internalizing; form cultural quality -- behaving and performing.

Therefore, the connotation of CA in new curriculum standards is basically consistent with ICC components of cultural cognition, attitude and behaviors: understanding the differences between target- language culture and native- language culture, appreciating and absorbing the excellence of target- language culture, behaving effectively and appropriately in intercultural communication and spreading native- language culture. New curriculum standards is an important basis for compiling textbooks and teacher' s books. Thus, the author in this thesis regards that cognitive-affective-behavior(CAB) model can be utilized to analyze CA directives in junior middle school English textbooks and teacher's books.

2.3 Studies on CA in English Textbooks for Senior High School

As Ndura E. (2004) submits, the content of instructional materials significantly

affects students' attitudes and dispositions towards themselves, other people and society. Textbooks should incorporate learners diverse racial and cultural backgrounds and empower them to identify different voices and perspectives. However, currently Chinese culture has been seldom introduced in English textbooks and teacher' s books in China and traditional Chinese culture supplemented by teachers in the classroom is also quite limited. Besides, most studies on CA of English teaching materials relate to cultural knowledge but rarely associate with affective and behavioral dimensions.

Common research topics on English teaching materials in senior high school are analysis and evaluation of textbooks, using, comparison and selection of textbooks; topic setting, development and evolution of textbooks and so on. The research methods focus on comparative study, evaluation and analysis and literature review. In recent years, with the emphasis of English curriculum reform on cultivating students' CA, more and more researchers pay attention to the cultural content of textbooks. There are a certain number of papers on text analysis from a cultural perspective, but the overall number is not very large. Besides, there are also studies on the use of cultural content in high school English textbooks in practical teaching activities, which have carried out a reasonable analysis of high school English textbooks. For instance, Zhang & Ma(2004) studies the requirements of EFL students in Chinese universities on the cultural content of English textbooks through questionnaire survey and personal interview. The authors discussed the relationship between cultural quality and linguistic ability and proposed that EFL students' college English textbooks should include not only the target- language culture, but also the native- language culture and cultures of other international countries. At the same time, this paper proposed that students' ability to express native- language culture in English should be cultivated, so as to improve their intercultural comparison and communication skills. Liang(2012) reveals the characteristics and existing problems of cultural teaching. She regards that native- language culture and communicative culture should be supplemented to English textbooks; teachers should appropriately enrich cultural knowledge in teaching to cultivate students' ICC. Luo(2005) points out that there is

a great lack of Chinese culture in English textbooks, which is necessary to be included in the textbooks(Li & Liu, 2007; He, 2018; Wu, Ju & Chen, 2014; Ren, 2009). Furthermore, some researchers evaluated the cultural content and analyzed the cultural distribution by comparing two different editions of textbooks. For example, Tang(2010) compares the cultural contents of the new and old NESC. It is found that the proportion of the native culture, the world culture and the communicative culture in the new edition textbooks has increased compared with the old edition. Therefore, it is proved that the new edition of the textbook pays more attention to the cultivation of native- language culture awareness and global awareness, as well as learners' intercultural communicative awareness. Finally, there are a few studies on CA cultivation in English textbooks, which are mainly empirical introductions. For instance, Zhou(2012) lists some expressive forms of CA in English textbooks, such as greetings, farewell words, addressing terms, etc., and briefly put forward some CA cultivating methods in and out of class.

Therefore, it can be drawn from the above researches that most of the current studies focus on the cognitive dimension of CA, which is centered on cultivation of cultural knowledge, yet few focus on the dimensions of affective attitude and behavioral skills. However, CA includes not only cognitive activities, but also activities of affective and behavioral skills and all of the three dimensions are indispensable for ICC development. Therefore, it is still necessary to further study CA directives in junior middle school English textbooks.

2.4 Summary

The above studies are generally about ICC models, CA cultivation and imbalanced distribution of cultural content in senior high school textbooks. However, through literature analysis and in-depth understanding of ICC, it can be seen that CA cultivation entails cultivating learner's abilities of not only cognitive, but also emotional attitude

and behavioral skills. Therefore, it is still necessary to further study CA cultivation in a more well-rounded way and provide some advisable suggestions for compiling CA activities of junior middle school English textbooks and teacher's books by over- viewing distribution of CA directives and comparing CA directives of two editions of textbook and teacher's book at home and abroad.

III. RESEARCH DESIGN

In this part, the author will introduce the research design, which shows the research questions, research objects, research methods and the framework for CA directives analysis.

3.1 Research Questions

Based on the framework for CA directives analysis, this paper makes a textual analysis of the CA directives in junior middle school English textbooks and teacher's book of GIFFC and EIM. We attempt to answer two questions as follows:

- 1) What is the overall distribution of CA directives in two editions of junior middle school English textbooks and teacher's books?
- 2) What implications can be obtained in compiling CA activities of junior middle school English textbooks and teacher's books?

3.2 Research Objects

In this paper, all of the CA directives in Go for it(GFI) published by People's Education Press and English in Mind(EIM) published by Cambridge University Press were chosen as the research objects.

Due to the limitation of time and length, it is impossible to put all the books into the current study. Therefore, this paper will focus on the textbooks and teachers' books of GFI grade 8 and EIM level 2. The overall framework of two editions of the textbooks and teacher's books is compared in the table3.1 as follows.

Table 3.1 Comparison of the Overall Framework in Two editions of Textbooks

Comparison of the Overall Framework Between Two editions of Textbooks		
Name and Press	Go for It published by People's Education Press(GFI)	English in Mind Students' Book published by Cambridge University Press(EIM)
Editor in chief	Liu Daoyi Zheng Wangquan	Herbert Puchta & Jeff Stranks
Structure	Compiled in the form of modules, totaling 6 books are compulsory for students in junior middle school in China.	Compiled in the form of units, totaling 6 books; student's book 1- 3 are compulsory for junior middle school students in the foreign language school.

Table 3.2 Comparison of the Overall Framework in Two editions of Teacher's Books

Comparison of the Overall Framework Between Two editions of Teachers' Books		
Name and Press	Go for It published by People's Education Press(GFI)	English in Mind Teacher' s Resource Book published by Cambridge University Press(EIM)
Editor in chief	Zheng Wangquan Zhang Xiancheng	Brian Hart with Herbert Puchta & Jeff Stranks
Structure	Compiled in the form of modules, totaling 6 books are compulsory for English teachers in junior middle school in China.	Compiled in the form of units, totaling 6 books; teacher's book 1- 3 are compulsory for English teachers in the foreign language school in junior middle school.

There are two volumes in GFI(grade 8), each volume contains 10 units and two sections are contained in one unit, namely section A and section B. Each section A and section B contains several items, namely 1a, 1b, 1c, 2a, 2b, 2c, 2d, etc..

EIM(level 2) contains fourteen units and every other unit has a section named "culture in mind" which is respectively included in unit 1, 3, 5, 7, 9,11, 13. There are 9 to 15 parts in each unit, namely Read and listen, Grammar, Pronunciation, Speak, Vocabulary, Write, Everyday English, Improvisation, Team Spirit, Check Your Progress.

3.3 Research Methods

1) Text Analysis Method

Text analysis is to analyze and compare a series of related texts with the contents recorded by words, graphs and diagrams and so on. Generally speaking, the subject of text analysis has the characteristics of large capacity and

systematization. Relative subjectivity is the major feature of text analysis. Through text analysis, this study deeply explores the writing ideas and concepts of GFI and EIM, makes a comparison on subjects and topics between EIM and GFI and explains cultural content, so as to deeply understand and reveal the distribution of students' CA directives in GFI and EIM.

2) Comparative Analysis Method

Comparative analysis is the method which is used to compare the things and find out the essences and rules for the purpose to make the true and objective conclusions. In this study, the comparative method will be used for making a comparison on the CA directives in the textbooks and teachers' books of GFI and EIM. It will analyze the similarities and differences of CA directives in two editions textbooks and teachers' books. It is hoped that this study will provide some useful suggestions for editors of English textbooks and teachers' books.

3.4 The Framework for CA Directives Analysis

According to ICC models and the characteristics of English language education, this study integrates the classification of Chinese and Western ICC models and constructs a framework for analyzing CA directives in junior middle school English textbooks and teacher's books. The author's idea of constructing the analysis framework comes from the classical ICC CAB model. Therefore, this study will analyze the CA activities based on definitions of CAB model as follows:

Cultural knowledge is knowledge communicators should have and use in the process of intercultural communication, which is the foundation of CA. It includes: 1) Based on Cortazzi & Jin's(1999) cultural region criteria, the first is based on knowledge of the interlocutor's country(target- language culture)(Byram, 1997; Zhang, 2007; Wu, Fan & Peng, 2013; Zhang & Yang, 2012; Zhang & Suo, 2019; Kong & Luan, 2012), the second is based on knowledge about one's own country and social groups within it(native- language culture), and the third is based on knowledge of other cultures in the world(Zhang, 2007; Wu, Fan & Peng, 2013; Zhang & Suo, 2019). Here, the target-language culture refers to the culture of the English speaking countries; the native-language culture refers to the Chinese culture; and the international-language culture means the culture of the other countries, nations or regions, but the above two is not included in this one; the fourth is mixed culture which refers to a CA activity involving more than one regional cultures. 2) Based on the content of culture, Allen and Valette(1977), Ovando and Collier(1985) divide culture into two categories: culture with a capitalized C(or big culture), including literature, art, music, architecture, philosophy, scientific and technological achievements and so on, which reflects all aspects of human civilization. Another category includes people's customs and habits, lifestyle, social organization, interrelationship and so on, which is called small culture. Because the two individual classification methods do not fully cover all the characteristics of the cultural content of the textbooks, so most researchers choose to combine the two methods for analysis and research. 3) The third kind of knowledge is meta- knowledge of ICC. It is one that must be developed more intentionally, which is "knowledge of the processes

of interaction at individual and societal levels" (Byram, 1997; Zhang, 2007; Wu, Fan & Peng, 2013; Kong & Luan, 2012). The declarative knowledge though necessary is not sufficient, and needs to be complemented by procedural knowledge of how to act in specific circumstances. It is linked with the skills of interpreting and relating, of using existing knowledge to understand a specific document or behaviour for example, and to relate these to comparable but different documents or behaviours in their own social group. At one level, it is well-known that tea-drinking has different significance in different cultures; at another level a policy document on "the centralisation of education" might be "conservative" in one context and "progressive" in another (Byram, 1997). It is the understanding the role of communicative environment and the universal law of intercultural communication.(Zhang, 2007)

The affective is the key point of CA, which includes emotional affective and awareness. 1)As for the emotional affective, on the basis of understanding of the differences between different cultures, learners should develop a curious, open, appreciative and empathetic attitude to other cultures(Byram, 1997; Wen, 1999; Dearsdorff 2006; Zhang, 2007; Wu, Fan & Peng, 2013; Zhong, Bai & Fan, 2013; Zhang & Yang, 2012; Zhang & Suo, 2019); 2)As for the awareness, it includes cultural awareness, intercultural awareness and self-awareness. Cultural and intercultural awareness are closely tied to one another: since one can be aware that culture exists and influences values, attitudes, and behaviour (cultural awareness) only after one has experienced difference and has realised, indirectly, that all cultures influence every aspect of every aspect of human life in an equivalent, if different, manner (intercultural awareness). (Borghetti, 2011: 151). Self-awareness, however, is based on metacognition and the recognition of personal limits, preferences, and abilities. (Moeller, Aleidine & Osborn, Sarah, 2014)

Behavioral skills is the goal of CA. It includes: 1)Skills of interpreting and relating. Skills of interpreting and relating are based upon existing knowledge, which Byram contended differ from skills of discovery and interacting in that "it need not involve interaction with an interlocutor, but may be confined to work on documents" This enables the individual to work at his or her own pace, as there are no requirements for timely response as is

required in interaction with others; 2) Skills of discovery. The skill of discovery “comes into play where the individual has no, or only a partial existing knowledge framework” (Byram, 1997: 37–38) and thus requires building new knowledge (Byram, 1997: 37-38). Discovery may come about from documents, as skills of interpreting and relating do, but it may also arise in interaction with others. The skill of discovery is the ability to recognise significant phenomena in a foreign environment and to elicit their meanings and connotations, and their relationship to other phenomena; 3) Skills of interaction. In interaction, individuals must not only carefully balance their existing knowledge and their diverse identities but also manage any challenges that arise in communicating with others. The individual needs to draw upon their existing knowledge, have attitudes which sustain sensitivity to others with sometimes radically different origins and identities, and operate the skills of discovery and interpretation. (Byram, 1997) Learners are apt to react positively in an ambiguous and uncertain communication environment, and actively confront the tension or suffering brought by cultural conflict in intercultural communication, able to empathetically understand and tackle problems and are flexible and adaptable to adjust one’s speech and behaviors according to various communication styles and needs of different cultural groups. (Zhang, 2007); 4) Skills of spreading Chinese culture, participating in exchanges with other countries and promoting the building of a community with shared future for mankind.

3.5 Data Collection

The teaching activities of GFI and EIM in this study include reading, listening, speaking, writing, culture in mind activities, etc., grammatical activities are excluded in that they are largely not related to CA cultivation; data is collected through close-reading of the textbooks and teacher’s books and then discussing whether an activity is a CA activity and which dimension of CA it belongs to. The CA directives contain the title, the questions and the input materials under the title; all activities are counted as the unit of item. For example, 1a, 1b, 1c under 1Reading are counted as 5 activities. If dimensions C, A, and B of the same activity overlap, one dimension for each activity is calculated according to the principle of main CA cultivating objective.

IV. RESULTS AND ANALYSIS

The results and analysis will be demonstrated in this chapter, which includes two parts. The first one is the overall distribution of CA activities in the textbooks and teacher’s books of GFI and EIM. The second one are some suggestions for compiling CA activities in junior middle school English textbooks and teacher’s books.

Based on the analysis framework constructed in the research design, the author will make a detailed statistics and comparison on CA activities in the textbook and teacher’s book of GFI and EIM.

Table 4.1 The Overall Distribution of CA Activities in GFI and EIM

Dimension	Textbook				Teacher’s Book			
	GFI		EIM		GFI		EIM	
Cognitive	55%	2.8/ unit	41%	4.8/ unit	68%	4.8/ unit	28%	2.3/ unit
Affective	5%	0.3/unit	15%	1.8/unit	4%	0.3/unit	7%	0.6/unit
Behavioral	40%	2.0/unit	44%	5.1/unit	28%	2.0/unit	65%	5.3/unit
In Total	100%	5.1/unit	100%	11.7/unit	100%	7.1/unit	100%	8.2/unit

Note: 3.1/unit refers to an average of 3.1 CA activities per unit.

It can be seen from the above table that first, as for the textbook of GFI, the proportion of the three dimensions is ranked in descending order as follows: cognitive dimension first, behavioral dimension second and affective

dimension third. The proportion of cognitive dimension is close to that of behavioral skills. The proportion of both cognitive and behavioral dimension is much larger (8 to 10 times) than that of affective dimension. The data seems to

show that the textbook of GFI pays more attention to the cultivation of students' cognitive and behavioral abilities, ignoring the cultivation of students' affective ability. However, Deardorff(2006: 255) stressed that the most basic and fundamental aspect of intercultural competence is affective attitude, which he defined as "openness, respect (valuing all cultures), and curiosity and discovery (tolerating ambiguity)". If students cannot accept other cultures with an attitude of understanding, appreciation and recognition, they cannot communicate effectively and fluently in intercultural communication.

Second, as for the teacher's book of GFI, the proportion of the three dimensions is ranked in descending order as follows: cognitive dimension first, behavioral dimension second and affective dimension third. The proportion of cognitive activities is far greater than that of affective and behavioral activities. This situation has its own reasons, as Zhang & Suo(2019) stated that "cultural knowledge is the foundation of CA", which can provide a good foundation for the development of emotional and behavioral abilities. Whereas, at present middle school English teachers may not have enough intercultural knowledge, so more basic cultural knowledge is needed to be supplemented in the teacher's book for their reference. The proportion of affective activities in both the textbook and teacher's book of GFI is very low.

Third, as for the textbook of EIM, the proportion of the three dimensions is ranked in descending order as follows: behavioral dimension first, cognitive dimension second and affective dimension third. The proportion of cognitive activities is very close to that of behavioral activities. The proportion of cognitive and behavioral activities is more than twice as much as that of the affective activities, which seems to show that the textbook of EIM does not pay much attention to the cultivation of learner's affective ability. However, compared to the textbook of GFI, the proportion of affective activity in the textbook of EIM is 3 times as that in the textbook of GFI, indicating that the textbook of EIM pays more attention to cultivating students' affective ability than the textbook of GFI. The average number of CA activities per unit of EIM textbook is more than twice as that of the textbook of GFI, indicating that the textbook of EIM pays more attention to the cultivation of students' CA than the textbook of GFI

while cultivating students' language ability.

Fourth, as for the teacher's book of EIM, the proportion of the three dimensions is ranked in descending order as follows: behavioral dimension first, cognitive dimension second and affective dimension third. The proportion of behavioral activities is far greater than that of cognition and emotion activities. The data seems to demonstrate that the teacher's book of EIM has carried out a detailed and in-depth discussion of behavioral activities and paid great attention to the cultivation of students' behavioral skills. But the teacher's book of GFI has increased the proportion of cognitive activities while decreasing the proportion of behavioral activities compared to its textbook. This data seems to suggest that the teacher's book of GFI supplements a lot of cultural background knowledge, yet does not well explore behavioral skills activities. Therefore, EIM teacher's book may pay more attention to behavioral skills than the teacher's book of GFI.

V. CONCLUSION

5.1 Major Findings

In order to reveal the overall distribution of CA directives in junior middle school English textbooks and teacher's books, this paper adopted text analysis and comparison analysis to study CA directives of GFI and EIM. During the research process of this paper, the author has the following findings:

Firstly, as for the textbook of GFI, the proportion of both cognitive and behavioral dimension is much larger(8 to 10 times) than that of affective attitude dimension. The data may show that the textbook of GFI pay more attention to the cultivation of students' cognitive and behavioral abilities, ignoring the cultivation of students' affective ability.

Secondly, as for the teacher's book of GFI, the proportion of cognitive activities is far greater than that of affective and behavioral activities. A large number of cognitive activities are supplemented in the teacher's book. It may due to the fact that at present middle school English teachers may not have enough intercultural knowledge, so more basic cultural knowledge is needed to be supplemented in the teacher's book for their reference. The

proportion of affective activities in both the textbook and the teacher's book of GFI is very low, indicating that both the textbook and the teacher's book of GFI do not pay enough attention to the cultivation of students' affective ability.

Thirdly, as for the textbook of EIM, the proportion of cognitive activities is similar to that of behavioral activities. The proportions of cognitive and behavioral activities are more than twice as much as that of the affective activities, which seems to show that the textbook of EIM does not pay much attention to the cultivation of learner's affective ability. However, compared to the textbook of GFI, the proportion of affective activity in the textbook of EIM is 3 times as that in the textbook of GFI, indicating that the textbook of EIM pays more attention to cultivating students' affective ability than the textbook of GFI.

Fourthly, as for the teacher's book of EIM, the proportion of behavioral activities is far greater than that of cognitive and affective activities. The data seems to demonstrate that the teacher's book has carried out a detailed and in-depth discussion of behavioral activities and paid great attention to the cultivation of students' behavioral skills.

Finally, through comparative study, it has been found that GFI editors can learn from EIM in terms of CA activities writing as follows. First, more affective activities may be added to the textbook, so as to better train students in treating other cultures with an open, appreciative and accepting attitude. Secondly, the teacher's book can increase the proportion of behavioral activities to develop students' behavioral ability more fully, which is conducive to improving students' cross-cultural ability comprehensively. Third, both the textbooks and teacher's books of GFI and EIM should increase the proportion of emotional activities. Affective ability is the starting point for the development of intercultural ability. Improving students' affective ability is conducive to comprehensively improving students' intercultural ability.

5.2 Limitations and Further Studies

Although the author makes some cherished findings, this study still exist certain limitations. First, because the time is limited, there may be some restrictions on research quantity and only grade 8 of GFI and level 2 of EIM have

been selected for statistics. With the advance of research, research quantity will be expanded and results can become more objective. Second, some special columns such as "Culture Focus" of GFI and "Culture in Mind" of EIM is worthy of being further studied, for example, whether students take the initiative to or passively acquire cultural knowledge in and out of classroom.

REFERENCES

- [1] Allen, E. D. & Valette, R. M. *Classroom Techniques: Foreign Languages and English as a Second Language*[M]. New York: Harcourt Brace Jovanovich, 1977.
- [2] Baker W. From Cultural Awareness to Intercultural Awareness in ELT [J]. *ELT Journal: English Language Teaching Journal*, 2012, 66(1): 62-70.
- [3] Bennett, M. J. Developing intercultural sensitivity: An integrative approach to global and domestic diversity. In D. Landis, et al.(Eds.), *Handbook of intercultural training (3rd ed.)*[M]. Thousand Oaks, CA: Sage, 2004.
- [4] Borghetti, C. How to teach it? Proposal for a methodological model of intercultural competence. In A. Witte & T. Harden (Eds.), *Intercultural competence: Concepts, challenges, evaluations*[M]. Bern, Switzerland: Peter Lang, 2011, 141-159.
- [5] Byram, M. *Teaching and Assessing Intercultural Communicative Competence*[M]. Clevedon, UK: Multilingual Matters, 1997.
- [6] Chen, G. M. & Starosta, W. J. *A review of the concept of intercultural awareness*[M]. *Human Communication*, 1999, 2, 24-54.
- [7] Chen, G. M. & Starosta, W. J. *Foundations of intercultural communication*[M]. Needham Height, Mass: Allyn & Bacon, 1998.
- [8] Cortazzi, M. & Jin L. X. Cultural Mirrors- materials and Methods in the EFL Classroom[G]//E. Hinkel(Ed). *Culture in Second Language Teaching*[M].Cambridge University Press, 1999.
- [9] Deardorff, D. K. Identification and assessment of intercultural competence as a student outcome of internationalization[J]. *Journal of Studies in International Education*, 2006, 10, 241-266.
- [10] He, A. P. Corpus - assisted analysis of basic English textbooks[J]. *Curriculum, Textbook and Teaching Method*, 2007(3):45-49.

- [11] He, L. F. Analysis on the Present Situation of Chinese Culture Integration in High School English Textbooks[J]. *Teaching and Management*, 2018(12):84-87.
- [12] Imahori, T. & Lanigan, M. Relational model of intercultural communication competence[J]. *International Journal of Intercultural Relations*, 1989, 13(3), 269-286.
- [13] Kong D. L. & Luan S. W. The construction of intercultural teaching model for college English[J]. *The Foreign Language*, 2012, 149(2): 17-26.
- [14] Li C. & Liu. A. Z. Improvement of Chinese Culture Content in College English Textbooks[J]. *Journal of Chongqing Jiaotong University (Social Sciences Edition)*, 2007, (02):120-122.
- [15] Liang S. S. A Study on Cultural Teaching Knowledge of Primary School English Textbooks-- Taking PEP Primary School English Textbooks as an Example[J]. *Modern Primary and Secondary Education*, 2012, (06):32-34.
- [16] Liu Y. A review of foreign language teachers' professional identity from the perspective of narrative[J]. *Foreign languages and foreign language teaching*, 2012, (1):11—15.
- [17] Luo Y. D. Discussion on the necessity of Chinese culture in English teaching materials from the perspective of new curriculum standard[J]. *Research on Primary and Secondary School Teaching*, 2005, (03):4-5.
- [18] Ministry of Education. *English curriculum standards for senior high school (2017)*[S]. Beijing: People's Education Press, 2003.
- [19] Ministry of Education. *English curriculum standards for senior high school (2017)*[S]. Beijing: People's Education Press, 2018.
- [20] Moeller, A. & Osborn, S. A Pragmatist Perspective on Building Intercultural Communicative Competency: From Theory to Classroom Practice[J]. *Foreign Language Annals*, 2014.
- [21] Ndura, E. ESL & Cultural Bias: An Analysis of Elementary Through Senior High School Textbooks in the Western United States of America[J]. *Language, Culture & Curriculum*, 2004, 17(2): 143-153.
- [22] Ovando, C. J. & Collier, V. P. *Bilingual and ESL Classroom: Teaching in Multicultural Contexts*[M]. McGraw-Hill Book Co, 1985.
- [23] Ren P. Lack of Chinese Cultural Awareness in English Textbooks from the Perspective of New Curriculum Standard -- A Case Study of the First Book of High School English Textbooks of PEP[J]. *Science of Contemporary Education*, 2009, (10):13-16.
- [24] Spitzberg B. H. A model of intercultural communication competence. In Samovar L. A. and Porter R. E. (Eds), *Intercultural communication: A reader (9th ed.)*[M]. Belmont, CAL: Wadsworth, 2000.
- [25] Spitzberg, B. H. Communication Competence: Measures of perceived effectiveness. In C. H. Tardy(Ed.), *A handbook for the study of human communication*[M]. Norwood, NJ: Ablex, 1988.
- [26] Tang S. A Comparative Analysis of the Cultural Content of the New and Old English Textbooks for Senior High School[J]. *Journal of Southwest University (Social Sciences Edition)*, 2010.
- [27] Wen Q. F. *Oral English testing and teaching*[M]. Shanghai: Shanghai Foreign Language Education Press, 1999.
- [28] Wiseman, R. L. Intercultural communication competence. In W: B. GudykunSt&B. Mody(Eds.), *Handbook of international and intercultural communication*(2nd ed., P. 207-224.) [M]. Thousand Oaks, CA: Sage, 2002.
- [29] Wu H. P., Fu A. Q. & Chen L. Cultural Awareness in English Curriculum[J]. *Foreign language teaching and learning in middle schools*, 2016.
- [30] Wu. W. P., Fan W. W. & Peng R. Z. Intercultural Competence Dimensions and Evaluation Scale Analysis of Chinese College Students[J]. *Foreign language teaching and research*, 2013.
- [31] Wu X. W. & Ju M. J. & Chen X. Y. The Loss and Improvement of the Native Language Culture Content in the PEP High School English Textbook[J]. *Educational theory and practice*, 2014, 34(32): 53-55.
- [32] Xu L. S. & Sun S. N. Construction of progressive-interactive cultivation mode of intercultural competence[J]. *Journal of zhejiang university*, 2013, 43(4), 113-121.
- [33] Yang Y. & Zhuang E. P. To construct the framework of intercultural communicative competence in foreign language teaching[J]. *Language world*, 2007, 121(4), 13-21, 43.
- [34] Zhang B. & Ma L. A Survey on the Cultural Content of College English Textbooks[J]. *Language world*, 2004, (04):60-66.
- [35] Zhong H. & Fan W. W. A theoretical framework for the construction of a measuring tool of intercultural communicative competence of Chinese college students[J].

- Foreign Language Education in China*, 2013, 6(3), 19-28.
- [36] Zhong H., B. Q. H.& Fan W. W. A pilot study on the construction of a self-measuring scale for intercultural communication competence of Chinese college students[J]. *Foreign Language World*, 2013.
- [37] Zhang H. L. *Intercultural foreign language teaching*[M]. Shanghai: Shanghai Foreign Language Education Press, 2007.
- [38] Zhang H. L. & Suo G. F. *A comprehensive course of intercultural English*[M]. Shanghai: Shanghai Foreign Language Education Press, 2019.
- [39] Zhang W. D.& Yang L. The Construction of Intercultural Competence System: Based on the Perspective of Foreign Language Education and Empirical Research Methods[J]. *Language world*, 2012, (2), 8-16.
- [40] Zhou Y. Q. Cultural Awareness and Its Cultivating Methods in Junior Middle School English Textbooks[J]. *Overseas English*, 2012, (11):56-57.