The Hidden Curriculum of Cultural Content in Internationally Published ELT Textbooks: A Closer Look at New American Inside Out

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This study aims to examine the cultural content and its hidden curriculum of one popular internationally published ELT textbook: *New American Inside Out* (elementary level/2008). The method of content analysis, based on the two coding schemes: *The Five Dimensions of Culture* and *the Categories of Culture*, was adopted to codify the content. The results show that this textbook has promoted different dimensions of culture with a focus on the introduction of western products, persons and perspectives. Quite a lot of content related to linguistic practices is found not specific to any culture or country; however, the bias in favor of Target Culture (English-speaking countries) is obvious throughout the textbook in terms of the reading texts and listening scripts. Less interest has been put on the presentation of local and Asian cultures. As for the arrangement of intercultural issues, most of them are put in speaking activities but center on personal sharing of experiences instead of carrying out intercultural reflection and awareness. Drawn upon the findings, the hidden curriculum delivered through the textbook is discussed, and then relevant suggestions are provided with the expectation of developing suitable ELT textbooks to meet the real needs of EFL/EIL learners in the global village.

Key words: hidden curriculum, internationally published ELT textbook, content analysis, cultural content, EFL/EIL learners

BACKGROUND

With the trend of globalization and internationalization, English has been becoming a "must" and an "important" subject from kindergarten to university in Taiwan and many countries. Speaking like a native-speaker has become a goal that many local people are eager to achieve. Like most Asian countries (Choi & Lee, 2008), university English textbooks in Taiwan is open to free competition of internationally published ones, instead of assigning national or government-authorized books. Most of the time, textbooks are the major means for university students to learn English in the classroom context, and language teachers take the responsibility of selecting appropriate ones for use. To satisfy the urgent need of university English learners in Taiwan, English textbooks developed by well-known international publishers such as Oxford, Cambridge, Macmillan, Heinle and Pearson Education, have flowed into Taiwan's university English textbook markets, and been playing influential roles in tertiary English education for years.

Most language teachers agree culture teaching is important in foreign/ second language education (Chang, 2004; Damen, 1987; Kramsch, 1991; 1998; Lange & Paige, 2003), and textbooks are often viewed as the major sources of linguistic and cultural knowledge of the target language in EFL classrooms (Chan, 2004; Chen, 2000; Cortazzi & Jin, 1999; Huang, 2003). However, in the past decades, most English textbook studies on cultural content in Taiwan have focused on those officially-approved and locally-published textbooks of elementary and high school levels (Chen, 2007; Cho, 2002; Huang & Lu, 2006; Liu, 2006; Su, 1991; Yen, 2005), few formal college English textbook studies have been conducted to explore cultural content in widespread international publications, even though many local university English teachers prefer to use them. For many tertiary English teachers in Taiwan, these imported textbooks mainly edited and written by English native speakers or English language teaching (ELT) professionals are considered to be superior in linguistic and cultural content than those published locally. However, recent researches (Apple & Christian-Smith,

1991; Jackson, 1990; Margolis, 2001) indicate that some messages or ideologies hidden in texts, called *hidden curriculum*, are often delivered unintentionally when the knowledge of textbooks is transmitted to students. Namely, many values, norms and attitudes, which have been shaped unconsciously during the process of studying textbooks, are influencing students' behaviors and social expectation. Therefore, the assumption that textbooks edited/written by English native speakers mean quality needs further examination, and the phenomenon that invisible curriculum has existed in those widely-accepted internationally published ELT textbooks should be taken into serious consideration. It is important for English teachers to understand the potential hidden curriculum of cultural content of internationally published ELT textbooks and then to reflect on how to choose suitable textbooks for EFL/EIL learners in the global village.

LITERATURE REVIEW

In the ELT field, some scholars have informed English teachers that the use of internationally published textbooks is not problem-free. Alpetkin (1993) claims that those internationally published textbooks, which often make use of target language culture elements (British or American cultures) to present English, are likely to interfere with the natural tendency of EFL learners' culture-specific cognition. In addition, Pennycook (1994) argues that internationally published textbooks are never neutral and they mainly represent the western understandings of language, communication, and learning. When evaluating textbooks for cultural elements, Cortazzi and Jin (1999) point out the ideology that EFL textbooks are presented to teachers and students, and the shortcomings of over dependence on those textbooks as their main teaching source. McKay (2002) further emphasizes the importance of developing intercultural sensitivity during English as an International Language (EIL) learning and then suggests that the three cultures --the source, the target and an international culture-- should be included in English

textbooks to reflect the real needs of different English learners in the global village. Canagarajah (2003) strongly recommends the need to realize the impact of internationally published textbooks, mostly produced by Western commercial organizations, on local curriculum. He further argues that these textbooks, often considered as cultural inappropriateness, have obviously limited the function of local teachers; however, many practical reasons (such as time and facilities) have still driven local teachers to depending on these prepackaged textbooks. Zacharias's study (2005, p. 33) on Tertiary English teachers' beliefs about internationally published materials in Indonesia also mentions "they found some cultural aspects too remote to be understood or even the language too difficult." According to these scholars' opinions, it is of paramount significance not only to explore the cultural content of internationally published ELT textbooks, but also to understand its potential impact on EFL/EIL learners.

THE STUDY

Research Aims and Questions

The purpose of this study was to examine the hidden curriculum of cultural content in one internationally published ELT textbook: *New American Inside Out* (elementary level) by Macmillan (2008). In general, hidden curriculum refers to the outcomes or by-products that are generated unconsciously during the process of learning experiences in school settings (such as teaching methods and textbooks) without open intention (Giroux, 1988; Huang, 1990 & 1993; Huang & Lu, 2006; Jackson, 1990; Myles & Sympson, 2001). In the current study, the method of content analysis was adopted to explore the hidden curriculum, the potential beliefs, values, attitudes or ideologies, delivered through the content (such as reading texts and listening scripts) of *New American Inside Out* (elementary level), especially from cultural aspects. The major research questions in the study are listed below:

1. How are the cultural content and intercultural issues presented in *New American Inside Out* (elementary level)?
2. What is the hidden curriculum of the cultural content and intercultural issues delivered through *New American Inside Out* (elementary level)?

The Textbook under Investigation

The internationally published ELT textbook for evaluation in the present study was the Student Book of *New American Inside Out* (elementary level) by Macmillan (2008). During the academic year 2009 in Minghsin University of Science and Technology (HsinFong, Taiwan), this textbook was chosen by the Committee of University Language Center as the required English learning material of General English Course for all University Freshmen of mixed-level at Night School. In order to understand if the cultural aspects of this target book can satisfy the current needs of Taiwanese EFL/EIL university learners, the researcher decided to examine the topic of each unit and its main texts of the target book through content analysis, as well as explore its hidden curriculum that would bring to learners.

Content Analysis

Content Analysis (CA) was used as a method to identify appropriate patterns or categories of the cultural content being analyzed of the main texts in the study. The *content* could be words, pictures, themes, ideas and any messages that are planned to be communicated, and the *text* can be written, visual or spoken forms that are served as a medium of communication, such as books, pictures, films and documents (Cohen, Manion & Morrison, 2000; Neuman, 1997). CA is usually considered as an objective and reliable method in historical or educational research because explicit rules are followed during the procedure of classifying and arranging data (Cohen, Manion & Morrison, 2000; Holsti, 1969; Neuman, 1997).

Two Coding Schemes

In the study, two coding schemes, *the Five Dimensions of Culture* and *the Main Categories of Culture*, were employed to codify data. The first was mainly derived from Moran's perspectives (2001) and then applied in the study to examine the variety of cultural dimensions in each unit and its related topics of the target textbook. As for *the Main Categories of Culture*, it was developed according to the suggestions from scholars promoting the development of intercultural communicative competence (Alptekin, 2002; Byram, 1997; Cortazzi & Jin, 1999; Mckay, 2002). The second coding scheme was used to understand the types of culture and intercultural issues. The details of the two coding schemes are discussed as follows.

The Five Dimensions of Culture

Being language teachers, we all agree that culture has played a vital role in English learning. Because of the complexity and multi-dimensions of culture, some scholars in language education have argued that the narrow definition of culture in terms of the fixed facts or the knowledge of cultural achievements cannot help students understand a broad range of behaviors performed in the social contexts by human beings. Therefore, they stress the importance of viewing culture in a wider sense; that is, the concept of culture should be broadened (Gill a& Cánková, 2003; Hall, 2002; Seelye, 1993; Tomalin & Stempleski, 1994). The efforts about clarifying the elements/ dimensions of culture can be found from a dichotomous concept suggested by different scholars, such as "big C" and "little c" (Basttista, 1984), and objective culture and subjective culture (Bennett, 1993). Furthermore, a similar triangular concept about culture is proposed through different presentations in products, practices and perspectives (Fantini, 1997; Lado, 1997; National Standards in Foreign Education Project, 1999; Tomalin & Stempleski, 1994). However, Moran (2001) argues that the triangular concept of culture is still not complete because these elements cannot function without people. Therefore, he adds two elements,

persons and *communities*, and then establishes the five dimensions of culture: products, practices, perspectives, persons and communities. After that, he defines culture as "the evolving way of life of a group of persons, consisting of a shared set of practices associated with a shared set of products, based upon a shared set of perspectives on the world, and set within specific social contexts" (Moran, 2001, p. 24).

Moran's explanation about culture (2001) was used in the study to present the dimensions of culture, which is defined to include *products* that *persons* use in various *practices* in *communities* that present their *perspectives*. Along with this definition, culture is viewed as the interplay of products, practices, communities, persons and perspectives (Moran, 2001). In this study, the five dimensions were employed to examine the cultural phenomena (cultural elements) reflected in each unit and its related topics of the chosen textbook. Table 1 is a brief summary of the five dimensions of culture proposed by Moran (2001, p. 25).

TABLE 1
A Brief Summary of the Five Dimensions of Culture (Moran, 2001)

Dimensions	Examples
Products	1. *Artifacts* : food, documents, language, money, tools
	2. *Places* : buildings, cities, houses
	3. *Institutions* : family, law, economy, religion, education, politics
	4. *Art forms*: music, clothes, dancing, painting, movie, architecture
Practices	1. *Operations*: manipulation of cultural products
	2. *Acts*: ritualized communicative practices
	3. *Scenarios*: extended communicative practices
	4. *Lives*: stories of members of the culture
Perspectives	They represent the *perceptions, beliefs, values and attitudes* that underlie the products and guide people's behavior in the practice of culture. They can be explicit but often they are implicit, outside conscious awareness.
Communities	They include the specific *social contexts* (e.g. national cultures), *circumstances* (e.g. religious ceremonies) and *groups* (e.g. different social clubs) in which members carry out cultural practices.
Persons	They refer to *individual members* who embody the culture and its communities in unique ways. Personal identity and life history play key roles in the development of a cultural person.

The Main Categories of Culture

Nowadays, English has spread around the world extensively and developed as an international language for economic, social and technological purposes (Crystal, 1997; Graddol, 2007). When the goal of learning English is recognized to communicate with different people all over the world (Mckay, 2002), the native-like *communicative competence model* (Canale and Swain, 1980) that has been recommended in English teaching profession for a long time seems to become unrealistic (Alptekin, 2002). A growing need of the development of *intercultural communication competence* (ICC), an extension of communicative competence (Cortazzi & Jin, 1999; Lázár, 2007), has been playing an influential role during English learning and interpersonal communication (Alptekin, 2002; Brooks, 2004; Byram, 1997; Byram, Nichols & Stevens, 2001; Chao, 2009, 2010; Spencer-Oatey & Franklin, 2009; Willis-Rivera, 2010). Over 25-year studies of intercultural communication in North America and East Asia, Scollon and Scollon (1995) conclude that " effective communication is based on sharing as much as possible the assumptions we make about what others mean" (p. 12). Byram (1997) also mentions the development of linguistic competence cannot promise successful communication, and misunderstandings often happen among interlocutors from different cultural backgrounds. In other words, learners of English should not be expected to internalize cultural norms of native speakers. Instead, they are encouraged to be equipped with both communicative competence and intercultural competence for efficient intercultural communication. According to Cortazzi and Jin (1999), there are three types of cultural information being suggested to be included in language (English) textbooks: 1) target culture materials, 2) local culture materials, and 3) international culture materials. Learners in EFL/EIL contexts should be provided various opportunities such as the help of well-design English textbooks to effectively develop their Intercultural communicative competence (Chao, 2009, 2010).

Based on the opinions or suggestions of scholars discussed above, *the*

Main Categories of Culture was developed by the researcher and her two colleagues as an evaluation guide to explore the tendency of cultural types and intercultural issues presented in the main texts (activities/practices) of the chosen textbook. Finally, five categories of culture were decided. They are Source/Local Culture (SC), Target Culture (TC), International Culture (IC), Intercultural Interaction (ICI) and Universality across culture (UC). Table 2 is a detailed description of the coding scheme.

TABLE 2
The Main Categories of Culture

Cultural Categories	Explanations
Source Culture (SC)	It refers to Pan-Chinese culture (China, Taiwan, Hong Kong)
Target Culture (TC)	It includes English-speaking countries (Australia, Canada, Ireland, New Zealand, UK and USA)
International Culture (IC)	It includes cultures of all countries in the world (European countries, countries in Latin America, Africa and Asia) except for pan-Chinese and English-speaking cultures
Intercultural Interaction (ICI)	It includes the comparison, reflection or awareness of the differences and similarities between the local/source and the target/international culture through activities such as case studies, problem-solving, and role play to help Ss develop positive *attitude*, *knowledge*, *skills* and *awareness* in intercultural communication
Universality across Culture (UC)	It includes general knowledge/content that is not specific to any particular culture or country (The content is mainly related to linguistic knowledge and practice without focusing on any particular culture)

Data Analysis

Raw data was collected from the twenty units of the student book of *New American Inside Out* (elementary level), including sixteen topics and four reviews. Three coders, including the researcher and her two colleagues, were responsible for coding the content of the chosen textbook. The two coding schemes, *the Five Dimensions of Culture* and *the Main Categories of Culture,*

were discussed and clarified among the three coders before coding. In order to make the result of data analysis reliable, three coders worked independently based on the two coding schemes. Discrepancies were discussed to reach consensus before presenting final coding results.

The Analysis of Cultural Dimensions

The main content of each unit in the target textbook was analyzed in this phase to understand the distribution of cultural dimensions. For example, one of the topics in Unit 4 talking about the differences between men and women (p.23) was coded under the cultural dimension *Perspectives/ perceptions and attitudes*. The four famous persons (Bono, Shakira, Bruce Willis & Madonna) being introduced in the main listening script of Unit 13 (p.88) were coded under the cultural dimensions *Persons* and *Practices/lives*. Furthermore, the reading text *The Top Three World Festivals* (p.41) in Unit 6, and the listening script describing people in the Oscar ceremony in Unit 11 (p.75) both were coded under the cultural dimension *Communities/ specific social contexts*. As for the four songs (She's Got You; Don't Worry, Be Happy; Sailing; Get Here) introduced in the Review Sections (A~D), they were all coded under *Products/art forms*. A coding sheet is put in Appendix A-(1) for reference.

The Analysis of Cultural Categories

In order to code the cultural categories (cultural types and intercultural issues) of the target textbook, the focus content for analysis was divided into three parts: 1) main reading texts and listening scripts (receptive skills), 2) main speaking activities and writing practices (productive skills), and 3) main pictures (visual texts). A sample coding sheet is presented in Appendix A-(2).

In general, the content, which is mainly related to linguistic knowledge and practice without focusing on any particular culture or country, was coded under *Universality across Culture* (UC). As for the content that mostly

reflects the phenomenon or event in English-speaking countries (Australia, Canada, Ireland, New Zealand, UK and USA), it was coded under *Target Culture* (TC). The TV show called *Wife Exchange Program* (Unit 3, p.18) was one of the examples. When the content is connected to cultures (e.g. stories or experiences) of different countries in the world (e.g. European countries or countries in Latin America, Africa and Asia) except for pan-Chinese and English-speaking cultures, it was coded under *International Culture* (IC). In addition, the content designed to help university English learners compare or reflect on the differences or similarities between their local and target/international cultures was coded under *Intercultural Interaction* (ICI). However, few examples were found during the process of coding ICI from main reading texts and listening scripts. Instead, more examples were found in speaking and writing activities centering on personal sharing and basic reflection, such as telling your partner your last summer vacation (Unit 8, p.53), and writing descriptions of three people you know well (Unit 13, p.91). Finally, the content related to Pan-Chinese culture (China, Taiwan or Hong Kong) was coded under *Source Culture* (SC). Throughout this textbook, nationalities or cities that belong to Pan-Chinese culture came out a few times in linguistic practice, such as "*Is he a Chinese? Yes, he is*" (Unit 1, p.5), but they were not coded under SC as there was no further information being provided to present the Source Culture.

The analysis of main pictures (visual texts) was a much more subjective task than the coding of linguistic content (e.g. reading texts and listening scripts) in the present study. Nevertheless, final decisions among the three coders were made after discussions and negotiations about some key issues such as the looking and dresses of people or the products being shown in the pictures. Most pictures of the target textbook were coded as *Target Culture* (TC), and some were classified under *International Culture* (IC). Only a few were grouped under the categories of *Universality across Culture* (UC), *Intercultural Interaction* (ICI) and *Source Culture* (SC).

RESULTS

Cultural Dimensions Presented in *New American Inside Out*

The results of content analysis about the distribution of cultural dimensions in the study show that the target textbook has covered different aspects of culture (see Table 3 for details), even though the percentage of *communities* is much lower when compared with the other fours. Particularly, up to 65% content (13 among the 20 units) are the presentations of explicit or implicit *perspectives* to different topics. About 55% content of the target textbook introduce *products*, and most of them are on popular/daily cultures (small c culture) such as family, film, music, food, and TV program. In the part of *practices*, 50% are found to concentrate on the presentations of the stories of members of a particular culture in English-speaking countries. Similarly, there are around 55% introducing the *persons* who embody the culture and its communities, such as David Beckham and Angelina Jolie.

TABLE 3
The Percentages of Cultural Dimensions

Cultural Dimensions	Products	Practices	Perspectives	Communities	Persons
Percentages	55% (11/20)	50% (10/20)	65% (13/20)	10% (2/20)	55% (11/20)

Cultural Categories Presented in *New American Inside Out*

As shown in Table 4, there is an obviously bias in favor of TC (Target Culture) and UC (Universality across Culture) in the distributions of five main cultural categories throughout the target ELT textbook in the study. When analyzing the main cultural categories in reading texts and listening scripts, TC and UC outperformed others. As for the cultural content and intercultural issues of speaking activities and writing practices in the target textbook, they were coded under UC with high percentages, 90% and 100%,

respectively. Moreover, it is found that about 65% speaking activities in the target textbook were coded as ICI (Intercultural interaction) yet most of these intercultural speaking practices focused on personal reflection on a particular topic instead of thoughtful intercultural comparison and discussion. Furthermore, the pictures presented in the university ELT textbook are closely related to TC (English–speaking countries) and IC (focusing on countries in Europe and Latin America). SC (Source Culture) becomes a minority in all aspects of the cultural categories.

TABLE 4
A Brief List of Percentages of Cultural Categories

Content	Cultural Categories				
	SC	TC	IC	ICI	UC
Reading	0	70% (14/20)	40% (8/20)	0	85% (17/20)
Listening	5% (1/20)	90% (18/20)	55% (11/20)	5%	85% (17/20)
Speaking	0	30% (6/20)	5% (1/20)	65% (13/20)	90% (18/20)
Writing	5% (1/20)	35% (7/20)	25% (5/20)	35% (7/20)	100% (20/20)
Pictures	10% (2/20)	95% (19/20)	65% (13/20)	10% (2/20)	5% (1/20)

SC=source culture (Pan-Chinese culture, such as China, Taiwan, Hong Kong); TC=target culture (English-speaking countries, such as UK and USA); IC=international culture (world cultures except for pan-Chinese and English-speaking cultures); ICI=Intercultural Interaction (activities exploring the differences or similarities between the local/source and the target/international culture); UC=universality across culture (general knowledge/content that is not specific to any particular culture or country)

DISCUSSON

Research Question 1

How are the cultural content and intercultural issues presented in *New*

American Inside Out (elementary level)?

According to the results discussed above, many units of the target ELT textbook are found to contain a general content that emphasizes the practices of linguistic knowledge, coded as UC (Universality across Culture) in the study. Given that the ELT textbook under investigation has been designed for international markets, the inclusion of UC content perhaps can attract more English learners of different cultural backgrounds or countries to use it. However, the results show that *Target Culture* (one of the cultural categories) and *Perspectives* (one of the cultural dimensions) play key roles to present the cultural content in the study, even though a wide range of cultural types (e.g., IC) and dimensions (e.g., persons and products) has been generally covered in the target ELT textbook. In other words, the teachings of Target Culture (TC) and its relevant attitudes or beliefs have been largely integrated into the ELT textbook through main reading texts, listening scripts, as well as pictures. A closer examination also reveals that most speaking and writing practices are extended activities of TC-centered reading and listening passages. As for the introduction of world culture, coded under International Culture (IC), it is found that those countries in Europe and Latin America become the main focus. The ignorance of Source Culture (China, Taiwan, and Hong Kong) and other Asian countries is obviously demonstrated all through the textbook. Finally, the content somehow related to Intercultural Interaction (ICI) is mostly presented in speaking practices, but these activities tend to center on personal sharing and reflection without providing students opportunities for profound intercultural understanding, comparison and awareness.

Research Question 2

What is the hidden curriculum of the cultural content and intercultural issues delivered through *New American Inside Out* (elementary level)?

After the content analysis of cultural dimensions and categories, it is found that some messages or ideologies hidden in the ELT textbook *New American Inside Out* are delivered to English learners in an explicit or implicit way. Firstly, the idea that western people are smart is obviously presented through Unit 13 *Talent*. All talented people introduced in this unit are westerners, such as Madonna, Bruce Willis and Bono. Similar content appears in Review B *Celebrity Free Time*, people from English-speaking countries, such as Angelina Jolie and Sean Penn, have a good heart because they help the world's poor countries. Students are unconsciously being taught to believe that these famous people from English-speaking countries or western countries are somebody that we should learn from. In addition, the *Oscars Ceremony* in Unit 11 transmits an American dream and a glimmering world of Hollywood associated with fame, fashion, super stars, money and authority. Furthermore, TC (Target Culture)-centered perspectives prevail the textbook through reading or listening texts of diverse topics. For example, the *Wife Exchange* TV Show in Unit 3 may mislead students to consider Spouse Exchange is acceptable or a modern trend during the life of marriage. Besides, the stories or introduction of famous people in Unit 2, 3, 8, 11, 12, 16 are principally talking about those persons coming from English -speaking or European countries. The information about Intercultural Interaction and Source Culture is hardly found all the way through the textbook. In general, English learners are expected to know the USA or western countries better after studying the textbook without doing further self exploration, peer reflection, intercultural comparison, and awareness.

CONCLUSION AND SUGGESTIONS

The purpose of the research was firstly to understand how the cultural content and intercultural issues are presented in *New American Inside Out* (elementary level), and then to explore the hidden curriculum that they may convey. The method of content analysis was used, based on the two coding

schemes, *the Five Dimensions of Culture,* and *the Main Categories of Culture*, to identify the cultural implications of the main texts in the target ELT textbook. The results show that the target textbook has been designed to promote different dimensions of culture, particularly centering on the introduction of popular products/practices, famous persons and perspectives of western countries. The bias in favor of Target Culture is obvious throughout the textbook. Examples are demonstrated through the presentation of many perspectives from English-speaking countries, the preferred introduction of western products, and the extensive description of famous people in the USA. It is believed that the power of Target Culture (TC) reflected in the internationally published ELT textbook in terms of various cultural dimensions is going to consciously or unconsciously affect university EFL/EIL students' attitudes, values, beliefs, behaviors and expectations. Although the textbook editors have tried to include other International Cultures (IC), they tend to emphasize the cultures of European and South American countries. Less interest has been put on the introduction of Asian countries. Moreover, the scanty inclusion of Source Culture (SC) would possibly make local university English learners despise their own culture or feel inferior to English speaking countries, and then be eager to become a part of western (English-speaking) cultures. Finally, the content of Intercultural Interaction (ICI) has not been appropriately integrated into the target textbook. Most of them are presented in speaking practices, only centering on personal sharing and reflection, instead of carrying out thoughtful intercultural understanding, comparison and awareness. Namely, the design and arrangement of cultural content of *New American Inside Out* (elementary level) cannot satisfy the real needs of university EFL/EIL learners to deal with future challenges in intercultural contexts.

The findings of the study suggest that authors, editors and producers of internationally published ELT textbooks should pay attention to the real needs of local learners, such as Taiwanese university English learners or EFL/EIL learners having similar situations in the global village. Since today's textbooks are going to influence tomorrow's minds (Mikk, 2000),

whose culture and what kind of culture should be included in English learning textbooks are crucial matters for ELT professionals of international textbook publishing region to reflect on. It is recommended that more local university English teachers and students (non-natives) be invited to get involved during the process of textbook design, writing and editing. They should learn to question all taken-for-granted notions about cultural content of Anglo-American world in ELT textbooks, in order to understand the unequal power relations and ideologies hidden in texts and then redefine the content of English learning in relation to global concern. A shift of viewing English teaching and learning from a western-centered paradigm to local/ regional lens is necessary (Huang, 2009). It is suggested that an equal distribution of source culture, target culture and international culture materials should be required in the content arrangement of ELT textbooks. Besides, university EFL/EIL learners need more opportunities (activities) to understand their own culture and see the world through diverse ways, which may help them deal with lots of cultural conflicts during the process of intercultural communication. The abovementioned issues should be taken into serious consideration by authors, editors, producers and publishers of international ELT textbooks. University English teachers in Taiwan or in similar contexts should get rid of the idea that ELT textbooks produced by English-native speakers are the guarantee of quality. Instead, they should learn to choose or develop suitable ELT textbooks better serving cultural content and intercultural issues to nurture EFL/EIL students' intercultural competence and English communicative abilities in the global village.

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APPENDIX A

(1) A Sample Coding Sheet for the Analysis of Cultural Dimensions

Book Unit	Related Topic(s)	Cultural dimensions/ coding
e.g. **Unit 7: Ocean**	**Water sports vacations**	***Products* (such as film and wetsuits)** ***Practices* (stories of members of the culture)**

(2) A Sample Coding Sheet for the Analysis of Cultural Categories

Book Unit	◎Main Reading text(s) __Main Listening Script(s) __Main Speaking Practices __Main Writing Practice(s) __Main Picture(s)	Cultural Categories/coding
e.g. **Unit 4: Different**	**p. 22, p. 23, p. 25, p. 26**	**TC: (p. 22, p. 26)** **UC: (p. 23, p. 25)**