Developing an Evaluation Checklist for English Majors' Textbooks in China: Focus on Intercultural Communicative Competence

Wanrong Lei
Language Institute, Thammasat University
Bangkok, Thailand

Kittitouch Soontornwipast
Language Institute, Thammasat University
Bangkok, Thailand

Abstract
With the rising interest in the Intercultural Communicative Competence (ICC) in language teaching, evaluating the ICC attributes in EFL textbooks is becoming a great concern. This study aimed to find out the evaluation criteria for the ICC attributes in EFL textbooks generated from the literature and from EFL experts, and then construct an evaluation checklist for assessing the ICC attributes of the English majors' textbook in China. The findings revealed that thirty-six items were identified from the literature and another thirty-six new items were generated from the interview with nine experts in the fields of ICC research and textbook selection. These items were constructed into a draft checklist and checklist was validated by another nine EFL teachers and native-speaker teachers. Consequently, a try-out checklist with two dimensions, eight themes and sixty-one items was developed. Given the vital role of ICC in English teaching, it is essential to understand the ICC attributes in EFL textbooks, which is a relatively new construct. The proposed checklist was a critical step towards a better evaluation of ICC attributes in English majors' textbooks and would be a helpful tool for teachers in textbook evaluation. Future research is required to refine the try-out checklist.
Keywords: EFL textbooks in China, English majors, evaluation checklist, ICC

Introduction

English, as the most widely used language in the world, has been established as a compulsory course at every level from primary schools to universities in China. The request of English talents in society and the increase of the general interest in learning English language result in a considerable increase of the number of English major undergraduates, who are supposed to engage in translation, teaching, management, research and related work in the areas of foreign affairs, education, economy and trade, cultural exchange, science and technology, military and other fields (Ministry of Education, 2001). According to the National Bureau of Statistics, the number of undergraduate students in English major has been reached 800,000 since 2013.

In China, the English textbooks play a vital role as they could save teachers' time to enhance the teaching effect and help teachers access to a varied choice of professionally produced resources (Nunan, 2001). Moreover, they are the basis of organizing classroom teaching activities and the main resource for students to improve their English proficiency and intercultural communicative competence (ICC) as well as a positive view on life and the world (Jiang, 2010). Due to the lack of authentic language contexts, the textbook exerts much influence as an important source of culture and intercultural communication input for the English major undergraduates (Zhou, 1996).

With the increase of intercultural communication, to improve the students' ICC has been included in the objectives of EFL teaching in many countries and regions. For example, the CEFR (2001) gives considerable importance to the promotion of ICC apart from a focus on the four language skills. In China, the *English Teaching Syllabus for English Major Program in Higher Education (2001)* highlights ICC cultivation for English major students. In addition, the *National Standards for Teaching Quality of Undergraduate English Majors* (2018) has stated that ICC is one of the principal abilities for English major students.

The advocacy of ICC development in English teaching in China has given rise to a large amount of publications of textbooks for English majors. However, the growing number of publications does not guarantee the success of ICC development. In fact, the increasing number of published textbooks gives the teachers more confusion and difficulty in choosing the most appropriate textbooks (Li, 2017). In China, the textbooks for English major students are dominantly published by Chinese publishers, and the teachers' most recent practices are to select textbooks from a list of recommendations suggested by the Chinse publishers. The textbooks selected in this impressionistic method might be found inappropriate for ICC development, such as for the insufficiency of intercultural contents, editors' bias on particular cultures, or lack of intercultural activities, but the teachers have to select and try other textbooks next year. This would not only waste money and time but also impede students' ICC development.

In addition, driven by economic profits, publishers publish many textbooks to increase the chance of being selected (Huang, 2007). Thus, it is difficult for teachers to select an appropriate textbook with the impressionistic method since textbook selection needs to take various factors into consideration. Therefore, using a practical textbook instrument such as an evaluation checklist will undoubtedly allow teachers to choose one of the most suitable textbooks from the existing choices to facilitate students' ICC development. What is more, the checklist will also reflect some

weaknesses of the selected textbook so that teachers can further create additional teaching materials as well as learning activities and apply the most potential teaching methodologies.

There has been a great deal of research on the evaluation and selection of EFL/ESL textbooks. Some studies have focused on general evaluation principles and have developed ESL textbook evaluation checklists (Mcdonough & Shaw, 1993; Cunningsworth, 1995, 2002; Mukundan, Hajimohammadi, & Nimehchisalem, 2011), and some have constructed evaluation checklists for language skills (AbdelWahab, 2013). Additional researchers have studied the ratio of different cultures or cultural themes in language textbooks (Yu, 2017), and the nature of cultural contents (Zhang, 2007). However, few of these studies have taken ICC components into consideration. What is more, most previous evaluation studies for EFL/ESL textbooks were situated in the contexts of Europe and America (Cunningworth, 1995; Byram,1997; Skopinskaja, 2003), so these checklists would not prove effective since the context in China is different from that in Europe and America, such as the different cultures, student needs, and organization of teaching.

As there have not been any criteria for textbooks selection or evaluation focusing ICC attributes of textbooks in China, a framework of evaluation criteria is necessary, which can be applied to uncover the weaknesses and strengths of current English majors' textbooks to facilitate students' ICC development. Therefore, the purpose of the current study is to develop a textbook evaluation checklist for English majors' textbooks in terms of ICC development localized in China. Within this perspective, three research questions for this study are as follows:

1. What are the evaluation criteria for the ICC attributes of EFL textbooks obtained from the literature?

2. What are the evaluation criteria for the ICC attributes of EFL textbooks from the perspective of EFL experts?

3. What is the validity of the proposed checklist for ICC attributes of EFL textbooks?

Literature review

Intercultural communicative competence in English language teaching

Language and culture are interdependent, so culture is an inevitable and important in English language teaching (ELT). As an international language, since English relates to not just one culture; therefore, the restriction of the English language to any particular culture may be problematic. Therefore, instead of paying attention to the varieties of culture that are related to English, teaching the ability to deal with a range of cultures might seem to be more feasible and important; the ability to communicate effectively and appropriately in intercultural situations is defined by many scholars (Byram, 1995; Sercu, 1995; Fantini, 2000; Kim & Hubbard, 2007) as the "intercultural communicative competence" (ICC).

As ICC has become an important teaching goal, many studies have been conducted to develop a model to incorporate ICC in language education programs. In a review of the models introduced so far, Spitzberg and Changnon (2009) classified them into five types: (1) Compositional models; (2) Co-orientational models; (3) Developmental models; (4) Adaptational models; and (5) Causal process models. Although studied the ICC from different perspectives,

Byram's (1997) model of ICC "is one of the most influential and widely cited models that guide language teachers to integrate interculturality in the classroom" (Galante, 2015, p. 33).

Since ICC has been regarded as an important aspect of English teaching in China, much research has been carried out on ICC studies. Some scholars tried to put forward pedagogical methods for the teaching of culture in English language teaching (Huang, 2002; Luo, 2005; Mao, 2001; Tang, 2003). Many investigated the approaches and effects of improving students' ICC (e.g., Ge & Wang, 2016; Jin, 2015). To assess students' ICC, a few scholars proposed the ICC model for Chinese college students (e.g., Gao, 2014; Zhang & Yao, 2020).

Intercultural communicative competence in EFL/ESL textbooks

As ICC teaching is regarded as being an important component of English language teaching, the intercultural elements in EFL textbooks are a big concern for EFL teachers and researchers. Cortazzi and Jin (1999) distinguished three types of coursebooks: coursebooks based on "source culture", "target culture" and "international target cultures". Source culture textbooks are the teaching material that is based on the students' own culture. Although source culture textbooks might aid the students in developing their own cultural identity, they might neglect the students' natural curiosity in foreign cultures and might foster the belief that all cultures work more or less the same way as their own. On the other hand, target culture textbooks, which are seen as "the obvious place to exploit authentic texts" (Gilmore, 2007, p. 105), might lead to students' misconception that British and American culture is superior to any other culture. International target cultures textbooks are teaching materials that reflect a great variety of cultures located in English-speaking countries or other countries where English is not spoken as a first or second language, but as an international language. The use of this kind of material may develop the students' intercultural competence, as they are confronted with a great number of unfamiliar behavioral patterns or examples of cross-cultural miscommunication in diverse ELF contexts. However, as McKay (2002) pointed out, the cultural information might be at the same time trivial, puzzling or inaccessible to the students and the teachers. Countries adopted types of textbooks according to their language education policy.

Recently, there has been a growing body of research on the extent to which cultural content has been included in ELT textbooks. Nguyen (2011), for instance, stated that ELT textbooks fail to pay due attention to the development of intercultural competence in L2 learners, suggesting that ELT textbooks are impotent to represent pragmatic and meta-pragmatic content. Other scholars (e.g., Rashidi & Meihami, 2016; Sadeghi & Sepahi, 2018) studied EFL textbooks at intermediate or tertial level, and found unbalance of cultural themes or inner circle or outer circle culture existed, which suggested an improvement on cultural content in EFL textbooks. Interestingly, Rahim and Daghigh (2019) employed Byram's ICC framework to capture intercultural content and measured the spectrum of cultures (source, target and other cultures) in EFL textbooks in Malaysia. The results showed that the intercultural content and the cultural spectrum in the local textbook are found to be wider and more in keeping with ICC objectives than the imported book. Therefore, "replacing a local textbook with an imported coursebook may not necessarily be in the best interest of the country's English language agenda" (p.1).

In China, the English major textbooks are mostly based on "target culture", containing inner-circle-country cultural content, which is believed to help "the learners have the opportunity to perceive real language settings, learn authentic expressions, get in touch with real cultural elements and the thinking patterns of different cultures, which is conducive to enhancing students' cultural understanding and intercultural communication skills" (Li, 2017, p.81).

Besides cultural contents, tasks and activities hold a central place in EFL teaching in providing input and facilitating communicative interaction. Sercu (2002) stated that just as the cultural content of foreign-language courses deserves more scrutiny than it has received till now, the culture learning tasks and practice activities, which are at the heart of any learning process, also deserve closer examination if we want to enhance the potential of language courses for promoting the acquisition of ICC.

To investigate to what extent the learning tasks in English textbooks promote the development of ICC through tasks, Knudsen (2016) identified comprehension tasks, reflection tasks, discussion tasks and role-playing tasks, and each type of task was discussed in relation to Byram's (1997) model of ICC which comprises Knowledge, Attitudes, Skills and Cultural Awareness. The results displayed that various types of tasks carry different potential in developing pupils' ICC, and that this potential is affected by tasks being either efferent or esthetic, as well as being open or closed. Mosand (2019) investigated learning tasks in secondary textbooks and found that most of the learning tasks under investigation are identified as promoting ICC, but there existed an unbalanced distribution of learning tasks addressing different elements. Moreover, the analyzed learning tasks particularly emphasized the "knowledge" aspect in Byram's model, which implies a large proportion of the learning tasks do not require the use of reason, reflection or interpretation, as the answers are usually provided in the associated texts.

Checklist method in textbook selection

There are three basic methods that can be used to evaluate the different textbooks that are selected or will be purchased from a simple perspective. These evaluation methods include the impressionistic, the in-depth and the checklist (Tomlinson, 2013). The impressionistic method is concerned to obtain a general impression of the material and involves glancing at the publisher's blurb and content pages of each textbook, and then skimming throughout the book looking at various features of it (Karamoozian, 2008). It relies on evaluators' intuitional decision about the usefulness of the textbook. Therefore, although it is cost-effective and takes a relatively short time, its main shortcoming is its high subjectivity which puts the reliability of its outcome at risk (Azarnoosh, Zeraatpishe, Faravani, & Kargozari, 2018).

In-depth techniques go beneath the publisher's and author's claims. It considers the kind of language description, underlying assumptions about learning or values on which the materials are based or whether the materials seem likely to live up to the claims for them (McGrath, 2002). However, the in-depth method has disadvantages in its inaccurate representativeness of samples, partiality, and time and expertise requirement (Hutchinson & Waters, 1987; Cunningsworth, 1995).

The checklist is considered as one of the easy-to-use, time-effective, less training required and reliable instrument for textbook evaluation (Wilson, 2013). It provides a set of evaluation criteria based on which the valuator examines the most crucial features of a book; therefore, its outcome is commonly more explicit, sophisticated and comprehensive than that of the impressionistic method (Azarnoosh et al., 2018). In addition, according to McGrath (2002), compared to the two other alternatives, impressionistic evaluation and in-depth evaluation, the checklist is systematic, cost-effective, convenient, and explicit. Therefore, the checklist method is advocated by most experts (e.g., Tomlinson, 2013) and is used widely in EFL textbook evaluation fields.

Depending on the data its items elicit, a checklist can be either qualitative, quantitative or both (Azarnoosh et al., 2018). Qualitative checklists have open-ended items (e.g., Richards, 2001), and they may result in an in-depth examination; while quantitative checklists get the evaluators to assign a numerical number signifying the quality of "poor" to "excellent" for the textbooks being examined (e.g., Skierso, 1991), and they may turn out to be more convenient. It is also possible to have a checklist that represents a combination of qualitative and quantitative items (Sheldon, 1998). For the reasons of convenience and time-saving for teachers, this study aimed to develop a quantitative checklist.

Tomlinson's (2013) proposed some principles for materials evaluation. However, these principles have not been developed into checklist categories or items. Furthermore, the developing process itself is not illustrated in a conceptual framework, model or any other graphic representation that can simplify its initial different design stages and how it can be used when finished. Wilson (2013) suggested some guidelines for developing checklists from different sources and proposed that the terminology, the phrase items and the formatting should be consistent. However, these guidelines will help experienced checklist designers, but they will remain vague concepts to the inexperienced practitioners.

How to develop a viable checklist without having to go through the ELT complexities and dilemmas is difficult for the ordinary practitioners. In their attempt to deal with materials evaluation, Byrd and Schuemann (2014) tried to develop criteria for "textbook evaluation and selection", trying to specify the "conceptual underpinnings" of their scheme.

Instead of providing guidelines or suggestions on developing an evaluation checklist, many scholars developed their own checklists (e.g., Miekley, 2005; Jahangard, 2007; AbdelWahab, 2013). Mukundan et al. (2011), unsatisfied with the previous textbook evaluation checklists being qualitative, too short or too long, or vague criteria, designed a textbook evaluation checklist by reviewing literature and conducting group interview with six experts.), based on current trends in ELT, curriculum design and materials development, developed an ELT textbook evaluative checklist. Recently, some scholars (e.g., Zokaeieh, Karimi, Nouri, & Hakimzadeh, 2019; Şahin,2020) have developed checklists for evaluating global EFL textbooks. However, all the above-mentioned checklists did not address or emphasize ICC elements in evaluating EFL textbooks. Therefore, it can be argued that there is a need to develop evaluation checklist for books which include ICC as one of the most important teaching goals.

Methodology
Research design
        To decide what criteria are important to the textbooks for English majors in terms of ICC, the researchers conducted a review of the related literature at first. The related literature included past studies on English as a foreign language (EFL) teaching, EFL/ ESL textbook evaluation and intercultural contents evaluation in textbooks. By reviewing the literature, a few criteria that textbooks for English majors should possess were summed up. Based on the summed-up criteria, an item pool was set up; that is, a set of items were selected from the previous textbook evaluation checklists.

        Secondly, a semi-structured interview was conducted with a group of experts to collect their opinions on the criteria for evaluating EFL textbooks in English major program. Through categorizing and coding the interview conversations, some evaluation criteria for textbooks in terms of ICC were obtained from the interview with the experts. These criteria served as supplementary to the item pool from the literature. By adding the criteria from the semi-structured interview into the item pool, a draft checklist was developed.

        Thirdly, in order to check the validity of the draft checklist, experienced teachers were invited to read the checklist and scale the importance of each item in the checklist. Then, the teachers were interviewed for their judgment on validity of the checklist. Taking the experienced teachers' scores on the face and content validity and their comments for their scaling into consideration, a try-out checklist came into presence.

Participants
        Two groups of participants were invited to take part in the study. The first group was nine field experts who were invited to give their opinions on the criteria for evaluating English majors' textbooks. They were all EFL teachers and required to have (1) the experience of teaching English major students for more than ten years; (2) an associate professor or above in professional ranks or a doctorate in the fields related to ELT or TEFL; (3) the knowledge of ICC; (4) the expertise of evaluating textbooks. Having the training experience in *ICC* or having published research articles on ICC is considered as having the knowledge of ICC; and having published research on textbook evaluation or having (co-)compiled EFL textbooks in recent five years, or having assumed the position of the head of textbook selection is regarded as having the expertise of textbook selection. A total of nine experts in one of the researchers' university were purposively selected as the field expert participants in this study. Table 1 presents the background information about these experts.

Table 1. *Information for the expert participants*

Name	Gender	Experience for teaching English major	Professional rank or degree	Evidence for Knowledge of ICC	Evidence for Expertise of Textbook Evaluation
E1	F	13	Assoc. Prof.	Received the training on ICC	Head of book selection
E2	F	14	Assoc. Prof.	Publication of articles on ICC	Compiler of EFL textbooks

E3	M	24	Prof.	Publications of articles on ICC	Head of book selection
E4	F	16	Ph.D.	Received the training on ICC	Co-compiler of EFL textbook
E5	F	16	Assoc. Prof.	Received the training on ICC	Head of book selection
E6	F	13	Assoc. Prof.	Received the training on ICC	Co-compiler of EFL textbook
E7	F	14	Assoc. Prof.	Received the training on ICC	Co-compiler of EFL textbooks
E8	M	26	Prof.	Received the training on ICC	Compiler of EFL textbooks
E9	F	14	Prof.	Received the training on ICC	Co-compiler of EFL textbooks

The second group involved nine teachers with textbook selection experience, who were invited to judge the validity of the draft checklist. The participants in this group was required to be teachers with following criterion: (1) teaching English major students during this research; (2) having teaching English majors for more than five years; 3) having a master' degree or above in the fields related to ELT or TEFL. Besides the EFL teachers, the researchers also decided to invite few experienced native-speaking experts because it would be able to control a potential effect of literacy on reading comprehension when examining the face and content validity (Salavati, Waninge, Rameckers, Van Der Steen et al., 2017).

The reason for the number of participants in this group is based on the literature maintaining that in a face and content validity judgment a typical panel size would usually range from six to fifteen participants (Phillips, 2000; Labuschagne & Steyn, 2010) because the number of participants has to be manageable (Kashoob, 2018; Hwang & Salvendy, 2007). Table 2 presents the background information about the nine teachers.

Table 2. *Background Information about the Experienced Teachers*

Name	Mother language	Experience of teaching English major	Degree	Experience of textbook selection
T1	Chinese	12 years	Ph.D.	Yes
T2	Chinese	18 years	Ph.D.	Yes
T3	Chinese	6 years	MA	Yes
T4	Chinese	15 years	MA	Yes
T5	Chinese	5 years	MA	Yes
T6	English	>10 years	Ph.D.	Yes
T7	English	>10 years	Ph.D.	Yes
T8	Chinese	9 years	Ph.D.	Yes
T9	Chinese	14 years	Ed.D.	Yes

Table 2 demonstrates that all the participants have the experience of teaching English major for over five years. Among them, six were Ph.D. holders, one was an Ed.D. holder and two were MA holders. All of them have the textbook selection experience. Therefore, their agreement on the checklist might represent the face and content validity for the try-out checklist.

Research Process and Results

According to the research design, the research process included three stages: reviewing the literature, interviewing the experts, and validating the checklist.

Reviewing the Literature

Identifying the Literature. The purpose of literature review is to determine the textbook quality factors that have been reported most important in the literature. In this study, a review of the literature has been done in the following areas: (1) checklist development, (2) EFL/ESL textbook evaluation checklist development, and (3) ICC evaluation checklist development.

Three databases were searched – ERIC, Google Scholar, and ProQuest. Table 3 shows search terms that were used to identify studies and the number of studies yielded with each term in the databases searched.

Table 3. *Search Terms and Results for Systematic Literature Review*

Search Term	ERIC	Google Scholar	ProQuest
"Checklist development" in title	20	56	24
"EFL/ESL textbook" evaluation checklist	51	142	46
ICC textbook "evaluation checklist"	50	22	13
"English textbook evaluation checklist"	1	6	2
"evaluation checklist" AND ICC	0	9	0

The abstracts of the identified studies were reviewed to identify their relevance and scope regarding textbook evaluation checklist development. The number of studies that focused specifically on developing students' ICC was quite limited. Moreover, many studies developed evaluation checklists for English textbooks used in primary or secondary schools. Thus, studies that included EFL/ESL textbook evaluation checklist development and studies that included intercultural contents evaluation in EFL/ESL textbooks were included regardless of textbooks' proficiency level, whether they are for primary or university students.

Twenty studies published since 1980 were identified as the basis for developing a checklist for this research. The list of reviewed studies for item development in this research are presented in Appendix A.

From Appendix A, it can be seen that the checklist studies for textbooks evaluation were undergone in Europe, America, Japan, Vietnam, Omen, but rarely any study was conducted in China.

Establishing the conceptual framework. By carefully reading and analyzing these studies, the researchers identified eight themes: physical attributes, objectives, learning contents, language skills, cultural topics, cultural information, tasks, teaching aids. These themes related to three facets of textbooks – general features, the linguistic features and the intercultural features. Therefore, the researchers categorized the eight themes into three dimensions: "General Attributes", "Learning and Teaching Content", and "ICC Attributes". These three dimensions and the eight themes constituted the evaluation framework in this study and were used to guide the process of item drafting and EFL textbook checklist development.

To be able to classify ideas hierarchically and navigate easily among the emerging criteria, terms are used as "dimension" in macro level, "theme" in meso level and "item" in micro level throughout the article.

Developing the item pool. Based on the three dimensions and the eight themes, the researchers carefully read and selected out 32 items from the previous studies. Due to the redundancy, being double-barreled or irrelevant to ICC development, four items were rewritten into eight items. Therefore, an item pool of 36 items was established. Then, the items were further divided into eight themes and two dimensions. The numbers of items for each theme and dimension are presented in Table 4.

Table 4. *Dimensions, Themes and Number of Items Identified in Literature*

Dimension	Theme	No. of Items
General Attributes	Physical attributes	4
	Objectives	3
	Teaching aids	4
Teaching and Learning Contents	Learning contents	7
	Language skills	3
ICC Attributes	Cultural topics	4
	Cultural information	5
	Tasks	6
Total		**36**

From Table 4, it can be noted that the item pool consists of 3 dimensions, 8 themes and 36 items. Then, the item pool needs to be supplemented by the expert interview.

Expert interview

Since few checklists in the literature were constructed by gaining Chinese experts' views, it is quite necessary to interview Chinese experts to elicit their opinions on evaluation the ICC attributes in EFL textbooks because these experts have first-hand information about the principles of textbook design in terms of ICC in China, and they also have experience of teaching for English major program, having been the "controllers" of textbook selection and using.

The researcher contacted the nine experts via face-to-face communication. They were asked eight open-ended questions (See Appendix B) in Chinese because Chinese is one of the researcher's and the experts' mother language, and using mother language would help the researcher obtain more information from the experts.

Upon their agreement, the interview conversations were audio-recorded for further analysis. The experts' opinions which overlapped with or were similar to those in previous studies will not be kept, while the ones different from previous studies will be written into new items. The results of the interview were presented from the three dimensions in the following sections.

Findings for "General Attributes". The dimension "General Attributes" in the draft checklist includes three themes. From the interview, no new themes were identified. However, ten new items were found from the interview conversations, which is presented in Table 5.

Table 5. *New Items in "General Attributes" from the Interview*

Theme	New Item
Practical consideration	1. The textbook is published by prestigious publishers in China. 2. The publisher provides good service to teachers. 3. The editorial board consists of experts from different areas in English language teaching and learning. 4. The editorial board consists of experts from the ICC field. 5. The textbook is all in English.
Objectives Teaching Aids	6. The textbook sets ICC development as one of its teaching objectives. 7. The teacher's book provides teachers with the background of the texts, the keys to exercises, supplementary teaching materials and suggested activities. 8. The teacher's book provides teachers with ICC information on the topics in the textbook. 9. The textbook includes an ever-updating platform providing teaching materials for teachers. 10. The textbook includes an ever-updating platform providing self-learning materials for students to keep up-to-date.

Concerning the "General Attributes" in textbook evaluation, the experts shared many similarities with the literature. For example, in the theme of "practical consideration", both the "content table" and "cost" were mentioned by six experts.

However, there emerged new items in all three themes. In the theme of "practical consideration", five items were inferred from the interview, which are rarely mentioned in the previous studies. For instance, the first new item concerns the publisher's "prestige", which is hardly seen in the previous checklists. In China, there are quite a lot of publishers who publish textbooks for university students. However, the quality of textbooks published by different publishers varies greatly. E3, who favored the Higher Education Press, explained:

> For me, the first [information] I will look at is the publisher. The quality of textbooks produced by a good publisher is sure to be guaranteed. Firstly, these publishers attach great importance to their reputation, so they will conduct a rigorous review of the textbooks. Secondly, the textbooks published by these publishers are generally written by top experts in the English-teaching circle. These experts have profound ELT theories and teaching experience.

For E3, the publisher is one crucial criterion for textbook evaluation because the publishers are strict with the textbook construction and the authors of textbooks would be more prestigious, which will guarantee the quality of textbooks than those publishers with less prestige.

Findings for "Teaching and Learning Contents". From the interview, the experts either expressed the same criteria with the previous studies such as the organization, skills or interest, or did not talk about the contents for their selection. Two experts added that the textbook's language is a principle they used to judge the textbook. One expert (E3) emphasized the accuracy of both English and Chinese language in the textbooks. Because of the EFL contexts and examination-oriented culture in China, textbooks are considered not only to constitute of a source of information, but also represent authority and accuracy of language. The other expert (E7) proposed that the language in textbooks needs to be natural from her experience. She thought that the language in the textbooks needs to be taken from real communication, not edited or compiled by the textbook editors. Table 6 presents the new findings for the dimension of "Teaching and Learning Attributes" from the interview.

Table 6.*New Items for "Teaching and Learning Contents" from the Interview*

Theme	New Item
Learning contents	1. The language of the textbook (including Chinese) is accurate.
	2. The language is authentic.
Language Skills	/

As Table 6 displays, there were only two new items emerging under the theme of "Learning contents", that is, the language of the textbook should be accurate because textbooks are set as language models for the students, and the language should be authentic because unauthentic English might lead to the students' output of Chinese English.

Findings for "ICC Attributes". Because the experts' experiences of teaching English majors and training on ICC development, they had much to say on what should be included in the textbooks to reach the goal of developing ICC. Table 7 illustrates the new items for textbook evaluation in terms of "ICC Attributes" from the interview.

Table 7. *New items for "ICC attributes" from the interview*

Theme	New Item
Cultural topics	1. The cultural topics are familiar to the students.
	2. The cultural topics are relevant to the students' real life.
	3. The cultural topics bring good emotions.
	4. The cultural topics are moral-guiding.
	5. The cultural topics are explicitly presented in each unit.
Cultural information	6. The same cultural topic is presented from different cultural perspectives.
	7. There are more little "c" culture than big "C" culture in the textbook.
	8. The textbook includes both the culture of English-speaking countries and non-English speaking countries.
	9. The textbook includes much Chinese culture.
	10. The cultural information is presented with appropriate images.
	11. Non-verbal communication contents are included in the textbook.
Tasks	12. The activities are authentic.
	13. The activities foster independent learning.

14. The exercises include assessments that help students or teachers to be aware of students' intercultural communication competence development.
15. The exercises are flexible for teachers to choose from.
16. The exercises include those that require students to understand and explain cultural knowledge.
17. The exercises include those that require students to relate the learning cultural topics to Chinse cultural events or topics.
18. The exercises include those that require students to relate the learning cultural topics to other cultural event or topics.
19. The exercises include those that require students to compare and contrast different cultures.
20. The exercises include those that require students to solve cultural problems from target culture perspective.
21. The exercises include those that require students to recognize, analyze and question cultural stereotypes.
22. The exercises include those that require students to participate in real or simulated intercultural communications and practices.
23. The exercises include those that require students to express their opinions or ideas on cultural topics or differences.
24. The exercises include those that require students to observe and collect cultural information.

During the interview, the expert participants were free to share their views on the important evaluative criteria to be taken into account in evaluating textbooks in terms of general attributes, teaching and learning contents, and ICC attributes. All the opinions not found in the previous studies were identified and written into new items, and then categorized into corresponding themes. These new items were combined with the 36 items in the item pool. In this way, a draft checklist with a total of 72 items, eight themes, and three dimensions came into existence.

Validating the checklist

Examining validity of the draft checklist. After establishing a checklist, the next step for developing measure scales is to determine whether these items possess content and face validity (Churchill, 1979). In this study, face validity refers to whether the developed checklist appears to assess what it is supposed to assess. That is, whether it looks valid to potential users or not. The content validity refers to the extent to which the checklist items cover appropriate content. In this case, content validity emphasized the appropriateness of the checklist to assessing English textbooks for Chinese undergraduates and to the population of teachers of English who are the potential users of the checklist. Since face and content validity are subjective, the most common practice is to ask a few samples of the experts in the field (Carter & Wheeler, 2019).

The nine experienced teachers (including two native-speaker teachers) were given a copy of the draft checklist and requested to give a score on a 5-point Likert scale considering the importance of each item of the checklist. Based on the experienced teachers' review, the researchers calculated the mean, median, and mode for each item. Mean, median, and mode are the three most common "averages" in statistics. The results revealed that the means of 89% of the items (N=64) are above 3.5, the median of 90% of the items (N=65) are above 3.5, and the modes

for 96% of the items (N=69) are above 3. It can be concluded that most of the items were valid in face and content.

After the experienced teachers completed giving judgments on each item and returned the checklist to the researcher, they were interviewed about their opinions regarding their judgment of the checklist validity (see Appendix C). Their views on the face and content validity of the checklist and their recommendations were utilized to make the checklist's language, format or layout more accurate, effective and practical.

Regarding the whole checklist, all the teachers indicated the checklist appeared to be all right and the items were face and content valid. They also gave some suggestions on the language and grammar. For example, T7 (native speaker) claimed some phrases to be difficult in understanding, such as "appropriately" in item 1, "lexicon" in item 26, "integrity" in item 31. She thought "appropriately" leads to an operational difficulty when teachers make decisions with the checklist.

Revising the draft checklist. The information gathered from both the Liker scale and the semi-structured interview about the face and content validity was used in revising the draft checklist into a try-out checklist. The following rules were used in considering the scaling scores and the comments from the nine experienced teachers: (1) An item was dropped if its mean or median of face and content validity rating was below 3.5 or a mode of face and content validity rating was less than 3, (2) An item was dropped or modified if more than one respondent indicated a problem or concern, (3) An item was dropped or modified if one respondent indicated a problem and his/her concern could be supported by the literature.

Based on these rules, the draft checklist was revised through three main amendments: deleting, merging, and modification.

(1) Deleting: seven items were deleted because their mean or median of face and content validity were under 3.5, or the mode was under 3. The seven items include:
1. The title and subtitle of the textbooks are written appropriately.
2. The textbook is cost-effective.
3. The teachers' book provides teachers with the background of the texts, the keys to exercises, supplementary teaching materials and suggested activities.
4. Teachers' book can help the teachers understand the objectives and methodology of the textbook.
5. There is a good balance between different tasks.
6. The cultural topics are familiar to the students.
7. The cultural topics are morality-guiding.

In addition, six items were deleted because more than two experienced teachers believed they were irrelevant to the ICC, or were repeated in other themes, or might confuse the evaluators. They are:
1. The contents of the textbook are challenging.
2. The cultural topics are familiar to the students.
3. The activities are familiar to the teachers and students.

4. The exercises include those that require students to compare different cultures.
(2) merging: The dimensions "General Attributes" and "Teaching and Learning Contents" were suggested to be merged into "Overall Quality" or something because the later could cover more attributes and make the "ICC Attributes" outstanding.
(3) modifying: two themes were suggested to be modified for ease of use or clarity.
The theme of "practical consideration" could be replaced by "practicality".
The theme of "tasks" could be replaced by "exercises and activities".

In addition, two items were suggested to be modified because the two items were double-barreled, so they should be clear in its questions. The two items were dropped with those parts with less significance. They are:

1. The contents of the textbooks should be interesting and challenging.
2. The exercises include those that require students to participate in real or simulated intercultural communications.

After the revision, a rating scale of 1-5 (where 5= Excellent, 4= Good, 3= Adequate, 2= Weak, and 1=Very Poor) was attached to each item of the revised checklist, and a column for the total score was added at the end of the checklist. In this manner, a try-out checklist with two dimensions, eight themes and 61 items (see Appendix D) was constructed.

Discussion
    This study intended to find out criteria which are regarded important in the evaluation of English textbooks for English major undergraduates in China, and a try-out checklist with 2 dimensions, 8 themes and 61 items were constructed. The hierarchical structure of the checklist in the present study is in line with most previous studies (e.g., Yu, 1997; Hatem, 1988; AbdelWahab, 2013; Mukundan et al., 2011) with clear structures.

    The results showed consensuses among previous studies in some major issues regarding EFL textbooks. These issues are such as physical attributes, teaching aids, language skills or cultural topics. However, compared with previous studies (e.g., Mukundan et al., 2011; AbdelWahab, 2013), in addition to the dimension of overall quality previously defined, this study also identified some different issues related to EFL textbook evaluation such as moral guidance, emphasis on Chinese culture, and exercises relating learning culture to Chinese culture, which were hardly mentioned in the western evaluation checklist (e.g., Cunningsworth, 1995; Rahimpour, 2011; Rahimy, 2007). This reveals that Chinese experts highly expected textbooks to define intercultural communicative competence and to make explicit the goal of helping students to attain it, and checklists with a focus on ICC attributes would help teachers to be aware of ICC attributes in EFL textbook evaluation.

    In this study, the checklist was developed by reviewing the relevant literature, interviewing a group of field experts, and validated by a group of teachers. The methods used in constructing the checklist are in line with some other studies (e.g., Al-Mekhlafy, 1988; Yu, 1997; Zokaeieh et al., 2019) and provide practical implications to checklist development in EFL contexts.

To be able to develop a suitable checklist, it was necessary to know about the existing evaluation checklists and their theoretical background. Though the existing checklists might not be entirely useful, knowing about their different formats, about their different ways of clustering and grouping questions and the statements under different categories, and the ways of deciding upon the importance of criteria was very productive to develop a checklist. For example, the hierarchical structure of dimensions, themes and items conformed to those in the previous checklists (AbdelWaha, 2013; Miekley, 2005; Mukundan et al., 2011; Liu, 2016), which was considered as appropriate and "clear in structure" by the teachers in the validation process.

However, since most of the existing checklists were developed in western contexts, it deserves interviewing the field experts to localize the developed checklist. The English textbooks were used in an EFL context, so the textbook evaluation checklists have to take the EFL background into consideration, i.e., the Chinese culture, Chinese classroom in universities. For example, morality-guiding or facilitating good morality development was considered an important feature of English textbooks by many Chinese teachers. This issue was rarely mentioned in previous studies conducted in western or other Asian countries. Furthermore, the semi-structured interview with field experts for extra information was in alignment with previous studies (Zokaeieh et al., 2019; Mukundan et al., 2011; Kashoob, 2018). The reasons to use the method of interview with experts might because the interview can identify important areas that were not included in previous research (Zokaeieh et al., 2019).

In the validation process, the results showed that the developed checklist is content and face valid. That is, the checklist presents crucial criteria to ensure the quality of ICC attributes in English majors' textbooks. Therefore, the proposed checklist could be used by university teachers who plan to select textbooks for developing students' ICC since ICC was one of the teaching goals for English teaching in China. We encourage English teachers to pay attention to the ICC Attributes values of the checklist. Low ratings for ICC Attributes may indicate that a textbook does not include sufficient information about the cultural contents, cultural information, or cultural activities or exercises. However, since ICC is an abstract concept and the teachers may have different understanding of the concept, it is highly recommended that more than one evaluator works together to ascertain that they understand the checklist categories and items before beginning the process. In addition, their evaluation results must be shared and discussed before a final decision is made.

Conclusion

ICC has become an essential and important teaching goal for English major undergraduates, while few studies provided effective instruments for teaches to evaluate the ICC attributes in textbooks in China. The aim of this paper was to develop an EFL textbook evaluation checklist focusing on ICC. With this purpose, a textbook evaluation checklist with 61 items were proposed to evaluate English majors' textbooks focusing on ICC development. The checklist, which covers two dimensions including "overall quality" and "ICC attributes", was proved valid in this study.

As a significant teaching and learning goal, ICC is relatively abstract for many teachers. The important aspects of ICC revealed in this study can be believed to be a guide for teachers to

identify the strengths and weaknesses of textbooks, and to improve their awareness of ICC development in teaching. What is more, this study has adopted both literature review and expert interviews in EFL context to solicit information on textbook evaluation criteria. The combination of such methods has not been frequently used in the checklist development research and it can obtain much insights for item development.

However, the proposed checklist is limited to the specific context of a university and the development of the evaluation checklist was only based on the experts and teachers' opinions, not taking into students' opinions and needs into consideration. In addition, although has been judged by the experienced teachers, the try-out checklist was not put into practical evaluation of textbooks, which was not the purpose of the present study. Therefore, future research could provide more information by expanding the number of university samples and taking students' opinions into consideration. It is also very necessary to investigate the usefulness of the checklist, as well as users' perceptions. Furthermore, research in the future will reflect how the selected English textbooks can support the English majors' ICC development. In addition, potential textbook or material developers at local educational institutions can develop localized EFL textbooks that can be well suited for China's English education context using the checklist as a conceptual structure.

About the Authors:

Wanrong Lei is currently a PhD student at the Language Institute of Thammasat University, Thailand. Her research interests include English pedagogy, English testing and assessment, and intercultural communication. ORCID: https://orcid.org/0000-0001-5658-4525

Dr. Kittitouch Soontornwipast is an Assistant Professor at the Language Institute of Thammasat University, Thailand. His research areas include teaching methodology, qualitative research, materials development and action research for teachers.
ORCID: https://orcid.org/0000-0002-0461-7775

References

AbdelWahab, M. M. (2013). Developing an English language textbook evaluative checklist. *IOSR Journal of Research & Method in Education*, *1*(3), 55-70.

Al-Mekhlafy, M. H. (1988). *Development and validation of a checklist for assessing the readability and overall quality of the reading textbooks currently used in the Yemen Arab Republic* [Unpublished doctoral dissertation]. Indiana University, Bloomington.

Ansary, H., & Babaii, E. (2002). Universal characteristics of EFL/ESL textbooks: A step towards systematic textbook evaluation. *The Internet TESL Journal*, *8*(2), 1-9.

Azarnoosh, M., Zeraatpishe, M., Faravani, A., & Kargozari, H. R. (2018). *Issues in Coursebook Evaluation*. Leiden and Boston: Brill Sense.

Bozkurt, A., & Bozkaya, M. (2015). Evaluation criteria for interactive e-books for open and distance learning. *The International Review of Research in Open and Distributed Learning*, *16*(4), 58-82. DOI: 10.19173/irrodl.v16i5.2218

Breen, M. (1987). Learner contributions to task design. In C. Candlin & D. Murphy (Eds.), *Language Learning Tasks* (pp.23-46). Englewood Cliffs, N.J.: Prentice Hall.

Byram, M. (1995). Acquiring intercultural competence: a review of learning theories. In L. Sercu (Ed.), *Intercultural Competence: The secondary school* (pp. 45-56). Aalborg: Aalborg University Press.

Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Bristol: Multilingual Matters.

Byram, M., & Grundy P. (2003). Introduction: Context and culture in language teaching and learning. In M. Byram, & P. Grundy (Eds.), *Context and culture in language teaching and learning* (pp. 1-3). Clevedon: Multilingual Matters LTD.

Byram, M., Gribkova, B., & Starkey, H. (2002). *Developing the intercultural dimension in language teaching: A practical introduction for teachers*. Language Policy Division, Directorate of School, Out-of-School and Higher Education, Council of Europe.

Byrd, P., & Schuemann, C. (2014). English as a second/foreign language textbooks: How to choose them-how to use them. In Brinton, D.M., Celce-Murcia, M., & Snow, M.A. (Eds.), *Teaching English as a second or foreign language* (pp. 380-393). Boston, MA: Heinle Cengage Learning

Carden, F., & Alkin, M. C. (2012). Evaluation roots: An international perspective. *Journal of MultiDisciplinary Evaluation*, *8*(17), 102-118.

Carter, S. L., & Wheeler, J. J. (2019). *The social validity manual: Subjective evaluation of Interventions* (2nd ed.). London: Academic Press.

Churchill Jr, G. A. (1979). A paradigm for developing better measures of marketing constructs. *Journal of Marketing Research*, *16*(1), 64-73.

Cortazzi, M., & Jin, L. X. (1999). Cultural mirrors: Materials and methods in the EFL classroom. In E. Hinkel (Ed.), *Culture in second language teaching and learning* (pp. 196-219). Cambridge: Cambridge University Press.

Council of Europe (2001). *Common European framework of reference for languages: Learning, teaching, assessment.* New York: Cambridge University Press.

Cunningsworth A. (1995). *Choosing Your Coursebook*. Oxford: Heinemann Publishers Ltd.

Cunningsworth, A. (2002). *Choosing Your Coursebook.* Cambridge: Cambridge University Press.

Demir, Y., & Ertas, A. (2014). A suggested eclectic checklist for ELT coursebook evaluation. *Reading*, *14*(2), 243-252.

Ellis, R. (2003) *Task-based Language Learning and Teaching*. Oxford: Oxford University Press.

Fantini, A. E. (2000). A central concern: developing intercultural competence. In A. Fantini (Ed.) *SIT Occasional Papers Series Addressing Intercultural Education, Training & Service* (pp. 25-33). Retrieved from http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.117.8512&rep=rep1&type=pdf #page=33

Galante, A. (2015). Intercultural Communicative Competence in English Language Teaching: Towards Validation of Student Identity. *Brazilian English Language Teaching Journal, 6*(1), 29-39. http://dx.doi.org/10.15448/2178-3640.2015.1.20188.

Gao, Y. C. (2014). Construction of the Theoretical Framework of the Intercultural Communicative Competence Evaluation System for Chinese College Students. *Foreign Language World,4*, 80-88.

García, M. (2005). International and intercultural issues in English teaching textbooks: The case of Spain. *Intercultural Education, 16*(1), 57–68. DOI: 10.1080/14636310500061831

Ge, C. P., & Wang, S. R. (2016). On Cultivation of Intercultural Communicative Competence in College English Teaching. *Foreign Languages and Their Teaching, 2,* 79-86+146.

Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language teaching*, *40*(2), 97-118. DOI: 10.1017/S0261444807004144

Huang, D. (2007). On Problems in College Textbook Selecting and the Countermeasures. *Journal of Nanning Teachers College, 24* (3), 109-111.

Huang, F. M. (2002). The introduction of culture into College English teaching. *Journal of Nanning Polytechnic College*, *7* (1), 64-65.

Hutchinson, T., & Waters, A. (1987). *English for specific purposes*. Cambridge: Cambridge University Press.

Hwang, W., & Salvendy, G. (2007). What makes evaluators to find more usability problems? A meta-analysis for individual detection rates. In *Proceedings of the 12th international conference on Human-computer interaction: interaction design and usability* (pp. 499-507). Springer Verlag.

Jahangard, A. (2007). Evaluation of the EFL materials taught at Iranian high schools. *The Asian EFL Journal, 9*(2), 130-150.

Jiang, B. (2010). *The Role of College English Textbooks in the Teaching of Culture in China*, (Unpublished doctoral dissertation). University of York, York.

Jin, H. (2015). How to develop intercultural communicative competence in english teaching. Curriculum, teaching material and method, 35(11), 80-85.

Karamoozian, F. M. (2008). Development of a New Checklist for Evaluating Reading Comprehension Textbooks. *ESP World, 7*(3), 1-21.

Kashoob, M. D. (2018). *Evaluating ELT materials with specific reference to Colleges of Applied Sciences General Foundation Programme in Oman: Towards a viable checklist,* (unpublished doctoral dissertation). University of York, York.

Kilickaya, F. (2004). Authentic materials and cultural content in EFL classrooms. *The Internet TESL Journal*, *10*(7), 1-6.

Kim, M. S., & Hubbard, A. S. E. (2007). Intercultural communication in the global village: How to understand "the other". *Journal of Intercultural Communication Research*, *36* (3), 223-235. https://doi.org/10.1080/17475750701737165

Kiss, T., & Weninger, C. (2013). A semiotic exploration of cultural potential in EFL textbook. *Malaysian Journal of ELT Research, 9*(1), 34–46.

Knudsen, B. M. (2016). *Textbook tasks and the development of ICC in the EFL-classroom. How do textbook tasks in the subject of English in VG1 potentially promote the development of intercultural communicative competence?* (Unpublished master's thesis) The University of Bergen, Bergen.

Kramsch, C. (1998) *Language and Culture*. Oxford: Oxford University Press.

Laabidi, H., & Nfissi, A. (2016). Fundamental criteria for effective textbook evaluation. *Journal of EFL, Linguistics and Literature, 1*(2), 141-159.

Labuschagne, J. T., & Steyn, H. (2010). Development of a project management methodology for the consulting engineering industry. *South African Journal of Industrial Engineering*, *21*(1), 69-80.

Li, C. P. (2017). Compilation of college English teaching materials under the guidance of objective system—Analysis of *New Horizon College English (3rd edition)*, *View on Publishing, 19*, 80-81.

Litz, D. R. (2005). Textbook evaluation and ELT management: A South Korean case study. *Asian EFL Journal*, *48*(1), 1-53.

Liu, K. L. (2016). Prioritizing criteria for evaluating cultural contents in EFL textbooks through AHP. *Journal of Language Teaching and Research, 7*(5), 841-850.

Luo, X. Y. (2005). The introduction of culture into College English teaching. *Pioneering with Science & Technology Monthly*, *4*, 132-133

Mao, Z. X. (2001). Language, culture and communication, The Introduction of Culture into College English Teaching. *Journal of Hebei Normal University*, *3* (2), 13-15

McDonough, J., & Shaw, C. (1993). *Materials and methods in ELT*. Oxford: Wiley-Blackwell

McGrath, I. (2002). *Materials evaluation and design for language teaching*. Edinburgh: Edinburgh University Press.

McKay, S. L. (2002). *Teaching English as an international language: Rethinking goals and perspectives*. New York: Oxford University Press.

Meihami, H., & Khanlarzadeh, M. (2015). Pragmatic content in global and local ELT textbooks: A micro analysis study. *SAGE Open, 5*(4), 1–10.

Miekley, J. (2005). ESL textbook evaluation checklist. *The Reading Matrix*, *5*(2),1-9.

Minh, N. T. T. (2007). *Textbook evaluation: The case of English textbooks currently in use in Vietnam's upper-secondary schools* (Unpublished doctoral dissertation). Vietnam National University, Hanoi.

Ministry of Education of PRC. (2001). *English teaching syllabus for English major program in higher education*. Beijing: Foreign Language Teaching and Research Press.

Ministry of Education of PRC. (2001). *Guidelines for College English Teaching*. Beijing: Higher Education Press.

Ministry of Education of PRC. (2018). *China's standards for foreign language teaching*. Beijing: Higher education Press.

Mosand, K. N. (2019). *To what extent do learning tasks promote intercultural communicative competence?-A study of EFL textbooks aimed at Norwegian lower secondary level* (Unpublished master's thesis). Western Norway University of Applied Sciences, Bergen.

Mukundan, J., Hajimohammadi, R., & Nimehchisalem, V. (2011). Developing an English Language Textbook Evaluation Checklist. *Contemporary Issues in Education Research,4*(6), 21-28.

Ndura, E. (2004). ESL and cultural bias: An analysis of elementary through high school textbooks in the Western United States of America. *Language, Culture and Curriculum, 17*(2), 143–153. DOI: 10.1080/07908310408666689

Nguyen, T. T. M. (2011). Learning to Communicate in a globalized world: To what extent do school textbooks facilitate the development of intercultural pragmatic competence? *RELC Journal, 42*(1), 17–30. DOI: 10.1177/0033688210390265

Nimehchisalem, V., & Mukundan, J. (2013). Usefulness of English Language Teaching Textbook Evaluation Checklist. *Pertanika Journal of Social Science & Humanities. 21*(2), 797 – 816.

Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge: Cambridge University Press.

Nunan, D. (2001). *The learner-centred curriculum: A study in second language teaching*. Shanghai: Shanghai Foreign Language Education Press.

Phillips, R. (2000). New applications for the Delphi technique. *Annual-San Diego-Pfeiffer and Company, 2*, 191-196.

Rahim, A. H., & Daghigh, J. A. (2019). Locally developed versus global textbooks: an evaluation of cultural content in textbooks used in English language teaching in Malaysia. *Asian Englishes*, 1-15. https://doi.org/10.1080/13488678.2019.1669301

Rashidi, N., & Meihami, H. (2016). Hidden curriculum: An analysis of cultural content of the ELT textbooks in inner, outer, and expanding circle countries. *Cogent Education, 3*(1), 1-17. https://doi.org/10.1080/2331186X.2016.1212455

Reimann, A. (2009). A critical analysis of cultural content in EFL materials. *Journal of the International Studies* of *Utsunomiya University*, *28*(8), 8-20.

Richards, J. C. (2001). The role of textbooks in a language program. *RELC Guidelines, 23*(2), 12-16.

Risager, K. (1991) Cultural references in European textbooks: An evaluation of recent tendencies. In D. Butjes, & M. Byram (Eds.), *Mediating languages and cultures: Towards an intercultural theory of foreign language education* (pp. 181-192). Clevedon, UK: Multilingual Matters.

Risager, K. (2007). *Language and culture*. Clevedon, UK: Multilingual Matters.

Sadeghi, K., & Sepahi, Z. (2018). Cultural content of three EFL textbooks: teachers' and learners' cultural preferences and cultural themes of textbooks. *Pedagogies: An international Journal*, *13*(3), 222-245. https://doi.org/10.1080/1554480X.2017.1417128

Şahin, S. (2020). Developing a checklist for English language teaching course book analysis. *International Journal of Education and Research, 8*(1), 107-120.

Salavati, M., Waninge, A., Rameckers, E. A., Van Der Steen, J., Krijnen, W. P., Van Der Schans, C. P., & Steenbergen, B. (2017). Development and face validity of a cerebral visual impairment motor questionnaire for children with cerebral palsy. *Child: Care, Health and Development*, *43*(1), 37-47. https://doi.org/10.1111/cch.12377

Sercu, L. (1995). *Intercultural competence*. Aalborg: Aalborg University Press.

Sercu, L. (2002). Autonomous learning and the acquisition of intercultural communicative competence: Some implications for course development. *Language culture and curriculum*, *15*(1), 61-74. DOI: 10.1080/07908310208666633

Sheldon, L. (1988). Evaluating ELT Textbooks and Materials. *ELT Journal, 42*(4), 237-246

Skehan, P. (1998). *A cognitive approach to language learning*. Oxford: Oxford University Press.

Skierso, A. 1991. Textbook selection and evaluation. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (pp. 432-453). Boston, MA: Heinle & Heinle.

Skopinskaja, L. (2003). The role of culture in foreign language teaching materials: An evaluation from an intercultural perspective. In I. Lazar (Ed.), *Incorporating intercultural communicative competence in language teacher education* (pp. 39-68). Graz: Council of Europe Publishing.

Spitzberg, B. H., & Changnon, G. (2009). Conceptualizing intercultural competence. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence* (pp. 2–52). Thousand Oaks, CA: SAGE Publication Ltd.

Tajeddin, Z., & Teimournezhad, S. (2014). Exploring the hidden agenda in the representation of culture in international and localised ELT textbooks. *The Language Learning Journal, 43*(2), 1–14. https://doi.org/10.1080/09571736.2013.869942

Tang, H. (2003). The introduction of culture into College English teaching. *Journal of Guangxi Medical University*, *3,* 34-36.

Tomlinson, B. (2013). *Developing Materials for Language Teaching (2nd Ed.)*. London & New York: Bloomsbury Publishing.

Weninger, C., & Kiss, T. (2013). Culture in English as a foreign language (EFL) textbooks: A semiotic approach. *TESOL Quarterly, 47*(4), 694–716. https://doi.org/10.1002/tesq.87

Wilson, C. (2013). *Brainstorming and beyond: a user-centered design method.* Oxford: Morgan Kaufmann.

Yu, Y. M. (1997). *A Study to Develop an Appraisal Checklist for the Selection of Elementary Chinese Textbooks to Be Used in the United States* (Unpublished doctoral dissertation). University of Pittsburgh, Pittsburgh.

Yuen, K.-M. (2011). The representation of foreign cultures in English textbooks. *ELT Journal, 65*(4), 458–466. DOI: 10.1093/elt/ccq089

Zhang, H. L. (2007). *Intercultural approach to foreign language teaching.* Shanghai: Shanghai Foreign Language Teaching Press.

Zhang, H.L., & Yao, C. Y. (2020). Construction of an integrated model for development of Chinese students' intercultural communicative competence. *Foreign Language World, 4*, 35-44+53.

Zhou, X. L. (1996). On the Criteria of English Teaching Materials. *Foreign Language World. 2*, 60-63.

Zokaeieh, S., Karimi, S., Nouri, F., & Hakimzadeh, A. (2019). Developing a critical checklist for textbook evaluation. *The Journal of English Language Pedagogy and Practice, 12* (24), 202-225. DOI: 10.30495/jal.2019.671933

Appendix A
Studies Included in Item Development

Authors (Year)	Results
Risager (1991)	Developed evaluation criteria for EFL/ESL textbooks
Byram et al. (2002)	Proposed evaluation criteria for EFL/ESL textbooks
Cunningsworth (1995)	Proposed guidelines for EFL textbooks
Sercu (1998)	Developed an evaluation checklist for EFL/ESL textbooks
Al-Mekhlafy (1988)	Developed an evaluation checklist for reading textbooks in Yemen
Ansary & Babaii (2002)	Identified some universal characteristics of textbook evaluation checklists
Skopinskaja (2003)	Developed an evaluation checklist for textbooks
Kilickaya (2004)	Developed an evaluation checklist for cultural information in textbooks
Minh (2007)	Developed an evaluation checklist for English textbooks in Vietnam
Reimann (2009)	Established evaluation criteria for cultural contents in EFL textbooks in Japan
Mukundan, Hajimohammadi, & Nimehchisalem (2011)	Proved their checklist to be useful
AbdelWahab (2013)	Developed a checklist for English language textbook

Nimehchisalem, & Mukundan (2013)		The checklist could prove informative and useful.
Demir & Ertas (2014)		Developed a checklist for ELT coursebooks
Knudsen (2016)		Identified relationship between textbook tasks and development of ICC
Laabidi (2016)		Developed criteria for effective textbook evaluation
Liu (2016)		Established evaluation criteria for cultural contents in EFL textbooks
Bozkurt & Bozkaya (2018)		Identified the evaluation criteria for interactive e-books
Kashoob (2018)		Developed an evaluation checklist for ELT materials in Oman

Appendix B
Guided Questions for the Interview with Field Experts
A. Questions about ICC
  1. What is ICC in your opinion?
  2. What do you think about incorporating ICC into English major program? Why?
  3. What cultural topics or themes should be included in textbooks aiming at developing students' ICC?
  4. What learning tasks/activities should be designed in textbooks aiming at developing students' ICC?
  5. What other factors should be included in the textbooks to promote students' ICC?
B. Questions about textbooks evaluation
  6. How useful are textbooks in developing students' ICC?
  7. What criteria should be used to evaluate textbooks in terms of ICC?
  8. I am designing a textbook checklist for teachers of English to select EFL textbooks on ICC development, what suggestions would you like to give it to me?

Appendix C
 Guided Questions for Interview with Experienced Teachers
  1. What do you think of this checklist in terms of format, the number of factors, and organization?
  2. Do you think that the checklist has content validity? Or do its items appear to be valid in measuring what they are supposed to measure?
  3. What factors, general statements, or specific criteria you may suggest to be deleted?
  4. What other factors, general statements, or criteria you may suggest to be added?
  5. What other factors, general statements, or criteria you may suggest to be modified?
  6. Do you think the score assigned by this checklist to a textbook will be in line with your personal judgment of the textbook?
  7. What other comments do you have?

Appendix D
 A Final Version of Textbook Evaluation Checklist for English Majors' Textbooks Focusing on ICC Development

Dimension	Subdimension	Item	Rating				
			1	2	3	4	5
Overall Quality	Practicality	1.The table of contents facilitates orientation.					
		2. The textbook is up-to-date.					
		3. The textbook is published by prestigious publishers in China.					

		4. The editorial board consists of experts from different areas in English language teaching and learning.					
		5. The editorial board consists of experts from the ICC field.					
		6. The textbook is in English.					
	Objectives	7. The coursebook corresponds closely with the aims of the teaching program.					
		8. The textbook is compatible with the needs of the learners.					
		9. The objective of the textbook is laid out explicitly.					
		10. The textbook sets ICC development as one of its teaching objectives.					
	Teaching aids	11. The teacher's book provides teachers with ICC information on the topics in the textbook.					
		12. The teacher's book is supported efficiently by audio and video materials.					
		13. The textbook includes an ever-updating platform providing teaching materials for teachers.					
		14. The textbook includes an ever-updating platform providing self-learning materials for students to keep up-to-date.					
	Contents	15. The contents are authentic.					
		16. The contents are well organized.					
		17. The contents are up-to-date.					
		18. The grammar is contextualized.					
		19. The lexicon is contextualized.					
		20. The contents of the textbook are interesting.					
		21. The language of the textbook (including Chinese) is correct.					
		22. The language is authentic.					
	Language skills	23. The skills are presented integratively.					
		24. The skills presented in the textbook are appropriate to the students.					
ICC Attributes	Cultural topics	25. The topics are culturally appropriate for the students.					
		26. There is sufficient variety in the cultural topics.					
		27. The topics allow students to think critically.					
		28. The textbook can help students identify different cultural norms or values implicit in the language.					
		29. The textbook contains language components that train students' ability to express their positions against different cultural norms and values.					
		30. The topics are interesting and motivating.					
		31. The cultural topics are relevant to the students' real life.					
		32. The cultural topics are explicitly presented in each unit.					
	Cultural information	33. The materials are not culturally biased.					
		34.The same cultural topic is presented from different cultural perspectives.					
		35. The textbook relates content to learners' culture and environment.					

		36. There are more little "c" culture such as people's behaviors and beliefs in ordinary life than big "C" culture such as literature, art, institutions, and architecture, in the textbook.					
		37.The textbook includes both the culture of English-speaking countries and the non- English-speaking countries.					
		38. The textbook includes much Chinese culture.					
		39. The materials can develop tolerance, empathy and					
		40. The content contains real-life issues.					
		41. The cultural information is integrated in the course.					
		42.The cultural information is presented with appropriate					
		43. Non-verbal communication contents are included in the					
	Activities and exercises	44. The activities are meaningful.					
		45. There are a variety of activities.					
		46. There are varied activities at different levels of task					
		47. The activities are familiar to the teachers and students.					
		48. The activities are authentic.					
		49. The activities foster cooperation.					
		50. The activities foster independent learning.					
		51. The exercises include assessments that help students or teachers to be aware of students' intercultural communication competence development.					
		52. The exercises are flexible for teachers to choose from.					
		53. The exercises include those that require students to					
		54. The exercises include those that require students to relate the learning cultural topics to Chinese cultural events or topics.					
		55. The exercises include those that require students to relate the learning cultural topics to other cultural event or topics.					
		56. The exercises include those that require students compare					
		57. The exercises include those that require students to solve cultural problems from target culture perspective.					
		58. The exercises include those that require students to recognize, analyze and question cultural stereotypes.					
		59. The exercises include those that require students to					
		60. The exercises include those that require students to express their opinions or ideas on cultural topics or differences.					
		61. The exercises include those that require students to observe and collect cultural information.					