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## Review Article

# A systematic review of the representation of cultural elements in English as a foreign language textbooks

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## Abstract

Textbooks are complementary to language learning and teaching. Considering various foreign language teaching contexts, they also serve as one of the main tools to provide learners with cultural content. This mixed-methods systematic review aimed to identify predominant cultural elements in 22 studies published between 2005 and 2019, focusing on the analysis of foreign language textbooks. It also attempted to provide a review of the research designs to investigate the representation of cultural elements in language textbooks used in EFL (English as a foreign language) contexts. Concerning the prevalent cultural representations, five main themes emerged: (1) the dominance of target culture, (2) the lack of local culture, (3) the scarcity of cross-cultural comparisons, (4) the presence of surface culture, and (5) the imbalanced proportion of the world cultures. The findings also indicated that the quantitative studies outnumbered the qualitative and mixed-method research designs. The most frequently used research method to analyze the content of foreign language textbooks was content analysis.

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## Introduction

Language and culture are two concepts that are interrelated and inseparable. In other words, “language and culture are interwoven in a way that one cannot be isolated from the other without losing its significance” (Brown, 2000, p.177). Therefore, Alptekin (2002) maintains that “learning a foreign language becomes a kind of enculturation, where one acquires new cultural frames of reference and a new world view, reflecting those of the target language culture and its speakers” (p. 58). In other words, cultural content in language teaching serves a key role in enhancing intercultural communicative competence (Yuen, 2011).

Textbooks are labeled as fundamental instruments that promote the process of language learning and culture acquisition (Allwright, 1981). Using English textbooks in language classrooms is an effective means of conveying culture and ideology (Zhili, 1999). In this sense, Cortazzi and Jin (1999) state that a textbook serves as “a teacher, a map, a resource, a trainer, an authority, and an ideology” (p.243). Regarding foreign language teaching contexts, Ihm (1996) notes that the EFL classroom serves as the main source of cultural information to language learners since they do not have many opportunities to experience cultural contact. Likewise, Rajabi and Ketabi (2012) maintain that “the textbook can be a major source of cultural elements besides providing linguistic and topical contents which necessarily reflect the ideology inherent in the EFL context of a particular circle” (p.708). In that vein, investigating cultural elements in foreign language textbooks plays an important role in promoting intercultural and intracultural awareness of language learners.

### **The representation of cultural content in foreign language textbooks**

Canale (2016) states that “textbooks as curriculum artifacts are just one of the many domains of discourse implicated in the representation of culture in teaching and learning practices” (p.239). An inquiry into the types of cultural content and the appropriateness of the design of the cultural elements in English textbooks are necessary (Kim& Paek, 2015). To that end, there has been a growing interest regarding the analysis of representations in textbooks. Many researchers have attempted to analyze English textbooks’ cultural content across different instructional settings (e.g., Wu, 2010; Alemi& Jafari, 2012; Xu, 2013; Sadeghi& Sepahi, 2018). In line with this purpose, several questionnaires, checklists, and frameworks have been administered in research studies to assess the cultural content of EFL textbooks (Cortazzi& Jin, 1999; Hatoss, 2004; Kılıçkaya, 2004).

With regard to the dominance of target culture in textbooks, it could be attributed to the challenge of including local cultural data for textbook writers who are native speakers of English (Alptekin, 2002). Aliakbari and Jamalvandi (2012) maintain that “a textbook is able to render a valuable source of cultural elements and foster learners’ knowledge of the target language” (p.93). However, Baker (2012) emphasizes that cultural awareness is beyond target culture awareness since it also necessitates awareness of one’s own culture. In this regard, Shin et al. (2011) maintain that it is essential to “include target and global culture to facilitate learners’ intercultural competence” (p.256). Nonetheless, English learning textbooks used in second or foreign language teaching contexts tend to concentrate on English-speaking countries’ cultures. Therefore, the local cultures are underrepresented, which is likely to foster student alienation from western cultures depending on the tension between local and target culture (Ilieva,2000).

Liu and Laohawiriyanon (2013) also claim that the imbalanced representations of cultural content in textbooks might confuse students when they engage in intercultural communication. In order to eliminate the limitations of solely being exposed to one culture, several authors have

suggested including both local and target cultures (Choudhury, 2013). Kirkgöz and Agcam (2011) suggest that “a reasonably good balance between local, target and international target cultural elements in teaching materials is needed” (p.157).

### **Statement of purpose and research questions**

This study attempts to identify predominant cultural elements embedded in English language textbooks that are used within the scope of EFL contexts. To that end, a systemic review of scholarly articles was conducted. The studies selected for the review included the textbooks designed by international British and American publishing houses in addition to locally produced English textbooks utilized in different EFL contexts. Accordingly, one purpose is to provide a review of the research designs used to analyze culture in foreign language textbooks. Moreover, it aims to identify predominant cultural elements embedded in English language textbooks used within the scope of EFL contexts. The present study seeks answers to the following research questions:

- 1) What research designs are used to analyze the cultural elements in EFL textbooks?
  - What are the instructional settings in which textbooks are utilized?
  - What are the theoretical frameworks applied to the analysis of the textbooks?
  - What data collection instruments are used to analyze the cultural content in EFL textbooks?
  - What are the main research methods employed for the analysis of cultural content in EFL textbooks?
- 2) What are the main themes found in the studies regarding the representation of culture in EFL textbooks conducted within the last fifteen years?

### **Methodology**

After conducting a comprehensive electronic search of publicly available literature from 2005 to May 2019, the research articles used in this systematic review were determined. In order to find and select the studies, several keywords were entered into the Web of Science database and METU library catalog. These keywords were “culture in/and (English) textbooks”, “cultural elements/ themes in textbooks”, and “cultural content in/and textbooks”. The search resulted in 144 articles. As shown in Table 1, considering the final selection process, a list of inclusion and exclusion criteria was created. Accordingly, the following aspects were included: *publication date*, *publication type*, *instructional setting*, *textbook type*, *context*, *focus of the article*, and *research method*. The articles that did not meet the selection criteria for inclusion were eliminated. Review articles, opinions, or discussion papers that do not consist of data analysis were excluded. The duplicates were also removed, then 27 studies were obtained.

**Table 1.** Inclusion/exclusion criteria

<b>Criteria</b>	<b>Inclusion</b>	<b>Exclusion</b>
Publication date	2005 to 2019	Prior to 2005
Publication type	Scholarly articles of original research	Book chapters, dissertations, or proceedings
Instructional setting	Secondary schools to higher education and private courses etc.	Primary schools
Textbook type	International British and American publishing houses and locally produced English textbooks / The textbook in-use	Not including in-use textbooks
Context	EFL context	English as a Second Language (ESL) context
Focus of the article	The research focuses primarily on the cultural content of English textbooks	Articles include perceptions of textbook users
Research method and results	There is an identifiable method and results section—All quantitative and qualitative methods are included.	Reviews of other articles, opinion or discussion papers that do not include the analysis of data

After applying these criteria, five studies were eliminated due to not meeting a few criteria, such as analyzing an in-use textbook, referring to an instructional setting, allocating a greater proportion to the investigation of cultural elements. The final list contained 22 studies (see Appendix for the list of studies).

A mixed-method systematic review was conducted within the scope of this paper. In this regard, quantitative, qualitative, and mixed-method research designs were included. Based on the methodological framework of Pearson et al. (2015), this mixed-method systematic review included the following stages: planning the review, conducting the review, and reporting the review. Table 2 illustrates the actions connected to each stage.

**Table 2.** The stages of a mixed-methods systematic review

Stage 1: Planning the review	Stage 2: Conducting the review	Stage 3: Reporting the review
The rationale and the need to conduct the review	-Identification of research questions -Selection/exclusion of the studies -Study quality assessment -Coding scheme of the reviewed papers -Data synthesis	Communicating and synthesizing the results

In order to extract the main themes, the overall findings were synthesized. The findings of the review were identified and presented in relation to the themes. Since the process was inductive, there were no predetermined themes assigned to the data.

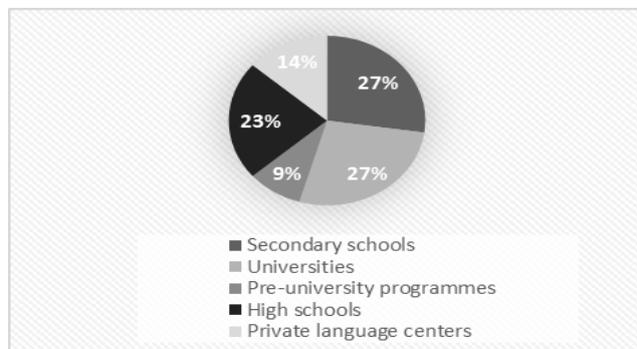
### Findings

This study investigated the research designs used to analyze cultural representation in 22 foreign language textbooks. Moreover, it aimed to identify predominant cultural elements in English language textbooks utilized within the scope of EFL contexts. In this regard, the main themes that emerged from the studies were (1) *the dominance of target culture*, (2) *the lack of local culture*, (3) *the scarcity of cross-cultural comparisons*, (4) *the presence of surface culture*, and (5) *the imbalanced proportion of the world cultures*.

### Research designs

#### *Instructional settings*

There were five different instructional settings concerning the studies selected for the review. Many of the studies occurred in secondary schools (ƒ=6, 27%) and universities (ƒ=6, 27%), followed by high schools (ƒ=5, 23%), private language centers (ƒ=3, 14%), and pre-university programs (ƒ=2, 9%). Accordingly, junior high schools were also categorized into secondary schools. Figure 1 displays the distribution of instructional settings represented in 22 studies.



**Figure 1.** The distribution of instructional settings

**Theoretical frameworks**

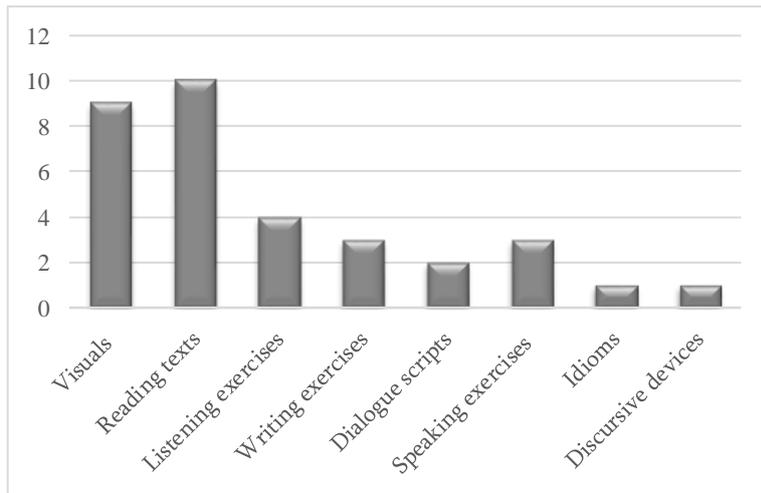
Out of the 22 studies, 19 referred to a theoretical or conceptual framework to analyze the cultural elements in EFL textbooks. While several studies included more than one framework (e.g., Silvia, 2015; Ashrafi& Ajideh, 2018; Sadeghi& Sepahi, 2018), some others mentioned only one framework (e.g., Yuen, 2011; Isnaini et al., 2019; Chao, 2011). Table 3 demonstrates the theoretical and conceptual frameworks utilized in the studies. The most frequently used ones were *the classification of cultural content* (Cortazzi& Jin, 1999) and *the coding scheme regarding the cultural dimensions* (Moran, 2011). According to Cortazzi and Jin (1999), the cultural content in English textbooks is classified into three categories that are *source culture* (SC), *target culture* (TC), and *international culture* (IC). The category entitled ‘target culture’ materials is associated with the culture of a country where English is spoken as a first language (e.g., the United States). The second category, ‘source culture’ materials refer to the learners’ own culture. Thirdly, ‘international culture’ materials relate to various cultures where the target language is used as a lingua franca. Moran (2001) also proposed a framework based on five dimensions of culture as follows: *products* (e.g., food, painting, architecture), *practices* (e.g., rituals, daily routines), *perspectives* (e.g., beliefs, values, attitudes), *communities* (e.g., race, religion), and *persons* (individual members).

**Table 3.** Theoretical & conceptual frameworks in the studies

<b>Theoretical&amp; conceptual framework</b>	<b>Frequency</b>
Types of cultural information (Adaskou et al., 1990)	2
The classification of cultural content (Cortazzi& Jin, 1999)	5
The categorization of cultural content (Byram& Morgan, 1994)	2
The classification of cultural categories (Chao, 2011)	2
The coding scheme regarding the cultural dimensions (Moran, 2011)	3
A checklist for analyzing textbooks in terms of cultural elements (Xiao, 2010)	1
The categorization of cultural content (Ramirez& Hall, 1990)	1
The elements of culture (Yuen, 2011)	1
Levels of intercultural competence (Byram, 1997)	2
Peirce’s (1980) sign typology	1
Visual semiotic theory (Barthes, 1971)	1
Social semiotic enquiry (Kress, 1993)	1
The culture learning model (Lee, 2009)	2
Chen’s (2004) checklist for cultural themes	1
Big “C” and small “c” components (Tomalin& Stempleski, 1993)	1
Culture learning model by Paige et al. (1999, 2003)	2

### ***Data collection instruments***

Although a few studies ( $f=5$ ) did not specify the data collection instruments (e.g., ‘activities in the textbook,’ ‘all the tasks and exercises’ etc.) used to analyze the cultural content in EFL textbooks, most of the studies referred to them. Figure 2 illustrates the frequency distribution of the data collection tools. They were stated as follows: *reading texts* ( $f=10$ ), *visuals* ( $f=9$ ), *listening texts* ( $f=4$ ), *speaking exercises* ( $f=3$ ), *writing exercises* ( $f=3$ ), *dialogue scripts* ( $f=2$ ), *idioms* ( $f=1$ ), and *discursive devices* ( $f=1$ ).

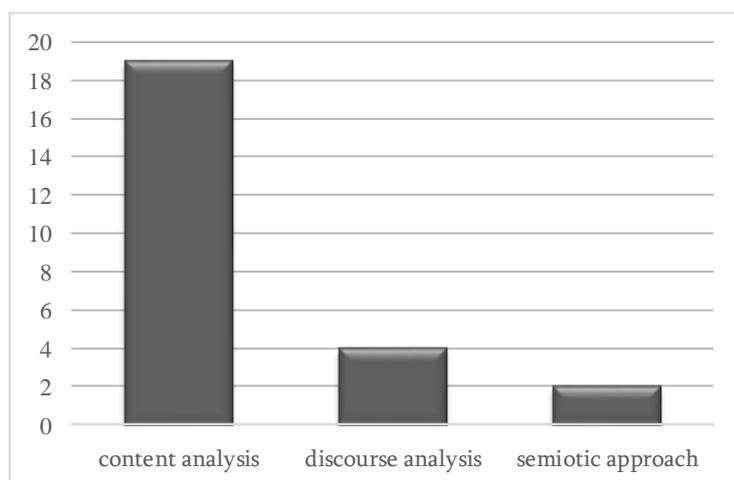


**Figure 2.** The distribution of data collection instruments in the studies

For instance, examining 18 units in three advanced level textbooks, Ashrafi and Ajideh (2018) focused on reading, listening, speaking, writing sections, and the pictures. In addition, Tajeddin and Teimournez (2015) concentrated on dialogue scripts and reading passages in two textbooks. Erlina et al. (2018) examined the paragraphs and pictures in ten textbooks within the Indonesian EFL context.

### ***Research methods***

Among 22 studies, 7 used a qualitative design, 11 used a quantitative design, and 4 used a mixed-method design. All the studies had at least one research method concerning data analysis. Figure 3 illustrates the frequency distribution of the main research methods used in the studies. In this respect, the most common research method was content analysis ( $f=19$ ), followed by discourse analysis ( $f=4$ ), and semiotic approach ( $f=2$ ).



**Figure 3.** The distribution of main research methods

Investigating the representation of cultural content in English textbooks for middle school students, Kim and Paek (2015) conducted a content analysis. Similarly, Sadeghi and Sepahi (2018) and Chao (2011) used content analysis in their studies. Moreover, as regards discourse analysis, Awayed-Bishara (2015) provided a critical discourse analysis of textbooks used in Israeli high schools. Regarding the semiotic approach, Isnaini et al. (2019) analyzed how visual images convey a message in an EFL textbook and investigated multicultural values such as respecting other people's traditions. A few studies (e.g., Huang, 2019) included more than one data analysis method: content analysis and discourse analysis.

### **The representation of cultural elements in EFL textbooks**

#### ***The dominance of target culture***

As regards cultural representation, this systematic review indicated a prevalence of target culture in EFL textbooks. Out of 22 studies, the pervasiveness of cultural elements related to the target culture was mentioned explicitly in 13 studies. To exemplify, considering visual and written modalities in textbooks, Aliakbari and Jamalvandi (2012) reported that most of the references in a textbook used in a Chinese high school were associated with the target culture (e.g., sailing in Canada, historical places in England, British royals). Moreover, Ashrafi and Ajideh (2018) stated that there were many instances of the target culture (e.g., geographic regions in England, English names) in advanced level textbooks used within the context of a language center. Likewise, Al-sofi (2018) noted that the texts and passages based on the themes such as foods, music, movies, fashion, etc., largely depended on the target culture in terms of representing the different cultures. Moreover, Chao (2011) maintained that most analyzed textbook images were categorized into the target culture. It was stated that target culture was also prevalent in terms of the listening, reading, and speaking exercises.

#### ***The lack of local culture***

Some of the reviewed studies pointed out the lack of local culture in foreign language textbooks as well. To exemplify, Bücü and Razi (2016) maintained that although compare and contrast activities related to the source culture in the Turkish EFL context were provided in each unit, they were considered insufficient. Evaluating an internationally published textbook, Al-sofi

(2018) also noted that the references to the learners' source culture (e.g., Islamic and Arabic culture) was limited in number. Similarly, Chao (2011) stated that the local and Asian cultures such as China, Taiwan, and Hong Kong were disregarded in an internationally published textbook. She also indicated different dimensions of culture were fostered to some extent, emphasizing the target culture within the textbook. Additionally, as a result of investigating culture representation in dialogue scripts and reading passages, Tajeddin and Teimournezhad (2015) put forward that local culture was in a minority position. In this regard, only one passage referring to an earthquake in Iran was detected, which was not associated with the cultural aspects.

### ***The scarcity of cross-cultural comparisons***

Depending on the under-representation of world cultures, the studies on the analysis of foreign language textbooks and the scarcity of cross-cultural comparisons were detected as common themes. For instance, Huang (2019) asserts that the cultural differences between local culture and target culture are not adequately explained in a set of textbooks utilized in a middle school. Therefore, he states that:

Students do not realize the differences between speaking Chinese and speaking English from a cultural perspective. English speaking people tend to give a positive answer before refusing an invitation, such as 'I'd like to, but ...', and that is a good idea, but...' while Chinese people may directly say 'sorry, I can't come because...' without showing a positive acknowledgment (p. 96).

Furthermore, analyzing the portrayal of international and intercultural issues in *Bachillerato* textbooks, Garcia (2005) maintained that the number of references to English-speaking communities with nations worldwide was limited in its scope. In this regard, Japanese, French, and American people compare and contrast their own societies with Britain. Accordingly, the comparisons such as politeness of British, the degree of safety in Japan, the friendlier attitude toward strangers in the US, etc., were mentioned in the analyzed textbooks. As regards the passages about culture shock, Garcia (2005) evaluates them as "insufficient number of texts to help Spanish students reflect on what moving to another community implies and the cultural and personal readjustment it demands" (p.66). Chao (2011) also noted that most speaking activities concentrate on personal reflection on a particular topic instead of intercultural comparison.

### ***The presence of surface culture***

Concerning the presentation of cultural elements, many studies focused on the availability of surface and stereotypical vision of culture in foreign language textbooks. In this sense, examining a textbook thematically arranged considering cultural differences. McConachy (2018) asserted that the aspects of Japanese culture were reflected simplistically. Therefore, he stated that "due to its tendency to attempt to explain behaviors in terms of differences in underlying cultural principles, the textbook sometimes fell into the trap of simplistic cross-cultural juxtapositions" (p.84). Moreover, instead of deep culture, there was an emphasis on visible culture in two textbooks used in an Indonesian high school since values, opinions, and perspectives regarding cultures were absent (Silvia, 2015). However, people's names, food, landmarks, etc., were prevalent cultural elements. As Paige et al. (2003) point out, a 'tourist's perspective' is generally adopted in language textbooks. In this sense, Raigon-Rodriguez (2018) provides examples for the

lack of cultural content in six textbooks used in the Spanish EFL context. These examples can be stated as follows: ‘how do people in your country live now?’, ‘describe a typical meal in your country’ (p.296). Hence, Yuen (2011) indicates that “the information in language textbooks is generally fragmented and highly generalized, indicating only the norms of behavior” (p.460).

### ***The imbalanced proportion of the world cultures***

In line with the lack of local culture, the imbalanced proportion of the world cultures came to the fore. Aliakbari and Jamalvandi (2012) noted that non-English speaking western countries and Eastern countries were underrepresented in a high school textbook used in China. In other words, “textbooks failed to create balanced opportunities for other cultures” (p. 98). Accordingly, the least represented group was found to be Eastern nations. Considering the predominance of European culture in an extensively used textbook in China, Song (2019) referred to a weakness in terms of the representation of world cultures. Compared to European culture, Asian or African cultures occupied a lower proportion of the textbook. Moreover, Kim and Paek (2015) found that less attention was paid to intercultural issues in current English textbooks for secondary school students in Korea.

## **Discussion and Conclusion**

This mixed-systematic review consisted of 22 studies that address foreign language textbooks used across different instructional contexts. The findings indicated a widespread adoption of content analysis in investigating cultural elements in foreign language textbooks. Regardless of the research designs, the underlying representation of culture in textbook discourse is generally associated with the target culture, which leads to the underrepresentation of the local cultures and world cultures. In that vein, the imbalanced proportion of the other cultures apart from the target culture was indicated. Underlining the need for textbooks that help instill awareness of foreign cultures in learners, Schewe (1998, p. 205) maintained that:

If what we are trying to do in our foreign language classroom is to further understand a foreign culture and give students an insight into it, we need to develop techniques, exercises, and materials that involve them in imaginative reflection and make them ‘see.’

Furthermore, several studies included in the review referred to a lack of depth in the analyzed textbooks’ cultural content regarding the presence of surface/visible culture. As Canale (2016) suggests, “culture is seen as something static (whether facts, artifacts or homogeneous behaviors) that groups either have or do not have” (p.239). Nonetheless, the potential role of English textbooks can be stated as follows: “orienting the students towards a particular variety of English, acculturating them to particular culture/cultures, and providing them with intercultural and sometimes intra-cultural communicative capability” (Faruk, 2015, p.199). Accordingly, language materials that consist of cultural content could enable students to broaden their perspectives regarding culture and trigger them to develop multicultural competence (Tronsoso, 2010). Considering these issues, future textbooks should provide language learners with depth in the cultural content, integrate the varieties of world Englishes used across cultures, and help them develop their intercultural competence. Since locally designed EFL textbooks tend to reflect the learners’ local culture to a considerable extent (Cortazzi& Jin, 1999), textbook writers could be encouraged to contribute more to the production of textbooks used in EFL contexts. Moreover, raising awareness regarding the integration of African or Eastern cultures into foreign language textbooks is necessary. However, it is also important to note that “though, as mentioned, no

textbook can fully convey the richness and diversity of those groups and individuals who are users of the language, it is nevertheless important to try” (Azimova& Johnston, 2012, p. 347).

Language teachers should also refrain from providing learners with superficial presentations of cultures (Tudor, 2001). According to Hatoss (2004), language textbooks pose a problem as “learners are expected to pick up the cultural content automatically without any conscious effort on the part of teachers to encourage them to reflect on the cultural knowledge, and without raising their awareness of their own culture” (p.27). Hence, language teachers should choose textbooks fostering cross-cultural awareness and presenting concepts related to deep culture.

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**Appendix:** The list of studies included in the review

Author (s) & Year	Research design	Country	Number of textbook (s) & Name of the textbook (s)	Instructional setting	Text selection (visuals, images etc.)	Main research method for analysis (content analysis, CDA etc.)
Garcia (2005)	Qualitative study	Spain	14& <i>Bachillerato textbooks</i>	Two-year pre-university cycle	174 units (Reading and/or listening sections)	Content analysis
McConahy (2018)	Qualitative study	Japan	1& <i>Not specified</i>	National university	20 pages of written assignment that required the students to reflect on the limitations of the textbook regarding the representation of culture and cultural differences	Content analysis  Discourse analysis
Yansyah (2017)	Quantitative study	Indonesia	2& <i>English On Sky (EOS) 2 and When English Rings A Bell (WERAB) VIII</i>	Junior High Schools	The sentences and pictures	Content analysis
Erlina et al. (2018)	Quantitative study	Indonesia	10& <i>Scaffolding English VII, Scaffolding English IX), English in Focus 1, Bahasa Inggris When English Rings a Bell (VIII),</i>	Junior high Schools	The paragraphs and pictures	Content analysis

Weniger& Kiss(2013)	Qualitative study	Hungaria	2& <i>Bloggers and Steps</i>	Secondary school		Images, texts, and pedagogic task	Semiotic analytic approach
Ashrafi& Ajideh (2018)	Mixed-method study	Iran	3& <i>ILI Series</i> (Advanced 1,2,3)	A Language Institute		18 units- reading, listening, speaking and writing sections as well as pictures and activities	Content analysis
Kan-Young (2009)	Quantitative study	Korea	11& (e.g., Sounds Great II)	High school		Not specified	Content analysis
Kim& Paek (2015)	Quantitative study	Korea	5& Not specified	Middle school		Reading texts (51 topics)	Content analysis
Böcü& Razi (2016)	Mixed-method study	Turkey	2& Textbook series ' <i>Life</i> '	Two universities		Activities in the textbooks	Content analysis
Isnaini et al. (2019)	Qualitative study	Indonesia	<i>Bahasa Inggris</i>	Vocational high school		Visual images	Semiotic approach
Awayed-Bishara (2015)	Qualitative study	Israel	6& <i>Build Up, Ten, Results for 4 Points, High Points, Zoom, and Dimensions</i>	High school		Seven discursive devices (as stated in Awayed-Bishara, 2015):	Critical discourse analysis (CDA)  A textually oriented form of discourse analysis (TODA)
Aliakbari&Jamalvandi (2012)	Quantitative study	China	5& <i>New Senior English for China</i>	High school		25 units—not specified	Content analysis

Yuen (2011)	Quantitative study	Japan	2& <i>Longman Elect and Treasure Plus</i>	Secondary school	The material associated with foreign cultures, including all the texts and the images	Content analysis
Sadeghi& Sepahi (2018)	Quantitative study	Iran	3& Top Notch, Summit, Passages	A language institute	All the tasks and exercises	Content analysis
Raigon-Rodriguez (2018)	Quantitative study	Spain	6& <i>English Unlimited, English File, New English File, Highlight, Straightforward, Inside Out</i>	University language centers	Not specified	Content analysis
Tajeddin& Teimournezhad (2015)	Quantitative study	Iran	2& <i>Top Notch: English for Today's World, The ILLI English Series: Intermediate</i>	Language centers	Dialogues and reading passages	Content analysis
Rodriguez (2015)	Qualitative study	Spain	3& Not specified	Language programs at three universities	The activities in which cultural aspects were included	Content analysis
Al-Sofi (2018)	Qualitative study	Saudi Arabia	1& <i>Well Read I</i>	Universities	The texts and pictures (the analysis of explicit words and implicit units)	Content analysis
Huang (2019)	Mixed-method study	China	A Set of Textbooks& <i>Project English</i>	Junior high school	Topics, texts, and tasks	Content analysis& Discourse analysis

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Chao (2011)	Quantitative study	Taiwan	New American Inside Out	A university	Visuals, reading texts, listening scripts, speaking activities, and writing exercises	Content analysis
Silvia (2015)	Mixed-method study	Indonesia	2&Not specified	High schools	Descriptive texts, dialogue scripts, idioms, and visual illustrations	Content analysis
Song (2019)	Quantitative study	China	1& <i>New Concept English</i> (the third volume)	Cram school	Sixty reading texts and the notes provided below the text	Content analysis

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