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Critical Discourse Analysis of Gender Equality in English Textbooks*

İngilizce Ders Kitaplarında Toplumsal Cinsiyet Eşitliğine İlişkin Eleştirel Söylem Analizi

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Abstract

Textbooks are recognized worldwide as one of the most widely used and important teaching materials in formal instruction. In alignment with their significance, they are often evaluated and examined in terms of many elements such as content, method, achievements, and skills. Recently, they have also been scrutinized from a more socio-cultural perspective, considering gender representations, equity, racial inclusivity, and cultural diversity. Within this tendency, this study aimed to investigate the status of gender and gender equality in two English textbooks used in tertiary-level English courses offered for the first-year students of a state university in Turkey within quantitative and qualitative perspectives by using Fairclough's (1989) model of critical discourse analysis. Of the two English textbooks, one was published by a national publishing house and the other by an international one. Female and male representations in visuals and written texts were investigated and the equality of genders was analyzed with a critical viewpoint. The results indicated that there exists approximate equality in gender representation in visuals and texts of the textbooks within a quantitative perspective; however, the qualitative analysis of gender representation according to the values of firstness, titles, and occupational roles yielded a gender bias in favor of men. Consequently, this study made suggestions for enhancing gender equality within English language textbooks.

Keywords: ELT textbook, critical discourse analysis, gender equality, gender representation.

Öz

Ders kitapları dünya çapında örgün eğitimde en yaygın kullanılan ve en önemli öğretim materyallerinden biri olarak kabul edilmektedir. Bu önemine paralel olarak ders kitapları genellikle içerik, yöntem, kazanımlar ve beceriler gibi birçok unsur açısından değerlendirilmekte ve incelenmektedir. Son zamanlarda ders kitapları toplumsal cinsiyet

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temsillerini, eşitliği, sınıfsal kapsayıcılığı ve kültürel çeşitliliği göz önünde bulundurularak daha sosyo-kültürel bir perspektiften de incelenmektedir. Bu eğilim çerçevesinde, bu çalışma, Fairclough'un (1989) eleştirel söylem analizi modelini kullanarak, Türkiye'deki bir devlet üniversitesinin birinci sınıf öğrencilerine sunulan yükseköğretim düzeyindeki İngilizce derslerinde kullanılan iki İngilizce ders kitabındaki toplumsal cinsiyet ve toplumsal cinsiyet eşitliğini nicel ve nitel perspektifler çerçevesinde incelemeyi amaçlamıştır. İki İngilizce ders kitabından biri ulusal, diğeri ise uluslararası bir yayınevi tarafından yayımlanmıştır. Görsel ve yazılı metinlerdeki kadın ve erkek temsilleri incelenmiş ve cinsiyet temsillerinin eşitliği eleştirel bir bakış açısıyla analiz edilmiştir. Sonuçlar, ders kitaplarında yer alan görsellerde ve metinlerde cinsiyet temsilinde niceliksel açıdan yaklaşık bir eşitlik olduğunu; ancak birincilik değerlerine, unvanlara ve mesleki rollere göre cinsiyet temsilinin niteliksel analizinde erkekler lehine bir cinsiyet yanlılığı olduğunu göstermiştir. Son olarak, bu çalışmada İngilizce ders kitaplarında toplumsal cinsiyet eşitliğinin geliştirilmesi için önerilerde bulunulmuştur.

Anahtar Kelimeler: ELT ders kitabı, eleştirel söylem analizi, cinsiyet eşitliği, cinsiyet temsiliyeti.

Introduction

Textbooks are crucial and basic materials produced and used all over the world and they make it possible to study a language in a systematic and controlled way (Blumberg, 2008; Taki & Shahbazi, 2012). To indicate the advantages of a textbook, Tomlinson (2001) describes it as "the most convenient form of presenting materials, it helps to achieve consistency and continuation, it gives learners a sense of system, cohesion, and progress and it helps teachers prepare and learners revise" (p. 67). Moreover, Hutchinson and Torres (1994) argue that language learning is not perfect without taking advantage of textbooks in language classes. This principle applies equally to both English as a foreign language (EFL) and English as a second language (ESL) contexts. Sheldon (1988) sees textbooks as the central point of English language teaching programs and states that they bring significant advantages for learners and teachers both in EFL and ESL classrooms in relation to the availability, accessibility, rationality, appropriacy, authenticity, flexibility, and guidance.

As textbooks hold a central and significant role in the language teaching and learning process, their content is believed to affect individuals in cognitive and behavioral aspects, and this focus has captured the interest of several scholars (see for example Britton & Lumpkin, 1977; Briere & Lanktree, 1983; Peterson & Lach, 1990; Lee & Collins, 2008; Dabbagh, 2016; Rashidi & Meihami, 2016; Agha et al., 2018). One research topic that has drawn the interest of researchers is the gender and language relationship, and how textbooks depict it (Ansary & Babaii, 2003). Several researchers in the English language teaching (ELT) field, especially the ones concerned with critical discourse analysis, textbook analysis, and visual analysis have investigated the representation of men and women in textbooks (see for example Goddard & Patterson, 2000; Litosseliti & Sunderland, 2002; Arıkan, 2005; Kobia, 2009; Amalsaleh et al., 2010; Ahour & Zaferani, 2016; Salami & Ghajarieh, 2016).

When the literature on textbook analysis in the Turkish context is considered, it can be seen that several studies have been carried out to explore language skills and activities (Arıkan, 2008; Elmalı, 2019; Aydın Yazıcı, 2022), aims and methodology (Sarıçoban & Can, 2012), technology integration (Hişmanoğlu, 2011; Özkan & Aşık, 2023), sociolinguistic issues (Atar & Erdem, 2020; Çakır, 2021), cultural elements (Çakır, 2010), cultural perspectives (Çelik & Erbay, 2013), intercultural communicative competence (Eken, 2019), and several other topics in English textbooks. Moreover, when the studies on gender equality in English textbooks in the context of Turkey are examined, it is found that primary, secondary and high school textbooks have been examined in general (Çubukçu & Sivaslıgil, 2007; Aydınoğlu, 2014; Demir & Yavuz, 2017; Söğüt, 2018; Kırkgöz,

2011; Acar, 2021; Course, 2021). However, there are few studies investigating the gender representation in the textbooks specifically prepared for tertiary level (Arıkan, 2005; Şeker & Dinçer, 2014). Considering this gap in the existing literature, therefore, this study aimed to uncover the status of gender equality in the textbooks used for English lessons at university level.

Literature Review

The terms sex and gender were used to refer to men and women, but Tannen (1991) made a clear explanation between sex and gender by stating that sex focuses on the biological aspects and factors of individuals while gender is the right word for characteristics of individuals in the social aspect. Gender is related to society and culture, and different roles are assigned to females and males in different societies (Ekşi, 2009). At this point, labels and connotations beyond the biological aspects matter. In society, gender functions as a representation of expectations from females and males and the ways they should talk, act, dress, and think. All these expectations and behaviors are regarded as gender stereotypes (Kara, 2019). Gender comprises a wide spectrum of gender identities, and it is deeply influenced by social, cultural, and historical aspects of society (West & Zimmerman, 1987). Gender identity is related to the female and male roles. These roles are dynamic and specific to the society. These roles include all the stereotypes identified by society for females and males including behaviors, attitudes, interests, and skills (Şeker & Dinçer, 2014).

Gender stereotypes can be beneficial in cognitive efficiency, social order, and predictability. They are cognitive stigmas that help individuals process information and handle different situations practically and efficiently by categorizing people according to their gender (Macrae & Bodenhausen, 2000). They can also contribute to social order and provide a sense of predictability in social interactions by helping to establish social norms and expectations for behavior and facilitating social cohesion (Ridgeway, 2009). On the other hand, gender stereotypes are not devoid of negative characteristics, and in some cases, they may even have more negative characteristics. The foremost disadvantage of gender stereotypes is regarded as gender inequality. Gender stereotypes may be fostered or used intentionally to cause gender-based inequalities by attributing certain roles only to one gender. This attribution can limit the opportunities for individuals, mostly against females in a way that confines them to traditional roles (Ridgeway, 2009). Another disadvantage of gender stereotypes is bias or discrimination on account of individuals' gender. Individuals, both females and males but mostly females, may face bias and discrimination in various contexts including family and household roles, education, workplace, healthcare services, politics, and leadership (Fiske, 1998).

The disadvantages of gender stereotyping have made gender equality a popular interdisciplinary concept drawing from fields such as gender studies, sociology, psychology, economics, and public policy. Gender equality advocates the equality of rights, responsibilities, and opportunities of all individuals disregarding gender-specific discrimination. It also tries to ensure that all individuals can fully benefit from social, economic, and political facilities and activities (Sen, 2001). The endeavors to ensure gender equality is not only a matter of human rights but also a practical reason for achieving social, economic, and political development. It contributes to social dynamics with the help that all individuals can actualize themselves and reach their full potential regardless of gender barriers. The endeavors to have equal rights for both genders turned out to be a movement or change in perspective; women's liberation movement or feminist movement that aims to ensure the legal, economic, and social equality between genders and prevent sexist behaviors and finish the oppression of females (Mangan, 2019). In line

with this approach, in order to adapt to gender equality and to show sensitivity to this issue, alphabetical order was taken into consideration when the words female and male were used together in this study report.

As the second dimension of the present study, the term analysis, as used for textbook analysis, is defined as “a process which leads to an objective, verifiable description” and it is departed from evaluation as “evaluation involves the making of judgments” by McGrath (2002, p. 22). The textbook analysis process is divided into three levels by Littlejohn (1998). The first level of analysis concentrates on the physical properties of materials and their appearance. The second one focuses on the roles of learners in the classroom setting, whether the focus is on form or meaning, types of classroom activities, participation in the classroom, and content of tasks. The third level of analysis concentrates on implications produced with the evaluation of materials’ aims, content, selection and sequencing of tasks, roles of learners with skills, abilities, and knowledge together with the role of materials in all. Since examining gender and gender roles was determined as the main objective of this study, the stage of evaluating the material content at the third level rather than the first and second levels was the most appropriate option.

Conducting a textbook analysis provides several advantages. First of all, the analysis makes it possible to have an idea about our main material because it will be subjective and discursive to make judgments about textbooks without the findings of textbook analysis. Additionally, textbook analysis can indicate the textbook’s possible weaknesses and strengths. It also helps teachers make a favorable choice of textbook which is most beneficial for learners.

As the third dimension of the present study, the critical theory holds the objective of ascertaining mechanisms of exploitation; especially the ones with hidden agendas or ideology and looks for ways of coping with that exploitation (Tollefson, 2006). In this manner, the critical theory has certain influences on the language policy research field. To illustrate, one of the assumptions that critical language policy borrows from critical theory is that “particularly class, race, and gender are central explanatory factors in all social life” (Tollefson, 2006, p. 46). Gender is one of these structural categories and has received greater interest in critical language policy when compared with other applied linguistics areas. Gender is receiving more and more attention in language policy studies as stated by Norton (2000) and Brutt-Griffler (2002).

In Turkey, several researchers examined English textbooks and some researchers hold a critical standpoint in their studies related to textbook analysis. To illustrate, one of the earliest studies belongs to Arıkan (2005), who examined age, gender, and social class in English textbooks in a critical manner. Bayyurt and Litosseliti (2006) studied gender and language in education. Demir and Yavuz (2017) analyzed English textbooks which are published by the Turkish Ministry of Education. In the study conducted by Ekşi (2009), the concepts of gender stereotypes and gender roles were emphasized, and the opinions of English Language Teaching (ELT) junior students were taken and their written works were analyzed. As a result of this study, it was stated that the participating ELT students had “clear-cut roles for genders and some very stereotypical views” (Ekşi, 2009, p. 52). Kırkgöz (2011) investigated the perceptions of students and teachers at the state schools of the Turkish Ministry of Education towards textbooks. Course (2021) investigated gender representations in reading texts of English coursebooks in secondary and high schools in Turkey. In addition to the studies on language teaching and gender equality in Turkey, many recent studies in the field of language and literature have focused on gender (see for example Çer, 2017; Sekmen, 2017; Çolak, 2018; Seven, 2019;

Ulu, 2021; Atasever, 2022; Bal & Reyhanoglu, 2022; Hareket & Dündar, 2023; Tunagür & Kılıç, 2023; Uluscu, 2023).

It is of great importance to ensure gender equality in all written and visual content in textbooks because gender equality should be established in the perceptions of individuals through direct or indirect references. If this perception is not created in textbooks and similar materials, the goal of achieving gender equality may be lost. Several studies have examined structural categories such as age, social class, and gender representation together in one single study, however, no study directly has focused on the visual and written content of English language textbooks in the Turkish context. Studying gender representation primarily may give much more detailed results to understand the phenomena deeply. In order to fill this gap in the literature, the present study focused on gender equality in different types of textbooks. Examination of these two textbooks in certain aspects may give out some implications about the case and may help lecturers collect information about different types of textbooks.

This study aims to examine the status of gender and gender equality in two English textbooks. The representations of females and males in visuals and texts were investigated and the equality of genders was analyzed with a critical viewpoint. As gender equality has been one of the titles that were vulnerable to exploitation in social life (Tollefson, 2006) and so in teaching materials, this study adhered to the aspects of critical theory and shed light on gender equality in textbooks as one of the main teaching and learning materials. Analysis of gender roles and searching for gender equality from a critical standpoint may help to preclude any possible gender exploitation for both females and males in English textbooks. For this purpose, two English textbooks, one by a national publishing house and one by an international publishing house, were examined concerning the status of gender and gender equality within both quantitative and qualitative perspectives and a comparison was made between the findings of two textbooks of English language. The research questions are given below:

RQ1: What is the frequency of female and male representation in texts and visuals in the two English textbooks?

RQ2: How are the females and males represented according to terms of firstness, titles, and occupational roles in the texts and visuals of the two English textbooks?

RQ3: Is there any relation between the way of gender representation in the English textbooks published by the national and international publishing houses?

Methodology

This study is based generally on qualitative research design and makes use of content and visual analysis to analyze two different kinds of English textbooks and produce a critical discourse about the status of gender and gender equality representation. In practice, critical discourse analysis (CDA) can also be regarded as a research method to study “the power relations, ideological manipulations, and hegemony” by Rahimi and Sahragard (2007, p. 1).

One of the most popular ways of studying language discourse and gender is critical discourse analysis. CDA is defined by Van Dijk (1998, p. 1) as “a type of discourse analytical research that primarily studies the way social power abuse, dominance, and inequality are enacted, reproduced, and resisted by text and talk in the social and political context.” As an analytical research method, CDA aims to examine “the power relations, ideological manipulations, and hegemony” within a critical stance or manner towards

society (Rahimi & Sahragard, 2007, p. 1). CDA prefers to deal mainly with “opaque and transparent structural relationships of dominance, discrimination, power and control” (Wodak, 1995, p. 207) in society and producing possible ways of solutions and remedies. Fairclough (2001) talks about the theoretical and practical aims of developing a CDA framework. The theoretical aim is “to help correct a widespread underestimation of the significance of language in the production, maintenance, and change of social relations of power” and the practical aim is “to help increase consciousness of how language contributes to the domination of some people by others, because consciousness is the first step toward emancipation” (Fairclough, 2001, p. 1). Therefore, CDA makes it possible to examine discourse in any language in both a theoretical and practical manner. Fairclough suggests four steps for conducting CDA. The first step is about concentrating on a certain social problem that possesses a semiotic aspect. It is about going beyond the text, defining the problem, and describing semiotic peculiarities. The second step is about defining the main styles, genres, and discourse containing those semiotic peculiarities. The third step is about examining the variety and alteration in discourse, genres, and styles. The fourth step is about being able to “identify the resistance against the colonization processes executed by the dominant styles, genres, and discourses” (Fairclough, 2001, p. 125).

Setting

The textbooks under investigation in this study were selected to be used in English I and II courses taught in the first year of a state university in the Western Mediterranean region of Turkey. In all universities in Turkey, English I and English II courses are given as common compulsory courses and all students at universities are expected to be successful by taking these courses within their education period. For this reason, the English textbooks in the study were planned to be used by all students in the first year of the relevant university. The lecturers at the university were offered an option to choose between two textbooks by the school administrators and this suggestion brought the variations between two kinds of textbooks and their content of text and visuals.

Materials

At the university in which the first researcher teaches, there are two textbook selection options: English Break student’s textbook by a national publishing house and Face2face Elementary student’s textbook by an international publishing house. English Break student’s textbook is written by Mine Bektaş and Serpil Tekir and edited by Rachel E. Grammer. It was published by Lingus Education Group in Ankara. Face2face student’s textbook is written by Chris Redstone and Gillie Cunningham and published by Cambridge University Press in Dubai. Both textbooks under investigation are the first textbooks of their series and they are prepared concerning the Common European Framework of Reference for Languages (CEFR). It is stated that they address adult and young adult learners and aim to meet their needs in today’s world effectively and quickly. They are based on the communicative approach and cater to all skills, grammar, and vocabulary in an integrated manner in a student-centered environment. Both textbooks stick to functional and communicative objectives in their syllabi. Talking about units and their content may give more concrete information.

Table 1. Number of the units and their pages

| Textbook | Units | Pages |
|---------------|-------|----------------|
| English Break | 14 | 132 (8-140) |

Face2face

12

96

(6-102)

As stated in Table 1, English Break is composed of 14 topic-based units and there is a common single theme in each unit. Each unit has vocabulary, focus on language use, read, listen, speak, write, just for fun, and self-reflection sections which are presented in an integrated way. The units are between page 8 and page 140, and 14 units are presented in 132 pages in total. Face2face comprises 12 topic-based units and each section is presented in a common context. Each unit possesses listening, speaking, reading, writing, vocabulary, grammar, real-world, pronunciation, and portfolio sections. The units of the Face2face textbook are given between page 6 and page 102, and 12 units are given in 96 pages in total. After analyzing the number of units and page ranges for both books in general, it is informative to examine the gender representations identified in the texts and visuals in the content of the books.

Table 2. Number of the representations

| Representations | Female | Male | Total |
|---------------------------------|--------|------|-------|
| Representation in written texts | 379 | 433 | 812 |
| Representation in visuals | 356 | 353 | 709 |
| Total | 735 | 786 | 1521 |

As shown in Table 2, a total of 812 gender representations, 379 female and 433 male, were identified in the texts included in the examined books. When the visuals in the textbooks were examined, a total of 709 gender representations were found, of which 356 were female and 353 were male. When the total numbers obtained according to the gender difference in both text and visuals were determined, it was seen that there were 735 female and 786 male representations, and in all analyses, a total of 1521 representations were obtained.

While counting these representations, pronouns such as he, she, his, and her, names such as mother, father, grandmother, grandfather, nephew, and niece, and special names such as Paul, Emma, Lisa, Sally, and Jack are all included as they all refer to either female or male in the texts of the textbooks and no names referring to gender are excluded. While counting the representations referring to gender in the visuals included in the books, all individuals whose face area or body integrity were clearly shown in all photographs, pictures, drawings, and illustrations included in the contents of the textbooks were included in the counting process. Images that did not have a clear visual or that had no direct relationship with the text in terms of meaning and were visualized as blurred backgrounds, whose gender was not determined, were excluded from the count.

Data collection procedure

Upon reviewing related literature, a model of CDA by Fairclough (1989) was adopted to analyze gender and gender representations in two English textbooks. Fairclough's model is an analytic one and consists of three levels of analysis: description, interpretation, and explanation. The first step of description is about "the stage which is concerned with the formal properties of the text", and the number of "female and male characters, female and male pictorial representation, the issue of firstness, female and male's titles, as well as and their activities" are examined (Taki & Shahbazi, 2012, p. 109). Regarding the description phase, expressions emphasizing gender in all texts in the two textbooks and visuals related to gender difference were counted by two different

independent analysts and frequency tables were created on an Excel document. Then, a third analyst combined the findings to ensure the validity of the study with a 96% similarity rate.

The second step of interpretation focuses on “the relationship between text and interaction” and the third step of explanation focuses on “the relationship between interaction and social context” (Fairclough, 1989, p. 26). In this study, the frequencies obtained were interpreted in terms of firstness, titles, and occupational roles for both female and male genders as the second stage of CDA. In the third stage of CDA, the descriptions of the genders were interpreted in terms of their meanings in the social context. Following the explanations of Fairclough’s three-step model, the visual and text-based content of two textbooks was examined with a CDA perspective, and the existence of any agenda or ideology of gender equality was explored with gender representation.

Results

Texts and visuals of two textbooks were analyzed according to Fairclough’s model to find answers to research questions and results were illustrated with tables. Firstly, the frequency of females and males in texts and visuals were counted and presented with tables. To have a deeper meaning of gender roles, texts, and visuals were analyzed and tabulated according to the terms of firstness, titles, and occupational roles. This description and interpretation process gave certain implications for the explanation of the analysis.

RQ1 - Female and male representation in texts and visuals in English textbooks

Gender roles in both texts and visuals of two textbooks were analyzed to answer the first research question in the study. The first research question was about the frequency of female and male representation in texts and visuals and the related findings were presented in Table 3.

Table 3. Frequency of female and male representation in texts

| Textbook | f females | % females | f males | % males | f total | % total |
|---------------|-----------|-----------|---------|---------|---------|---------|
| English Break | 231 | 48.02% | 250 | 51.98% | 481 | 100% |
| Face2face | 148 | 44.71% | 183 | 55.29% | 331 | 100% |

Table 3 indicates the frequency of females and males in texts of English Break and Face2face textbooks with the percentage of frequency. When the written texts in the English Break textbook were analyzed, it was found that 231 cases refer to females, while 250 cases refer to males. The percentage of females was 48.02% and the percentage of males was 51.98%; therefore, it can be inferred that the percentage of both genders is nearly equal only with a minimum difference. In the written texts of the Face2face textbook, 148 cases referred to females while 183 cases referred to males. The percentage of females was 44.71% and the percentage of males was 55.29%; hereby, the percentage of both genders differs by nearly 5% in favor of males. To illustrate the cases of females and males, the following short conversation is given:

- Hi, my name is **Carlos**.
- Hello Carlos. I’m **Anastasia**. How are you?
- I am very well, thanks. And you?

- I am alright.

(Excerpt taken from English Break textbook Unit 1, p. 12)

In the short conversation taken from the English Break textbook, the proper names 'Carlos' and 'Anastasia' were included in the total frequency scores of males and females as indicated in Table 3. Another short conversation was taken from the Face2face textbook, to show how gender-related words were counted.

- What's **his** job? - **He's** a mechanic.

- What's **her** job? - **She's** an actress.

(Excerpt taken from Face2face textbooks Unit 1, p. 10)

In the conversation taken from the Face2face textbook, the possessive adjective 'his' and subject 'he' were included in the total frequency of males while the possessive adjective 'her' and subject 'she' were included in the total frequency of females in Face2face textbook as indicated in Table 3. Besides examining gender characters in texts, gender roles were examined with pictorial representations in a more collective way.

Table 4. Frequency of female and male representation in visuals

| Textbook | f females | % females | f males | % males | f total | % total |
|---------------|-----------|-----------|---------|---------|---------|---------|
| English Break | 220 | 51.52% | 207 | 48.48% | 427 | 100% |
| Face2face | 136 | 48.23% | 146 | 51.77% | 282 | 100% |

Table 4 shows the frequency of females and males in visuals of the English Break and the Face2face textbooks with the percentage of frequency. There were 220 cases referring to females with a percentage of 51.52% while there were 207 cases referring to males with a percentage of 48.48% in the *English Break* textbook. It can be stated that there is a minimum difference between the percentage rates of both genders. In the Face2face textbook, 136 cases were referring to females with a percentage of 48.23% while 146 cases were referring to males with a percentage of 51.77%, and there is a minimum difference between the percentage rates of both genders again. The following pictures are given as examples to show female and male representation in visuals used in both textbooks.



Visual 1: Visual taken from the English Break textbook Unit 4, p. 42

Visual 1 is taken from the English Break textbook. There are three photos of three different families in the pictures. There are five females and five males illustrated, and the numbers were added to the total female and male scores in Table 4. For the other textbook, Face2face, Visual 2 is given as an example.



Visual 2: Visual taken from the Face2face textbook Unit 4, p. 42

Visual 2 is from the Face2face textbook, and there is a scene of conversation between people in a store. Five people are depicted in the picture; three females and two males. The numbers of females and males are indicated in Table 4.

RQ2 - Female and male representations according to firstness, gender titles, and occupational roles

After counting the total frequency of females and males, examining gender roles according to some specific criteria could give a deeper meaning to gender equality. The second research question focuses on the female and male representation concerning the criteria of firstness, titles, and occupational roles in texts and visuals of English textbooks. The findings related to the second research question were reported in detail under subtitles for each variable.

Firstness

One of the ways of talking about gender equality is “the order of mention, termed firstness” (Porreca, 1984, p. 706). In utterances when male and female words are used in pairs and one of them comes before the other, the one in the first place can be regarded to have a higher status than the one in the second place.

Table 5. Distribution of mixed-gender dialogues

| Textbook | Female initiated | Male initiated | Total |
|---------------|------------------|----------------|-------|
| English Break | - | 74 | 74 |
| Face2face | - | 44 | 44 |

As Table 5 demonstrates, there are 74 cases in the English Break textbook and 44 cases in the Face2face textbook in which female and male cases are used together with firstness for males. These cases were detected with pairs of pronouns with the male one in the first place such as he/she, his/her, and him/her. For example, in English Break textbook unit 3, female and male names are used together in a sentence of the exercise section, but the male name is placed in the first place and the female name in the second place.

“**Mike** and **Sonia** have got a TV in their room, but they haven’t got a computer.”

(Example taken from the English Break textbook p. 33)

Another example can be given in the Face2face textbook for the firstness aspect. In unit 3 of the textbook, female and male proper names were used together in the same sentence, but again the male name comes first before the female name.

“**Freddie** and **Jeanette** are good friends. They work in the same office.”

(Example taken from the Face2face textbook p. 26)

Gender titles

As there is a distinction between the addressing words of Mr., Mrs., Miss, and Ms. in English which makes a distinction among females according to their marital status, examining the cases of female and male titles may have some implications. For male addressing word Mr., there is no signal of marital status while for female addressing words Miss and Mrs., there is a distinction about marital status. Also, Ms. is used as equivalent to Mr. with no signal of marital status as a way of gender bias (Esmaili, 2011).

Table 6. Distribution of female and male titles

| Textbook | Mr. | Mrs. | Miss | Ms. | Total |
|---------------|-----|------|------|-----|-------|
| English Break | 1 | - | - | - | 1 |
| Face2face | 2 | 1 | - | - | 3 |

As indicated in Table 6, there are a few cases with female and male addressing words. In the English Break textbook, there is only one case with a male addressing word, Mr. while in the Face2face textbook, there are two cases for a male addressing word, Mr., and a female addressing word Mrs. by using the addressing words Mrs., the Face2face textbook shows gender bias in one case. To give examples of the use of gender titles, the following statements are given below.

Mr. Roderick is the friendliest shop owner in town.

(Example taken from the English Break textbook p. 132)

How much does **Mrs** Lee weigh? Seventy kilos.

(Example taken from the Face2face textbook p. 81)

Occupational roles

Another way of examining gender equality in English textbooks is related to the way of presenting occupations as attached to females and males. For Anker (1998) occupational segregation of females and males has an unfavorable effect on both how males regard females and how females regard themselves by emphasizing gender stereotyping.

Table 7. Occupations in the English Break textbook

| Female | Male |
|---------------|-----------------|
| Student* | Student* |
| Housewife* | Actor* |
| Nurse* | Police officer* |
| Secretary* | Farmer* |
| Teacher* | Teacher* |
| Dentist** | Journalist* |
| Hairdresser** | Waiter* |
| Scientist ** | Pilot* |

| | |
|-----------|------------------|
| Artist** | Doctor* |
| Actress** | Taxi driver* |
| | Engineer* |
| | Architect* |
| | Baker* |
| | Accountant* |
| | Greengrocer* |
| | Butcher* |
| | Barber* |
| | Tailor |
| | Fashion designer |

* Occupations defined as 'traditional'

** Occupations defined as 'non-traditional'
by Helvacıoğlu (1996) and Arslan (2000)

In Table 7 distinctive occupational references in the English Break textbook are indicated for males and females with traditional and non-traditional values. There are 10 occupations attached directly to females and five of them are traditional occupations while five of them are non-traditional occupations. On the other hand, there are 19 occupations attached directly to males and 17 of them are labeled as traditional occupations. Two occupations are not labeled either traditional or non-traditional.

Table 8. Occupations in the Face2face textbook

| Female | Male |
|--------------------|-------------------|
| Student* | Student* |
| Receptionist* | Teacher* |
| Teacher* | Doctor* |
| Clerk* | Businessman* |
| Doctor** | Engineer* |
| Shop assistant* | Police officer* |
| Accountant** | Actor* |
| Business manager** | Presenter* |
| Businesswoman** | Writer* |
| Waitress** | Business manager* |
| Musician** | Sports coach* |
| | Sales assistant* |
| | Receptionist** |
| | Game designer |
| | Film director |

* Occupations defined as 'traditional'

** Occupations defined as 'non-traditional'
by Helvacioğlu (1996) and Arslan (2000)

In Table 8 distinctive occupational references in the Face2face textbook are indicated for females and males with traditional and non-traditional values. There are 11 occupations attached directly to females and 4 of these occupations are traditional ones while 5 of them are non-traditional occupations. There are 15 occupations attached directly to males and 12 of them are labeled as traditional occupations. 1 of them is non-traditional and 2 of them are not labeled as traditional or non-traditional.

RQ3 - Gender representation in national and international English textbooks

After examining two textbooks individually, bringing the findings together may give a general implication and chance of comparison about gender representation in English textbooks. The third research question in the study requires the examination of the relation between the way of gender representation in English textbooks by national and international publishing houses. The findings of the study were compared in a way to reveal the strengths and weaknesses of the two books published by national and international publishers in terms of gender equality and sensitivity toward the representation of gender in an equal way.

The balance of gender representation in texts of the national textbook English Break is nearly equal with only a 1.98% difference in favor of males while this balance is a bit higher in the international textbook Face2face with a 5.29% difference in favor of males. This result shows that texts of the national textbook English Break show more gender equality than the texts of the international textbook Face2face.

When the results of gender representation in visuals of the national textbook English Break were examined, it was found that the percentage rates of females and males are quite similar with 1.52% in favor of females, and in the international textbook Face2face there is a similar result of 1.77% in favor of males. These results indicate that there is a general gender equality in the visuals of both textbooks.

When the results about values attached to genders were taken into consideration, both textbooks started to move away from gender equality. In situations of firstness, when male and female words are used in pairs and one of them comes before the other, both textbooks gave the first place to male words, 74 cases in the English Break textbook and 44 cases in the Face2face textbook. In the situation of gender title, the English Break textbook used "Mr." for one time and the Face2face textbook used "Mr." two times and "Mrs." one time. "Mrs." title word can be dedicated to gender inequality as it refers to marital status. In situations of occupational roles, jobs attached to females are less diverse than jobs attached to males in both textbooks. Female attached jobs are half traditional and half non-traditional while male attached jobs are generally traditional.

With these findings, it can be stated that national and international textbooks are quite similar to each other concerning gender equality perspectives. There is a significant attempt to equalize the frequency of genders in texts and visuals of textbooks, but this is quantitative equalization. However, textbooks were unable to equalize gender representations qualitatively as the values attached to each gender are not equal. Meanwhile, textbooks are again similar to each other as they were unable to provide gender equalization qualitatively.

Discussion and Conclusions

This study focused on the analysis of two English textbooks published by national and international publishing houses and utilized at tertiary level general English lessons offered for the first-year students at a state university in the Western Mediterranean region of Turkey concerning gender equality with a critical perspective and criticized the gender policy of these textbooks. Frequency rates of female and male representations in both texts and visuals of two English textbooks were calculated to give an idea about the general gender equality policy of the textbooks. The results showed similar percentage rates between females and males in both textbooks which was a desired aspect of textbooks. There was an approximate equality in gender representation in visuals and texts of textbooks within a quantitative perspective.

After having a general idea about the frequency of genders in texts and visuals, gender representations were examined thoroughly according to values of firstness, titles, and occupational roles in texts and visuals to collect qualitative data about the importance of genders besides their quantitative aspects. In an undesirable manner, both textbooks failed to maintain their sensitivity to hold gender equality. When the texts and visuals were examined again concerning the value of firstness, masculine words came before feminine words in all cases where they were used together. When the titles of females and males were examined, the Face2face textbook used Mrs. title word which discriminated against females according to their marital status. Additionally, the findings about occupational roles pointed at some inequality between females and males in both textbooks. Firstly, occupations attached directly to females were less diverse than the ones attached directly to males. Secondly, nearly half of the occupations attached directly to females were non-traditional ones while more of the occupations attached directly to males were traditional ones and this caused negative attitudes toward females in occupational topics. This result revealed that although textual and visual representations of females and males were nearly equal to each other in number, the values attached to females and males were not so equal and there was still a preference in favor of males in a qualitative manner. This finding is in parallel with the studies of Arıkan (2005), Bilgin, (2013), and Hall (2014). Arıkan examined visual materials in two English textbooks The New Headway and Think Ahead to First Certificate in a critical manner. He reported that there were several quantitative and qualitative social imbalances in the visual materials of the textbooks. Bilgin found a balance between female and male representations in English textbooks in general; however, she detected some imbalance in individual categories of individual grade levels in a specific manner. Hall analyzed English textbooks named Right Path to English I and II which were used at secondary schools and detected an unbalanced gender manifestation. Moreover, Söğüt (2018) examined the representation of female and male characters in high school EFL textbooks and workbooks published by the Turkish Ministry of National Education and detected gender bias in terms of the number and variety of jobs. The results of the study by Söğüt are in line with the findings of the present study because it was reported that the occupations attached to females were less diverse than the occupations attached to males, and additionally, most of the occupations attached to females were non-traditional ones while the traditional occupations were attached to males and this was interpreted as a gender bias.

On the other hand, the findings of this research study do not support the findings by Dominguez (2003), Halberg (2006), and Demir and Yavuz (2017). Dominguez examined the roles of females and males in a textbook New Interchange Intro concerning the frequency of word representations, gender characters, occupational gender associations, talk time, and female and male illustrations. The findings showed that there was not any kind of gender bias in the textbook. Halberg handled the textbook Blueprint A which was published for the Swedish upper secondary obligatory course English A and

examined gender portrayal in the textbook. Certain power representations were found whereas no gender inequality was found in the texts and discussions. Demir and Yavuz examined verbal and pictorial contents of a textbook series named *Yes You Can* published by the Turkish Ministry of Education and advised for state high schools in Turkey. They found no significant traces of gender bias for most of the textbook series and they regarded this finding as a fair representation of gender equality for the recent textbooks.

In their studies, Çubukçu and Sivaslıgil (2007), Roohani and Heidari (2012), Javani and Tahriri (2018), Goyal and Rose (2020), and Course (2021) reported that males were represented in textbooks more than females, which made men more visible and led to a perception that was contrary to gender equality. These findings indicate the existence of situations contrary to gender equality in quantitative terms. However, in the analysis conducted within the scope of this study, it was emphasized that gender equality was achieved quantitatively in the textbooks under examination and this is a feature expected from all textbooks. However, it was explored that there was no gender equality in the same way in qualitative terms. This result shows that gender equality in textbooks should not only be included numerically or quantitatively, but also the same gender equality should be ensured qualitatively in the meanings attributed to gender roles because “gender-biased representations in textbooks have the potential to affect learners and teacher in terms of their attitudes, mindsets, and values” (Söğüt, 2017, p. 1722).

Finally, it is promising that all these research studies whether detecting gender bias or gender equality have raised awareness for the way of having English language textbooks with more gender equality and less exploitation. Recent textbooks are stated to be less discriminatory when compared with the previous textbooks (Sunderland et al., 2001; Harvey, 2009). However, there should be gender equality not only in the numbers of females and males but also there should be equality in the value attached to females and males. Only then, there will be real gender equality. As an important detail, it is essential to present the genders quantitatively and qualitatively in an equal way in the textual content and visuals used in the books. The reason for this situation is that discourses have the potential to directly or implicitly influence the receiver and create stereotypes. The influences and stereotypes have the potential to cause negative perceptions throughout society on issues such as power, dominance, and inequality (Van Dijk, 2015). The material analyzed in this study is a textbook and the people it directly addresses are students and teachers who are part of society, and textbooks have significant effects on the reader in terms of the visual and written discourse they contain. Positive and negative discourse produced by language users has the power to spread to the whole society through written, oral, or media tools. The words, phrases, speech style, expression, and sentence forms chosen by individuals using the language are very important factors in the formation of discourse (İnceoğlu, 2013). Discourse constructs meaning (Potter, 2004). According to Sözen (2014), the discourse was invented by twentieth-century thinkers and the twenty-first century is a century of discourse. CDA emphasizes this power of discourse. The way gender is presented and included in textbooks is analyzed in this study. It should be taken into consideration that the presentation of gender and gender roles contributes to the formation of stereotypes in society, and it strengthens the existing stereotypes. Great importance should be given to the equality of discourse on gender in quantitative and qualitative terms in textbook preparation processes.

This study is considered to be important and prominent because it analyses the content of textbooks used in English language teaching from both quantitative and qualitative perspectives using CDA, and the study contributes to the existing literature on gender equality in textbooks with its findings. When the CDA studies in related literature,

especially the ones that used Van Dijk's CDA model were examined, it was seen that most of the studies were on communication and media, therefore this study is one of the preliminary studies that used the CDA model in examination of English language textbook content. Van Dijk states that CDA is problem or issue-oriented, and all levels and dimensions of discourse can be examined with CDA in relation to class, gender, male-dominated discourse called masculine language, racism, discrimination, ethnicity, language, religion, sectarianism, age, etc. (Van Dijk, 2015). In line with the essence of Van Dijk's model, gender equality in two English language textbooks was analyzed using the CDA model by considering the social issue of dominance and inequality in this study. This study is limited to the written and visual contents of the textbooks analyzed and the CDA method used. Further studies should be planned to examine gender equality in textbooks and all other materials of language teaching and learning in a quantitative and qualitative manner. In this regard, studies that take the opinions of teachers, course materials developers, and even students may be useful and will contribute to the formation of a positive social perception and sensitivity about gender equality.

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