

Breaking Down Stereotypes: A Critical Discourse Study of Sexism in English Textbooks

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Abstract

This study aims to critically examine and deconstruct gender stereotypes embedded and hidden within the EFL textbook. Through analyzing various visual images and illustration, this study will focus on identifying benevolent and hostile sexist values (Glick & Fiske, 1996) within the newly published autonomous curriculum EFL textbook. In doing so, Critical Discourse Analysis (Fairclough, 2003) will be employed in order to unearth hidden biases and depict the representativeness of each gender based on benevolent and hostile sexist values. Meanwhile, to analyze the hidden value within visual images, this study employs visual grammar theory (Kress & Van Leeuwen, 2021) and textual analysis (Halliday., 1978). The findings of this study indicate that EFL textbooks effectively incorporate sexism values against gender stereotypes, including Benevolent and Hostile sexism (Glick & Fiske, 1996), consistently throughout the visual and verbal text. Both visual and verbal texts illustrate how these values are integrated into current topics that are associated with gender stereotypes in the form of prejudice contained in EFL textbooks. The implication of this study is a more concrete application for improving educational materials and practices by trying to represent gender stereotypes in EFL textbooks towards ELT. The results of this study will hopefully become empirical evidence within the huge body of gender representation studies. Additionally, the result of this study will hopefully provide valuable insight for students, teachers, and curriculum developers, and broaden their outlooks concerning the hidden benevolent and hostile sexist values within the EFL textbook.

Keywords: Stereotype Gender, Critical Discourse Analysis, EFL Textbook, Sexism Values

INTRODUCTION

Promoting the awareness of gender equality has become a trend and complicated issue for several years in various patriarchal countries around the world. Failure on promoting gender equality would results on reduced and distorted perspectives about the roles of each gender in

society (Sami & Ahood, 2018). Further, this failure also influenced the rates of students' crisis and students failing in academic field for the past few years (Scambor et. al., 2014). In recent years, there has been a shift in public discussions and policies about gender equality in education. The focus has now turned towards promoting the ideology of gender equality as a means to address the issue of

students' underperformance in school, sometimes referred to as the "students crisis" (Scambor et al., 2014). Dealing with this issue, public discourses and policies about gender equality in education have started to focus on promoting gender equality ideology in order to reduce the so-called students crisis and on failing students at school in recent years (Scambor et al., 2014). In this regard, the teaching-learning materials used in school could play a part in enforcing students' awareness on gender equality within a society (Yang, 2011). When a society engages with discrimination on the basis of gender, the materials being used in education have a role in implementing policy as socializing norms (Yang, 2011). Yang (2011) believes that the disparities in stereotypes absorbed in society are shaped by various socialization agents (such as schools) and processes. Quality textbooks in schools can have a significant impact on students' beliefs and attitudes, promoting positive growth. Cincotta (1978) proposed that gender role stereotypes, as a type of perception, are predominantly developed in students' minds through textbooks. According to (Sierra & Reina, 2022) explains that EFL textbooks have a strong influence on the construction of gender identity which can instill ideology in students. While text-based studies have taken on an important role in instilling values on EFL students, several studies have been attracted to investigate the gender representativeness within the EFL textbook (Tomlinson & Masuhara, 2018).

Operationalizing Critical Discourse Analysis through ELT Textbook

The present study is grounded in the CDA (Critical Discourse Analysis) approach. Further, Wodak (2001) and van Dijk (2001) underline that Critical Discourse Analysis (CDA) is prompted by social problems. Given that gender biases can be one of our social problems, CDA could theoretically be an appropriate tool for analyzing gender discourse in ELT textbooks tends to give rise to gender bias. Through analyzing various visual images and textual, This study uses Kress and van Leeuwen's (2021) theory of visual representation of gender is based on social semiotics, which explains the visual elements in

EFL textbooks are able to convey subtle nuances and implied messages (Kress and Van Leeuwen, 2021) and as a potential model for analyzing gender in the CDA paradigm using visual analysis. According to Halliday (1978) For this specific purpose components from textbooks using lexicogrammar analysis from systemic functional linguistics (SFL), Textual analysis as a representation of social structures, including gender relations by expressing evaluations both positively and negatively (Halliday., 1978). Because textbooks play an important role in channeling certain gender ideologies or values as social practices in classroom discourse are teaching materials that provide opportunities for students to take social action (Ariyanto, 2018). In other words, teachers who utilize ELT textbooks may fail to critically analyze gender bias among students, ignoring the fact that gender prejudice may pose a threat to the creation of gender equality in ELT textbooks.

Gender and Language Provides Prejudice

in the form sexism Gender is defined as "a series of repeated actions within a very strict framework of rules that coalesce over time to produce the substantive appearance of a natural being" (Butler 2002, pp. Gender is also one of the dimensions that can differentiate languages (David et al., 2020). Sexism generally accepted to show Hostility towards women, to validate the associated measure as a formula for ambivalence sexism about women, two components of sexism that are positively correlated but indicate opposite evaluative orientations are used: Sexist hostility or (Hostile sexism) and a subjectively positive (for sexist men) orientation toward women, Benevolent Sexism (Glick & Fiske, 1996).

The role of EFL textbooks in perpetuating sexism

In education Analyzing images and textual content in textbooks that perpetuate sexism requires a careful approach (Fairclough, 2003). In English as a foreign language (EFL) textbooks, examples of exposure to Benevolent sexism may occur through images or descriptions that depict stereotypical gender roles (Daniels & Leaper., 2011).

Previous Studies

Gender representation in school textbook content has been extensively studied, particularly in the 1970s and 1980s (Sami & Ahood, 2019). Thus this study differs from previous research in this area because it explains the relationship between the presentation of Hostile and Benevolent sexism and will pave the way for analysis of other textbooks taught to secondary school students in schools in Indonesia. In addition, the contribution comes from critically examining and deconstructing the embedded and hidden gender stereotypes in the EFL textbooks that are the focus of this investigation. Furthermore, the textbooks examined in this research are textbooks that have just been auctioned and authorized by the Ministry of Education and Culture in Indonesia at the 12th-grade high school level. Through the analysis of various visual images and illustrations, this research will focus on identifying benevolent and hostile sexist values in newly published autonomous curriculum EFL textbooks.

METHODS

According to Sierra and Reina (2022), school textbooks play a significant role in shaping boys' and girls' gender identities through their depictions of social actors. ELT textbooks have become a crucial need in helping English language teaching to be more selective for use in the teaching and learning process. ELT textbooks are the main source of language practice input for students. So this study is not only focused on researching gender, but the reason this is important for language teachers and users needs to consider the relationship between gender and language use designing and using ELT textbooks because texts as a product of social practice in ELT textbooks may represent gender issues (Ariyanto., 2018). This study uses a CDA-based analytical and investigative strategy to find social norms and values (Fairclough 2016). Critical discourse analysis (CDA) is a qualitative approach to analysis that describes, interprets, and explains how discourses build, perpetuate, and legitimate social inequalities (Mullet, 2018). Fairclough

(1992) argues that CDA analyzes social problems by viewing discourse and texts as social practices and events. CDA has a significant impact on gender identity studies (Fairclough 2003). The purpose of this study is to criticize the content of the messages contained in the textbooks as reflected in the autonomous curriculum EFL textbooks given by the Ministry of Education, particularly those that feature sexism as a prejudice to critically examine and deconstruct gender stereotypes embedded and hidden within the EFL textbook. to analyze the hidden value within visual images, this study employs visual grammar theory (Kress & Van Leeuwen, 2021) and textual analysis or SFL (Halliday, 1978). For the Research context, this study uses data from the English Life Today textbook for grade 12 secondary school students which was approved by the Ministry of Education and Culture in 2022. Then the Data collection technique in this study was carried out through several steps. EFL textbooks can be understood by users released by the Ministry of Education in Indonesia. Next is the Data analysis Method from EFL textbooks analyzed in depth provides a complete insight into how Gender Stereotypes are portrayed through verbal and visual data. For Trustworthiness EFL Textbooks are a reference for improving the quality of student learning and serve as a guide in the teaching and learning process in ELT. This research was made clearly with dependability procedures. The data collected has met the criteria that are trusted to prove that this study conducted research by the facts contained in the EFL textbooks used by the independent curriculum and offered by the Ministry of Education and Culture. Esteemed English Language Teaching (ELT) professionals made significant contributions to this research to ensure the Confirmability of the findings from the analysis of English as a Foreign Language textbooks. Next, the researcher will refine the experts' feedback and criticism of the analytical results in the EFL textbook. To obtain the desired results, the analysis results are frequently tested until they are deemed credibility, then the current research enriches the academic literature concerning the representation of gender sexism in EFL textbooks. So it can provide valuable insights that can broaden the

views of educators, curriculum developers, and students regarding the hidden values in textbooks. By utilizing critical discourse analysis (CDA) as a method for research framework for analyzing both visuals and text. As for the theory of trustworthy illustrations, this study uses Halliday's theory (1978) to examine the text and visual grammar by Kress and van Leeuwen (2021) to determine how well the book reflects the hidden representation of Gender sexism. To obtain satisfactory results, this research is reviewed several times so that the analysis can be accepted and trusted, and through this process, guaranteed and trustworthy findings can be obtained by involving professionals to carry out critical analysis accurately.

RESULTS AND DISCUSSION

Document details

This study of gender representation, as illustrated in one specific of the sexism values represented in newly published Grade 12 English textbooks provides opportunities for EFL learners to increase their knowledge and awareness of the existence of Gender Stereotypes. According to this research, the textbooks represent the two genders differently. This confirms the existence of gender discrimination. Even if the textbook's author attempts to deliver good messages in support of gender equality, his depiction is not objective in light of societal developments and reality (Sami & Ahood, 2019). As a result, social prejudices about gender remain widespread in this textbook. By maintaining gender equality, teachers and students can optimally develop their values of sexism as implied in verbal and visual texts as gender bias in their representation. However, this often goes unnoticed, or they underestimate these visual and verbal artifacts (Widodo, 2018). These aspects of their findings are in their theoretical framework of their EFL textbook as a social practice (Ariyanto, 2018). Analysis in this study illustrates that these aspects are worthy of presentation and discussion. This creates problems because textbooks play an important role in forming gender textbooks. This study presents a

detailed explanation of their findings including data on how sexist values are represented in textbooks, which are presented in Table 4.1. Due to space constraints, only a few relevant representations were created for a thorough analysis of stereotypes (Sami & Ahood, 2019). This study focuses on critically analyzing gender stereotypes that reveal sexist value is presented in EFL.

Visual Representation of Sexism Values

This study, which explains the values of sexism in #table 1, begins with examples of visual artifacts #Unit 1 (p.5) describes a family carrying out evening activities at home. A visual shows that the Father is relaxing playing on his cell phone, and the Mother is accompanying her child who is studying. This shows the image that is commonly carried out by Indonesian citizens as a patriarchal country (Ariyanto, 2018). Gender-based role divisions, in which women perform the majority of home chores (such as carrying the pregnancy to term and feeding infants), resulted in the conventional division of labor, which limited women to domestic activities (Glick & Fiske, 1996). Gender hierarchies and power dynamics are becoming increasingly entrenched as a result of conventional portrayals of masculinity/femininity sewn onto the ideal of the 'good' man/woman. Despite women's dominance in the private sphere, men appear in the home. However, they are not depicted in-home tasks like cleaning or caring for children, which are exclusively undertaken by female characters. In contrast, male personalities can be seen in familial connections. even within the household, fathers and sons have a higher social status than their peers. Critical Discourse Analysis shows that a variety of subject positions are provided for men to become the 'ideal man' (Durrani et al., 2002). This valued masculinity is demonstrated in the public sphere by being protective, leading across numerous areas, excelling, and being well-educated. So it is applied that the statement of femininity must be able to take care of and teach their children, but masculinity is sufficient for the portion when they work to earn a living and this quite clearly shows that Hostile sexism (Paternalism) is still quite present in EFL textbooks.

Further analysis in #2 #Unit 1 (p.13) describes the mental visuals of residents carrying out cooperation to create hydroelectric power. Apart from being a protector of the masculine, leadership in various fields is a strong identity position linked

to the masculine and Indonesian ideals. In describing a character in leadership activities, the eFL textbooks have indicated that males are considered strong and work hard, but women also collaborate to assist in alleviating the work of masculinity by offering logistics. This shows that the value of Benevolent sexism (Gender differentiation) can be represented in eFL textbooks in Indonesia, that femininity can help with work even though it is not as heavy as the

work of masculinity. The next analysis focuses on picture #3 #Unit 2 (p.88) depicts a woman shopping at the mall and making payment transactions with the design of spending a lot of money. A Unit in an english textbook describes various professional activities in men. These images depict more men making transactions while they are working than women, and women are depicted as women carrying out buying and selling activities and making transactions. Critical

Table 1. *The representation of sexism values in the textbook, Bahasa Inggris Life today for Senior High School Grade XII*

Unit/ Page	Theme	Sample visual artefact	Description	Sexism values
1/P.5	The story of Friendly Future		A family activity in the evening, the mother accompanies the child to study and the father plays on his cellphone.	A father relaxes playing on his cellphone while his wife has to accompany her child while studying, Hostile sexism (Glick & Fiske, 1996).
1/P.13	The story of Friendly Future		Villagers work together to create a hydroelectric power plant	Women still work together to cook and provide food for men who are working Together, Benevolent sexism (Glick & Fiske, 1996).
2/P.88	Argumentative Text: e-Money		A woman is making a shopping transaction at the mall.	Women are often involved with money, which means many people think that women often get bad treatment or are called wasteful, Hostile sexism (Glick & Fiske, 1996).
3/P.101	Hortatory exposition: Netiquette		A man looks happy with his cellphone while playing	A man looks happy because he gets good treatment or praise from netizens on his social media accounts, Benevolent sexism (Glick & Fiske, 1996).
3/P.101	Hortatory exposition: Netiquette		A woman looks sad with her cellphone while playing social media.	A woman looks sad and disappointed because she received bad treatment or hate speech from netizens on her social media accounts, Hostile sexism (Glick & Fiske, 1996).
4/P.163	Discussion Text: Carbon Footprints		Several people do activities together to cook BBQ meat outdoors	Some men are seen still working together to help women with cooking, Benevolent sexism (Glick & Fiske, 1996).

Discourse analysis of the stereotypical representation of masculinity/femininity (Sami & Ahood, 2019) in eFL textbooks shows that Hostile sexism (Heterosexuality) represented in eFL textbooks in Indonesia that men can make money through hard work, while women can only spend money or are usually called wasteful in Indonesia itself.

The next analysis is picture 4 #unit 3 (p.101) describing a man who is happy with his cellphone while playing social media. The man was very happy because he had received good treatment or praise from netizens on a post. Critical Discourse Analysis shows that men are depicted as receiving more praise in pictures and receiving greater attention. This shows that gender bias in eFL textbooks also maintains the privileged position of men. Gender hierarchies and power relations are also strengthened by enforcing masculinity and femininity so that the eFL textbooks in this picture show quite fair Benevolent sexism (Heterosexuality). On the other hand, picture #5 #Unit3 (p.101) describes a woman who looks sad on her cellphone and hates speeches about the bad treatment given by netizens in her social media account posts. Critical Discourse Analysis shows that women are still depicted as receiving more bad treatment which causes trauma in their social media life in pictures, which will affect their mental health. Overall, this analysis shows the existence of a linear construction of femininity as embedded in a negative position in the gender hierarchy and shows that this is the value of Hostile sexism (Heterosexuality) that is illustrated in eFL textbooks. Next, picture # 6 #Unit 4 (p.163) shows the environmental construction of the activities of several people who are camping with a BBQ. The illustration shows that Masculine people, who are considered to have a higher social status and are considered leaders, are also able to carry out cooking activities to help women with their work. This analysis shows that Benevolent sexism (Paternalism) towards the image of men is applied well in these eFL textbooks.

Verbal Text materials Representation in the Textbook

In this study, apart from visual portraits that reflect the sexist values embedded in textbooks, the author presents verbal in the form of text. Semiotically, the verbal text is spoken text and written text (Widodo, 2015., Setyono & Widodo 2018). In analyzing this textbook, how sexist values in gender are promoted is carried out, from findings in the form of verbal and text that are briefly examined. The first text is #Unit 1

Narrative Text: The Story of a Friendly Future (p.5), A conversation between two people, Jihan and Ilyas about the importance of electricity for life.



Fig. 8. A conversation between two people (p.5)

The conversation above describes a male student who had neglected to do his essay assignment for several reasons. This Critical Discourse Analysis demonstrates a lack of understanding that male Character is related to leadership, risk-taking, self-confidence, competitiveness, aggression, and ambition. However, the conversation shows that male students are lower in broad knowledge than women, or that men tend to have a laziness ratio compared to female students when it comes to doing schoolwork, the verbal text shows that Hostile sexism is Gender differentiation (Glick & Fiske, 1996). is appropriate to the social context that exists and causes gender stereotypes to occur. The next Text is visual text #Unit 1 Narrative Text: The Story of a Friendly Future (p.13), A conversation among a group of men and women. They gathered before the campfire while roasting corn and drinking hot tea.



Fig. 8. A conversation among a group of men

The visual text conversation above illustrates that to have a brilliant idea for doing something, women can compete with men who are considered to have high social status and broad abilities. The femininity described by the author in the visual text conversation describes Benevolent sexism and Gender differentiation (Glick & Fiske, 1996) towards femininity who are considered equal and able to process ideas for doing something with masculinity. According to (Glick & Fiske, 1996) that define benevolent sexism women are a sexist set of interrelated attitudes in terms of viewing women stereotypically and in restricted roles but

that are subjectively positive in feeling tone (for the perceiver) and also tend to elicit behaviors typically categorized as prosocial (eg, helping) or intimacy-seeking (eg, self-disclosure). The next analysis text is focused on #Unit 2 Argumentative Text: e-Money (p.61), A conversation in the podcast studio at Library Cafe interviewing a social media Influencer.

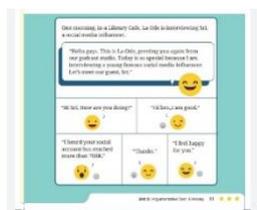


Fig.9. A conversation in the podcast studio

This text analysis proves that it is not only men who are associated with professions and hard workers, while women can only take care of the household instead of taking care of children. The podcast shown in the verbal text shows that women can also make money easily, for example becoming Influencers on social media accounts without having to spend a lot of energy, but not everyone can do it, including men who are considered quite strong in terms of views. Gender Stereotypes in professions, in this Analysis text, are a form of Benevolent sexism and Gender differentiation (Glick & Fiske, 1996) towards femininity.

In summary, in both Visual and Verbal texts, the depiction of the characters in the textbook depicts social construction phenomena related to the lives of Indonesian society. The role of women who are considered weak in textbooks, the image of men who are considered stronger as leaders, as well as various male and female character attributes that are considered quite fair, are reconstructed from the socio-cultural life of Indonesian society (ideology), designed well by eLT textbook authors in textbooks. Respecting gender equality and displaying gender stereotypes is a problem that is implicitly manifested through the character of images that go unnoticed or taken by textbook writers, teachers, and students (Setyono & Widodo., 2019). Thus, the discourse of male and female characters in textbooks encourages textbook readers and high school students to embrace the ideology of gender stereotypes by

applying the model in real environments. So, the Critical Discourse Analysis of eFL textbooks demonstrates that the critical question is whether textbooks must replicate culture while also attempting to change it for the sake of gender equality. Should textbooks exhibit evil or attempt to represent the social world they wish to project (Durrani, 2022)? In line with the importance of sexism values, this is researched in a textbook (Glick & Fiske, 1996) that defines benevolent sexism women that are sexist. Set of interrelated attitudes in terms of viewing women stereotypically and in restricted roles but that is subjectively positive in feeling tone (for the perceiver) and also tend to elicit behaviors typically categorized as prosocial (eg, helping) or intimacy-seeking (eg, self-disclosure). This is an interesting and political issue related to the goals of education as seen by the dominant elite in Indonesia as a patriarchal country.

Issues related to the eFL textbook which are the results of this research, show that there is a representation of gender stereotypes contained in visuals and texts with the application of the model in a real environment. Social analysis based on gender and language shows that prejudice in this form of sexism has limitations in the textbooks used, aimed at grade 12 high school students. This selection of books has been approved by the current independent curriculum. Meanwhile, for limited discussion topics, this research only uses the perspective of hostile gender and benevolent sexism towards gender. The difference between the parameters used in this research and several other previous studies is in the context of the same gender bias as in real social environments, for example, women are considered weaker than men but from a different perspective through Benevolent and Hostile sexism, which has never been applied in eLT research. This study breaks down the sexist values contained in eFL textbooks through the Benevolent and Hostile sexism perspective on gender by the Pancasila Student Profile Strengthening Project (P5) which has been established by the Ministry of education and Culture to strengthen efforts to achieve competency and character in the current Independent Curriculum teachings used in

Indonesia. The values of sexism, both Benevolent and Hostile sexism contained in the Pancasila Student Profile Strengthening Project (P5), namely cooperation, independence, and critical reasoning which involve observing and considering solutions to problems in the environment. The findings of this research indicate that eFL textbooks effectively incorporate sexism values against gender stereotypes, including Benevolent and Hostile sexism, consistently throughout the text. Both visual and verbal texts illustrate how these values are integrated into current topics that are associated with gender stereotypes in the form of prejudice contained in eFL books in addition to the empirical knowledge base in the field of education. The implication of this research is a more concrete application for improving educational materials and practices by trying to represent gender stereotypes in eFL textbooks towards eLT. The fact that language in textbooks contains gender bias plays an important role in eLT textbooks as "creators of ideology and determinants of social roles" (Ariyanto, 2018). Thus, an important implication of this study is to increase awareness of curriculum development and eLT teachers in understanding gender bias in teaching materials and being able to discuss the issue of sexism in learning materials. This can help students be more critical of gender bias in eLT textbooks which has an impact on daily interactions, they can develop a more critical and gender-aware attitude in everyday life. Widodo (2018) as "instructional guides that help students engage with these value-laden texts so they can learn how to think, behave, act, appreciate, and be in the world appropriately, Textbooks for social change that research tries to assess this from the context of the target textbook, depending on the values, norms, and methods chosen. In other words, gender representation in classroom discourse, such as the issue of gender bias in the form of sexism, should be a primary concern for eLT textbook developers. Therefore, textbook authors and users as agents of ideology creation and social role determination must critically consider gender equality in textbooks, classrooms, and wider societal discourse in the eLT context

CONCLUSION

Given that educational material is among the most important agents of socialization, and even though Indonesian society is experiencing rapid change and development in all areas (including gender), these findings of positive changes related to gender are reflected in eFL textbooks English Life Today class 12. According to (Sami & Ahood, 2019) if stereotypes gender is not included correctly in school textbooks, so this will be detrimental to society in the future and cause many social problems. Critical Discourse Analysis in this research seeks to investigate and analyze gender representation in the latest English curriculum textbooks, and the aim of critically analyzing gender stereotypes represented within the newly published English Textbook through the scope of benevolent and hostile sexism values. The values chosen is Benevolent and Hostile sexism were found to be consistently represented throughout the textbook, from the first chapter to the last. The integration of these values is evident in both visual and verbal texts, with examples from the textbooks demonstrating how current topics are used to sexism values among students. The results of this research show that the promotion of gender equality has been displayed through eFL textbooks in the form of social activities that often occur in everyday life. However, gendered textbook messages can be challenged. Students and teachers need to understand sexist textbook messages and offer alternative messages about gender equality through conversation and practice. Research through visual and text analysis that displays social construction in the family atmosphere, profession, daily transactions, and social media illustrates the importance of sexism values to be discussed in this research which give rise to gender stereotypes. Even though gender discourse is displayed in textbooks regarding social media, peer culture, profession and family also significantly shape the construction of gender identity. Some of this research found Hostile and Benevolent sexism values included in eFL textbooks. The author of this textbook is considered realistic enough to represent the language of Prejudice (Hostile and Benevolent

sexism) to increase their awareness of supporting gender equality. The impact of textbook messages can be huge for students who consider gender practices to be 'normal' because of local gender norms. Apart from that, according to (Durrani at all, 2022), as gendered creatures, students and teachers may also fail to deconstruct gendered textbook messages or state agents provide support for official textbook discourse.

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