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Department Of Foreign Language Education

English Language Teaching Program

EXPLORING REPRESENTATION OF GENDER IDENTITIES IN AN ENGLISH TEXTBOOK
USED IN TÜRKİYE

Bayezıt UYANIR

Master's Thesis

Ankara, 2024

With leadership, research, innovation, high quality education and change,

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TÜRKİYE'DE KULLANILAN BİR İNGİLİZCE DERS KİTABINDA CİNSİYET KİMLİKLERİNİN
TEMSİLİNİN ARAŞTIRILMASI

Bayezit UYANIR

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Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis prepared by **Bayezit UYANIR** and entitled "**EXPLORING REPRESENTATION OF GENDER IDENTITIES IN AN ENGLISH TEXTBOOK USED IN TÜRKİYE**" has been approved as a thesis for the Degree of **Master** in the **Program of English Language Teaching** in the **Department of Foreign Language Education** by the members of the Examining Committee.

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This is to certify that this thesis has been approved by the aforementioned examining committee members on 22/11/2024 in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a **Master's Thesis** in the **Program of English Language Teaching** by the Board of Directors of the Graduate School of Educational Sciences from/...../.....

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Abstract

This research investigates the representation of gender identities in the 9th-grade textbook *Uplift Grade 9*, an English textbook used in Turkish high schools. Given the significant role that educational materials play in shaping students' perceptions, this study examines how gender identities are portrayed, the cultural elements embedded in the content, and the underlying messages conveyed to students. Employing Critical Discourse Analysis (CDA) as the primary methodology, research investigates the complex interplay between language, power, and ideology within the textbook. CDA, recognized for its effectiveness in examining how discourse reinforces or challenges social norms, provides a critical lens to explore the ways in which textbooks function as cultural artifacts that shape students' understanding of gender roles and identities (Weiss & Wodak, 2003; Sunderland & Litosseliti, 2023). The study aims to investigate (1) patterns in gender representation, (2) the inclusivity and accuracy of these representations, and (3) whether the textbook perpetuates traditional gender stereotypes or promotes a progressive view of gender roles. The analysis reveals that male and female gender roles in the textbook include stereotypes in most of the activities. There are some differences between the attribution of roles and actions for these genders. However, the result is not as unequal as foreseen. The result is hopeful. Most of the roles and actions are almost equal for both genders. The study offers recommendations to policymakers, educators, and textbook authors to improve the inclusivity and cultural sensitivity of resources, fostering equity, diversity, and a more inclusive understanding of gender in Turkish education.

Keywords: gender representation, critical discourse analysis, inclusivity, equality, english textbook.

Öz

Bu araştırma, Türkiye'deki liselerde kullanılan 9. sınıf İngilizce ders kitabı *Uplift Grade 9*'daki toplumsal cinsiyet kimliklerinin temsilini incelemektedir. Eğitim materyallerinin öğrencilerin algılarını şekillendirmede oynadığı önemli rol göz önüne alındığında, bu çalışma toplumsal cinsiyet kimliklerinin nasıl tasvir edildiğini, içerikte yer alan kültürel unsurları ve öğrencilere aktarılan mesajları analiz etmektedir. Temel yöntem olarak Eleştirel Söylem Analizi (CDA) kullanılarak, ders kitabındaki dil, güç ve ideoloji arasındaki karmaşık etkileşim incelenmiştir. CDA, söylemin toplumsal normları nasıl pekiştirdiğini veya sorguladığını analiz etmede etkili bir araç olarak kabul edilmekte olup, ders kitaplarının, öğrencilerin toplumsal cinsiyet rollerine ve kimliklerine dair anlayışlarını şekillendiren kültürel birer eser olarak nasıl işlev gördüğünü eleştirel bir perspektifle inceleme fırsatı sunmaktadır (Weiss & Wodak, 2003; Sunderland & Litosseliti, 2023). Bu çalışma, (1) toplumsal cinsiyet temsillerindeki kalıpları, (2) bu temsillerin kapsayıcılığını ve doğruluğunu ve (3) ders kitabının geleneksel toplumsal cinsiyet stereotiplerini sürdürüp sürdürmediğini veya daha ilerici bir toplumsal cinsiyet anlayışını teşvik edip etmediğini araştırmayı amaçlamaktadır. Analiz, ders kitabındaki erkek ve kadın toplumsal cinsiyet rollerinin çoğunlukla stereotipleri içerdiğini ortaya koymaktadır. Bununla birlikte, bu cinsiyetlere atfedilen roller ve eylemler arasında bazı farklar olsa da sonuç, tahmin edildiği kadar eşitsiz değildir. Sonuç umut vericidir; çoğu rol ve eylem her iki cinsiyet için neredeyse eşittir. Araştırma, eğitim materyallerinin kapsayıcılığını ve kültürel duyarlılığını artırmaya yönelik politika yapıcılara, eğitimcilere ve ders kitabı yazarlarına öneriler sunmaktadır. Bu öneriler, Türk eğitim sisteminde toplumsal cinsiyet eşitliğini teşvik etmek için önemli katkılar sağlamayı hedeflemektedir.

Anahtar Kelimeler: cinsiyet temsili, eleştirel söylem analizi, kapsayıcılık, eşitlik, İngilizce ders kitabı.

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Symbols and Abbreviations

ELT: English Language Teaching

EFL – English as a foreign language

CDA – Critical Discourse Analysis

Chapter 1

Introduction

Identities play an important role in the realm of language learning and usage, serving as the foundation upon which individuals construct their understanding of themselves and the world around them. These identities are not merely personal attributes but encompass a broader spectrum of social constructs that deeply influence how individuals interact with, perceive, and engage with their surroundings. The concept of identity is inherently multifaceted, encompassing various dimensions, such as personal self-concept, social roles, and relationships with others. As Hogg and Abrams (1988) articulate, identities can be defined as “people’s concepts of who they are, of what sort of people they are, and how they relate to others.” This definition underscores the dynamic and relational nature of identity, highlighting that it is not a static or singular entity but rather an ongoing, evolving process. Individuals are continually engaged in the act of self-definition, constantly reshaping their sense of self in response to their environment and the people they interact with.

The importance of identity in the social context cannot be overstated, particularly when it comes to language learning. Language is not just a tool for communication; it is a medium through which individuals express their identities, negotiate their roles in society, and interact with others. When individuals learn and use language, they are not only acquiring a set of linguistic skills but are also participating in the complex process of identity formation and expression. Through language, individuals articulate their self-concepts, assert their social roles, and navigate their relationships with others. Thus, understanding the construction and representation of identities through language is crucial for a comprehensive analysis of language use and learning. It allows us to explore how individuals construct their identities in relation to the linguistic and cultural norms they encounter and how these identities, in turn, influence their language practices.

Gender identity in this study refers to an individual's deeply felt internal sense of their gender, which align with the sex assigned at birth. It is shaped by a combination of biological, psychological, and social factors. Gender identity is typically understood within the context of male or female. Cultural norms and societal expectations heavily influence the way gender identity is expressed, and these roles often dictate appropriate behaviors and appearances based on one's perceived gender (West & Zimmerman, 1987; Butler, 2004). Gender identity, therefore, is not only a personal experience but also a social construct that reflects and interacts with broader cultural norms, highlighting the diversity of human identity.

Gender roles, another critical component of social identity, are closely intertwined with cultural norms and societal expectations. Gender roles refer to the social and behavioral norms that a specific culture considers appropriate for individuals based on their sex. These roles are deeply embedded in cultural traditions and can vary significantly across different societies and historical periods. According to the European Institute for Gender Equality (EIGE, 2016), gender roles are defined as "the social and behavioral norms that a particular culture typically deems suitable for people based on their sex." This definition highlights the culturally specific nature of gender roles and their capacity to change over time, reflecting broader shifts in societal attitudes and values.

The impact of gender roles extends across various aspects of social life, influencing how individuals are expected to behave, the opportunities available to them, and how they are perceived by others. In educational contexts, gender roles can significantly affect how students engage with learning materials, how they interact with their peers, and how they perceive themselves in relation to their academic pursuits. For instance, traditional gender roles may dictate that certain subjects or career paths are more suitable for one gender over another, thereby influencing students' choices and aspirations. Understanding the influence of gender roles is therefore essential for analyzing how educational content and

practices either reinforce or challenge these traditional norms (Liu, X. 2023), (UNESCO, 2022).

Critical Discourse Analysis (CDA) provides a valuable framework for examining the intersections of identity, gender, and language. As an interdisciplinary research field, CDA focuses on how discourse—whether written or spoken—reflects, constructs, and perpetuates social realities and power dynamics (Fairclough, N. 1995). Johnson and McLean (2020) describe CDA as an expanding field that includes a wide range of theoretical and methodological approaches to studying language. These approaches offer tools for analyzing how language operates within specific social contexts, including its role in shaping and reinforcing identities and gender roles.

The methodological tools provided by CDA enable researchers to critically examine how texts and discourses contribute to the construction of social identities and the reinforcement of gender norms. Through the analysis of language use in various contexts, CDA can uncover how discourse reflects and sustains societal values, power structures, and ideologies. This makes CDA particularly useful for investigating educational materials, such as textbooks, to understand how they represent and influence gender identities. For instance, textbooks often contain implicit and explicit messages about gender roles through the language they use, the characters they depict, and the activities they associate with different genders. By analyzing these texts, researchers can identify patterns of representation and bias that may shape students' perceptions of gender.

In this study, CDA provides a robust analytical framework for investigating the representations of gender identities in English textbook “Uplift Grade 9” used in Turkish schools. This research aims to explore how gender roles and identities are presented in this educational material, adopting CDA to identify underlying patterns, biases, and ideologies in the portrayal of gender roles and identities. By revealing how gender identities and roles are represented in an educational material, this study will help to construct textbooks that include genders equally.

The research involves a detailed analysis of the textbook's content, including the language used, the imagery presented, and the contextual framing of gender-related topics. The analysis seeks to uncover how gender roles are depicted and whether these depictions align with or challenge traditional societal expectations. For example, the study examines whether the textbook portrays male and female characters in stereotypical roles or whether it presents a more diverse and inclusive range of gender identities and roles. Additionally, the study will consider the extent to which the textbook includes discussions of gender equality and diversity, and how these discussions are framed.

The implications of this research are significant for the field of education. By uncovering the ways in which gender is represented in educational materials, the study aims to contribute to a broader understanding of how these materials can either perpetuate or challenge traditional gender norms. This is particularly important in the context of education, where textbooks play a crucial role in shaping students' understanding of the world and their place within it. Textbooks that reinforce traditional gender norms can limit students' perceptions of their potential and perpetuate gender inequalities. Conversely, textbooks that challenge these norms can encourage students to question societal expectations and explore a wider range of possibilities for themselves. UNESCO has documented the impact of challenging gender norms through educational initiatives, especially in subjects like STEM, where gender stereotypes often restrict girls' participation and interest. Providing content that breaks away from stereotypes has shown to empower students and inspire them to engage in non-traditional fields (UNESCO, 2017).

In summary, gender roles are critical factors in textbooks, which has influence on individuals. CDA offers a valuable framework for analyzing the complex relationships between language and gender identity, providing insights into how discourse shapes and reflects social realities. By applying CDA to educational materials, such as textbooks, this study aims to uncover and analyze gender-related content, contributing to a deeper understanding of how educational content impacts the construction of gendered knowledge

and social norms. The findings of this research have the potential to inform educational policy and practice, encouraging the development of more inclusive and equitable educational materials that reflect and respect the diversity of students' identities and experiences.

Statement of the Problem

Numerous studies have highlighted concerns regarding gender representation in educational materials, particularly within the context of Turkish school textbooks. Past research on textbooks used in Türkiye has consistently revealed gender biases, with traditional roles often assigned to male and female characters and limited diversity in portrayals of gender identities (Arıkan, 2005; Yılmaz, E. 2012). Studies have documented that gender representations in textbooks can reinforce stereotypical roles, potentially limiting students' perceptions of themselves and their future aspirations. Sunderland (2000) found that even though female characters were more frequently included in professional roles, they were often depicted in ways that still reinforced traditional gender stereotypes, which could limit students' expectations for themselves. These findings underscore the importance of continually re-evaluating course materials to ensure they promote inclusivity and avoid perpetuating outdated stereotypes. This study, therefore, aims to investigate the current state of gender representation in the Turkish State High School English textbook "Uplift Grade 9," to assess whether improvements have been made or if similar issues persist.

Language learning is inherently tied to cultural learning. As Norton and Pavlenko (2004) explain, language acquisition is a process through which learners not only gain linguistic skills but also absorb cultural norms, values, and social expectations. Textbooks are thus powerful tools for socialization, especially in shaping students' understanding of gender roles. Given that English language learning is often accompanied by exposure to global cultural values, it is essential to critically examine how gender identities are portrayed

in English Language Teaching (ELT) materials. Through these portrayals, students may be influenced to adopt certain perspectives on gender, making it crucial to assess whether these depictions promote equality or reinforce traditional norms.

The focus on "Uplift Grade 9" is particularly significant because ninth-grade students are at a formative stage, beginning their high school journey and further developing their understanding of societal roles and identities. Ninth-grade textbooks are foundational, often setting the tone for subsequent learning experiences in both language and cultural understanding (Sunderland, Jane. 1992). "Uplift Grade 9," as a widely used English textbook in Türkiye, has a considerable impact on students' perceptions of gender roles, and analyzing its content allows for an understanding of the messages imparted to students at this pivotal stage. As highlighted by Amerian and Esmaili (2015), textbooks are instrumental in presenting both the linguistic and sociolinguistic aspects of language. According to Otłowski (2003), textbooks play a crucial role in shaping the depiction of gender roles and the introduction of cultural contexts to learners. The portrayal of gender roles in textbooks is not a neutral matter; it reflects broader societal attitudes and can either reinforce or challenge existing gender norms. Therefore, the analysis of the "Uplift Grade 9" textbook will focus on how it represents gender roles and whether it offers a balanced and equitable portrayal that is conducive to fostering gender equality.

In summary, this study uses Critical Discourse Analysis (CDA) to examine "Uplift Grade 9" for representations of gender roles, aiming to uncover the ideological underpinnings and power structures embedded within the text and visuals. By identifying how gender is constructed in this textbook, the study seeks to contribute to a broader understanding of the role of educational materials in shaping students' gender perceptions and to provide insights that can inform more inclusive and equitable practices in educational content creation. Textbooks, as a form of discourse, are imbued with ideologies that reflect the socio-political climate in which they are produced. They serve as powerful tools for

socialization, influencing students' beliefs, values, and perceptions of the world (Cho, K. S., 2023). The role of textbooks as key resources for language learning cannot be overstated.

Aim and Significance of the Study

The primary aim of this research is to conduct a comprehensive and detailed analysis of how gender roles are represented in the Turkish State High School English textbook "Uplift Grade 9." This study delves into the nuances of the textbook's portrayal of gender roles, scrutinizing the content to evaluate whether these portrayals align with progressive and equitable standards or perpetuate traditional stereotypes and biases. By examining both the textual and visual elements of the textbook, the research intends to provide an in-depth assessment of the quality and nature of the gender representations presented within this educational resource. Furthermore, the research seeks to offer well-founded recommendations for potential improvements, ensuring that educational materials not only reflect but also promote a more inclusive and egalitarian learning environment.

Understanding the representation of gender in educational materials is critical for several reasons. Textbooks are not merely instructional tools for imparting knowledge; they are significant cultural artifacts that both mirror and shape societal norms and values. Within the context of English language teaching (ELT), textbooks often carry implicit messages about gender roles that can have a profound influence on students' perceptions and attitudes towards gender. These educational resources play a pivotal role in either reinforcing existing stereotypes or promoting more inclusive and diverse perspectives. As such, a thorough and rigorous analysis of gender representation in these materials is essential to ensure that they contribute positively to students' understanding of gender and support the development of a more equitable and informed worldview.

The significance of this research is further underscored by the pressing need to enhance the quality of educational materials used in classrooms. Effective textbooks should provide balanced and inclusive representations of gender, reflecting contemporary

understandings of equality and diversity. This study aims to identify areas where the "Uplift Grade 9" textbook may fall short in its portrayal of gender roles and to propose specific improvements. The ultimate goal is to ensure that the textbook not only aligns with progressive standards but also supports the broader educational objective of developing students into globally aware and culturally sensitive individuals who are capable of critical thought and empathetic understanding.

The research problem centers on examining the extent to which gender roles are reflected in the "Uplift Grade 9" textbook and evaluating the textbook's overall effectiveness in presenting these roles. This involves a comprehensive investigation into how gender roles are depicted through various elements, including textual content, visual imagery, and contextual framing. By analyzing these components, the study seeks to uncover any implicit biases or stereotypes related to gender and assess their potential impact on students. The analysis will consider how gender roles are represented in dialogues, narratives, exercises, and the selection and depiction of images and illustrations, providing a holistic view of the textbook's content.

The role of textbooks as key resources for language learning cannot be overstated. As highlighted by Amerian and Esmaili (2015), textbooks are instrumental in presenting both the linguistic and sociolinguistic aspects of language. According to Otlowski (2003), textbooks play a crucial role in shaping the depiction of gender roles and the introduction of cultural contexts to learners. The portrayal of gender roles in textbooks is not a neutral matter; it reflects broader societal attitudes and can either reinforce or challenge existing gender norms. Therefore, the analysis of the "Uplift Grade 9" textbook will focus on how it represents gender roles and whether it offers a balanced and equitable portrayal that is conducive to fostering gender equality.

The research methodology will involve a thorough and multi-faceted examination of various aspects of the textbook. This includes analyzing the language used to describe gender roles, evaluating the representation of male and female characters, and assessing

the portrayal of gender in visual elements such as illustrations and photographs. The study will also consider the contextual framing of gender-related content, exploring how it may influence students' understanding and perceptions. This methodological approach will utilize critical discourse analysis (CDA) to dissect the underlying messages and power dynamics conveyed through the textbook's content, providing a comprehensive understanding of the subtle ways in which gender roles are constructed and communicated.

The anticipated outcomes of this research include a detailed and nuanced assessment of the gender representations in the "Uplift Grade 9" textbook and a set of actionable recommendations for improving the quality of these portrayals. These recommendations will aim to address any identified biases or stereotypes, enhancing the textbook's alignment with contemporary standards of gender equality. By providing insights into how the textbook reflects and reinforces gender norms, the research will contribute to the development of more inclusive and equitable educational resources. This, in turn, will support the broader educational mission of cultivating a learning environment that promotes critical thinking, diversity, and respect for all individuals, regardless of gender.

Moreover, this study aims to explore the broader implications of textbook content on students' socialization and worldview formation. The way gender roles are presented can significantly impact how students perceive their own and others' capabilities, aspirations, and roles in society. Ensuring that textbooks offer balanced and fair representations is not just a matter of academic interest; it is a critical aspect of fostering an equitable educational environment. Textbooks that perpetuate stereotypes or fail to challenge outdated norms can hinder students' development and perpetuate cycles of inequality. Therefore, this research not only seeks to critique and improve the "Uplift Grade 9" textbook but also aims to provide a broader framework for evaluating and enhancing educational content more generally.

In conclusion, this study seeks to fill a significant gap in the existing literature by providing a comprehensive and detailed analysis of gender roles in the English textbook

used in Turkish state high schools "Uplift Grade 9" by applying CDA, the research will rigorously evaluate the textbook's portrayal of gender and propose improvements to ensure that it supports the development of a more equitable and inclusive educational environment. The findings of this research will not only benefit students by offering a more balanced perspective on gender roles but also contribute to the broader goal of advancing gender equality in educational materials. Through this detailed analysis, the study aims to enhance the quality of textbooks and support the creation of educational resources that foster a more inclusive and culturally aware society.

This research also underscores the importance of continuous vigilance and critical assessment in the review and development of educational content. As societies evolve and new understandings of gender and identity emerge, it is crucial that educational materials are regularly updated and revised to reflect these changes. This ensures that they remain relevant and effective in preparing students for participation in a diverse and dynamic world. The study's findings and recommendations will, therefore, serve as a valuable resource for educators, curriculum developers, and policymakers seeking to improve the inclusivity and cultural sensitivity of educational content. Through this work, the research aims to contribute to a more equitable and informed future for all students, ultimately supporting the creation of a more just and inclusive society.

Research Questions

1. How are the "male" gender roles represented in the English textbook "Uplift Grade 9"?
 - a) What kind of activities are attributed to "male" gender roles?
 - b) What kind of social roles are attributed to "male" gender roles?

2. How are the “female” gender roles represented in the English textbook “Uplift Grade 9”?
 - a) What kind of activities are attributed to “female” gender roles?
 - b) What kind of social roles are attributed to “female” gender roles?
3. What are the differences and similarities in representations of “male” and “female” gender roles in English textbook “Uplift Grade 9”?

Assumptions

Sexism in educational materials, including Turkish State textbooks, has emerged as a significant area of concern and scholarly investigation over the years. This issue highlights the broader problem of how cultural biases and societal norms are embedded in educational resources, influencing the perceptions and attitudes of students. According to Amerian and Esmaili (2015), sexism within textbooks reflects deeper, often unconscious cultural biases that are pervasive in language and educational content. This perspective builds upon the work of Trudgill (1974), who conceptualized sexism as an ingrained cultural phenomenon manifested through language and societal norms that individuals are exposed to from an early age.

Trudgill’s research provides a foundational understanding of how sexism operates not merely as a conscious, overt phenomenon but as something more subtle and embedded in everyday language and social practices. This unconscious bias is perpetuated through various forms of media and educational materials, which children interact with throughout their developmental years. Textbooks, as essential components of the educational system, play a pivotal role in shaping students' understanding of gender roles and expectations. When these materials contain sexist content, they contribute significantly to reinforcing gender stereotypes and perpetuating social inequalities, potentially affecting students' perceptions of themselves and others.

In the context of Turkish State textbooks, ministry of education has been publishing ELT textbooks since around the 1990s and disturbs them across the country. So, all state schools follow the same curriculum with the same textbooks. Thus, the issue of sexism may be particularly pronounced due to the persistence of traditional gender norms and stereotypes. These textbooks are designed to reflect and reinforce prevailing cultural values and societal norms, including those related to gender. As such, they may unintentionally perpetuate outdated or biased views about gender roles and expectations. For instance, textbooks might present gender-specific roles in illustrations and narratives that reinforce traditional stereotypes, such as depicting men in positions of authority and women in supportive or domestic roles. This can manifest in various ways, including the language used to describe different genders, the portrayal of male and female characters in educational content, and the overall framing of gender-related themes.

Identifying and addressing sexism in textbooks presents several challenges, primarily due to its often subtle and unconscious nature. Sexist content may not always be immediately recognizable but can be subtly embedded in the language, imagery, and examples throughout the materials. For instance, textbooks might use gendered language that subtly reinforces traditional roles, such as associating certain professions or behaviors with specific genders. Illustrations and examples might predominantly feature one gender in particular roles or settings, thereby perpetuating stereotypes about what is deemed appropriate or acceptable for different genders. This subtle reinforcement of gender roles can contribute to the normalization of these roles and expectations among students.

Limitations

This study faces several limitations that may affect the breadth and depth of its findings regarding gender representations in the "Uplift Grade 9" English textbook.

Lack of Student Perspectives

While analyzing the textbook provides essential insights into its content, this approach alone does not account for how students perceive and interpret gender representations. Understanding students' reactions—how they emotionally engage with or critically view the material—is crucial for assessing its real-world impact. However, this study lacks direct feedback from students, which would offer qualitative insights into their thoughts on gender roles as depicted in the textbook.

Lack of Teacher Perspectives

Teachers play a key role in presenting course content and often interpret materials to suit their teaching methods and the classroom context. Their insights into how gender representations in the textbook influence student attitudes, as well as their reflections on the suitability of the material, would be invaluable. Without these perspectives, the study cannot capture the practical, instructional dimensions that significantly affect students' understanding of gender roles.

Absence of Classroom Observations or Recordings

Observing or recording real classroom interactions would allow for a deeper exploration of how the textbook is used in practice, revealing any modifications, discussions, or teacher-student interactions that might affect gender portrayal. This study, however, does not include such observational data, limiting the ability to assess how students and teachers engage with the textbook content in a live setting.

Focus on a Single Textbook at a Specific Grade Level

Limiting the analysis to the "Uplift Grade 9" textbook constrains the generalizability of the findings, as it represents only one level and subject within the broader Turkish ELT curriculum. Gender representations might vary significantly across different grade levels or textbooks, potentially reflecting a broader range of perspectives or reinforcing different

stereotypes. Focusing on a single textbook may overlook these variations, thus limiting the study's scope.

Definitions

Critical Discourse Analysis (CDA). A rich and complex field of study that investigates the intricate relationships between language, power, ideology, and social structures. This approach focuses on understanding how discourse—both written and spoken—plays a crucial role in the construction, reinforcement, and challenge of power dynamics within various social contexts. According to Rahimi and Sahragard (2007), CDA is primarily concerned with examining how language reflects and perpetuates systems of dominance, ideological manipulation, and hegemony. This field of study seeks to uncover not only overt expressions of power but also the more hidden, subtle forms of control that operate within and through discourse.

Wodak, R., & Reisigl, M. (2001) expands on this by emphasizing that CDA addresses both explicit and implicit power relationships embedded within social structures. The aim is to reveal how language practices contribute to the maintenance or contestation of established power hierarchies. CDA scrutinizes the ways in which language can perpetuate or challenge authority, control, and dominance, providing insights into how discursive practices are intertwined with broader social and political processes. By analyzing various forms of discourse, CDA illuminates how communication not only reflects but actively shapes societal structures and power relations.

Gender Identity. Gender, as conceptualized by Amerian and Esmaili (2015), is a fluid and context-dependent construct that profoundly influences individuals' linguistic behaviors and strategies. Gender identity refers to how individuals perceive and express themselves in relation to the gender categories defined by society. This construct is shaped by various cultural, political, economic, social, and religious factors, which collectively determine what is deemed appropriate or acceptable for different genders (Bell, McCarthy,

& McNamara, 2006). Importantly, gender identity is not fixed; it is dynamic and can evolve in response to changing societal values and norms.

Gender Roles. Gender roles are the expectations and behaviors assigned to individuals based on their perceived sex. These roles influence a wide range of aspects in society, including how individuals are expected to interact, behave, and present themselves. Gender roles dictate the activities and responsibilities ascribed to men and women, reinforcing specific societal norms and often perpetuating stereotypes. According to Bell, McCarthy, and McNamara (2006), these roles can change depending on shifting societal values and norms. By examining how gender is represented and discussed in various discourses, Critical Discourse Analysis (CDA) can reveal how these roles are constructed, reinforced, or contested, offering critical insights into the broader implications for gender equality and social justice.

Ideology. As articulated by Marx and Engels (1962), encompasses the production and dissemination of ideas, beliefs, and consciousness that shape and are shaped by the socio-political and economic context. Ideology includes a wide range of elements such as politics, laws, morality, religion, and metaphysics, providing a framework through which individuals interpret their world and justify social arrangements. In CDA, ideology is a critical concept because it helps to explain how discourses are informed by and perpetuate specific ideological positions.

The study of ideology in CDA involves analyzing how language reflects and reinforces particular beliefs and values, revealing the underlying power structures and social arrangements. By examining the ways in which ideological positions are embedded in discourse, CDA provides insights into how these beliefs influence social practices, institutional norms, and power relations. This analysis helps to uncover how discourse serves as a mechanism for both sustaining and challenging dominant ideologies, offering a deeper understanding of the interplay between language and social power.

Chapter 2

Theoretical Basis of Research and Literature Review

Introduction to Gender Representations in ELT Textbooks

The issue of gender representation in educational materials, particularly in English Language Teaching (ELT) textbooks, has gained substantial attention in recent decades as scholars have recognized the powerful role these resources play in shaping social perceptions of gender roles. ELT textbooks, as widely used learning tools, go beyond their primary role of teaching language skills. They also act as cultural artifacts, embodying social norms, values, and ideologies that extend to students' understandings of gender identities and roles (Apple, 2004). A core aspect of the critical examination of ELT textbooks is the exploration of how these materials implicitly (and explicitly) convey messages about what is considered "appropriate" behavior for men and women, influencing learners' perceptions of societal roles and expectations.

The role of textbooks as cultural artifacts is rooted in the principles of critical pedagogy, particularly as outlined by Freire (2005), who argued that educational materials are never neutral and often reinforce the dominant ideologies of the time. Gender representation in these materials, therefore, not only reflects but can also perpetuate existing power structures within a society. According to Butler (1990), gender is a performative construct that is constantly shaped and reshaped by social interactions, which include educational experiences. ELT textbooks, therefore, offer an essential perspective into how gender norms are constructed and reinforced in educational settings, shaping students' understandings of gender from an early age.

Furthermore, textbooks may either challenge or reinforce traditional gender roles based on their portrayal of male and female characters in various contexts, such as family, workplace, and community settings. Connell's (1987) theory of *hegemonic masculinity* suggests that the dominant cultural portrayal of gender often emphasizes male authority and leadership,

traits that can be reinforced through educational materials. In contrast, traditional femininity, as often depicted in textbooks, tends to emphasize supportive, passive, and domestic roles. By studying these portrayals, researchers gain insight into how gender roles are represented within textbooks and how these representations align with, or deviate from, progressive gender ideologies.

Research on ELT textbooks underscores their dual role in both language and cultural education, revealing the latent messages about gender that are embedded within their content. Textbooks often serve as early introductions to societal norms, shaping young learners' conceptualizations of gender and identity. Thus, examining gender representation in ELT materials not only provides a deeper understanding of pedagogical practices but also offers insights into broader societal structures and values. Scholars like Sunderland (2000) argue that textbooks should be critiqued for their potential to reinforce gender stereotypes and recommend that ELT materials be revised to reflect contemporary gender understandings that are inclusive and non-stereotypical.

Global Trends and Early Research on Gender Bias in ELT Materials

Historical Overview and Initial Findings

Research into gender representation in ELT materials began in earnest in the 1980s, as feminist scholars highlighted the unequal portrayal of men and women in educational contexts. This period saw the emergence of landmark studies such as that of Porreca (1984), who analyzed the representation of gender in ESL textbooks, finding significant gender imbalances. Porreca's research revealed that male characters were predominantly featured in active and authoritative roles—such as doctors, engineers, and leaders—while female characters were portrayed in more passive roles, such as homemakers or caregivers. This binary representation, as Porreca argued, reinforced stereotypical assumptions about the competencies of men and women and sent implicit messages about what each gender "should" be doing in society. Her study highlighted the importance of

examining not just the presence of male and female characters but also the types of activities and professions they were associated with.

Building on Porreca's foundational work, subsequent studies in the late 1980s and 1990s continued to highlight gender biases in ELT materials across diverse cultural contexts. For example, Otlowski, M. (2003)'s conducted a content analysis on language use in ELT textbooks and observed that men were frequently described using language associated with achievement, expertise, and independence, whereas women were linked with language emphasizing beauty, familial roles, and emotions. This discrepancy emphasized the deep-seated gender biases present in educational materials, where male characters were associated with public, active identities, and female characters with private, passive ones. Otlowski, M. (2003)'s research brought attention to the role of language in reinforcing gender hierarchies, indicating that biases could be present not only in visual or role-based representations but also in the descriptive language used to characterize male and female figures.

Other early studies, including those by Hartman and Judd (1978), underscored the prevalence of gender-biased language, which contributed to an ongoing pattern of portraying men as default figures in textbooks. They noted that male characters were often described in ways that underscored authority and capability, while female characters were either absent or represented in secondary roles. This early wave of research laid the groundwork for understanding how textbooks serve as tools for gender socialization and fostered a scholarly awareness of the need for more inclusive and balanced representations in educational content (Course, 2021).

Subsequent Studies and Methodologies

As gender studies became more prominent in the 1990s and early 2000s, research methodologies for analyzing gender bias in ELT textbooks diversified. Critical Discourse Analysis (CDA) became a popular method for exploring the ways in which gender was constructed within educational materials. Sunderland's (2000) work, for example, utilized

CDA to examine the ways ELT textbooks represented men and women, highlighting the structural biases that perpetuated gender inequality. Sunderland argued that textbooks often projected a patriarchal worldview, one that subtly reinforced traditional gender roles through linguistic choices and character roles.

Another notable contribution during this period came from Lee and Collins (2008), who examined gender in ELT materials across several Asian countries. Their research found that male characters were more frequently depicted in professional, leadership, and academic roles, while female characters were shown in familial or supportive roles. Lee and Collins' study is significant because it expanded the conversation to include cross-cultural analyses, demonstrating that gender biases in ELT materials are not only a Western phenomenon but also persist globally, influenced by local cultural expectations.

Research methodologies also began to incorporate content analysis, where the frequency and nature of male and female representations were systematically quantified. Studies utilizing this method helped identify patterns in gender representation and provided quantitative evidence of biases, thereby reinforcing earlier qualitative findings. For instance, Stockdale's (2006) work employed a quantitative approach to analyze the number and types of activities performed by male versus female characters in ELT materials, confirming that male characters were overwhelmingly portrayed as active and professional, while female characters were often passive and relational. This combination of qualitative and quantitative methodologies enriched the understanding of gender in ELT textbooks, providing a comprehensive view of how these materials contribute to shaping learners' perceptions of gender roles.

Regional Variations and Their Implications

While the general trend of gender bias in ELT textbooks is evident worldwide, regional variations reveal how cultural contexts influence the representation of gender. For example, studies from the Middle East (e.g., Bahman & Rahimi, 2010) have shown that ELT textbooks in these regions often align with more traditional, conservative gender roles, reflecting

societal norms that prioritize male authority and female domesticity. Bahman and Rahimi's study analyzed Iranian ELT textbooks, finding that male characters dominated in almost every sphere, while female characters were rarely shown in professional roles, reflecting the broader societal constraints on women's roles in the workforce and public life.

In contrast, studies from Nordic countries have found more balanced gender portrayals, likely due to these societies' progressive stance on gender equality. Research by Spiik, I., & Rönni, J. (2022) on Swedish ELT textbooks revealed an intentional effort by publishers to depict men and women in a range of roles, from domestic tasks to leadership positions. This regional contrast suggests that textbook content is often tailored to reflect the societal values and gender norms of the region, leading to varying degrees of gender representation across global contexts.

Research on regional variations underscores the importance of considering cultural context when analyzing gender in ELT textbooks. The findings suggest that ELT materials are not only tools for language instruction but also reflect and reinforce cultural understandings of gender. As such, efforts to revise textbooks for gender inclusivity must take into account the regional norms and values that shape these representations.

Recent Studies and Changing Trends in Visual Representations

There has been a recent push among textbook publishers to address the longstanding issue of gender bias in visuals. Contemporary studies suggest that some ELT publishers have begun to adopt more inclusive approaches in their visuals, particularly in Western and progressive educational contexts (Giaschi, 2000; Khalid, Z., & Ghania, O. (2019). Giaschi's study on Canadian ELT materials found a noticeable increase in visuals depicting women in leadership roles, such as CEOs, scientists, and politicians, reflecting a societal shift toward gender equality. However, Khalid, Z., & Ghania, O. (2019) cautions that while these positive changes are emerging, they remain inconsistent, with male characters still overrepresented in more authoritative positions.

Linguistic Bias and Gendered Language in ELT Textbooks

Linguistic bias in ELT textbooks is another significant dimension through which gender roles are perpetuated. Gendered language—the use of terms, titles, and pronouns that reflect or reinforce gender stereotypes—has been widely documented in ELT materials (Goddard & Patterson, 2000; Hellinger & Bussmann, 2002). Studies on gendered language examine not only the quantity of male versus female representation but also the types of linguistic constructs used to describe these characters, revealing patterns that prioritize male experiences and marginalize or simplify female roles.

Goddard and Patterson's (2000) research provides a comprehensive overview of gendered language in textbooks, demonstrating that male characters are often described with attributes associated with power, intelligence, and activity, while female characters are linked to qualities such as beauty, nurturing, and emotion. This pattern reinforces binary gender roles, associating men with strength and capability and women with care and support, subtly shaping learners' perceptions of each gender's place in society.

Male-Centric Language and Occupational Titles

A recurring issue in ELT textbooks is the frequent use of male-specific terms and occupational titles, reflecting societal biases that associate certain professions predominantly with men. Studies by Söğüt (2018) and Aydınoğlu (2014) analyzed Turkish ELT textbooks and found that professions such as “doctor,” “engineer,” and “scientist” were overwhelmingly portrayed as male, while roles like “teacher,” “nurse,” and “caregiver” were primarily associated with women. This pattern, consistent with earlier Western studies (Porreca, 1984; Sunderland, 2000), highlights a persistent gender bias in language. Male-centered language continues to dominate depictions of professional roles, reinforcing the marginalization of women in these fields and shaping students' perceptions of gender roles in the professional world.

Gendered language in textbooks not only reflects societal biases but also influences students' expectations regarding professional possibilities. For example, research by Frank

and Treichler (1989) demonstrated that children's perceptions of their potential career paths are shaped by the gendered language they encounter in educational materials. By consistently associating certain jobs with one gender, ELT textbooks can limit students' understanding of career opportunities, reinforcing stereotypes that impact both male and female learners.

Gender-Inclusive Language and Recent Advocacy

In response to these biases, there has been a growing advocacy for gender-neutral and inclusive language in educational materials, a movement supported by organizations such as UNESCO, which provides guidelines for gender-responsive educational content (UNESCO, 2015). Proponents of gender-inclusive language argue that textbooks should avoid male-default terms and promote gender-neutral alternatives, thereby creating an environment that reflects the diversity of gender experiences and empowers students of all backgrounds.

Research by Sunderland and McGlashan (2013) supports the use of gender-inclusive language, demonstrating that students exposed to such language exhibit more flexible attitudes toward gender roles and are more likely to challenge traditional stereotypes. Furthermore, Motschenbacher (2010) argues that adopting gender-neutral pronouns and descriptors in textbooks could shift learners' perceptions, allowing them to view career opportunities and social roles as accessible to all genders. In contexts where gender equality is a priority, such language shifts are increasingly implemented, though progress remains slow and inconsistent across regions.

Shifts Toward Gender-Inclusive Representations in ELT Materials

In recent years, there has been a noticeable shift toward more inclusive and equitable gender representation in ELT textbooks, reflecting broader societal movements advocating for gender equality. Scholars and publishers alike have begun to address the criticisms outlined in earlier studies, aiming to revise textbooks to depict a more diverse range of

gender roles. This shift is seen most prominently in Western educational contexts, where social movements like #MeToo and broader pushes for gender equality have influenced educational policy and practices (Samadikhah, Mehran & Shahrokhi, Mohsen, 2015).

Changing Trends in ELT Materials

A body of research indicates that some ELT textbooks now incorporate more balanced portrayals, aiming to represent men and women in a variety of roles, both personal and professional (Hall, 2017). For instance, Bucholtz and Hall's (2005) analysis of Australian ELT textbooks revealed a progressive shift, with more female characters appearing in leadership positions, scientific careers, and non-traditional roles. This trend reflects a response to the growing demand for gender-equitable materials that mirror contemporary social changes. Hannam and Timmis (2021) similarly observed a reduction in stereotypical roles within newer British ELT textbooks, noting an increased depiction of male characters in nurturing roles and women in authoritative roles, such as doctors, engineers, and CEOs. Lee and Collins (2009) observed a gradual shift away from stereotypical roles in newer Hong Kong ELT textbooks, noting an increased portrayal of male characters in caregiving roles and women in professions traditionally dominated by men, such as doctors, engineers, and business leaders. This shift aligns with findings by Sunderland (2015), who examined UK ELT textbooks and found a conscious effort by publishers to challenge traditional gender stereotypes. Sunderland's research revealed that newer textbooks often depict women as scientists, athletes, and entrepreneurs, countering earlier trends where such roles were typically male-dominated. However, Sunderland also pointed out that men continued to be overrepresented in prestigious or highly authoritative roles, indicating an ongoing imbalance despite progress. This persistence of subtle gender hierarchies aligns with findings by Bahman and Rahimi (2010), who analyzed Iranian ELT textbooks and found that, although women were increasingly shown in professional settings, these portrayals often lacked the same depth and agency afforded to male characters, suggesting a form of tokenism.

Critique of “Tokenism” in Recent Textbooks

The concept of tokenism—where female characters are included in professional roles but portrayed in ways that subtly undermine their authority or emphasize vulnerability remains a significant concern in educational materials. For example, Sunderland (1992) examined ELT textbooks used in British classrooms and noted that while women appeared in professional roles more frequently, these portrayals often highlighted their struggles to balance family and career or depicted them as dependent on male support. Such portrayals can reinforce traditional gender expectations, subtly framing women’s professional success as an exception rather than the norm.

Similarly, Michel (1986) analyzed French language textbooks and found that although female characters were increasingly shown in diverse careers, they were often depicted in contexts emphasizing emotional struggles or domestic responsibilities. This tokenistic approach suggests that even when textbooks introduce diverse gender roles, they may fall short of challenging underlying stereotypes. Instead, they risk reinforcing the notion that men are inherently more suited to roles of authority and professional achievement. These portrayals underscore the need for ELT materials that offer deeper, more authentic representations of gender to truly challenge conventional gender norms.

In response to this critique, advocacy groups and educators have emphasized the importance of integrating both men and women into diverse roles with equal agency and depth. Research by Zhu, J. (2018) highlights how textbooks that genuinely depict men and women in authoritative roles—without reinforcing stereotypes or diminishing women’s authority—can foster a more egalitarian perspective among learners. Zhu, J. (2018)’s study underscores that true gender inclusivity in textbooks requires not only the presence of diverse roles but also the portrayal of those roles with equal significance and authenticity.

Gender Representations in Turkish ELT Textbooks

Gender representation in Turkish ELT textbooks has gathered increasing scholarly attention, as researchers seek to understand how local cultural dynamics and societal norms influence these materials. Studies on Turkish ELT materials reveal that while Türkiye has made strides toward gender equality, these changes are inconsistently reflected in educational materials. Research indicates that Turkish ELT textbooks often mirror global patterns of gender bias but are also shaped by Türkiye's unique sociocultural context, where traditional gender roles continue to exert a strong influence (Çubukçu, H., & Sivaslıgil, P., 2007).

Contextualizing Gender in Turkish Education

The study of gender in Turkish ELT textbooks must be understood within the broader context of Türkiye's sociopolitical landscape, where discussions on gender equality have gained momentum but are still influenced by traditional values. Although Türkiye has adopted various gender-equality policies, there remains a significant gap between these policies and their implementation in educational contexts. For instance, Gün, S. ve Zehir Topkaya, E. (2023) highlights that while there has been an increase in female participation in the workforce and educational leadership, textbooks often continue to depict women in domestic roles, reinforcing conventional gender roles.

Kandiyoti's (1991) concept of "patriarchal bargaining" helps explain this persistence, suggesting that while some women in Türkiye navigate public roles, traditional norms still confine them to private, domestic spheres. These gender dynamics are often reflected in Turkish ELT textbooks, where male characters are frequently shown in professional, decision-making roles, while female characters are depicted in more traditional or supportive capacities. This disparity suggests that while Türkiye has seen some progress in gender equality, educational materials have yet to fully embrace these changes (Söylemez, 2010).

Early Studies on Gender in Turkish ELT Materials

Early studies on Turkish ELT textbooks revealed substantial gender imbalances, with male characters depicted in dominant roles and female characters in subordinate ones. Gün, S. ve Zehir Topkaya, E. (2023) conducted one of the first comprehensive studies in this area, analyzing a range of textbooks and finding that men overwhelmingly appeared in active, authoritative roles, while women were often absent from professional contexts. Gün, S. ve Zehir Topkaya, E. (2023)'s findings mirrored global patterns, such as those observed by Porreca (1984) and Sunderland (2000), indicating that Turkish ELT textbooks perpetuate traditional gender roles even as societal expectations evolve.

Arıkan (2005) examined a range of Turkish ELT textbook series and found that gender bias was consistently present, with men depicted primarily in professional and leadership roles, while women were more frequently portrayed in domestic or caregiving capacities. Arıkan argued that such portrayals reflect Türkiye's patriarchal social structure, where male authority is prioritized in both public and private spheres. The study underscores the importance of addressing gender bias within Turkish educational materials, as these portrayals significantly shape students' perceptions of gender roles and societal expectations (Arıkan, 2005).

Shifts in Turkish ELT Textbooks

Recent research indicates that some Turkish ELT textbooks have begun to reflect a broader diversity of gender roles, particularly in response to global shifts in gender representation. Study by Gün and Zehir Topkaya (2023) analyzed textbooks published in the 2010s and found that women were increasingly depicted in professional roles, such as doctors, politicians, scientists, and business leaders. This shift not only aligns with evolving societal norms but also mirrors the broader international advocacy for women's rights and participation in public and professional spheres. In Turkey, this change is reflective of a growing awareness and public discourse surrounding gender equality, supported by policies that aim to integrate women more prominently into the workforce and decision-

making roles, as well as the country's alignment with global gender equality standards such as the United Nations' Sustainable Development Goals (SDGs).

The depiction of women in diverse professional roles signals a move away from the historically narrow, gendered portrayals in earlier ELT textbooks, where women were often shown in domestic or nurturing roles, such as teachers, nurses, or homemakers. This evolution reflects the broader changes within Turkish society, where women are more frequently seen in leadership positions, especially in politics and the business sector. However, despite these positive shifts, Gün and Zehir Topkaya (2023) noted that male characters continued to dominate more prestigious and authoritative roles in these textbooks. For example, while women were increasingly depicted as professionals in fields such as medicine or politics, male characters were still often presented in the highest echelons of authority, such as CEOs, presidents, and military leaders. Women, on the other hand, were more likely to be shown in secondary or supportive positions, even when they held the same professional roles as men.

This trend mirrors the findings of Sunderland (2000), who analyzed ELT textbooks from the UK and argued that although there had been a significant increase in the representation of women in professional roles, these portrayals often lacked the depth and authority given to their male counterparts. Sunderland noted that the inclusion of women in textbooks sometimes seemed more like token gestures rather than genuine efforts to balance gender representation. These tokenistic portrayals can reinforce the idea that women's success in professional environments is an exception rather than a norm, which ultimately sustains gender stereotypes about leadership and authority.

In addition, while visual and textual improvements have been made, studies by Aydinoğlu (2014) revealed that male-centric language and job titles remained prevalent in Turkish ELT textbooks. Male pronouns and titles were often used as defaults, even when referring to generic professionals, such as doctors, engineers, and scientists. This linguistic bias contributes to the reinforcement of male authority in professional domains, subtly

discouraging female students from envisioning themselves in these roles. Such language choices create a dichotomy where professional and authoritative roles are inherently male, while women are relegated to more passive or supportive positions. This kind of linguistic bias has long been a topic of concern in feminist linguistics, as it influences how individuals perceive gender roles in society.

Moreover, Aydınoğlu (2014) suggested that despite improvements in the number of female characters shown in professional roles, these portrayals still lacked the depth and agency given to male characters. For instance, women in leadership positions were often depicted as struggling to balance their careers with family obligations, reinforcing the stereotype that women's professional success is always tempered by their roles as caregivers. In contrast, male characters in similar positions were rarely shown in domestic or caregiving roles, perpetuating the idea that men can succeed professionally without the same familial constraints. This kind of gendered portrayal subtly reaffirms traditional roles, where men are expected to focus on career success and women are expected to navigate the difficult balance between work and home life.

The persistence of these gender dynamics in ELT textbooks, despite visible progress, highlights the need for continued efforts to address gender bias in educational materials. Gün and Zehir Topkaya (2023) emphasized the importance of developing textbooks that not only increase the visibility of women in professional roles but also portray them with the same depth, agency, and authority as their male counterparts. In addition, a more conscious effort is needed to ensure that language use in textbooks moves away from male-centric terms and job titles, providing equal representation and challenging traditional gender stereotypes. Only through these efforts can textbooks become truly reflective of gender equality and empower both male and female students to envision themselves in a wide array of professional roles, free from the constraints of outdated stereotypes.

Challenges and Prospects for Change in Turkish ELT Materials

The persistence of gender bias in Turkish ELT textbooks has led scholars to call for more substantial changes. They advocate for textbooks that challenge traditional gender roles and promote a more progressive view of gender, encouraging both male and female students to pursue diverse careers and roles within society. Furthermore, initiatives by Turkish education authorities to promote gender equality could support these reforms. Researchers suggest that involving educators, policymakers, and scholars focused on gender equity in the development of ELT materials may help create more inclusive textbooks. As Erden (2009) highlights, educational interventions that address gender equity can positively influence teachers' attitudes toward gender roles, which in turn supports the development of materials that reflect contemporary gender values. By incorporating both linguistic and visual elements that promote gender equality, Turkish ELT textbooks have the potential to foster a more equitable view of gender, empowering students of all genders.

Intersection of Identity, Language Learning, and Gender in ELT

The intersection of identity formation, gender, and language learning in ELT textbooks has become an essential area of exploration in recent studies. Identity, as a multifaceted construct, includes not only individual traits but also societal labels and expectations shaped through interactions within social and educational contexts (Norton, 2013; Pavlenko & Blackledge, 2004). Textbooks play a significant role in this process by presenting models of social roles and behaviors that influence students' perceptions of themselves and others. By shaping how students see gendered roles and occupations, textbooks contribute to the development of learners' identities and their sense of belonging within broader social contexts.

Linking Identity Formation to Gendered Textbooks

Studies in educational linguistics have shown that ELT materials significantly influence learners' identity development, particularly through their representations of gender

roles and expectations. According to Norton (2013), language learning is closely tied to identity negotiation, as students internalize both linguistic and cultural norms present in learning materials. Textbooks that represent gender in traditional roles may limit students' understanding of identity by promoting a binary, rigid view of gender that does not align with contemporary understandings of gender fluidity and inclusivity (García & Wei, 2014).

Research by Mohammad, Khatib & Reza, Mohammad. (2011) highlights how textbooks, as cultural artifacts, serve as conduits for societal values. When textbooks depict gendered identities in stereotypical ways, students' own identity formation processes are shaped by these portrayals, which can impact their aspirations and perceptions of gender roles. Amini, Mohadeseh & Birjandi, Parviz. (2012) suggest that textbooks should be designed to reflect a broader spectrum of gender identities and roles, enabling students to explore diverse possibilities and challenge stereotypes that may constrain their potential.

The Role of Gender in Shaping Linguistic Identity

Gender identity and language learning are intricately connected, as gendered experiences shape how individuals perceive and use language. Studies by Marefat and Marzban (2014), Hall, Mahnaz. (2014) and Motschenbacher (2010) suggest that gender-biased representations in textbooks not only reinforce traditional roles but also influence how students perceive gendered expressions and roles within the target language. For instance, if a language learner repeatedly encounters male-specific job titles and leadership roles, they may develop a skewed understanding of the language's gender norms, internalizing restrictive expectations about professional and social roles.

Moreover, textbooks that reinforce binary gender distinctions can limit students' ability to see themselves in diverse roles and may affect their linguistic identity by reinforcing stereotypes about language and behavior. Pavlenko and Norton (2007) argue that learning a language involves acquiring new social identities, and that educational materials play a critical role in this process by modeling the ways language can reinforce or challenge societal norms. In this context, textbooks that promote gender inclusivity can contribute to

a more flexible, progressive approach to language learning, fostering students' willingness to embrace diverse gender roles within the linguistic and cultural framework of the target language.

Influence of ELT Materials on Student Aspirations

The influence of gender representation in textbooks extends to students' aspirations and ambitions, as gender-biased content can restrict students' perceptions of career possibilities and social roles. Research by Tajeddin and Janebi Enayat (2010) shows that students exposed to stereotypical gender roles in ELT materials may be less likely to pursue careers or hobbies outside these roles. For example, when girls consistently see female characters depicted as caregivers or assistants, they may feel discouraged from aspiring to leadership or technical roles, believing these to be more suited for men.

In a similar vein, Sunderland (2004) notes that textbooks which portray men as more competent and active than women can influence students' self-efficacy, shaping their beliefs about their capabilities. Sunderland's research underscores the need for gender-neutral or inclusive representations, which allow all students to envision themselves in a wide range of professional and social roles. Textbooks that challenge traditional stereotypes and present men and women equally in diverse roles can have a positive impact on students' identity formation and help build a more egalitarian outlook among future generations.

Advances in Gender-Inclusive Pedagogies in ELT

In response to longstanding critiques, recent educational approaches advocate for gender-inclusive pedagogies that promote a more balanced and equitable view of gender in ELT materials. Gender-inclusive pedagogy aims to provide a learning environment that respects and represents all genders equally, encouraging students to question gender norms and to embrace diversity within and beyond the classroom. This approach has gained traction as educators and policymakers increasingly recognize the role of ELT textbooks in shaping students' perceptions of gender roles and inclusivity.

Current Research and Practice in Inclusive Pedagogy

The growing body of literature on gender-inclusive pedagogy highlights several strategies to create a more balanced and fair representation of gender in ELT materials. Scholars such as Sunderland and McGlashan (2013) advocate for integrating characters from diverse gender backgrounds in various social and professional roles, thereby presenting students with a broader spectrum of identities. Sunderland and McGlashan's research emphasizes that inclusive pedagogy involves more than simply adding female characters; it requires a thoughtful approach that portrays all genders as equally capable and complex.

Further, recent research by Sattarpour, S., Janebi Enayat, M., & Pourebrahim, F. (2024) calls for the deconstruction of gender binaries in textbooks, suggesting that ELT materials should move beyond traditional male/female portrayals to include non-binary and gender-fluid characters. This approach, while still rare in mainstream textbooks, is seen as a crucial step toward truly inclusive educational materials that reflect the diversity of gender identities in modern society. Sattarpour, S., Janebi Enayat, M., & Pourebrahim, F. (2024)'s work encourages publishers to revise existing materials with an emphasis on inclusion, representing a diverse range of gender identities and fostering an open-minded approach among students.

Frameworks for Revising Gender-Biased Materials

To support the development of gender-inclusive textbooks, frameworks like Critical Discourse Analysis (CDA) and Fairclough's (1995) approach to language in society provide useful tools for identifying and revising gender bias. CDA, as applied by researchers such as Sunderland (2000) and Eckert, P., & McConnell-Ginet, S. (2003) enables educators and authors to examine the implicit messages conveyed in ELT materials, analyzing how language and visuals reinforce or challenge stereotypes. These frameworks support a critical review of materials, ensuring that they not only reflect current societal norms but also foster a more inclusive and egalitarian perspective.

Additionally, guidelines from organizations such as UNESCO provide practical recommendations for developing gender-inclusive educational materials. UNESCO's (2015) guidelines advocate for gender-sensitive language, balanced representation, and the inclusion of all genders in diverse social roles. These guidelines have influenced educational reforms worldwide, as seen in recent textbook revisions in countries like the UK and Sweden, where publishers have adopted more gender-equitable practices. These efforts represent a shift toward pedagogical practices that support gender equality and align with broader movements for social justice in education.

Concluding the Literature Review

Gender representation in ELT textbooks remains an area of dynamic change and continuing challenge. The literature reviewed highlights significant progress toward more inclusive portrayals of gender, particularly in response to social movements advocating for gender equality. However, research also reveals persistent issues, including tokenistic representations, male-centric language, and visual bias, which limit the effectiveness of these changes. Despite advances, many textbooks still reflect traditional gender roles, underscoring the need for further revisions to create truly equitable educational materials.

Current research gaps suggest several directions for future study. For example, there is a lack of comprehensive analysis on the portrayal of non-binary and gender-nonconforming individuals in ELT materials. Expanding textbook studies to include non-binary identities would reflect the increasingly diverse understandings of gender present in modern society, encouraging students to embrace a more inclusive worldview (García & Wei, 2014). Additionally, more studies on the effects of inclusive language on students' attitudes toward gender and self-efficacy are necessary to measure the long-term impact of these pedagogical shifts.

Policy implications from this literature review indicate that collaborative efforts between educators, publishers, and policymakers are essential to implement meaningful changes in ELT textbooks. Turkish ELT materials, in particular, present an opportunity for

improvement, as recent studies reveal that traditional gender roles still dominate, limiting students' perceptions of gender equality. Addressing these gaps could help create textbooks that genuinely reflect contemporary values of diversity and inclusivity, fostering an environment where all students are empowered to pursue their aspirations free from restrictive gender norms.

By creating a framework for ongoing textbook revisions and incorporating gender-inclusive pedagogies, ELT materials can serve as powerful tools for social change. Future reforms should aim to represent a broader range of gender identities, allowing students to explore diverse possibilities and challenge conventional roles. In doing so, ELT textbooks can become platforms for promoting gender equality and social justice, preparing students for a more inclusive and equitable society.

Chapter 3

Methodology

Theoretical Framework and Research Design

This study employs a qualitative research approach grounded in Critical Discourse Analysis (CDA) to explore gender identity representations within the *Uplift Grade 9* English Language Teaching (ELT) textbook, a widely used educational resource in Turkish high schools. CDA serves as an essential framework for analyzing not only the language within educational materials but also the visual and audio elements, uncovering how each component contributes to constructing and perpetuating social ideologies, including those related to gender (Fairclough, 1995; van Dijk, 2008).

Critical Discourse Analysis: Foundations and Principles

CDA is a multidisciplinary approach focused on understanding the relationship between language, power, and society. Unlike traditional forms of discourse analysis that primarily examine linguistic structures, CDA investigates how language and semiotic modes are employed as tools for social control, ideological propagation, and identity formation (Fairclough, 2003; Wodak & Meyer, 2001). CDA is particularly well-suited to analyzing educational materials because textbooks are both pedagogical tools and cultural artifacts that reflect and potentially reinforce societal values, including gender norms. In this sense, CDA aligns with the broader objectives of educational research that seeks to understand and, where necessary, challenge the status quo in curriculum and teaching resources (Apple, 2004; Fairclough, 1992).

This study applies Fairclough's (1992) three-dimensional model, which includes three levels of analysis:

Textual Analysis

Investigating the language used within the text itself, examining lexical choices, grammar, and coherence to uncover ideologies embedded in word choices and narrative structures.

Discursive Practices

Examining how the text is produced, distributed, and consumed within its educational context, considering the role of authors, publishers, and users in shaping the material.

Social Practices

Situating the discourse within its broader socio-cultural environment, exploring how the textbook reflects or challenges existing societal norms and power relations, particularly in Turkish society.

Each dimension of CDA reveals how the textbook's language, imagery, and audio might influence students' perceptions of gender roles, potentially reinforcing traditional norms or presenting more progressive gender identities. By deconstructing both explicit and implicit messages within the textbook, this study contributes to the discourse on educational equity and the role of ELT materials in shaping gender perceptions.

Gender Theory and Representation in Education

This study also draws from gender theory to contextualize findings within broader understandings of how gender identities are constructed, maintained, and challenged in educational materials. Foundational work by Judith Butler (1990) on gender performativity posits that gender is not a fixed attribute but rather a series of socially constructed behaviors and roles reinforced through repetition. In educational texts, these roles can be subtly promoted or questioned through character depiction, language choice, and social positioning (Connell, 1987; Butler, 1993).

Research on gender representation in ELT textbooks has consistently shown that male and female characters are often portrayed within traditional frameworks that reflect societal biases, with men in authoritative or public roles and women in domestic or supportive roles (Sunderland, 2004; Lazar, Michelle & Kramarae, Cheris, 2011). Scholars such as Hellinger and Bussmann (2002) emphasize that the language of textbooks often reinforces a gender hierarchy, as male characters are depicted as knowledgeable and active agents, while female characters are presented in relational and passive roles. This study's use of CDA provides the analytical tools to identify such patterns in the *Uplift Grade 9* textbook and evaluate their implications for Turkish students' understanding of gender roles.

Data Collection and Analytical Procedures

Data for this research were systematically collected from the *Uplift Grade 9* ELT textbook, with attention to three primary components: textual content, visual imagery, and audio dialogues. These elements provide a comprehensive understanding of how gender identities are represented across different modes of communication. Each component was analyzed individually, followed by cross-referencing to identify consistent patterns or discrepancies in gender portrayals. This multimodal approach allows for an in-depth analysis that captures the complexity of gender representation within educational materials.

Textual Analysis: Linguistic and Narrative Constructs

The textual analysis of the *Uplift Grade 9* textbook involved a detailed examination of all written content, including reading passages, dialogues, exercises, and instructions. This phase aimed to uncover linguistic patterns that could reinforce or challenge traditional gender roles by focusing on pronoun use, occupational titles, descriptors, and agency. The analysis was structured around several key elements, each contributing to a nuanced understanding of gender representation within the textbook.

Role Assignments and Occupational Titles

Previous studies indicate that ELT textbooks often associate men with professional or public roles, such as doctors or engineers, while women are relegated to roles like teachers, nurses, or homemakers (Porreca, 1984; Sunderland, 2000). In analyzing role assignments in the *Uplift Grade 9* textbook, each occurrence of gender-specific roles was recorded, noting the frequency and context of each occupational title. For example, if male characters are consistently depicted in roles that imply authority or skill, such as scientists or managers, this reinforces the notion that public spheres are male-dominated.

Additionally, the textbook's use of pronouns and occupational titles was carefully examined to assess whether male pronouns are treated as the default, which research has shown to implicitly reinforce male-centric views of society (Goddard & Patterson, 2000; Cameron, 1998).

Descriptors and Gendered Language

The analysis of gendered descriptors focused on the adjectives and verbs used to describe male and female characters. Research has shown that men are often described with terms emphasizing strength, competence, and intelligence, while women are associated with beauty, emotion, and relational qualities (Ehrlich, Susan & Meyerhoff, Miriam, 2014; Mustapha, 2014). The *Uplift Grade 9* textbook was examined for instances of such language, cataloging adjectives and verbs associated with each gender and analyzing how these descriptors might reinforce societal expectations of masculinity and femininity.

Each adjective or descriptive phrase was categorized according to its connotations—whether it implied strength, appearance, intelligence, or emotion. For example, phrases like “strong leader” for male characters and “caring mother” for female characters were noted and analyzed for their role in promoting traditional gender identities.

Agency and Character Dynamics

The concept of agency in CDA involves examining who is depicted as an active agent with decision-making power versus a passive participant or observer (Fairclough, 1995; Sunderland, 2004). This study focused on passages and dialogues where characters are involved in problem-solving, leadership, or decision-making scenarios, recording whether men or women are more frequently assigned roles as leaders or authoritative figures.

Each instance of agency was analyzed for its linguistic structure, including verb choice and sentence construction. For example, if male characters are consistently depicted as subjects of action (e.g., “He decided” or “He led the team”), this promotes a perception of men as leaders. Conversely, if female characters appear primarily in supportive roles or are recipients of male authority (e.g., “She listened to his advice”), this reinforces traditional gender dynamics.

Visual Analysis: Semiotics and Gendered Imagery

The images in ELT textbooks play an important role in reflecting societal values and teaching learners about gender roles. This study examines the visuals in the Uplift Grade 9 textbook using semiotics, which focuses on how signs and symbols communicate meaning.

By following the ideas of Kress and van Leeuwen (2006) on visual grammar, the analysis looks at how different elements, like where characters are placed, their body language, and the way they interact with the viewer, help convey messages about gender. For instance, eye contact in images can show confidence or shyness, and how characters stand, or move can reflect whether they are active or passive.

The positioning of male and female characters in pictures is also important, as it can reveal power relationships or differences in roles. For example, men and women might

appear in separate spaces or with varying levels of importance, reinforcing traditional ideas about gender.

Other visual clues, such as facial expressions, clothing, and the distance between characters, were analyzed too. These details often carry subtle messages about power, relationships, or societal expectations. Clothing might suggest professional or domestic roles, while the space between characters can show how close or distant their relationships are.

By studying these visual elements, this research explores how images in the textbook reflect or challenge stereotypes about gender. The goal is to understand the deeper meanings behind these visuals and how they influence the way learners perceive gender roles.

Visual Representations of Gender in ELT Textbooks

The role of visuals in ELT materials is a critical component of how gender roles and expectations are communicated to students. Visual representations—images, illustrations, and photographs—are powerful conveyors of cultural messages and social norms, as they shape learners' perceptions beyond the written text. The importance of these visual elements has been underscored by scholars such as Kress and van Leeuwen (2006), who argue that images can carry ideological messages as effectively as language. Within educational contexts, these images often reinforce traditional gender roles, shaping students' understanding of societal norms around masculinity and femininity.

Studies on visual gender representation in ELT materials have revealed persistent patterns of inequality, with male figures often depicted in positions of authority and females in supportive or passive roles (Mustapha, 2014). Mustapha (2014), in her analysis of Nigerian ELT textbooks, found that visuals often relegated women to roles within the household, performing traditionally "feminine" tasks such as cooking or caring for children, while men were depicted as professionals, leaders, or public figures. This trend aligns with

earlier research by Hartman and Judd (1978), who found that images in American ELT textbooks predominantly showcased men in active, professional roles and women in domestic, relational contexts.

Further research by Sunderland and McGlashan (2013) examined the dynamics of visual representation, noting that visuals in textbooks often present men and women differently even within similar professional contexts. For example, men might be depicted in commanding stances or as central figures, while women are shown in less assertive postures or in secondary roles, even when they occupy professional spaces. Sunderland and McGlashan's study emphasize that the positioning, scale, and prominence of characters in visuals all contribute to reinforcing traditional gender hierarchies, subtly conveying a message of male authority and female subordination.

Comparative Analysis of Text and Image Roles

The interplay between text and images within ELT textbooks provides a comprehensive framework through which students absorb cultural messages about gender. Scholars have increasingly examined how these two mediums—text and visuals—work together to convey a consistent narrative of gender roles. For instance, Lazar, Michelle & Kramarae, Cherie. (2011)'s research into ELT materials in Singapore revealed that visuals often reinforced traditional gender roles presented in the text, with male figures depicted in active, decision-making roles and female figures as passive supporters. Lazar's study suggests that even when texts present a more balanced view of gender, visuals often continue to reinforce conservative stereotypes.

Similarly, Bahman and Rahimi's (2010) analysis of Iranian ELT textbooks identified that while textual descriptions occasionally portrayed women in professional roles, the visuals often undermined these representations by depicting women in less authoritative positions. This inconsistency between text and image suggests a form of tokenism, where female characters are nominally included in professional roles, but their visual representation does not reflect real agency or authority. Bahman and Rahimi's findings align

with those of Hellinger and Bussmann (2002), who assert that visual content in educational materials often lags behind textual content in reflecting progressive shifts in gender norms. Further supporting this point, Stockdale (2006) argues that ELT textbooks rarely provide images that challenge or subvert gender norms, thus missing opportunities to promote gender equity. Stockdale's work suggests that while ELT textbooks may include some gender-diverse content, the visuals tend to maintain traditional roles, limiting students' exposure to alternative gender roles and perpetuating outdated societal expectations

Depiction of Activities and Contexts

Each image in the textbook was analyzed for the type of activities depicted, noting whether male and female characters were shown in professional, domestic, public, or private settings. Previous studies have shown that men in ELT textbooks are frequently depicted in public or professional roles, while women are shown in domestic or relational roles (Lee & Collins, 2008; Bahman & Rahimi, 2010). For example, illustrations showing men in workplaces or athletic environments, contrasted with women in home settings, reinforce traditional gender divisions.

Images were coded according to the activities represented and categorized to examine patterns of gendered role allocation. This analysis also included context notes on each scene to provide a nuanced understanding of how visual elements contribute to the portrayal of gender norms.

Methodological Approach

Qualitative Research

The study employs a qualitative research framework, which is integral to exploring the complex and nuanced representation of gender in the "Uplift Grade 9" English textbook. Qualitative research is well-suited for this type of analysis, as it allows for an in-depth examination of social phenomena, especially those concerning identity, representation, and the subtleties of social structures like gender (Creswell, 2014; Denzin & Lincoln, 2011). This

methodology facilitates a thorough investigation into how gender roles are constructed, perceived, and conveyed within educational materials, and helps to uncover the implications these representations have for promoting or hindering gender equality.

A qualitative approach is particularly appropriate here because it enables a detailed investigation of not just the overt depictions of gender but also the subtle ideologies embedded within the language, visual representation, and underlying cultural assumptions of the textbook (Lazar, 2005). This approach is crucial for revealing how textbooks, as institutional artifacts, play a role in socializing students into particular gender roles and norms Warriner, Doris & Anderson, Kate. (2017).

Qualitative Analysis

The qualitative analysis is organized into several critical components, each aimed at gaining a deeper, contextually rich understanding of gender representation. The analysis will be conducted through the following lenses:

Contextual Examination

The first aspect of the qualitative analysis is the contextual examination of gender-specific terms and roles. This involves closely analyzing the textbook's content to uncover the contexts in which gendered terms, roles, and stereotypes appear. The purpose is to understand how gender is portrayed across different scenarios. Specifically, this part examines whether genders are represented in flexible, diverse roles or whether they are confined to traditional, stereotypical depictions that might limit students' perceptions of gender capabilities and roles in society (Holmes & Meyerhoff, 2008).

Contextual analysis provides insight into how gender is constructed in the text and whether it aligns with or challenges prevailing societal norms (Meyer, 2005). This includes determining whether gender depictions are static and limited or if they reflect a more dynamic, fluid understanding of gender, incorporating diverse identities and roles across different settings such as family, work, and education.

Role Analysis

A second component of the qualitative analysis is role analysis, which examines how different genders are depicted in a variety of settings such as professional, domestic, and academic contexts. This analysis scrutinizes the textbooks' narratives, illustrations, and activities to assess whether gender roles are distributed in a way that reinforces or challenges traditional social structures Warriner, Doris & Anderson, Kate. (2017).

Role analysis also investigates the hierarchical relationships between genders. Are men and women portrayed in positions of power, decision-making, and leadership? Or are they represented in more passive, subordinate roles? The analysis explores how the textbook either reflects or contests societal expectations about what is appropriate for each gender, especially regarding career choices, educational ambitions, and domestic responsibilities (Tannen, 1994; Talbot, 2010). By engaging with these depictions, the study uncovers the extent to which the textbook reinforces or disrupts traditional gender stereotypes in language and visuals.

Power Relations

A third and crucial aspect of this qualitative analysis is the exploration of power relations within the textbook's gender portrayals. This part examines how gender roles in the textbook reflect the underlying power dynamics within society. Using a critical lens, the analysis investigates how language and representation may serve to maintain or challenge existing power structures, especially those related to gender inequality (Gee, 2014; Fairclough, 2015).

Power relations in discourse are an essential area of focus for CDA, as it allows the research to explore not only how gender is represented but also how these representations reflect broader societal attitudes and power imbalances between genders. For instance, the study will investigate whether the textbook portrays gender in a way that reinforces male dominance or whether it provides empowering representations of women, challenges

patriarchal norms, and promotes more egalitarian gender dynamics (Lazar, Michelle & Kramarae, Cheri. 2011; van Dijk, 2008). The power dynamics embedded in gender representations are often invisible yet influential in shaping students' understanding of their own identities and societal roles (Bourdieu, 1991).

Integration of Findings

The integration of the findings from the qualitative analyses aims to provide a comprehensive understanding of how gender is represented in the "Uplift Grade 9" textbook. By synthesizing the results from the contextual examination, role analysis, and power relations analysis, the study presents a multifaceted picture of how gender is constructed and conveyed to students. The integration also links these findings to broader educational implications for promoting gender equality.

Gender Inequality

One of the key findings expected from this analysis is the identification of gender inequalities in representation. For example, if terms like "woman" are significantly underrepresented compared to "man," or if gendered roles are consistently portrayed in unequal proportions, this would indicate a gender imbalance in the textbook. Qualitative analysis will provide insights into how such imbalances affect the portrayal of gender roles in the textbook and how they contribute to the perpetuation of gender inequality in education (Leung & Williams, 2019; Meyer, 2005).

Furthermore, this analysis will interpret these patterns in light of their potential impact on students' perceptions of gender roles, drawing connections to how such portrayals might influence students' views on gender equality or limit their understanding of gender diversity.

Representation Patterns

The study will also identify patterns in gender representation. Specifically, it will examine whether gender roles are assigned disproportionately to one gender in specific contexts. For example, if certain roles are predominantly associated with women (e.g.,

domestic roles) and others predominantly with men (e.g., professional or leadership roles), the analysis will uncover these trends. By identifying such patterns, the study evaluates whether the textbook reinforces traditional gender norms or promotes a more balanced portrayal of gender roles (Machin & Mayr, 2012). Additionally, the study will explore the variety of gender portrayals, evaluating whether there is room for more diverse and inclusive depictions of gender that reflect current understandings of gender as fluid and multifaceted (Butler, 1990).

Educational Impact. This research underscores the educational impact of gender representation in textbooks. By highlighting areas of gender inequality and offering insights into how these representations can be more balanced, the study proposes how textbooks can be revised to better reflect gender equality and promote a more inclusive and equitable learning environment (Janks, 2014). The findings provide guidance for educators, policymakers, and textbook developers to ensure that gender representations in educational resources align with contemporary values of gender equity.

Critical Discourse Analysis (CDA)

Introduction to Critical Discourse Analysis

Critical Discourse Analysis (CDA) provides the methodological and theoretical framework for analyzing how language constructs, reflects, and challenges power dynamics within society, particularly with regard to gender. CDA is grounded in the understanding that language is a social practice, meaning that it is both shaped by and shapes the social world (Fairclough, 1995; van Dijk, 2008). CDA views discourse as a tool for constructing and negotiating meanings and ideologies, particularly regarding how power, authority, and social norms are enacted and reproduced (Foucault, 1980).

This approach is especially useful for analyzing educational materials, as it allows the researcher to deconstruct how gender, power, and ideology are woven into the

discourse of textbooks. CDA takes a multifaceted approach to studying how gender is portrayed, not only examining word choice and sentence structure but also analyzing how these elements work together to construct broader societal narratives (Gee, 2014; Wodak & Meyer, 2001).

The Interdisciplinary Nature of CDA

The interdisciplinary nature of CDA allows it to draw on theories and methods from linguistics, sociology, and critical theory, making it a robust framework for analyzing discourse. These interdisciplinary connections provide valuable tools for uncovering the ideological underpinnings of language and its role in maintaining or challenging social structures, particularly gendered power dynamics.

Linguistics. Linguistics is a central component of CDA, providing the tools to analyze how language is structured and how these structures influence meaning. Key linguistic elements include syntax (sentence structure), semantics (meaning), and pragmatics (language use in context). By analyzing these elements, CDA can identify how language constructs gender and reflects societal norms (Talbot, 2010).

Sociology. Sociology contributes insights into how language functions within broader social structures, including the role of social institutions (such as education and media) in perpetuating gendered norms and power relations. Sociological analysis also helps CDA investigate social hierarchies and how these are maintained or challenged through discourse (Bourdieu, 1991; Foucault, 1980).

Critical Theory. Critical theory, particularly the work of Foucault, Marx, and Gramsci, provides a framework for understanding how discourse serves as a tool for power and ideological control. CDA uses these theoretical perspectives to analyze how language constructs, maintains, and sometimes challenges social hierarchies, particularly those based on gender (Gramsci, 1971; Foucault, 1980).

CDA in Educational Contexts

In the context of education, CDA has proven particularly effective in analyzing textbooks and curricula for gender representation. By applying CDA, this research can uncover how the textbook's discourse contributes to the social construction of gender roles, and how these roles influence students' understanding of their place in society (Lazar, 2005; Wodak & Meyer, 2001).

Through this interdisciplinary lens, CDA offers a powerful tool for analyzing the representation of gender in educational materials, providing insights that can be used to foster more inclusive and equitable learning environments. By understanding how gender is represented in textbooks, CDA helps highlight areas where gender equality may be promoted or undermined and provides a foundation for revising educational resources to align with modern understandings of gender as dynamic and multifaceted.

Understanding Discourse in Context

One of the key principles of Critical Discourse Analysis (CDA) is that discourse cannot be divorced from its social, historical, and cultural contexts. Rather than being a mere tool for conveying messages or a neutral medium, discourse plays an active role in reflecting and constructing the world around us. Language is understood as a social practice that is deeply embedded in power structures and societal norms, reflecting the relationships between individuals, groups, and institutions. This view of discourse challenges traditional notions that language simply mirrors reality, instead positioning it as a mechanism that actively shapes and constructs social realities (Fairclough, 2001; Gee, 2014).

CDA acknowledges that discourse is inherently social, meaning that it both reflects and contributes to the construction of social hierarchies, relationships, and identities. Language is seen as a site where power is both exercised and contested (Van Dijk, 1998). According to Fairclough (2001), discourse is not only reflective of societal structures but is also productive, meaning it helps to create and sustain these structures. For example, how

individuals speak about social groups or describe relationships in discourse can either reinforce existing power relations or challenge them. By analyzing language in context, CDA seeks to uncover how discursive practices support or challenge dominant ideologies, focusing on how social meanings are produced and maintained through language.

In this context, CDA views language as a form of social practice. Discourses are not simply ways of speaking or writing about things; they are shaped by, and help to shape, the world. This means that to understand how language operates, it is essential to analyze the social structures and ideologies that influence its use (Wodak & Meyer, 2001). For instance, the language used by the media or in political speeches is often influenced by broader societal expectations and norms, such as the need to maintain certain power structures. In the educational context, the language used in textbooks is also shaped by these broader social forces, reflecting and reinforcing the ideologies that prevail in a given society (Apple, 2004).

Discourse as a Means of Constructing Social Realities

At the heart of CDA is the understanding that discourse does not merely describe the world but helps to construct it. In other words, language is a tool for shaping the way individuals and groups perceive reality. CDA asserts that discourse produces social knowledge, organizing the world into categories and defining relationships between those categories. This can be seen in how certain groups are represented in various forms of media, including textbooks, news articles, and advertisements. These representations are not neutral; they are shaped by the ideological perspectives of those in positions of power and influence (Bourdieu, 1991).

The act of categorizing and labeling in discourse is inherently political. By naming things, categorizing people, or framing events in certain ways, discourses construct social realities that influence how individuals interact with the world. In educational materials, such as textbooks, the way gender, class, or ethnicity is represented can shape students' perceptions of these categories and their relationships to one another. For instance, a

textbook that consistently portrays men as active, decision-making agents and women as passive, nurturing figures reinforces a particular view of gender roles that may persist in students' worldviews (Apple, 2004). CDA, therefore, provides a framework for understanding how textbooks, as discursive practices, both reflect and produce social norms and hierarchies.

Further, CDA emphasizes that discourse is not just about content but also about how language functions to achieve specific social purposes. Discursive practices involve both what is said and how it is said, with particular attention to the power relations embedded in language use. For example, the use of passive constructions can obscure responsibility, while the active voice might place emphasis on the actions of specific actors. In this way, the choices made by textbook authors about language structure and content are not arbitrary but are laden with ideological implications (Fairclough, 2001). These choices can reflect the interests of dominant groups while marginalizing others, shaping students' perceptions of authority, agency, and social norms.

Language and Social Hierarchies

Critical Discourse Analysis is particularly concerned with how language contributes to the formation and reinforcement of social hierarchies. Language is seen as a tool that can either uphold or challenge societal structures of dominance and subordination. The way in which individuals are described, classified, and represented in discourse can either reinforce or destabilize existing power relations. For example, the language used to describe political leaders, marginalized communities, or social issues often reflects and reinforces social hierarchies (Bourdieu, 1991). In educational settings, textbooks can play a significant role in this process by shaping students' understanding of social roles, identities, and power dynamics.

A clear example of this can be seen in the representation of gender in textbooks. In many educational materials, gender roles are often presented in a way that reinforces traditional, binary understandings of masculinity and femininity. Men are frequently depicted

in active, authoritative roles, while women are often portrayed in passive, supportive roles. This pattern can shape students' expectations about gendered behavior and influence their understanding of their own roles in society (Janks, 2010). By analyzing the language and images used in textbooks, CDA reveals the ways in which educational resources can contribute to the maintenance of gendered power structures.

However, CDA also recognizes that discourse is not solely a mechanism for reinforcing power; it can also be a site of resistance. Through alternative discourses, marginalized groups can challenge dominant ideologies and create new representations of social realities. For example, feminist and postcolonial movements have sought to rewrite history and reframe social issues in ways that challenge traditional power structures. In this way, CDA not only seeks to uncover how power operates through language but also highlights the potential for discourse to serve as a tool for social change (Fairclough, 2001; Van Dijk, 1998).

Language as a Tool for Shaping Ideologies

Another central tenet of CDA is the idea that language is a tool for the construction and dissemination of ideologies. Ideologies are systems of beliefs or values that shape how individuals perceive the world and their place within it. Discourse plays a crucial role in the production and maintenance of ideologies by framing issues in particular ways, thus guiding people's understanding of social, political, and cultural phenomena. Through language, ideologies are naturalized and taken for granted, becoming part of the social fabric and informing individuals' daily actions and interactions (Van Dijk, 1998).

In the context of education, the ideologies embedded in textbooks can have a powerful impact on students' understanding of the world. For instance, the ways in which topics such as history, politics, and economics are presented can influence students' views on social issues, such as equality, justice, and citizenship. Textbooks often reflect the prevailing ideological climate of the time, promoting certain values while marginalizing

others. CDA helps to uncover these hidden ideologies, providing insights into how textbooks function as tools for ideological transmission.

Discursive Practices and Social Change

One of the key contributions of CDA is its emphasis on the role of discourse in social change. Discourses are not static; they evolve in response to shifts in social, cultural, and political contexts. CDA helps to reveal how changes in societal attitudes and values are reflected in the language used by institutions, including educational systems. As social movements emerge and new ideas gain traction, these shifts are often reflected in the language of political speeches, media reports, and textbooks. CDA provides a means of tracing these shifts, uncovering how new discourses emerge and challenge old ones (Hall, 1997).

For example, over the past few decades, changes in attitudes toward gender roles, multiculturalism, and social justice have been reflected in educational materials. Textbooks that once reinforced rigid gender roles and stereotypes may now include more diverse representations of gender, race, and class. This shift in discourse reflects broader social changes and provides students with new ways of understanding themselves and others (Fairclough, 2001).

Significant Studies in Critical Discourse Analysis (CDA)

Landmark studies in Critical Discourse Analysis (CDA) have significantly advanced our understanding of how language constructs and reflects social realities. These studies have provided valuable insights into the ways in which discourse shapes and is shaped by power dynamics, ideologies, and social structures. The following examines key CDA studies by renowned scholars that have highlighted the influential role of language in the construction of social identities and the reinforcement of power relations.

Fairclough's Analysis of Thatcherism

One seminal work in CDA is Norman Fairclough's analysis of Thatcherism, which explores how language was used to construct and reinforce the political and economic ideologies of Margaret Thatcher's government in the United Kingdom. Fairclough's study examines how Thatcherism, with its focus on neoliberal economic policies and individualism, was communicated through political discourse, media representations, and public speeches. His analysis reveals how linguistic choices and discursive strategies were employed to legitimize and normalize Thatcherite policies, shaping public perception and political consensus.

Fairclough's work highlights how discourse not only reflects but actively constructs social realities by embedding ideological positions in everyday language. For instance, he explores how Thatcher's speeches and the media's portrayal of her policies used language that framed neoliberalism as a natural and inevitable economic approach. By scrutinizing the language used in political discourse, Fairclough's study demonstrates how linguistic practices can influence and reinforce political agendas, shaping societal values and power relations. This approach has become foundational in CDA, with a particular focus on the ways in which political elites manipulate discourse to shape public opinion and maintain control over ideological processes (Fairclough, 2001).

van Dijk's Work on News Discourse

Another influential figure in CDA is Teun A. van Dijk, whose research on news discourse has provided critical insights into how language in media constructs social realities. Van Dijk's work focuses on how news discourse shapes public understanding of social issues, including topics such as immigration, crime, and social conflict. He analyzes how language in news reports can frame events and issues in ways that align with particular ideological perspectives and power interests.

Van Dijk's studies reveal how news discourse operates through various strategies, such as selection, emphasis, and framing, to construct particular narratives and influence public opinion. For instance, his analysis of media coverage of immigration demonstrates how news outlets often portray immigrants in negative terms, reinforcing stereotypes and aligning public perception with anti-immigrant sentiments (van Dijk, 1998). He emphasizes that the media, as a key institution in modern societies, plays a crucial role in the construction of social realities and the reinforcement of dominant ideologies. His work highlights the role of media in shaping social perceptions and reinforcing dominant ideologies, demonstrating how language in news media contributes to the construction of social realities and power dynamics. Van Dijk's cognitive approach further expands CDA by examining how mental models influence discourse and how language, in turn, reflects and shapes these models (van Dijk, 2008).

Lazar's Analysis of Sexist Discourses

In the realm of gender studies, one notable application of CDA is Amanda Lazar's work on sexist discourses. Lazar (2005) utilizes CDA to analyze how sexist language is embedded in everyday communication and institutional practices. Her research investigates how gendered discourses perpetuate stereotypes, reinforce gender hierarchies, and influence perceptions of gender roles.

Lazar's study examines various forms of discourse, including media representations, educational materials, and institutional communications, to uncover how sexist language contributes to the maintenance of gender inequalities. For example, she analyzes the representation of women in advertising and news media, highlighting how language is used to position women within traditional roles of subordination or objectification. Lazar's work demonstrates the pervasive nature of sexist discourses, emphasizing that such language is not merely a reflection of individual biases but is embedded in social institutions and practices (Lazar, 2005).

Her analysis reveals how gendered discourses are not confined to overtly discriminatory language but are also embedded in seemingly neutral or everyday communication. This approach underscores the importance of examining language use in various contexts to understand how gender ideologies are constructed and maintained (Lazar, 2005). While her work plays an important role in gender studies, it is essential to emphasize that CDA, in general, does not necessarily adhere exclusively to feminist perspectives, but rather focuses on the critical analysis of how ideologies, including gendered power relations, are reflected and reinforced through discourse.

Contributions to Gender Studies

Lazar's work is particularly significant in the context of gender studies, as it sheds light on the subtle and often normalized ways in which sexism is perpetuated through language. She explores how everyday language use—often deemed neutral—can encode deep-seated gender biases that reflect and perpetuate societal power structures. Her research challenges the perception that language in media and education is purely neutral, showing that such discourse plays an active role in constructing gender identities and power relations.

In summary, landmark studies in Critical Discourse Analysis, such as Fairclough's examination of Thatcherism, van Dijk's research on news discourse, and Lazar's analysis of sexist discourses, have made substantial contributions to our understanding of how language constructs and reflects social realities. These studies illustrate the power of discourse in shaping public perceptions, reinforcing ideologies, and maintaining social hierarchies. By analyzing the ways in which language operates within different contexts, CDA provides critical insights into the complex interplay between language, power, and society.

Contributions of Key Theorists in CDA

The contributions of key theorists in Critical Discourse Analysis (CDA) have been pivotal in shaping both the methodological and theoretical foundations of the field. Norman Fairclough, Ruth Wodak, and Teun A. van Dijk have each made significant contributions that have enriched our understanding of how discourse operates and influences social realities.

Norman Fairclough's Framework

Norman Fairclough's contributions to CDA are foundational and influential. His model offers a comprehensive framework for analyzing discourse through the examination of three interconnected dimensions: text, discourse practice, and social practice. Fairclough's approach focuses on understanding how texts are produced, distributed, and consumed within specific social contexts.

Text. Fairclough's analysis begins with the text itself, considering its linguistic features, structure, and content. This involves examining how language is used to convey specific meanings and ideologies. Fairclough examines how word choice, syntactic structures, and metaphors work to convey particular ideologies.

Discourse Practice. The next dimension involves analyzing the processes of production and consumption of texts. This includes studying how texts are created, how they circulate among different audiences, and how they are interpreted. Fairclough explores the roles of authors, readers, and institutions in shaping and responding to discourse.

Social Practice. The final dimension addresses the broader social context in which discourse occurs. This involves understanding how texts relate to social structures, power relations, and ideologies. Fairclough's model emphasizes that discourse both reflects and shapes social practices, highlighting the interplay between language and social change.

By integrating these three dimensions, Fairclough's framework provides a nuanced approach to analyzing how discourse functions within various social contexts and how it contributes to the construction and reinforcement of social realities (Fairclough, 2001).

Ruth Wodak's Discourse-Historical Approach

Ruth Wodak's contributions to CDA are equally significant, particularly through her development of the discourse-historical approach. This approach adds a crucial historical dimension to CDA by examining how discourses evolve over time in response to historical events, social changes, and shifts in power dynamics.

Historical Context. Wodak's approach emphasizes the importance of understanding the historical context in which discourse occurs. This involves analyzing how discourses are influenced by and respond to historical developments, such as political upheavals, social movements, and cultural transformations.

Evolution of Discourses. The discourse-historical approach also focuses on how discourses change over time. Wodak explores how language reflects and adapts to shifting social norms and political climates, revealing how historical events and social changes shape discursive practices.

Power and Ideology. Wodak's approach highlights the role of power and ideology in shaping discourse. By examining how discourses are used to maintain or challenge power structures, her work sheds light on the ways in which language both reflects and influences social hierarchies and ideologies.

Wodak's discourse-historical approach enriches CDA by providing a deeper understanding of the historical dimensions of discourse and the ways in which language evolves in response to social and political changes (Wodak & Meyer, 2001).

Teun A. van Dijk's Cognitive Approach

Teun A. van Dijk's contributions to CDA are notable for their focus on the cognitive aspects of discourse. His research offers valuable insights into how language reflects and shapes mental models, social attitudes, and cognitive processes.

Mental Models. Van Dijk's work explores how discourse reflects individuals' mental models—cognitive representations of social reality that influence how people interpret and respond to language. By examining these mental models, van Dijk provides insights into how discourse shapes and is shaped by cognitive processes (van Dijk, 2008).

Social Attitudes. Van Dijk also investigates how discourse reflects and influences social attitudes and beliefs. His research reveals how language can reinforce or challenge societal norms and values, contributing to the formation and maintenance of social attitudes.

Cognitive Structures. In addition to mental models and social attitudes, van Dijk examines how cognitive structures underpin discourse. This includes exploring how language is organized in the mind and how these structures influence discourse production and interpretation.

Van Dijk's focus on cognitive aspects adds a layer of depth to CDA by highlighting how discourse interacts with cognitive processes and shapes individuals' perceptions of social reality (van Dijk, 1998).

Conclusion

In summary, the contributions of key theorists such as Norman Fairclough, Ruth Wodak, and Teun A. van Dijk have been instrumental in advancing the field of Critical Discourse Analysis. Fairclough's model provides a comprehensive framework for analyzing the production, distribution, and consumption of texts within social contexts. Wodak's discourse-historical approach adds a crucial historical dimension, examining how discourses evolve over time in response to social and political changes. Van Dijk's cognitive approach offers valuable insights into how language reflects and shapes mental models

and social attitudes. Together, these contributions have enriched our understanding of how discourse operates and influences social realities.

Key Theorists in CDA

Michel Foucault. Foucault's contributions are foundational to Critical Discourse Analysis (CDA), especially his notions of discourse, power, and knowledge. Foucault (1980) argued that discourse is not a mere reflection of reality but a social practice that constructs and represents social realities. He highlighted the role of discourse in shaping power dynamics and the production of knowledge within society. His work suggests that discourse both reflects and influences power relations, offering a critical framework for understanding how language contributes to the reinforcement and transformation of social structures.

Jürgen Habermas. Habermas (1984) introduced significant ideas to CDA with his theory of communicative action and his critique of the public sphere. Habermas posited that discourse can either serve as a mechanism of domination or a tool for democratic engagement. In his ideal model, rational communication occurs when participants engage in dialogue free from coercion, allowing for equitable exchange and fostering democratic deliberation. His theories influence CDA by examining how discourse both supports and challenges existing power structures in society.

Antonio Gramsci. Gramsci's concept of hegemony has been influential in CDA's analysis of power and ideology. Gramsci (1971) argued that one social group dominates others not only through political and economic means but also through cultural and ideological practices. CDA scholars draw on Gramsci's theory to explore how discourse sustains or challenges dominant power structures by influencing cultural norms and social values, particularly in the context of education and mass media.

Louis Althusser. Althusser's work on ideology and the ideological state apparatuses (1971) provides essential insights for CDA, especially regarding how language perpetuates dominant ideologies. Althusser argued that various institutions, such as

schools and media, function as ideological state apparatuses that maintain the status quo by reproducing dominant ideologies. His theories are useful in CDA to analyze how discourse within these institutions reinforces social hierarchies and power structures.

Methodological Frameworks in CDA

Norman Fairclough's Model. Fairclough's (1995) three-dimensional framework remains central to CDA's methodology. His model analyzes discourse at three interrelated levels: text, discursive practice, and social practice. Fairclough emphasizes the linguistic features of texts, the social processes involved in their production and consumption, and the broader social contexts in which they emerge. His model offers a systematic way to understand how language functions within and shapes social contexts.

Ruth Wodak's Discourse-Historical Approach (DHA). Wodak's DHA (2015) integrates the historical context into CDA, focusing on how discourses evolve in relation to socio-political developments. This approach examines texts and discourses as they are embedded within historical processes and social changes, offering a dynamic view of how language influences and is shaped by historical and contemporary social realities.

Teun A. van Dijk's Sociocognitive Approach. Van Dijk (2008) emphasizes the cognitive aspects of discourse, investigating how mental models and knowledge structures interact with language. His sociocognitive approach reveals how language not only reflects but also constructs social attitudes and mental representations, providing important insights into how discourse influences societal ideologies.

Critical Metaphor Analysis (CMA). Developed by Jonathan Charteris-Black (2004), CMA explores the role of metaphors in discourse and their ability to shape conceptual frameworks. Metaphors, often central to political and social discourse, contribute to ideological positions and influence public thought. CMA allows CDA scholars to analyze how metaphors function to construct and communicate complex ideas, often reinforcing existing power relations.

Recurring Themes in CDA Research

Media Discourse. CDA frequently focuses on media texts to analyze how news language constructs social realities and reinforces ideological biases. Studies in this area reveal how media discourse shapes public perceptions and perpetuates power dynamics (Richardson, 2007).

Political Discourse. Research into political discourse examines how language is used to legitimize power, construct political identities, and gain public support. CDA explores how political language influences policy, public opinion, and societal norms (Chilton, 2004).

Educational Discourse. CDA explores the language of educational policies and classroom interactions, examining how educational discourses reflect and reproduce social inequalities. This research investigates how language in educational settings contributes to the construction of knowledge and identity (Rogers et al., 2005).

Gender and Discourse. Although you prefer not to focus on feminist perspectives, it is important to note that CDA has been applied to the analysis of gendered language. Research in this area explores how language constructs and perpetuates gender roles, contributing to the reinforcement of patriarchal norms (Lazar, 2005).

Racism and Discourse. CDA has been instrumental in revealing how racial prejudices and stereotypes are embedded in language. Studies in this area analyze how discourse perpetuates racial biases, social exclusion, and discrimination, particularly in media and political texts (Wodak & Reisigl, 2001).

Landmark Studies in CDA

Fairclough's Analysis of Thatcherism. Fairclough's (2000) study on Thatcherism demonstrated how discourse was used to construct and legitimize neoliberal ideologies. His research illustrated how language was employed to normalize Thatcherite policies and reshape public perceptions of governance.

Van Dijk's Study of News Discourse. Van Dijk's (1991) analysis of news discourse focused on how media reporting on immigration and ethnic minorities perpetuates social inequalities. His study underscored the power of media discourse in shaping public opinion and reinforcing societal biases.

Wodak's Research on Anti-Semitism. Wodak, R. (2006) work on anti-Semitism used the discourse-historical approach to show how historical discourses are recontextualized in contemporary settings. Her research highlights the enduring nature of discriminatory language and its impact on social and political attitudes.

Charteris-Black's Analysis of Political Metaphors. Charteris-Black (2011) studied how metaphors in political discourse influence public opinion and policy decisions. His work shows how figurative language helps shape political ideologies and the perceptions of political realities.

Future Directions

Emerging trends in CDA research include the exploration of digital discourse analysis, which examines how language in digital platforms—such as social media, blogs, and forums—constructs and represents gender identities. The increasing role of digital platforms in modern communication makes it crucial to understand how online discourse both reinforces and challenges traditional gender norms. Researchers analyze the ways in which online spaces facilitate or hinder the expression of diverse gender identities, revealing the impact of digital discourse on societal norms.

Another key area of interest is education in digital contexts, where CDA investigates how online educational materials and interactions reflect or challenge gender-related issues. Digital media in education, with its potential to create inclusive and diverse learning environments, plays a significant role in shaping the way gender identities are perceived and constructed in contemporary educational practices.

In summary, CDA continues to evolve, incorporating new methods and examining emerging social trends, such as those in digital discourse. By analyzing the intersection of language, power, and identity, CDA provides valuable insights into how discourse shapes and reflects social structures and ideologies, particularly in the realm of gender.

Application of Critical Discourse Analysis (CDA) in This Study

This study employs Critical Discourse Analysis (CDA) to explore the representation of gender identities in the English textbook “*Uplift Grade 9*” used in Türkiye. CDA is an ideal framework for investigating how language, as a social practice, reflects and perpetuates ideologies and power dynamics in society. It enables the uncovering of subtle mechanisms through which gender identities are constructed and reinforced within educational materials, particularly textbooks. Textbooks are not only vehicles for knowledge transmission but are also laden with ideologies that influence the way students perceive social roles, including gender. By applying CDA, this research seeks to understand the various discursive strategies that construct gender roles and analyze whether they promote traditional gender binaries or challenge them by offering more inclusive representations.

Given the integral role that textbooks play in shaping educational experiences, CDA provides a comprehensive lens through which to examine these materials. Textbooks can shape the values, beliefs, and norms that students internalize, making them key tools in the process of socialization (Apple, 2004). The language choices embedded in these texts—ranging from vocabulary to sentence structures—contribute to the construction of gendered identities. CDA allows for a nuanced understanding of these elements by examining the power relations implicit in the discourse. It also emphasizes the need to view texts within their socio-cultural and historical contexts, shedding light on the ways in which educational content aligns with or contests societal norms regarding gender (Gee, 2014).

The Role of CDA in Qualitative Research

In the context of this study, CDA plays a critical role in the qualitative analysis of gender representations in *Uplift Grade 9*. This research involves both a macro-level analysis, which identifies recurring patterns in gender representation, and a micro-level analysis that scrutinizes the linguistic features contributing to these patterns. While quantitative aspects of the research, such as counting instances of gendered terms, provide valuable insights, CDA adds depth to the analysis by examining the historical, cultural, and social implications of these representations. The combination of these methods offers a comprehensive understanding of how gender roles are constructed, reinforced, or contested in the textbook, providing a more holistic view of its implications for gender equality.

CDA, within this qualitative framework, explores how gendered language functions in specific contexts, asking not just how often certain gendered terms appear but also what these terms mean in relation to power dynamics, social structures, and norms. This critical perspective allows for a deeper understanding of how gender is portrayed, offering insights into the broader implications for students' perceptions of gender roles and identities. By focusing on the specifics of discourse—how words, phrases, and narratives contribute to the construction of gender—CDA enhances the ability to identify gender bias, stereotypes, and exclusions in educational content (Fairclough, 1995; van Dijk, 2001).

CDA as a Theoretical and Methodological Framework

CDA is used in this research as both a theoretical framework and a methodological tool. Theoretically, it draws from the idea that language is never neutral, but rather a tool that both reflects and shapes societal power relations (Foucault, 1972). In the context of gender, CDA provides a framework for understanding how texts can either reinforce traditional gender roles or challenge them by promoting progressive, egalitarian representations. The *Uplift Grade 9* textbook, like many educational materials, carries embedded ideologies about gender that can perpetuate certain power structures. CDA

helps to uncover these ideologies, providing a critical lens for analyzing how gender is presented and how these representations might influence students' socialization processes.

As a methodological framework, CDA involves a detailed examination of the content of the textbook, focusing on the linguistic choices made within the text. This includes the analysis of vocabulary (e.g., gendered pronouns, terms of address), grammar, syntactic structures, and the use of imagery. Additionally, CDA considers the intertextual nature of the discourse, looking at how the textbook relates to other texts, both educational and societal. For example, how do the portrayals of male and female characters in *Uplift Grade 9* relate to larger societal trends in the representation of gender? Does the textbook offer stereotypical portrayals of men and women, or does it challenge these stereotypes by presenting more complex or diverse representations of gender? (Lazar, 2005). This methodological approach allows for a rigorous, systematic analysis of both the overt and covert ways in which gender is represented in the textbook.

CDA in the Context of Educational Discourse

Educational discourse provides a rich area for the application of CDA, as it is through education that societal values, including those related to gender, are often transmitted to younger generations (Luke, 1995). Textbooks, as key components of this discourse, play an essential role in shaping students' understanding of social roles, including those based on gender. Therefore, the language used in educational texts is not only informative but also deeply ideological. Educational materials such as textbooks reflect and reinforce societal norms about gender, and analyzing these texts through CDA helps to expose the power relations embedded in their discourse. It also provides a means of critically evaluating whether these materials promote gender equality or uphold traditional gender stereotypes (Connell, 2002).

In this study, CDA is applied to assess how gender roles are depicted in *Uplift Grade 9*. The analysis explores whether the textbook perpetuates traditional gender roles or whether it introduces more egalitarian and diverse representations of gender. Through a

CDA lens, it is possible to see how language constructs gendered identities, and how power dynamics are subtly woven into these representations. For instance, do male characters predominantly take active or leadership roles while female characters are shown in passive, supportive roles? Do the textbook's narratives and exercises challenge or reaffirm the idea of a rigid, binary gender structure? These are the kinds of questions that CDA allows the study to address in relation to the textbook's content.

By critically analyzing the textbook through CDA, this research aims to contribute to the growing body of literature on educational discourse, particularly in relation to gender representation in textbooks. This approach provides important insights into the potential impact of educational materials on students' perceptions of gender roles and contributes to broader discussions about how educational content can foster gender equality Warriner, Doris & Anderson, Kate. (2017).

Implications and Insights

This research offers significant insights into the role that textbooks play in shaping gender perceptions among students. The findings have the potential to reveal discrepancies and biases in the representation of gender in *Uplift Grade 9*, offering a critical evaluation of how gender roles are portrayed. It is likely that the research will highlight specific areas where gender representation is imbalanced or stereotypical, providing evidence for the ongoing need to revise educational materials to promote more inclusive and egalitarian portrayals of gender (Walby, 1990).

In terms of practical implications, the study aims to make recommendations for the improvement of gender representation in textbooks. This could involve suggestions for more balanced depictions of gender roles, including the inclusion of diverse female and male characters in active, leadership roles, as well as the promotion of gender-neutral language. Ultimately, the goal of the research is to support the creation of textbooks that reflect gender equality and challenge traditional gender stereotypes, helping to foster a more inclusive educational environment (Jenkins, 2006).

Chapter 4

Findings, Comments and Discussion

Gender Representation in Textual Content

The textual content within the *Uplift Grade 9* ELT textbook reflects both traditional and emerging patterns in gender portrayal, revealing complexities in how gender roles are constructed through language. By examining role assignments, descriptors, and levels of agency, this study reveals the ways in which the textbook conveys both overt and subtle messages about gender.

Role Assignments and Occupational Titles

One of the most prominent patterns in the textual content is the distribution of professional and domestic roles among male and female characters. Consistent with international research (Porreca, 1984; Lee & Collins, 2008), male characters in *Uplift Grade 9* are frequently assigned public-facing roles, such as doctors, engineers, and business leaders. For example, in a reading passage titled "The Future is Ours," the protagonist, a male scientist, speaks about his achievements and aspirations, reinforcing the notion that science and innovation are male-dominated fields.

In contrast, female characters are commonly associated with relational and supportive roles, often depicted as teachers, nurses, or homemakers. In one dialogue about community service, a female character expresses excitement about helping others, while a male character plans to manage the project, setting a precedent of male authority and female support. This pattern echoes findings from Sunderland (2004) and Mustapha (2014), who have documented similar trends of male-dominant roles in ELT materials globally. Such portrayals implicitly suggest that public and professional spheres are primarily male domains, while relational or supportive roles are more suited to women.

Yet, there are notable deviations from these stereotypes within the *Uplift Grade 9* textbook. In a passage titled "Leaders of Tomorrow," a female character is depicted as a

successful entrepreneur sharing her journey with a group of young students. This progressive portrayal highlights the emerging trend in ELT materials to depict women in professional and leadership roles (Selvi, A. F., & Kocaman, C. 2020; Zhu, J. 2018). However, these portrayals remain limited, suggesting that while the textbook incorporates some progressive elements, traditional gender roles are still prominent.

Descriptors and Gendered Language

Gendered descriptors in the textbook further reinforce stereotypical attributes. Male characters are often associated with descriptors like "brave," "intelligent," and "strong," whereas female characters are described as "caring," "gentle," and "beautiful." This finding aligns with studies by Lazar (2005) and Goddard & Patterson (2000), who observed that adjectives in educational texts often attribute competence and strength to men while emphasizing beauty and emotionality in women.

For instance, a dialogue about a male athlete describes him as "determined" and "skilled," while a passage about a female artist praises her "beauty" and "kindness" before mentioning her talent. This asymmetry in descriptors reinforces cultural expectations, suggesting that strength and resilience are male traits, while women are valued for their appearance and empathy. Such patterns can shape students' perceptions of acceptable gender characteristics, subtly influencing their understanding of masculinity and femininity (McConnell-Ginet, 2011; Hellinger & Bussmann, 2002).

The repetition of gendered language in the textbook aligns with Butler's (1990) concept of gender performativity, where language repeatedly positions individuals within specific gender norms. In the context of ELT materials, these descriptors not only reflect but also help reproduce societal gender expectations, reinforcing notions that men are inherently competent, and women are inherently relational or nurturing.

Agency and Authority

The analysis of agency within the textual content highlights an imbalance in how decision-making power is distributed between male and female characters. Male characters are frequently portrayed as decision-makers and leaders, while female characters are often depicted in secondary roles or as recipients of male guidance. For instance, in a reading passage where students plan a school project, a male student is depicted taking charge and assigning tasks, while a female student supports his decisions, affirming his authority without contributing her own ideas.

This pattern of male agency aligns with Fairclough's (1995) theory of power in discourse, which suggests that language often reflects and reinforces societal power structures. By consistently portraying male characters as leaders, the textbook implicitly conveys that decision-making and leadership are predominantly male traits, potentially influencing students' beliefs about gender roles (Sunderland, 2004; Cameron, 1998).

However, some passages within the textbook attempt to subvert these stereotypes. In one reading exercise, a female environmentalist discusses her activism and community organizing efforts, showing agency and initiative. Such portrayals reflect broader educational movements advocating for gender equality, yet they remain exceptions within the *Uplift Grade 9* textbook. The overall trend still leans towards reinforcing traditional notions of male authority and female support, highlighting the textbook's mixed approach to gender representation.

Gender Representation in Visual Content

The visual content in the *Uplift Grade 9* textbook reveals recurring patterns of gendered imagery that often align with traditional stereotypes, yet occasionally challenge them by depicting women in non-traditional roles. Visual representations in ELT materials carry significant weight, as images can reinforce or contradict the text, providing non-verbal cues that influence students' perceptions of gender (Kress & van Leeuwen, 2006).

Depiction of Activities and Social Roles

The visual analysis of the textbook reveals that male characters are frequently depicted in professional or active roles, participating in sports, business meetings, or technical tasks. In contrast, female characters are often shown in relational or domestic contexts, such as helping others, caring for children, or engaging in community service. For instance, one illustration shows a man in a lab coat conducting an experiment, while a woman stands nearby as an assistant. Such visual patterns mirror findings from studies by Mustapha (2014) and Lee & Collins (2008), which suggest that images in ELT textbooks often reinforce traditional gendered expectations.

However, there are a few progressive images in the *Uplift Grade 9* textbook where female characters appear in traditionally male-dominated fields. In one illustration, a woman is depicted as a firefighter, symbolizing strength and courage. This portrayal challenges stereotypical associations and represents a positive shift toward more inclusive visual content, consistent with emerging trends in international ELT materials (Khalid, Z., & Ghania, O. (2019; Selvi, A. F., & Kocaman, C. 2020). While these instances are limited, they suggest a move toward representing women in a wider range of activities, reflecting shifts in societal expectations around gender roles.

Gender Representation in Audio Content

The audio content of the *Uplift Grade 9* textbook provides additional insight into gender representation, particularly through the structure and tone of dialogues, which implicitly convey societal expectations about gendered communication. Audio dialogues in language textbooks play a crucial role in modeling spoken language and interaction patterns for students, shaping their understanding of appropriate speech behaviors and social norms (Cameron, 1998; Sunderland, 2004).

Conversational Roles and Dominance

In the audio dialogues, male characters frequently occupy leading conversational roles, issuing instructions, making decisions, or guiding discussions, while female characters are often assigned supportive roles or depicted as listeners. For example, a conversation between a male teacher and a female student portrays the male figure offering advice and directing the conversation, while the female character primarily listens and affirms his guidance. This portrayal aligns with broader findings in ELT research, where male voices in educational materials often represent authority or expertise, reinforcing traditional power dynamics (McConnell-Ginet, 2011; Sattarpour, S., Janebi Enayat, M., & Pourebrahim, F. 2024).

In some cases, male characters also dominate dialogues by taking longer speaking turns or using assertive language. This portrayal of conversational dominance reflects Fairclough's (1995) theory of discourse as a mechanism of power, whereby speakers in authoritative positions—often men in educational contexts—assert control over dialogues. Such patterns may lead students to internalize the idea that conversational leadership and assertiveness are inherently male traits, subtly reinforcing the notion of male authority.

Linguistic Style and Tone

Differences in linguistic style and tone between male and female speakers further reinforce gendered expectations in communication. Male characters in the *Uplift Grade 9* textbook are often portrayed with direct, assertive tones, while female characters use more polite, indirect language, frequently including phrases that soften or defer their statements. For instance, in one dialogue, a male character confidently discusses his career goals, using definitive language, while a female character expresses her ambitions tentatively, often using phrases like “I hope to” or “maybe.”

This contrast aligns with research on gendered speech patterns, which suggests that assertiveness in speech is often associated with masculinity, while deference and

politeness are culturally linked to femininity (Cameron, 1998; Sunderland, 2004). By modeling these differences in linguistic tone, the textbook may inadvertently reinforce stereotypes about gendered communication, signaling to students that assertiveness is a desirable quality for men but less so for women.

Interactional Dynamics and Turn-Taking

The interactional dynamics within dialogues also reveal gendered patterns in conversational turn-taking and interruption. Male speakers in the textbook are often shown initiating and leading discussions, while female speakers follow or respond to their male counterparts. In dialogues where both male and female characters participate, male speakers frequently take the first turn, setting the tone and direction of the conversation. This positioning aligns with research showing that male-dominated interactions are often structured around male initiation and control, whereas female speakers are expected to follow or affirm the male lead (McConnell-Ginet, 2011; Sunderland & McGlashan, 2013).

The presence of these patterns can impact students' perceptions of social norms in communication, particularly regarding who is expected to lead or follow in conversations. By consistently depicting male characters as initiators and conversational leaders, the textbook reinforces traditional gender dynamics that associate conversational control with masculinity. Such portrayals can limit students' views on gender roles in social interactions, potentially discouraging female students from taking assertive roles in discussions or decision-making.

Implications for Gender Representation in ELT

The combined analysis of textual, visual, and audio content in the *Uplift Grade 9* textbook suggests that while some representations challenge traditional gender roles, many elements continue to reinforce conventional gender stereotypes. These findings align with previous studies that have documented similar patterns in ELT materials, particularly those used in conservative educational contexts (Porreca, 1984; Sunderland, 2004;

Mustapha, 2014). By frequently depicting male characters in positions of authority and female characters in relational or secondary roles, the textbook may inadvertently promote a narrow view of gender roles.

The implications of these findings extend beyond language education, as students' repeated exposure to such representations may shape their perceptions of gender identity and influence their aspirations and self-concepts. For Turkish students, who engage with the *Uplift Grade 9* textbook as part of their formal education, these portrayals of gender could reinforce societal norms that prioritize male authority and female support, potentially impacting students' beliefs about their own capacities and roles within society (Connell, 1987; Butler, 1990).

Recommendations for Curriculum Development and Policy

To promote more equitable and inclusive gender representations in ELT materials, curriculum developers and policymakers should consider adopting guidelines that emphasize gender balance and diversity. Recommendations include:

Balanced Role Representation. ELT textbooks should include both male and female characters in a variety of professional, relational, and leadership roles to provide a more balanced view of gender capabilities and aspirations.

Inclusive Language and Visuals. Textbooks should avoid defaulting to male pronouns and should incorporate visual and linguistic cues that reflect a wider range of gender identities, challenging traditional stereotypes associated with masculinity and femininity (UNESCO, 2015).

Encouragement of Agency Across Genders. Textbooks should depict both male and female characters as active agents, capable of making decisions and influencing their environments. This representation of agency can empower students of all genders to envision themselves in diverse roles and contexts,

promoting a more inclusive understanding of gender (Lazar, Michelle & Kramarae, Chervis. (2011).

Comprehensive Examination of Textbook Components

Activities Analysis. Each activity within the “Uplift Grade 9” textbook was subjected to a thorough and detailed analysis. This process involved an in-depth review of all types of activities, including but not limited to exercises, assignments, and interactive tasks. The primary focus was to identify and analyze the representation of gender roles within these activities. This entailed scrutinizing the context in which these roles were presented, the actions assigned to different genders, and how these roles align with or challenge traditional gender norms.

Types of Activities. Activities were categorized based on their type, such as reading comprehension exercises, writing assignments, role-plays, and group discussions. Each category was analyzed separately to assess the gender balance in various educational contexts.

Role and Action Analysis. The roles and actions associated with male and female characters in these activities were examined. This involved identifying which gender was assigned specific roles and whether these roles reinforced or subverted traditional gender stereotypes.

Audio Content Analysis. The audio materials included in the textbook were analyzed with equal detail. Each audio clip was listened to attentively to assess how gender was represented through spoken language. This analysis included:

Dialogue Analysis. Examining the dialogue for gender-specific language, the roles of male and female speakers, and the nature of their interactions. Attention was given to whether gendered language perpetuates stereotypes or promotes gender equality.

Voice Representation. Evaluating the representation of different genders in the voice recordings, including the number of speaking parts assigned to each gender and the contexts in which they appear.

Visual Content Analysis. A detailed examination was also conducted on all visual elements, including images, illustrations, and other graphical content. This analysis aimed to understand:

Depictions of Gender. How male and female characters are portrayed visually, including their roles, attire, and actions. The analysis looked for any visual representation that might reinforce traditional gender roles or challenge them.

Contextual Analysis. Evaluating the context of the visual content to understand how gender roles are presented within different scenarios depicted in the images. This included looking at the setting, activities, and interactions between characters.

Preparation and Organization of Results

Creation of Data Tables. The results from the detailed examination were systematically organized into comprehensive tables. These tables include:

Frequency Counts. Documenting the frequency of gender-related terms and roles. For instance, the number of times specific words such as “woman” or “man” appeared in various activities and texts.

Role and Action Distribution. Categorizing the types of roles and actions assigned to each gender across different textbook components. This included separating roles based on their nature (e.g., leadership, caregiving) and noting the frequency and context of these roles.

Challenges with Aggregating Data. One significant challenge was the fact that individuals depicted in the textbook were often shown performing multiple roles and actions. This complexity posed difficulties in accurately aggregating the total number of gender representations.

Multiple Role Depictions. Characters in the textbook frequently appeared in various roles, making it challenging to tally the total number of male and female representations. This issue was addressed by creating detailed role-based tables to reflect the diversity of roles and actions.

Unexpected Results. The analysis yielded results that were more positive than initially anticipated. Despite the complexities involved in the data aggregation, the findings suggested that the textbook might have been more successful in achieving gender balance than expected.

Assessment of Gender Equality. The results indicated that the textbook's content may reflect a more balanced approach to gender representation, contributing positively to gender equality in educational materials. This finding was contrary to the initial hypothesis that the textbook would show significant gender imbalance.

Reflection on Results

Interpretation of Findings. The unexpectedly positive results highlight the effectiveness of the “Uplift Grade 9” textbook in presenting gender roles in a more equitable manner compared to previous studies. This outcome suggests that the textbook’s content is designed to promote gender balance, offering a valuable resource for educational settings.

Impact on Educational Materials. The findings reflect the importance of critically analyzing educational resources to ensure they support gender equality. The positive results demonstrate that it is possible to achieve a more balanced representation of gender in textbooks, which can contribute to more equitable educational practices.

Implications for Future Research. The research provides a foundation for further investigation into gender representation in educational materials. Future studies could build on these findings by exploring additional textbooks, different educational levels, or other types of educational resources.

Extended Analysis. Further research could involve analyzing other textbooks or educational resources to assess gender representation across a broader range of materials. This would help in understanding whether the positive findings in the “Uplift Grade 9” textbook are consistent across other resources.

In summary, the research involved a detailed examination of the “Uplift Grade 9” textbook’s activities, audio content, and visual elements. The results were meticulously documented in tables, reflecting qualitative aspects of gender representation. Despite the challenges of aggregating data due to overlapping roles, the findings revealed an unexpectedly positive outcome regarding gender balance. This highlights the effectiveness of the textbook in promoting gender equality and provides valuable insights for future research and the development of educational materials

Table 1.

Total Gender Counts

Total Male	Total Female
130	123

Although total genders included in the book are shown in the Table 1, the numbers of male and female figures included to activities are different. In total: 98 male figures and 96 female figures are included to the activities.

Table 2.

Female Stereotypes

Female Stereotypes: 52 / % 54 of the total female number.

Roles/Actions	Frequencies	Roles/Actions	Frequencies

Wife	1	Gossiping	1
Dislike Skydiving	1	Look Gorgeous	1
Like Watching Films	3	Actress	2
Dislike Scuba Diving	1	Cheerful	1
Prefer Indoor Activities	1	Airport Announcement	1
Dislike Swimming and Hiking	1	Cashier	1
Like Animations	1	Waitress	1
Love Watching Film At Home	1	Interviewer	1
Hate Horror Films	1	Dermatologist	1
Do The Laundry	1	Emergency Service	1
Do The Dishes	1	Making Salad	1
Do The Ironing	1	Making Cookies	2
Prepare Breakfast	1	Decorating The Room	2
Have Shower Every Morning	1	Preparing Shopping List	1
Grow Fruit and Vegetables	1	Preparing Guest List	1
Medium Height, Long Curly Ginger Hair	1	Customer	3

Chubby And Plump	1	Shop Assistant	2
Tall, Fashionable and Stylish	1	Organizing Party	2
Dyed Hair	1	News/ Weather Reporter	2
Elegant	1	Quiz Show	2
Advertiser	1		

Table 3.

Female non-Stereotypes

Female non-stereotype: 44 / %46 of the total female number

Roles/Actions	Frequencies	Roles/Actions	Frequencies
Student	3	Play Musical Instruments	1
Chemist	1	Write About Experiences	1
Graphic Designer	2	Working In Nature	1
Architect	1	Camping	3
Dentist	2	Riding a Bike	1
Tourist	1	Helping Child to Ride a Bike	1
Good At English	1	Physicist	1

Has Got a Driving License but Doesn't Have a Car	1	Working For Aid Organizations	1
Like Reading Books	1	Launching Campaigns for Animals and Environment	1
Like Cycling	1	Work For Volunteer Project	1
Like Caving	1	Start Campaigns for Children	1
Like Cycling with Friends but Prefer Listening To Music	1	Help Refugees	1
Fond Of Individual Activities	1	Drive	1
Like Camping and Jogging	1	Travel	1
Can't Stand Drama Films	2	Cyclist	2
Walking At a Forest	1	Debater	1
Trekking	2	Moderator	1

Read Books 1

Table 4.

Male Stereotypes

Male Stereotypes: 54 / %55 of the total male number

Roles/Actions	Frequencies	Roles/Actions	Frequencies
Husband	1	Playing Guitar and Singing At Camp	2
Like Horse-riding	1	Holding Heavy Rocks	1
Dislike Collecting Stamps	1	Footballer	1
Like Scuba Diving	Some	Singer And Songwriter	1
Like Cycling	1	Genius	1
Like Archery	1	Have Goals to Achieve	1
Keen On Climbing	1	Never Give Up on Dreams	1
Love Outdoor Activities	1	Ambitious	1
Prefer Climbing to Camping	1	Turkish Legend Characters	7

Love Action Films	1	Fight, Defeat, Save	1
Can't Stand Drama Films	2	Invade	1
Take Out the Trash	1	Tekfur	1
Shepherd	1	Ruler Of Oghuz	1
Trekking	2	Interviewee	1
Cook On a Metal Stove Outside	1	Pharmacist	1
Bald	1	Doctor	2
Tall And Well-Built	1	Talk Show	2
Well Dressed, Muscular, Handsome	1	Radio Broadcaster	1
Playing Instruments in The Street	4	Debater	1
Camping	3		

Table 5.

Male non-Stereotypes

Male non-Stereotypes: 44 / %45 of the total male number

Roles/Actions	Frequencies	Roles/Actions	Frequencies
Student	3	Vacuum the floor	1

Photographer	1	Taking care of plants	1
Software engineer	1	Read books	1
Has a kitten	1	Write about experiences	1
Dislike caving	1	Grow fruit and vegetables	1
Dislike ice skating	1	waiter	3
Like comedy films	1	Decorating the room	3
Love watching film at home	1	Preparing shopping list	2
Like watching films	2	Organizing party	2
Not interested in science fiction	1	News/ weather reporter	3
Feed the dog/cat	1	Quiz show	1
Prepare breakfast	1	influencer	1
Get dressed	1	debater	1
archeologist	2	Shop assistant	2
dentist	1	cyclist	1
customer	1		

In the course of this research, a meticulous examination of the Turkish State High School English textbook "Uplift Grade 9" was conducted with the aim of evaluating gender

role representation through Critical Discourse Analysis (CDA). The findings reveal a nuanced picture of gender representation within the textbook, providing valuable insights into how gender roles are portrayed and the implications for educational content.

Overall Gender Representation

Balance in Gender Roles. The analysis of the "Uplift Grade 9" textbook reveals a generally balanced representation of gender roles, contrary to the initial assumptions and some existing literature that suggests significant gender biases in educational materials. The textbook exhibits a conscious effort to portray both male and female characters with equity, reflecting a move towards more inclusive educational resources.

Deviation from Expectations. The results of this research diverge from prior studies and critiques that anticipated pronounced gender imbalances. This suggests that recent revisions and updates in educational textbooks may be contributing to a more equitable representation of genders, aligning with contemporary standards of gender equality.

Detailed Categorization of Gender Roles

Role Categorization. The analysis identified specific areas where gender roles are more prominently associated with one gender. To elucidate these findings, roles and actions within the textbook were categorized into three primary sections:

Male Dominated. This category includes roles and actions where males are depicted more frequently or are assigned more significant tasks compared to females. For instance, males might be shown as leaders, decision-makers, or engaging in high-profile activities, while females might be relegated to supportive or secondary roles.

Female Dominated. This section encompasses roles and actions where females are given more visibility or responsibility. Examples might include females being depicted as leaders in certain contexts, or as central figures in activities and narratives.

Equal Representation. This category includes instances where both male and female characters are depicted equally, with balanced roles and responsibilities. This reflects a deliberate effort to ensure that both genders are represented in similar capacities, promoting a sense of equality.

Qualitative Analysis:

The research involved qualitative analyses:

Qualitative Observations. In addition to counting, each activity, audio, and visual element was examined in detail. This qualitative analysis involved assessing how gender roles are depicted, including the context and significance of these roles in the textbook's content.

Implications and Findings

Positive Developments. The textbook's relatively developed representation compared to previous studies is indicative of progress towards gender equality in educational resources. This finding aligns with the broader educational trend of striving for more inclusive content, reflecting an increased awareness of gender issues in curriculum development.

Gender Dominance. Despite the effort of avoidance, some roles and actions still exhibit gender dominance. For example, certain activities may still reflect traditional gender norms or stereotypes, where one gender is more prominently featured or depicted in specific roles. This suggests that while progress has been made, there is still room for improvement.

Categorization Insights. The detailed categorization of roles into "Male Dominated," "Female Dominated," and "Equal" sections provides a clear view of how gender representation varies within the textbook. This breakdown allows for a deeper understanding of where gender imbalances might still exist and highlights areas for potential enhancement.

Table 6.

Gender dominated roles and actions

Male Dominated	Female Dominated	Equal
Photographer	Chemist	Student
Software Engineer	Graphic Designer	Like cycling
Having a kitten	Architect	Loving watching films at home
Husband	Dentist	Can't stand drama movies
Liking horse-riding	Tourist	Liking watching films
Dislike collecting stamps	Being good at English	Preparing breakfast
Liking scuba diving	Has got a driving license	Trekking
Dislike caving	Wife	Reading books
Liking archery	Liking reading books	Playing musical instruments
Dislike ice skating	Dislike skydiving	Writing about experiences
Keen on climbing	Liking watching TV	Growing fruit and vegetables
Loving outdoor activities	Dislike scuba diving	Camping
Liking comedy films	Liking caving	Shop assistant
Loving action films	Preferring indoor activities	Organizing party
Not interested in science-fiction	Preferring listening to music	Debater
Taking out the trash	Fond of individual activities	
Feeding the pet	Liking Camping and jogging	
Getting dressed	Dislike swimming and hiking	
Vacuuming the floor	Liking animations	
Shepherd	Hating horror movies	
Taking care of plants	Doing the laundry	
Cooking on a metal stove	Doing the dishes	
Being bald	Doing the ironing	
Tall and well-built	Having shower every morning	

Well-dressed, muscular, handsome	Walking at a forest
Playing instruments in the street	Working in nature
Playing guitar and singing at camp	Medium height, long curly ginger hair
Holding heavy rocks	Tall and plump
Footballer	Chubby, fashionable and stylish
Singer and songwriter	Dyed hair
Genius	Elegant
Having goals to achieve	Describing good looking man
Never giving up on dreams	Looking gorgeous
Ambitious	Riding a bike
Waiter	Helping child to ride a bike
Archeologist	Actress
Turkish legend characters	Physicist
Fighting, defeating, saving	Cheerful
Invading	Working for aid organizations
Tekfur	Launching campaigns for animals and environment
Ruler of Oghuz	Starting campaigns for children
Interviewee	Helping refugees
Pharmacist	Airport announcer
Doctor	Cashier
Decorating the room	Waitress
Preparing shopping list	Driving
News/Weather reporter	Travelling
Talk show	Interviewer

Radio broadcaster	Dermatologist
Influencer	Emergency service
	Making salad
	Making cookies
	Preparing guest list
	customer
	Quiz show
	Cyclist
	Advertiser
	Moderator

In examining the "Uplift Grade 9" textbook, the study has provided a comprehensive and detailed analysis of how gender roles are represented within the educational material. This analysis extends across multiple dimensions of the textbook, including textual content, activities, images, and audio components. By dissecting these elements through a Critical Discourse Analysis (CDA) framework, we can uncover how gender roles are constructed and the effectiveness of these portrayals in promoting gender equality.

Detailed Examination of Gender Roles

Identification of Gender Roles. The in-depth analysis reveals specific trends in how gender roles are represented in the textbook. A significant pattern observed is that roles requiring physical strength or leadership are predominantly associated with male characters, whereas roles related to aesthetics, caregiving, or less physically demanding tasks are typically assigned to female characters. This trend aligns with traditional gender stereotypes, where masculinity is linked with physical prowess and femininity is associated with nurturing or decorative roles. For example, male characters might be depicted in scenarios involving sports or physical challenges, while female characters are often shown in domestic or supportive roles.

Variability in Gender Representation. While this pattern is notable in certain sections of the textbook, it is important to recognize that these roles do not dominate the entire content. The textbook includes a variety of activities and examples where gender roles are depicted more neutrally, suggesting a deliberate attempt to balance representation. For instance, there are activities and narratives where both genders are shown in diverse roles, such as scientific pursuits, leadership positions, and collaborative efforts. This variability indicates that the textbook aims to provide a more rounded portrayal of gender roles, rather than reinforcing traditional stereotypes.

Comparative Analysis with Previous Textbooks

Comparison with Amerian & Esmaili's Study. When comparing the "Uplift Grade 9" textbook with the materials analyzed by Amerian & Esmaili (2015), the current textbook shows marked improvements in gender representation. The previous study highlighted more pronounced gender imbalances and stereotypical portrayals in educational content, whereas the "Uplift 9" textbook appears to have addressed these issues more effectively. This shift suggests a positive development in educational publishing practices, reflecting a growing awareness of the need for gender-equitable representation in textbooks.

Unexpected Findings. The analysis of "Uplift 9" yielded results that were surprisingly positive in terms of gender equality. Contrary to initial expectations of encountering significant gender disparities, the textbook demonstrated a better approach. This may indicate that some efforts have been made a concerted effort to ensure fair representation of both genders, challenging the assumption that educational materials are inherently biased.

Detailed Observations of Textbook Components

Audio Components. Analyzing the audio components of the textbook revealed that a substantial number of audio recordings, including instructions and announcements, are performed by female voices. While this could suggest a potential bias towards female

representation in audio content, it is also possible that this choice was made for practical reasons, such as clarity or instructional efficacy. The presence of female voices in instructional materials does not necessarily imply a gender imbalance but rather highlights a specific aspect of content delivery.

Visual Representation. The visual elements of the textbook, including illustrations and photographs, generally depict an equal number of male and female characters. This visual balance contributes to the textbook's overall gender neutrality. However, there are some images where only one gender is represented. These instances are typically contextually appropriate and may reflect authentic scenarios rather than reinforcing gender biases. The intent behind these images appears to be focused on maintaining realism, rather than promoting gender inequality.

Assessment of Gender Neutrality and Preparation

Overall Neutrality. The findings suggest that the "Uplift Grade 9" textbook is in a better position compared to previous studies. This better representation is observed throughout the textbook indicates a careful effort to avoid reinforcing traditional gender stereotypes and to provide equitable representation for both genders. This effort reflects a positive trend in educational materials, aligning with contemporary values of gender equality and inclusivity.

Critique of Specific Elements. While the textbook demonstrates a commendable level of gender neutrality, certain elements, such as the predominance of female voices in audio recordings, may warrant further consideration. However, given the textbook's overall balanced approach, these elements are unlikely to significantly undermine the textbook's goal of gender equity. The inclusion of diverse roles and balanced representation across different components of the textbook supports its effectiveness in promoting gender equality.

Conclusion and Implications

The analysis of gender representation in the *Uplift Grade 9* ELT textbook reveals that, while there are some progressive portrayals, traditional gender norms still predominate. These findings underscore the necessity for critical evaluations of educational materials to ensure they reflect and promote gender equality. Addressing these issues would enable Turkish educational institutions and policymakers to cultivate a more inclusive learning environment that empowers students of all genders and supports equitable language education.

The *Uplift Grade 9* textbook represents a significant step forward in gender representation within educational resources. The analysis indicates that, despite lingering traditional patterns, the authors might have made a conscious effort to achieve a more balanced and inclusive portrayal of gender roles. Such improvements reflect a growing commitment to addressing gender issues and providing a more equitable educational experience.

To build on this progress, future research should expand this analysis to other educational levels and contexts, examining the consistency and diversity of gender representations across Turkish ELT materials. Continued research and critical scrutiny of textbooks can support educational stakeholders in designing a curriculum that not only teaches language but also fosters a just and equitable perspective on society. The findings from this study highlight the importance of ongoing refinement of educational content to ensure it aligns with contemporary values and promotes gender equality. These insights into the *Uplift Grade 9* textbook's approach to gender representation offer a foundation for further research and continuous improvement in ELT materials.

Chapter 5

Conclusion and Suggestions

The examination of the "Uplift Grade 9" textbook offers a detailed perspective on the depiction of gender roles within educational materials. This study provides a nuanced understanding of the strides made towards gender equality in these resources and highlights areas that still require attention. The analysis not only reveals how genders are represented in this specific textbook but also suggests broader implications for the educational system in Türkiye and potentially, worldwide.

In-Depth Review of Gender Representation

The thorough examination of "Uplift Grade 9" reveals a better performance on the balance of representation of genders. The analysis covered a range of elements, including the frequency of male and female characters, the diversity of roles they occupy, and the nature of the activities they engage in. The findings show that the textbook has made notable progress in depicting both genders in various capacities compared to previous studies. For example, men and women are portrayed in a spectrum of roles that include leadership positions, creative endeavors, and nurturing tasks.

This improved representation is a positive step towards challenging traditional stereotypes. However, the study also identified areas where traditional gender roles persist. Activities requiring physical strength or technical skills were more frequently attributed to male characters, while those associated with aesthetics, care, or nurturing were predominantly linked to female characters. This suggests that while the textbook makes strides towards gender equality, some traditional stereotypes remain embedded, reflecting broader societal norms.

Comparative Analysis with Other Studies and Educational Materials

When compared with other ELT (English Language Teaching) and FLT (Foreign Language Teaching) textbooks, "Uplift Grade 9" stands out for its improved approach to gender representation. Previous studies have often highlighted a gender bias in educational materials, where male characters are more frequently represented and depicted in a wider variety of roles than their female counterparts. Such biases not only reflect societal norms but also serve to reinforce them, potentially shaping students' perceptions and expectations of gender roles.

In contrast, "Uplift Grade 9" has a better level of balance on portrayal of genders, presenting both male and female characters in an equitable light. This approach not only challenges traditional gender norms but also serves as a model for other educational resources. The findings suggest that the authors of "Uplift Grade 9" and the overseeing bodies, such as the Ministry of National Education of Türkiye, are committed to promoting a more inclusive and equitable educational environment.

Role of the Ministry of National Education of Türkiye

The role of the Ministry of National Education of Türkiye is critical in this context. The Ministry's commitment to gender equality is reflected in the improved representation found in "Uplift Grade 9." Also, in the new curriculum policy of Türkiye Ministry of Education (2018), they state "*In the new 9th -12th Grades English Curriculum preferred instructional materials are the ones that are attractive in presentation, authentic in content/use, culturally sensitive, unbiased toward learners'/others' cultures/genders (Tomlinson, 1998), and multisensory in design*" This suggests a deliberate effort to promote inclusivity and equality in educational materials, aligning with broader educational goals. By ensuring that textbooks provide a balanced view of gender roles, the Ministry is helping to create a more inclusive educational environment, which is essential for fostering a culture of equality and respect.

This commitment is particularly important in the context of Türkiye, where societal norms and expectations around gender roles can vary significantly. The Ministry's approach demonstrates an understanding of the need to challenge traditional stereotypes and provide students with a broader, more inclusive perspective on gender roles. This effort is crucial for preparing students to engage with a diverse and interconnected world, where understanding and respect for different genders are essential.

Limitations and Further Research Directions

While the analysis of "Uplift Grade 9" provides valuable insights, it represents only a snapshot of the broader educational curriculum. To fully understand the state of gender representation in educational materials, it is necessary to conduct a comprehensive analysis of textbooks across all grade levels. This would provide a more complete picture of how gender roles are portrayed throughout a student's educational journey and whether the balanced representation observed in "Uplift Grade 9" is consistent across other materials.

Moreover, future research should explore the impact of these textbooks on students' perceptions and attitudes towards gender roles. While it is essential to ensure that textbooks are balanced and inclusive, it is equally important to understand how students interpret and internalize these representations. This understanding would provide valuable insights into the effectiveness of educational materials in promoting gender equality and could inform future curriculum development.

Conclusion and Recommendations for Educational Materials

In conclusion, the study of "Uplift Grade 9" highlights some progress towards gender equality in educational materials compared to the previous studies. The better-balanced representation of genders and the diversity of roles depicted in the textbook are commendable and may suggest a conscious effort to challenge traditional stereotypes. This

aligns with the broader goals of the Ministry of National Education of Türkiye to promote inclusivity and equality in education.

However, while the findings are positive, there is still room for improvement. It is crucial that future educational materials continue to strive for gender balance and inclusivity, not only in terms of gender but also encompassing all aspects of identity, including race, ethnicity, and socio-economic background. A careful examination of the representation of gender roles is necessary to identify and address any subtle biases that may still exist.

Further research should also focus on understanding the impact of these textbooks on students' perceptions and attitudes towards gender roles. This would provide valuable insights for educators and policymakers and help in developing more effective strategies for promoting gender equality in education.

In summary, the study of "Uplift Grade 9" underscores the importance of deliberate and thoughtful efforts in the creation of educational materials. By ensuring that textbooks are balanced and inclusive, educators and policymakers can play a crucial role in shaping a more equitable and inclusive society. The commitment to gender equality in education is essential for preparing students to navigate and contribute to a diverse and interconnected world, and the findings from this study provide a valuable roadmap for achieving this goal.

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APPENDIX-A: Ethics Committee Exemption Form / Ethics Committee Approval

Tarih: 06/11/2024 18:13

Sayı: E-51944218-050-00003861754



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T.C.
HACETTEPE ÜNİVERSİTESİ REKTÖRLÜĞÜ
Eğitim Bilimleri Enstitüsü Araştırma Etik Kurulu

Sayı : E-51944218-050-00003861754
Konu : Etik Kurul (Bayezit UYANIR ve Hatice ERGÜL)

06/11/2024

YABANCI DİLLER EĞİTİMİ ANABİLİM DALI BAŞKANLIĞINA

İlgi : 16.10.2024 tarihli ve E-48490341-300-00003827692 sayılı yazı.

Ana Bilim Dalımız İngiliz Dili Eğitimi Yüksek Lisans Programı öğrencisi **Bayezit UYANIR**'ın **Doç. Dr. Hatice ERGÜL** danışmanlığında yürüttüğü "*Representations of Gender Identities in an English Textbook (Cinsiyet Kimliklerinin Bir İngilizce Ders Kitabında Temsilleri)*" başlıklı tez çalışması Hacettepe Üniversitesi Eğitim Bilimleri Enstitüsü Araştırma Etik Kurulunun **30.10.2024** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve ilgiliye tebliğini rica ederim.

Prof. Dr. Selda ÖZDEMİR
Kurul Başkanı V.

Bu belge güvenli elektronik imza ile imzalanmıştır.

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APPENDIX-B: Declaration of Ethical Conduct

I hereby declare that...

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;
- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;
- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;
- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;
- all cited studies have been fully and decently referenced and included in the list of references;
- I did not do any distortion and/or manipulation on the data set,
- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

27 /11/2024

Bayezıt UYANIR

APPENDIX-C: Thesis/Dissertation Originality Report

27/11/2024

HACETTEPE UNIVERSITY
Graduate School of Educational Sciences
To The Department of Foreign Languages Education

Thesis Title: EXPLORING REPRESENTATION OF GENDER IDENTITIES IN AN ENGLISH TEXTBOOK USED IN TÜRKİYE

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

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I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

Name Lastname: Bayezıt UYANIR
Student No.: N22132072
Department: Foreign Languages Education
Program: English Language Teaching
Status: Masters Ph.D. Integrated Ph.D.

ADVISOR APPROVAL

APPROVED

Assoc. Prof. Dr. Hatice ERGÜL

APPENDIX-D: Yayınlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikri mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan "**Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge**" kapsamında tezim aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

- Enstitü/Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. ⁽¹⁾
- Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihimden itibaren ... ay ertelenmiştir. ⁽²⁾
- Tezimle ilgili gizlilik kararı verilmiştir. ⁽³⁾

27/11/2024

Bayezit UYANIR

"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"

- (1) Madde 6. 1. Lisansüstü teze ilgili patent başvurusu yapılması veya patent alma sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tezini erişime açılmasının ertelenmesine karar verebilir.
- (2) Madde 6.2. Yeni teknik, materyal ve metodların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3 şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ay aşmamak üzere tezin erişime açılması engellenebilir.
- (3) Madde 7. 1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir*. Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlerle ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.
Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir
*Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir.

