



T.C.

AKDENİZ UNIVERSITY

THE INSTITUTE OF EDUCATIONAL SCIENCES

DEPARTMENT OF FOREIGN LANGUAGES EDUCATION

MA
THESIS

**GENDER REPRESENTATIONS AND INDIRECT
SEXISM IN EFL TEXTBOOKS: AN IN-DEPTH
CRITICAL ANALYSIS**

Elif KOÇKUZU

ENGLISH LANGUAGE TEACHING

MASTER'S PROGRAM

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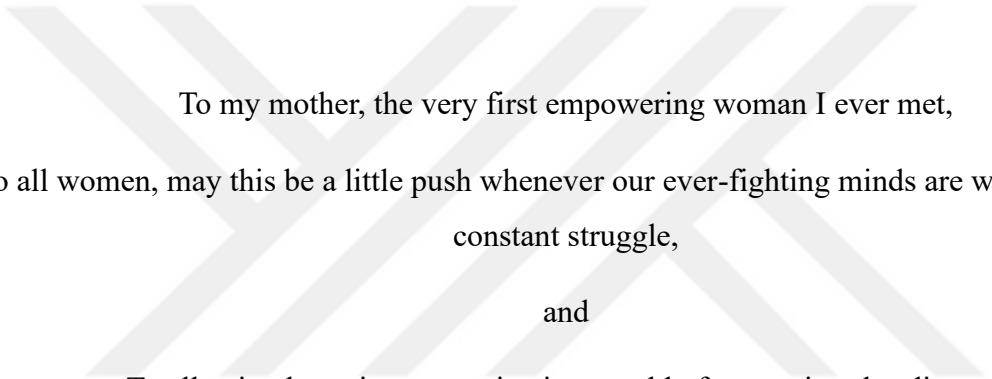
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YÜKSEK LİSANS TEZİNİN ADI: Gender Representations and Indirect Sexism in EFL Textbooks: An In-Depth Critical Analysis

ONAY: Bu tez, Enstitü Yönetim Kurulunca belirlenen yukarıdaki jüri üyeleri tarafından uygun görülmüş ve Enstitü Yönetim Kurulunun tarihli ve sayılı kararıyla kabul edilmiştir.



To my mother, the very first empowering woman I ever met,
To all women, may this be a little push whenever our ever-fighting minds are worn out from
constant struggle,
and
To all animals, trying to survive in a world of systemic subordination

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ABSTRACT

GENDER REPRESENTATIONS AND INDIRECT SEXISM IN EFL TEXTBOOKS: AN IN-DEPTH CRITICAL ANALYSIS

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Modern day sexism reaches far deeper and more complicated. It is now necessary to make equitable adjustments to verbalization and pragmatics. Along with the complexities of the gender context, recognizing linguistic displays of sexism necessitates critical thinking and mindful reading. Therefore, this study sought to detect indirect forms of sexism in educational textbooks and recognize how these materials impact readers' gender perceptions. Utilizing frameworks from Mills (1995) that focus on both word level and phrase/sentence and discourse level analysis, the current study investigated three separate sets of EFL textbooks, *Count Me In* by the Republic of Türkiye Ministry of National Education (Çimen et al., 2021a, 2021b, 2022), *face2face second edition Upper Intermediate* by Cambridge University Press (Redston & Cunningham, 2020; Tims et al., 2020) and *English File fourth edition Upper-intermediate* by Oxford University Press (Latham-Koenig, Oxenden, Chomacki, 2019; Lathan-Koenig, Oxenden, Chomacki, Hudson, 2019), in terms of gender representations and various types of indirect sexism. With the use of critical discourse analysis, the results revealed that semantic derogation of women was the most prevalent category, portraying women in subsidiary and degrading roles. Men were consistently depicted as the default or superior form, reinforcing traditional power dynamics. Indirect sexism was primarily manifested through gender stereotypes and presupposition and inference, with minimal efforts toward political correctness. Bearing the importance of critical evaluation and revision of educational content in mind, it was suggested that future studies should be up to date with the needs of evolving language by addressing linguistic sexism timely.

Keywords: *Linguistic Sexism, Gender Representations, EFL Textbook, Critical Discourse Analysis, Indirect Sexism, Gender*

ÖZ

İNGİLİZCE DERS KİTAPLARINDA CİNSİYET TEMSİLLERİ VE DOLAYLI CİNSİYETÇİLİK: DERİNLEMESİNE BİR ELEŞTİREL ANALİZ

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Günümüz cinsiyetçiliği çok daha derin ve karmaşıktır. Bununla birlikte, söylem ve edimbilimde eşitlikçi düzenlemeler yapmak gereklidir. Cinsiyet bağlamının karmaşıklığıyla birlikte, cinsiyetçiliğin dilsel göstergelerini tanımak, eleştirel düşünmeyi ve dikkatli okumayı gerektirir. Bu nedenle, bu çalışma eğitim kitaplarında dolaylı cinsiyetçilik biçimlerini tespit etmeyi ve bu materyallerin okuyucuların cinsiyet algılarını nasıl etkilediğini anlamayı amaçlamıştır. Mills'in (1995) kelime düzeyi ile deyim/cümle ve söylem düzeyi analizine odaklanan çerçevelerini kullanarak, mevcut çalışma, Türkiye Cumhuriyeti Milli Eğitim Bakanlığı tarafından hazırlanan *Count Me In* (Çimen ve ark., 2021a, 2021b, 2022), Cambridge University Press tarafından hazırlanan *face2face Second Edition Upper Intermediate* (Redston & Cunningham, 2020; Tims ve ark., 2020) ve Oxford University Press tarafından hazırlanan *English File Fourth Edition Upper-intermediate* (Latham-Koenig, Oxenden, Chomacki, 2019; Lathan-Koenig, Oxenden, Chomacki, Hudson, 2019) olmak üzere üç ayrı İngilizce Yabancı Dil (EFL) ders kitabını cinsiyet temsilleri ve çeşitli dolaylı cinsiyetçilik türleri açısından incelemiştir. Eleştirel Söylem Çözümlemesi (Critical Discourse Analysis) kullanılmasıyla elde edilen sonuçlar kadınların ikincil ve alçaltıcı rollerde resmedildiği anlamsal açıdan aşağılamanın en yaygın kategori olduğunu ortaya çıkarmıştır. Erkeklerin sürekli olarak varsayılan veya üstün formda tasvir edilmesiyle geleneksel güç dinamikleri pekiştirilmiştir. Dolaylı cinsiyetçilik, öncelikle toplumsal cinsiyet stereotipleri, sonrasında ön varsayımlar ve çıkarımlar kategorileriyle kendini göstermiş olup politik açıdan doğruluğa yönelik minimum çabayla ortaya çıkmıştır. Eğitsel içeriğin eleştirel değerlendirilmesi ve revize edilmesinin önemi akılda tutularak, gelecekteki çalışmaların dilbilimsel cinsiyetçiliği zamanında ele alarak, gelişen dilin ihtiyaçlarına göre güncellenmesi önerilmiştir.

Anahtar Kelimeler: Dilbilimsel Cinsiyetçilik, Cinsiyet Temsilleri, İngilizce Yabancı Dil Ders Kitabı, Eleştirel Söylem Analizi, Dolaylı Cinsiyetçilik, Cinsiyet

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LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

CDA: Critical Discourse Analysis

CEFR: Common European Frame of Reference for Languages



CHAPTER I

INTRODUCTION

This chapter presents an introduction to the topic and explains the background of the study. It also expresses why there is a need for such a study along with its purpose and its significance in the field. The research questions set for the current research are disclosed in this chapter. Finally, the limitations of the study are explained at the end.

1.1 Background of the Study

Patriarchy is a corrupt system that has long been challenging to tackle in every aspect of life. It can be traced back to a time as old as 8000-3000 BC with the basis of male militarization that gradually let males seize command of the agricultural oversupply and ultimately, the central providers of workforce, women (Omvedt, 1987). While men's control over women steadily proceeded through labor, there were also other criteria that paved the way for spreading male influence further over time. (Omvedt, 1987)

One, very critical criterion was the evolution of language. Its encouragement of the formation and transmission of notions such as male dominance and/or supremacy and female subordination and/or inferiority eventually led to the growth of the capability for language benefiting men to maintain and strengthen their power over women (Smuts, 1995). As the evolution of language proceeded with the changing progress of human beings, these notions got internalized by the upcoming generations.

Throughout the ages, the seed of patriarchy has grown into a plant and extended its branches into human existence with the unconscious assistance of language. Today, what makes this pattern difficult to dismantle is its expansion across multiple fields. It enwraps science, economy, politics, business, education and many others like a poison ivy making it complicated to differentiate its leaves from the actual ones of these fields. This multidimensional ivy of patriarchy makes it demanding to spot the rooted, internalized and problematic ideologies like sexism in both spoken and written language. However, the complexity of sexism cannot be overlooked in this matter as stated by Hatch & Copeland (1988). It can be challenging to comprehend sexism on an emotive, ethical, social or intellectual level. While even the perception of it is at times perplexing, one can be subconsciously misled to assume that their distinctive actions are the result of their own ambitions or free will rather than the result of society's downplay of the odious tendencies

that are produced by multiple individuals acting independently all at once (Hatch & Copeland, 1988). In the long run, women are led to put the guilt on themselves for their societal destiny and sexism is quickly justified as a social or personal failing (Hatch & Copeland, 1988).

In the early times, battling sexism meant fighting for women's rights to be involved in politics and education (Hatch & Copeland, 1988). Today's sexism runs deeper and thus more complex. It has come to the point of making equitable revisions of verbalization and pragmatics.

What adds to the complexity of today's sexism is sexist humor. Although these prejudiced jokes can be disregarded as harmless comedy, together with objectification and problematic language especially regarding women, it functions as a bottom row of what is now known as a pyramid scheme of sexual violence and abuse (Create Change around Sexual Violence, n.d.). What follows this row is gender stereotypes, then verbal abuse and ultimately leading to what sits at the top, violence. A naive joke gradually contributes to a culture of extreme force and homicide which makes the bottom row extremely important to break down (*Create Change around Sexual Violence*, n.d.).

Avoidance of these utterances requires recognizing sexism as an initial step. While it might be easy to perceive explicitly negative forms of sexism (overt expressions degrading women), it also, at times, may come in subtler forms (sexist jokes and/or sexist language) that could be readily disregarded when encountered (Becker & Swim, 2011). Acknowledging these tendencies that portray verbal and behavioral discriminations is an important step toward raising awareness in the topic since as Becker and Swim (2011) affirm, failing to detect sexist occurrences aids sexism.

Awareness and acknowledgment can be gained through education in the same way it can overcome patriarchy in the long run. Education, though merely one of the many branches patriarchy has had its lasting influence on, is an immensely important field to touch upon as it holds the absolute power to root the whole poison ivy out. It can alter problematic ideologies, challenge internalized sexist attitudes and lift any barrier limiting developmental change. Education, in a sense, is to fill the gap between the current form of the society and the promising version of it in the future (O'Brien, 1987). As O'Brien (1987) interprets, it constructs the required preliminary formations ("preformations") to actual revolution and the eradication of class in terms of gender, functioning as a mechanism for ideological transmission and a series of societal interactions that may purposefully be altered in a manner that could yield radical reform to society in the face of patriarchy.

The common written tools in education are the textbooks put to use in classes. They bear cultural contexts of the society they exist in and the qualification to transmit any social concepts and ideas through the use of language. Conducting linguistic analysis within the scope of socio-cultural contexts can expose a number of processes through which language is utilized to restrain, compel and portray women and men oppressively (Mills & Mullany, 2011). Textbooks used in schools are the socio-cultural contexts that are required to be analyzed in this matter.

However, this analysis should not only be thoroughly in-depth and critical, but it should also raise an issue of the condition today's sexism has come to. Male privilege and sexism are core subjects that are frequently addressed in gender-focused courses but there is little evidence how effectively male privilege and indirect sexism are grasped by students (Case, 2007). Indirect sexism is a subtle form of sexism harming the perception of gender in contemporary society and it often goes unnoticed (Mills, 1995). The wide-ranging influence of it can affect the learning process and create unwanted consequences in terms of the understanding of equality, impartiality and equivalent representation in education. Therefore, the bottom of the pyramid patterned by problematic language is urged to be studied in order for it not to take another step further (*Create Change around Sexual Violence*, n.d.). Depicting gender representations and the forms of indirect sexism which lie in language help learners gain awareness, perceive the severe effects of direct, overt sexism and better-understand any internalized prejudices related to gender. "Language is courage: the ability to conceive a thought, to speak it, and by doing so to make it true" (Rushdie, 1998). Thus, what is made true through the use of language should always be paid special attention to.

1.2 Statement of the Problem

Despite progressive steps toward gender equality, EFL textbooks continue to advocate subtle forms of sexism, impacting learners' perceptions and reinforcing outdated gender stereotypes. This issue is particularly pressing in educational settings, where textbooks are a primary resource for language learning. Any forms of bias embedded in textbooks regarding gender indicate a risk to gender equality as learners are likely to implement these bias into their lives. Also, the less apparent forms of sexism require further attention to identify and detect. Therefore, the current study addresses the critical need to investigate the extent and forms of indirect sexism present in EFL textbooks, specifically focusing on three sets.

1.3 Purpose of the Study

This study hopes to shed light on how today's sexism can be so obscure and implemented so deep into the context that it is easy to miss if not read mindfully by interpreting any representations of gender, in EFL textbooks, that can be considered as harmful and might affect learners' mindset. The current study also aims to analyze and understand the complexities and characterizations of the context of gender and moreover, to raise awareness to the importance of language in the case of communicating derogatory ideologies. Through the conduct of this study, having readers evaluate teaching materials bearing the gender equality criteria in mind and providing a reason for everyone in the education field and the research community to be more critical readers are the intentions of the researcher.

1.4 Significance of the Study

Effects of patriarchal society, although with adapted ways according to the changes and developments the world continually goes through, continue to dominate the lives of every individual and distort the perception of gender in modern society. While education is one field that patriarchy's current influence can be seen, it is crucial to identify how it shapes the minds of others in the learning process. Therefore, studies that raise awareness in this subject help dismantle the burden and the oppression carried by the victims of a derogatory ideology.

There are a number of studies in the world and in Türkiye in which English textbooks are analyzed from various aspects. However, gender, as a complex matter, necessitates an analysis that is multidimensional and intricate. There is a significant need for studies in Türkiye that dig deeper than the surface as the current ones investigate the context of gender from points that highly lack depth. These studies have generally focused on common nouns, occupations, adjective use, and etc. Thus, the need for an in-depth view on the subject establishes the idea that a large amount of content might have been missed during the analysis. There is currently no study in Türkiye that goes deep in terms of indirect sexism and is critically interpreted and inferred. As a matter of fact, a more critically examined study that is comprehensively analyzed at the level of word, sentence and discourse, and will reveal inferences that cannot be noticed at the first glance is an important need in this field. In addition, the constant evolution of language gives researchers a vital reason to keep studies on sociological matters up to date so as to meet the contemporary needs of a progressive society.

1.5 Research Questions

As the current study aims to examine how the concept of gender is represented in EFL textbooks used in Türkiye in a critical manner and to comprehensively analyze the complexity and characterization of gender, the following research questions are formed in line with the study, with categories adhered to Mills' (1995, 2003) works:

1. How do EFL textbooks represent genders at word level in terms of:
 - Generic pronouns?
 - Generic nouns?
 - Women as the marked form?
 - Naming and androcentrism?
 - Semantic derogation of women?
 - Endearments and diminutives?
 - Politeness?
2. Do EFL textbooks manifest indirect sexism at phrase/sentence and discourse level in terms of:
 - Ready-made phrases?
 - Presupposition and inference?
 - Metaphor?
 - Jokes and humor?
 - Transitivity choices?
 - Fragmentation?
 - Gender Stereotypes?
 - Politeness?*

*As politeness can be present both in word and discourse level, it is classified in both questions.

3. What kind of differences emerge upon the comparison of the EFL textbooks regarding gender representations and indirect sexism?

1.6 Limitations of the Study

Language and ideologies continually evolve; therefore, this study constantly bears the risk of not being able to comply with a future contemporary state of the society's language use in the years to come. As Lakoff (1975) states, social change drives linguistic change rather

than the other way around. In the best cases, language change impacts changes in attitudes gradually and indirectly and these attitudes will only be observed as social change when society has become willing. Therefore, with any kind of social change, this study might fail to abide by the new linguistic forms followed by these changes.

Moreover, the criteria chosen for this study pose as further limitations. The number of the analyzed materials which is three in this study's case, and the language level of these materials are among these criteria. This study also relies heavily on a single approach of linguistic categories derived from a single work which is *Feminist Stylistics* by Sara Mills (Mills, 1995). Besides, literary texts were excluded from this study as it would require a different framework to analyze. Lastly, the limited number of categories set for analysis in this study adds to the overall limitations.



CHAPTER II

LITERATURE REVIEW

The focus of this study is the complexity of the gender context and sexism that can be conveyed through language; therefore, this chapter concentrates on linguistic and certain forms of sexism that can be explored in the use of language, though, occasionally require critical thinking and mindful reading to recognize. Certain key terms and concepts that might arise later in the study are defined and discussed in contemporary terms in this chapter. Finally, a broad review of studies conducted on the context of gender in EFL (English as a Foreign Language) textbooks are also presented.

2.1 Discussions of Key Terms and Concepts

It is of use to define and clarify the certain key terms and concepts that will be discussed further in the study with the purpose to leave no place for ambiguities or obscurities, and to refrain from falling behind in understanding particular contemporary phrases. Below are the definitions of some terms and concepts regarding this study and occasional discussions, concerning this study's approach:

2.1.1 Gender

According to Mills & Mullany (2011), suppositions that gender precedes conversations and has an impact on how these interactions advance is substituted with the concept that people engaging in dialogue generate their gendered identity, therefore viewing gendering as a process that is fluid and not concluded. Mills (2003) also expresses that gender is not only how an individual is regarded as a person of a particular gender but also how they perceive themselves as members of that gender. Mills (2003) further states that it would be utopic to exclude the manner of the treatment one obtains regarding their gender from one's identification of themselves. Mills (2003) deems gender as a complex notion and its functions far from "stability and solidity" which makes it significant to note that the term gender is as dynamic as the concept of language and society and thus, it can progress as the language and society evolve.

Mills (2003) also specifies that the boundaries of sex and gender are hazy, asserting that the understanding of these two terms has to be expanded to acknowledge that they are not homogenous within one another either. In this manner, they believe steering research away

from the idea that gender is made up of a variety of stable and predictable traits and instead, affirming the complexity of it will help create an analysis with greater context (Mills, 2003).

2.1.2 Femininity and Masculinity

For Mills (2003), femininity and masculinity are accumulations of traits that are acquired through a complicated arbitration between oneself and what they perceive to be the standards of their surroundings in action and society as a whole. Traditionally, whilst femininity is associated with submission, fragility, modesty etc., masculinity is associated with aggression, dominance, power and the like. Mills (2003) claims that a feature like aggression is frequently believed to be a biological aspect of being male, and thus, due to testosterone. Nonetheless, contrary to common belief, femininity and masculinity are concepts that are more complex and have been fabricated in the process of time with a heavy effect of traditional values of the society. Therefore, these terms have more to do with the fictitious expectations of the society regarding what is standard than individuals' perception of themselves since in both cases, society plays a great role in defining the buildup of these traits in practice.

2.1.3 Gender Stereotypes

A stereotype can be thought of as a collection of hypothetical scenarios which are composed of sets of characteristics, personas, and potential storylines (Mills, 2003). In terms of gender-based stereotypes, Mills (2003) considers these as hypothesized, extreme aspects of perceptual behavior of a group that are later generalized to the whole group. According to Mills (2003), femininity and masculinity are the dividing points of these groups and the current stereotypes encapsulating the first one have potentially been derived from specific features of "white, middle-class women's behavior within a certain era". However, Mills (2003) mentions that there were conflicting sets of behaviors that challenged these stereotypes even at that particular period.

Bates (2016) thinks that one of the early demonstrations of gender stereotypes start in childhood with toys categorization in stores:

"Soft and cuddly on one side; sporty and energetic on the other. Cooking and domesticity here; science and exploration there. No toy so neutral as to defy categorization. The outright lack of gender neutrality gives pause for thought when imagining the contortions of the poor shelving staff - where best for a purple tractor, one can't help but wonder, or a gun that fires bubbles?" (p.58)

The hypothesizing of stereotypes frequently guides judgments concerning feminine and masculine behavior and creates, frequently unconscious, perceptions of what is suitable (Mills, 2003). They further remark that these are equally harmful toward all genders as they include assumptions about a person that often contradict with that person's own opinions of themselves. That being said, women are likely to suffer considerably more from these stereotypes than men are.

Valenti (2008) uses the following opposing cases as their chapter names highlighting this difference:

“He’s a hero, she’s a damsel.

He’s gonna be a success, she’s gonna be a stay-at-home mom.

He’s himself, she’s Mrs. himself.

He’s dating, she’s taken.”

2.1.4 Sexism and Feminism

Mills and Mullany (2011) find sexism challenging to describe in contemporary analysis since it is anachronistic and regards it as a clash between people who support equal treatment for women and those who oppose it or who view the unequal treatment of women favorably. However, sexism is also the consequential damage consciously or unconsciously applied to women as a result of male based stereotypes such as “Men don’t cry.”, generating toxic masculinity which eventually, again, hurts women.

Following up on the idea that sexism can be multidimensional, Mills and Mullany (2011) express that sexism is institutionalized, which means that such a way of speaking and thinking has existed longer than any of us individually. According to them, sexism does not originate with any one speaker; rather, it is a collection of choices that were formerly largely accepted. These sexist views were widely held to be common knowledge, making them now, tricky to refute. This institutionalized concept of sexism is much more constructive as a definition because it allows sexism to be viewed as a set of tools that can be used in specific ideological conflicts rather than as something that just exists in individual comments (Mills & Mullany, 2011).

Feminism exists to dispute sexism. Although Bates (2016) acknowledges sexism's definition as a principle that all individuals should be treated equally, irrespective of sex, which is a definition commonly known, modern feminism is far more multifaceted than that. Feminism, along with other causes and movements such as ones for gay, transgender rights etc., are situated in a broad field of sexual politics, that is, feminism, in its many aspects is a

component of a much bigger political scene and the entire spectrum of gender-related, discursive and political advocacy is sexual politics (Mills & Mullany, 2011). Therefore, Mills and Mullany (2011) entertain the idea that adopting a larger view of the political environment is necessary to fully comprehend the intricate interactions of feminism in modern societies.

2.1.5 Overt Sexism and Indirect Sexism

As stated by Mills (2008), overt and indirect sexism are two types of response to the difficulty faced by women fighting for equality and engaging in the public sphere. While overt sexism is a clear, explicit series of institutionalized language patterns (generic pronouns like the use of the “he” pronoun to refer to a generalized group, hate speech etc.), whose use is now questioned and challenged, indirect sexism is the feminist criticism of overt sexism. In indirect sexism, gender is not directly addressed in an interaction; yet sexist assumptions underlie the presuppositions of utterances (Mills, 2008).

While indirect sexism is highly common, it also seeks to avoid accountability for an expression, interceding the expression by means of satire, humor or masking the weight of sexism behind innuendos and at times, even hesitation (Mills, 1993). Eventually, this causes great frustration as the recipient of this type of sexism is manipulated into thinking the expression is harmless and agreeable. Indirect sexism is a more complex, seemingly good-natured form of sexism that requires to be challenged completely as it is more damaging by being more demanding to unpick and acknowledge (Mills, 2008).

Mills (2008) also specifies that pragmatics, the context and the interpretations of statements are the foundation of indirect sexism, and it comes in many forms such as presuppositions, humor, stereotypes, metaphor and etc. which will be explained further in the study.

2.1.6 Internalized Sexism

One strategy used to cope with society-linked stresses is internalizing (Rahmani, 2020). In the context of sexism, men uphold the formal and informal laws that maintain the structures of inequality while women continue to uphold these structures even when men are not in the picture, internalizing sexism (Means, 2021). Therefore, women use internalized sexism as a coping mechanism. Bearman et al. (2009) give the following example that occurred in a daily conversation for internalized sexism:

“They were up in their room with Bill and Lorraine, or whatever her name is – the blonde chick who’s not really a blonde.” (p.12)

The statement exemplifies a sort of subtle objectification where the owner of the statement categorizes women by their appearance instead of their interpersonal interactions and the objectification is reinforced by reducing women to their hair color and by the use of the word “chick” (Bearman et al., 2009). Such casual yet deeply ingrained instances of internalized sexism highlight the pervasive nature of these biases and how they are unconsciously perpetuated in everyday language and interactions.

2.1.7 Toxic Masculinity

Kupers (2005) defines toxic masculinity as the combination of illiberal masculine characteristics that encourage homophobia, violence, and discrimination against women. According to Kupers (2005), toxic masculinity is excessive rivalry and selfishness, lack of compassion to or disregard for the thoughts and emotions of others, a need for domination and control, an inability to nurture, a fear of dependency, a willingness to use violent behavior, and derogation of women, gays, and men with feminine traits. By acknowledging and challenging these harmful traits, society can work towards fostering a more equitable environment for all genders.

2.1.8 Stylistics

Stylistics is the study of the language used in literary writings adopting theoretical frameworks often drawn from linguistics (Mills, 1995). Linguistic stylistics is the field where scholars work to enhance language analysis methods via the examination of style and language, advancing linguistic theory in the process (Carter & Simpson, 1989). According to Mills (1995), the goal of stylistics is to interpret and understand how language is used to create meaning, evoke perceptions, and convey the author’s artistic intent. Stylistics is also employed as the means for Mills’ study *Feminist Stylistics* (1995) which will later be touched upon in the current study. This approach allows for a deeper exploration of the ways language can both reflect and perpetuate societal attitudes towards gender, making it a valuable tool for critical analysis in the context of gender studies.

2.2 Linguistic Sexism

Linguistic sexism is a long-standing effect of patriarchy. It is the type of sexism communicated and spread through the use of language. Feminists who are interested in language as well as the linguistic depiction of the genders have been actively uncovering and recording sexist behaviors in language usage and discourse for years (Pauwels, 2003). Today,

it comes in many forms, the simplest and perhaps the most common example being generic nouns such as freshman, headmaster, cleaning lady etc. or assuming the gender identity of someone when their pronouns are not given in a sentence such as presuming a police officer would be a “he”. In fact, Baltacı (2018) offers examples of gendered language and their potential gender-neutral alternatives in their study. Couple of these examples are:

- ‘partner’ or ‘spouse’ instead of ‘husband/wife’ or ‘boyfriend/girlfriend’
- ‘all genders’ instead of ‘both genders’ (Baltacı, 2018)

However, sexism in language is not always this unambiguous and it sometimes requires definite attention to spot. It may even, at times, come in the form of a compliment as Bates (2020) gives the example of “praising our daughters for their looks and our sons for their strength”. Even the patterns of politeness can reserve a form of sexism. In fact, Lakoff (1975) expresses that women learn to speak more politely than men from an early age because politeness entails a lack of a powerful statement, and women's speech is designed to avoid conveying strong views. According to Lakoff, women make use of words like “dear” or tag questions more often in their speech which indicates a subordinate language that is softer and more co-operative than men’s dominant language.

Ahlung’s (2017) study could be another example of the unambiguous case. In their study where they comparatively used two novels as teaching tools to offer a feminist perspective toward language and later caused gender-related discussions to arise in the class, two excerpts come into focus. The first excerpt reveals a male character’s conformation to gender stereotypes when he mentions his disturbance due to a woman, although small, being stronger than he is. The second excerpt introduces a female character demonstrating her strength to a male character who questions her physical power. Through the use of two novels, Ahlung (2017) presents multiple cases where gender roles and stereotypes come into question and thus, linguistic sexism can be examined.

Linguistic sexism has also been viewed as detrimental, particularly for women since it perpetuates a picture as if they are subordinate (Pauwels, 2003). Therefore, the aim of restraint from linguistic sexism has brought about attempts to eradicate gender bias from language and work for a non-sexist language. Pauwels (2003), in fact, addresses these attempts as a language reform under the name of feminist linguistic activism.

“Perhaps most threatening to men’s role as norm-makers were the attempts women made at becoming norm-makers themselves through the formulation of proposals and guidelines for non-sexist language use. Developing women’s own norms and implementing them

across a speech community is clearly the strongest challenge, if not threat, to male authority in language regulation” (p.551).

2.3 Feminist Stylistics by Sara Mills

Mills (1995) declares that according to the linguistic determinism theory, the various worldviews that different civilizations hold are indeed determined by distinctions in language patterns. Mills (1995) additionally notes that while it is hypothesized that a culture's language molds the perspective of its individuals, linguistic determinism goes a step farther and claims that language creates our understanding of the world. For that reason, Mills have produced a way of analysis called *Feminist Stylistics* (Mills, 1995), intending to provide readers a terminology that they can use to explain both what happens in texts and what transpires to them while they read, since people are accustomed to receiving particular kinds of messages, they don't always interpret them as repressive or harmful during reading (Mills, 1995).

Mills (1995) sets forth that in addition to identifying sexism in context, feminist stylistic analysis also examines how “point of view, agency, metaphor, and transitivity” are surprisingly connected to issues of gender, and furthermore, offers analysis under three categories: at the level of word, phrase/sentence and discourse. This study combines the last two categories during analysis. At the first category, together with generic pronouns and generic nouns, women as the marked form, naming and androcentrism, semantic derogation of women, and endearments and diminutives are present. These subheadings under the first category analyze the data at the word level. According to Mills’ theory, male form of particular words is considered as unmarked while female one is the marked term such as actress, hostess, bachelorette and etc. composed with the affixes, -ess, -ette, -enne, -trix and lady, making the female terms diminutive of the male terms. Next, naming is wording certain terms through male perspective like using ambiguous phrases instead of anatomical terms of female genitalia because it is considered taboo. Similarly, androcentrism presents events from male viewpoint as in using active phrasing of pregnancy when the speaker is male while the passive version is available for female; “to get someone pregnant” vs “I’m expecting/pregnant” (Mills, 1995).

Semantic derogation of women includes contrasting pairs where the female version of the word insinuates derogation whereas male-specific version is positive and dignified. For instance, the term “master” holds authority and prestige when in fact the term “mistress” has a sexual and unrefined meaning. Mills (1995) likewise reckons that some endearment words, although may sound affectionate, are often used in contexts where the male speakers demean

women by claiming a higher power relation. Some of these terms are “doll”, “chick”, “pet”, “flower”, “sweety”, “honey”, “babe” etc. and can be used in contexts where a male speaker perceives a hierarchical status. (Mills, 1995)

The second category with the subheadings as follows; ready-made phrases, presupposition and inference, metaphor, jokes and humor, transitivity choices, analyze the context at phrase and sentence level, and offers practicality to examine indirect sexism. Mills (1995) describes ready-made phrases as pre-existing expressions that represent women negatively or demeaning. The following phrases are some of the common ones; “Behind every successful man is a woman”, “The way to a man’s heart is through his stomach”. The last phrase is also an example of presupposition and inference which are the conjectures of certain forms of contextual information when the receiver of the text is woman, or the context is gender related. According to Mills (1995), there are several presuppositions that can be derived from the example “The way to a man’s heart is through his stomach”.

“That women would like to get to a man’s heart, i.e. that relationships with men are an important element in women’s lives (implicitly more important for women than they are for men); that in order to get an emotional response from a man, some subterfuge will need to be used, i.e. his heart cannot simply be appealed to; and that women can cook in order to lure a man into a relationship.” (p.99)

Brown and Yule (1983) also derive a point about this by emphasizing that interpretations of spoken or written discourse's intended meaning should go beyond literal understanding of the expressions that make them up.

Mills (1995) also informs that interpretations regarding gender can be made through metaphors. “She is fit as a fiddle” and “He is all brains” are two metaphorical sentences that show associations with women and physical state, and with men and intellect. Men are praised for their intelligence whereas women are complimented about their bodies, also conforming to the belief that being thin is a positive bodily state.

Comedy is another channel of language where sexism can be present. Since comedy usually has an audience, the problem does not end with making a joke but it further spreads with laughing at it. A person may unknowingly help maintain the existence of the sexism encoded in the humor when they laugh at the jokes when the sexism may be concealed by humor (Mills, 1995). Finally, transitivity choices serve as systematic choices concerning the representation of an agent (the owner of the action) and the one who is affected by the action (Halliday, 1971). Mills (1995) emphasizes that these syntactic choices hold components of the expresser’s ideological representation and worldview. While in the example taken from

MacInnes' novel, *The Hidden Target* (MacInnes, 1982), "She held out her hand" (pp. 314–315), the woman is in a passive role, in the following sentence that is "He grasped it" (pp. 314–315), the man is in an active role, and he does the action to her body.

The final category analyzes the data at discourse level and in this section, fragmentation comes into focus. Fragmentation can be depicted as objectification of the female body through its parts which is a common factor in advertisements, and it is usually displayed through male focalization (Mills, 1995).

2.4 Gender Representations in Textbooks

2.4.1 Studies on Gender in EFL Textbooks Conducted Around the World

Although there seems to be a positive change in sexism discussions over time now that more ambiguous forms of sexism can be analyzed, most studies deduce that EFL textbooks are still conforming to traditional gender roles. As the degree of it differs from one study to another, textbooks, which are commonly used teaching materials in language classes, continue to bear the long-term effect of patriarchy that will subconsciously pass on to learners.

Agni et al. (2020) conducted a study whose results have verified that EFL textbooks lack even a simple form of equality which is, in this case, the equal number of appearances of all genders. They examined the number and order of gender appearances together with gender roles, domain activity and occupations in a high school textbook put out by the Indonesian Ministry of Education and Culture. The results present that appearances of men exceed in quantity in both textual and visual representations and women are displayed more in domestic roles when appearances of men offer more variety in activities and occupations. While they also touch upon a novel point that is adjective use by genders, which revealed portrayals of women associated with more bad behavior than men, the study lacks depth since sexism does not only come in word level.

Saraswati and Ayu (2021) added that necessary depth to their study and analyzed gender stereotypes in EFL textbooks not only in word level which was generic nouns in this study's case but also in phrase/sentence level that were fragmentation, presupposition and inference and transitivity choices, making use of Mills' (1995) theory. They found out that presupposition and inference were the most frequently encountered category in the textbooks. Having also analyzed gender stereotypes in three categories, traits, roles and behavior, they

discovered that roles were the common examples of stereotypes. Finding no patterns of transitivity choices, the study remains to be deeply critical and detailed.

A study by Khanunthong et al. (2021) is also very detailed and offers a fresh perspective in terms of analysis. They collected collocations appearing with gender terms in an EFL textbook and investigated the frequency of these collocations. Having contained various contexts such as emotions, financial status, habits and etc., the results again showed that representations of men outnumbered women in three categories, social roles, activities and characteristics.

A similar study was carried out by Ghorbani (2009) to explore gender manifestations in three textbooks based on social and domestic roles, adjectives, characters, professional roles and firstness. However, the results declaring evident gender stereotypes and sexist patterns in the analyzed textbooks, were not specificized and lacked critical discussion.

Demir (2021) also made use of three textbooks to look into the way the democratic principles regarding equality and inclusion expressed in the Swedish curriculum are adopted in the textbooks yet found out that these textbooks did not align with principles in the curriculum whilst distinctly deriving points about gender equality. In addition, Demir (2021) observed evident heteronormativity and men being depicted as aggressive while women were in conditions concerning mental health.

Heteronormativity was specifically referred to in Ruiz-Cecilia et al.'s (2021) study that also analyzed gender roles in textbooks. The study, encompassing two textbooks used in Spanish high schools, uncovered absent representation of non-binary people and traditional gender roles in sports, interests, activities and jobs in which women are constantly demeaned. A few instances presented by the researchers were women being identified with unchallenging activities and men being associated with ones that entail more danger and risk.

In relation to non-binary people, Holopainen (2018) also found no references as to the representation of them. The study covered a Finnish EFL textbook series, and the discourse analysis enclosed, number of gender representations, gender roles, gendered language and relationships between same and different sex individuals. The findings showed that men, once again, outnumbered women in terms of the number of representations, a number of gendered vocabulary such as the generic use of the “he” pronoun were present and finally, both sexual and platonic interactions were considerably heteronormative and male-dominated. A crucial part of this study was its consideration of transitivity in their analysis of gendered language which added more dimension to the critical evaluation of discourse.

At last, a noteworthy diachronic study by Pérez-Sabater (2015) quantitatively examined twelve EFL textbooks released in Spain in the recent decades from 1956 to 2008. They aimed to identify the gender inequalities in these materials and how the gender context progressed over the years. They looked for gender visibility, pronoun use, jobs, conventional titles and the number of female and male characters as subjects and objects. The study that exhibited thorough and deeply critical background information on the subject, had particularly progressive results. They noted that the analysis revealed a considerable quantitative improvement that took place in recent years indicating the significant effort writers and publishers made to confront sexism and adjust their materials. In fact, they found materials that were adjusted to The Common European Framework of Reference for Languages had balanced portrayal of women and men that occasionally favors a positive discrimination toward women. However, the promising quantitative results of the study were not backed up with the qualitative interpretation that were present in the background of the study. This might signify that the examples of present-day sexism that has become subtler and more internalized over time rather than being unobscured might have been missed as they would require a qualitative analysis to identify.

2.4.2 Studies on Gender in EFL Textbooks Conducted in Türkiye

The concept of gender in EFL textbooks has also been looked into in certain studies conducted in Türkiye. One of these was carried out by Şeker and Dinçer (2014) and it focused on gender stereotypes in four EFL textbooks in three forms: professions, personality features and physical appearance. The results determined that men were associated with physical strength, intellect, jobs related to business, medicine etc. and tall, good-looking features whilst women were associated with responsibility, educational occupations and short, pretty features, confirming the presence of gender stereotypes in EFL textbooks.

Yılmaz (2012) investigated gender stereotypes as well in a comparative study where they analyzed three revised EFL textbooks along with their first editions, relatively. They investigated these stereotypes in six categories that are the inclusion of characters by gender, the number of these characters depicted as family members, the allocation of domestic chores, range of leisure activities, occupations and adjective use concerning gender. In the end, it was seen that gender representations in the first editions leaned more toward gender stereotypes while the representations in the last editions grew more balanced in all categories.

An earlier study by Skliar (2007) added more extent to the subject by not only analyzing data in word level but also sentence level and visuals. The gender portrayals and

connotations regarding gender inequalities in two EFL textbook series from Türkiye and Iran were the focus of the study. It was concluded that gender stereotypes and imbalance in representations were present in all textbooks. Traditional gender roles and men outnumbering women in visuals were also depicted proposing that gender related ideologies are unknowingly adopted and promoted in society.

The review of these studies reveals a limited number of research from Türkiye that primarily focus on explicit forms of gender representations in EFL textbooks. These studies have examined easily identifiable types of sexism, such as gender roles in occupations, activities, chores, and the number of female and male portrayals. However, they fall short in addressing the deeper, more subtle aspects of linguistic sexism, particularly indirect sexism. This oversight suggests that a significant amount of gender bias may have gone unnoticed. The research in this scope overlook a crucial aspect of how gender inequality is maintained in educational materials by neglecting to investigate the subtle ways that sexism is ingrained in language and discourse. Therefore, the current study aims to fill that gap by employing a more comprehensive approach to uncover indirect forms of sexism in EFL textbooks.

CHAPTER III

METHODOLOGY

As the study aims to address gender representations and indirect sexism in a critical manner, the data analysis method assigned, that is Critical Discourse Analysis, is defined in this chapter along with the reasoning behind. Categories set for the analysis that are in line with the research questions are explained with their rationale. Data sources, which in this study's case, are materials, are elucidated with their further elements. Finally, a thorough description of the data analysis procedure is given to illustrate the analyzing process.

3.1 Data Analysis

The present study seeks to assess any form of gender representations that can be damaging and bear the potential of influencing learners' mindsets negatively as well as examine and comprehend the intricacies and depictions of gender as a context together with indirect sexism in EFL textbooks. In this regard, considering the need for a comprehensive qualitative analysis to reach the study's objectives and answer its research questions, Critical Discourse Analysis (CDA) has been assigned as the data analysis method.

The analysis focused exclusively on linguistic content, excluding any literary works contained within the textbooks. This deliberate decision aimed to investigate language usage independent of narrative or literary context. Moreover, to ensure the reliability of the findings, a secondary researcher independently reviewed the collected data, cross-referencing and verifying the identified instances of gender representation and indirect sexism. This parallel analysis yielded complementary results, further bolstering the validity of the study's findings.

3.1.1 Critical Discourse Analysis

“The sentence, an undefined creation of limitless variety, is the very life of human speech in action. We conclude from this that with the sentence we leave the domain of language as a system of signs and enter into another universe, that of language as an instrument of communication, whose expression is discourse” (Benveniste, 1971, p.110).

Benveniste (1971) broadens this description of discourse further and adds a comprehensive aspect to it by declaring that discourse needs to be viewed broadly since every

statement indicates a speaker and an audience as well as the speaker's aim to somehow affect the other.

For Mills (2004), while CDA focuses on what the concept of discourse entails and the way it influences text output, it nevertheless should theorize texts' relationships to their settings in more depth. In this regard, Fairclough (1992) attaches a political aspect to the term, strengthening the necessary depth, and claims that discourses generate, and shape social interactions and entities as opposed to merely reflecting or displaying them. According to them, associations of power and ideology, as well as the productive impacts discourse has on individual identities, interpersonal interactions, and structures of knowledge and belief, each of which are usually unnoticed by discourse subjects, modify discourse.

Van Dijk (2001) considers the same political aspect and names the negative attributes in this context in their definition of CDA:

“Critical discourse analysis ... primarily studies the way social power abuse, dominance and inequality are enacted, reproduced and resisted by text and talk in the social and political context. With such dissident research, critical discourse analysts take explicit position, and thus want to understand, expose and ultimately to resist social inequality.” (p. 352)

Deeming these political structures, Fairclough (1995), in a later study, mentions that certain methods like stylistics can be utilized in CDA in a recontextualized form, however the analysis needs to meet particular criteria to be referred to as CDA. Following are the specified criteria in this regard:

1. It is not just an analysis of discourse (or more concretely texts), it is part of some form of systematic transdisciplinary analysis of relations between discourse and other elements of the social process.
2. It is not just general commentary on discourse, it includes some form of systematic analysis of texts.
3. It is not just descriptive, it is also normative. It addresses social wrongs in their discursive aspects and possible ways of righting or mitigating them. (pp. 10-11)

3.1.2 Categories Set for Analysis

In this research, Mills' work *Feminist Stylistics* (Mills, 1995), that was introduced earlier in the study, was instrumental in establishing the categories for analysis. Mills' investigation offers a comprehensive framework for examining how language perpetuates gender inequalities through various linguistic mechanisms. Therefore, the two categories that

were based upon Mills' work (Mills, 1995) have been set for analysis of the selected EFL textbooks in the current study, these being analysis at word level and analysis at phrase/sentence and discourse level. The reason why such a distinction is made is connected with sexism's degree of transparency. In some cases, gender biases are revealed in simpler, less complicated forms and thus it is easier to notice sexist tendencies illustrated by language. In others, sexist inclinations may be hidden under multiple layers and therefore it would be more complex to recognize them requiring close attention (Mills, 1995). Analysis at word level encompasses gender representations since individuals exposed to these textbooks could consciously pinpoint how a gender is represented and any case of negative portrayals of genders through single words, particularly because sexism at word level is clearer and requires less effort to detect. Whereas analysis at phrase/sentence and discourse level is more intricate and layered, and therefore is more suitable to disclose indirect sexism which as Mills (2008) claims is very demanding to identify and challenge because only in the context of how other expressions are interpreted can it be comprehended.

The rationale behind these two categories analyzing gender representations and indirect sexism rather than overt and indirect sexism is because between these two forms of sexism, there is a significant overlap, and a definite distinction cannot be made (Mills, 2008). Therefore, opting for a more general context instead that is gender representations can provide the study with richer and more thorough data. In this regard, gender representations are analyzed under the category of analysis at word level in relation to generic pronouns, generic nouns, women as the marked form, naming and androcentrism, semantic derogation of women, endearments and diminutives, and politeness. As for indirect sexism, it is examined under the category of analysis at phrase/sentence and discourse level in the context of ready-made phrases, presupposition and inference, metaphor, jokes and humor, transitivity choices, fragmentation and once again politeness. All these subheadings at both word level and phrase/sentence and discourse level analyses are derived from the comprehensive framework outlined in *Feminist Stylistics* by Sara Mills (1995).

3.2 Data Sources

3.2.1 Materials

The corpus data of the current study encloses three sets of EFL textbooks which amounts to 697 pages in total, apart from the listening and/or video scripts that have not been included in two of the sets. In each set there are two textbooks: student's book and workbook, making up of six textbooks in all. These textbook sets are *Count Me In* by the Republic of Türkiye Ministry of National Education (Çimen et al., 2021a, 2021b, 2022), *face2face* by Cambridge University Press (Redston & Cunningham, 2020; Tims et al., 2020) and finally, *English File* published by Oxford University Press (Latham-Koenig, Oxenden, Chomacki, 2019; Lathan-Koenig, Oxenden, Chomacki, Hudson, 2019). The data obtained from these sets are all forms of written texts (reading passages, instructions, dialogues, exercises, vocabulary, titles, example sentences demonstrating grammar rules etc.) and the tapescripts of the listening tasks. The only type of written data that is excluded from the study is the literary excerpts given in the textbooks, for their analysis requires a distinct methodological approach. The focus of this research centers on gender representation and indirect sexism within educational materials, and the analytical tools employed are tailored to the nature of non-literary content. Literary texts, with their unique narrative structures and interpretative nuances, demand a specialized framework that diverges from the scope of this study.

The selection of these materials, which are *English File* (fourth edition) and *face2face* (second edition) stems from their prominence as widely recognized works from reputable presses. This deliberate choice ensures that the analysis is grounded in materials with significant influence and reach. Cambridge University Press & Assessment (n.d.) advertises *face2face* as a best-selling general English textbook and likewise, Oxford University Press (n.d.) depicts *English File* as a popular choice among teachers. These textbooks' case of being frequently utilized increases the probability of more students being exposed to their contents. Hence, as the accessibility rate broadens, potential exposure to any forms of sexism in these textbooks also rises. Another point both of these works share is that they have been recently revised and updated with an innovative approach to meet today's world's and learners' needs (Cambridge University Press & Assessment, n.d.; Oxford University Press, n.d.). This manner of revision stands as a further reasoning as to why these sets were chosen to analyze. It is anticipated that these materials will exhibit alignment with principles of gender equality and feminism, considering their reputation for embracing innovative approaches in today's educational landscape. Renowned for their forward-thinking perspectives, the selected

materials are expected to reflect contemporary attitudes toward gender dynamics. This expectation is grounded in the recognition of these works as trailblazers that have contributed to shaping progressive conversations within the realm of educational content.

Similarly, the Ministry of National Education bears the opportunity to reach a very broad audience of learners in Türkiye, which brings the case of great numbers of students' potential exposure to any sort of gender portrayals through these materials once again.

Concerning the level of these textbooks, each set is stated to obtain a B2 level in the Common European Framework of Reference for Languages (CEFR) (Cambridge University Press & Assessment, n.d.; Oxford University Press, n.d.; Republic of Türkiye Ministry of National Education Head Council of Education and Morality, 2018). The rationale behind such a level being selected to be analyzed in the current study is because a more advanced language level is expected to contribute to the study with more prolific data as the textbooks with higher levels would possess a wider range of vocabulary and retain a higher probability to be associated with topics related to social issues. Seeing that the highest-level present in the textbooks distributed by the Ministry of National Education in Türkiye is B2 in CEFR, which are taught in senior year in high schools, the two other sets of textbooks have also been picked in this level.

3.2.1.1 *Count Me In* - 12 (B2 in CEFR)

The *Count Me In 12* set encompasses *Count Me In 12 Student's Book* (Çimen et al., 2021a) and *Count Me In 12 Workbook* (Çimen et al., 2021b). Together they have 183 pages in total. As neither the Student's Book nor the Workbook has the tapescripts of the listening tasks, the *Count Me In 12 Teacher's Book* (Çimen et al., 2022) that does, has also been made use of in the current study in order to analyze the listening tasks properly.

Both Student's Book and Workbook follow a theme-based concept that consists of ten themes such as human rights, manners, psychology etc. Each theme has listening, speaking, reading, writing and pronunciation subheadings. Compared to previous sets, there are fewer tasks and visuals. Grammar and reading are more dominant in exercises than other skills and pronunciation. The culture of the contents lean more to Türkiye rather than the culture of the target language. Once more, as opposed to the previous sets, tasks are not titled by grammar, vocabulary or the skills they are meant to teach.

Regarding the characters in the textbooks, curriculum regulations state that the characters and visuals featured in the materials ought to abide by the ethics and values of Türkiye's education system (Republic of Türkiye Ministry of National Education Head

Council of Education and Morality, 2018). Thus any characterization in this set is proposed to go along with the morality of the country.

3.2.1.2 *face2face* - Upper Intermediate (B2 in CEFR)

Face2face second edition set contains *face2face second edition Upper Intermediate Student's Book* (Redston & Cunningham, 2020) and *face2face second edition Upper Intermediate Workbook* (Tims et al., 2020). Together they have 268 pages in total.

face2face second edition set is similar to the *English File fourth edition* set in terms of structure and design. Instead of units, both Student's Book and Workbook have twelve lessons. These lessons have theme-based subheadings related to nature, books, education etc. and in each lesson, there are vocabulary, grammar and real-world sections. Tasks linked with four skills are conforming with the themes of these lessons and they are intermittently integrated in vocabulary or grammar. The explanation of grammar rules are, once again, provided when the grammar structure is first introduced and the text to visual ratio is also very much like the *English File fourth edition* set. While *face2face* involves pronunciation practices as well, a major difference that stands out is the real-world section at the end of each lesson. In this section, students can review what they have explored in that lesson through a day-to-day life video.

According to the set's description, this bestselling textbook has been completely revised and revamped for people who wish to learn effectively and rapidly in today's environment. Whilst it combines cutting-edge new elements that facilitate learning and teaching, it also highly emphasizes listening and speaking in social settings (Cambridge University Press & Assessment, n.d.).

3.2.1.3 *English File* - Upper-intermediate (B2 in CEFR)

The two textbooks utilized in this study and present in the set of *English File fourth edition Upper-intermediate* are *English File Upper-intermediate Student's Book* (Latham-Koenig, Oxenden, Chomacki, 2019) and *English File Upper-intermediate Workbook* (Latham-Koenig, Oxenden, Chomacki, Hudson, 2019). Together they have 245 pages in total.

Both textbooks consist of ten units that are theme oriented like crime and punishment, music, science, etc. Each unit covers two themes, and each theme has grammar, vocabulary and pronunciation sections. Exercises in units range from the four skills (reading, writing, listening and speaking) to grammar, vocabulary and pronunciation. Occasionally, two of these categories are combined in the same exercise. In the Student's Book, after each unit, there is a

separate section for exercises related to revision of that unit or colloquial English. There are visuals in almost every page in both of the textbooks, however the design of them lean more to texts than visuals. In pronunciation tasks, stress, intonation, vowel sounds, phonetics etc. are exercised. Grammar tasks include the grammar rules explained and example sentences before the exercise when that certain grammar pattern is first introduced. Vocabulary is usually integrated with the four skills in the exercises. Listening tasks make use of recordings, documentaries, drama etc. While reading and speaking tasks include biographies, interviews, articles and so on, writing tasks are linked with writing practices such as adverts, short stories, blog posts, articles etc.

According to the product information article, *English File fourth edition* that is prominent among teachers, expands upon a tried-and-true methodology and includes specially inspiring lessons and exercises that help learners to speak about subjects with assurance (Oxford University Press, n.d.).

3.3 Data Analysis Procedure

The process of analyzing the data from all three sets of textbooks includes several stages. Initially, the textbooks were read thoroughly so as to get familiar with the general content and the design. After going through all the sets, any texts and vocabulary that obtain a human agent either directly or contextually were detected and marked. This step was carried out in Ruiz-Cecilia et al. 's (2021) study, and it was adapted for the current study's need to identify any ambiguous data along with definite ones. An example of data with a direct human agent can be "Joey rides a bike." while a contextual one might be "Riding a bike can be tiring." In the second example, the human agent of the sentence is inferred as it is not present in the sentence as a component. The following step in the analysis was to eliminate texts or vocabulary that do not explicitly or contextually associate with gender. This step was executed paying attention to the whole body of texts instead of singling out a sentence where the agent is present. Therefore, unless the second example "Riding a bike can be tiring." is a part of a larger text where the gender of the agent can be inferred rather than being a separate sentence itself, the example datum would be cast aside in this step.

The data then left with, were color coded into three categories. Regarding the first research question, the first category covered gender representation at word level and the code color was orange. The second category, concerning the second research question, covered indirect sexism at phrase/sentence and discourse level with the color code green. The third category involved any data that insinuated sexism within them but were undetermined as to

which category they belonged to and these were color coded in blue. Any data that did not insinuate negative representation of genders or sexism in a subtle or overt way were, once again, separated in this stage of the analysis. A sample of the color codes with the data of the current study can be seen below.

Orange Code: “A doctor and his/her receptionist” (Redston & Cunningham, 2020, p.105). This sample was later labeled as semantic derogation of women with its use of “his/her” in it.

Green Code: “He’s a man of his word” (Lathan-Koenig, Oxenden, Chomacki, Hudson, 2019, p.71). This sentence was labeled as ready-made phrases for the use of “man of his word”.

Blue Code: “Daisy is taking advantage of the time her children are at the school to do an online course” (Lathan-Koenig, Oxenden, Chomacki, Hudson, 2019, p.71). In the next step, this sentence was color coded in green and labeled as gender stereotypes since it suggests a stereotypical image that a woman with children would be an at-home mother.

After color coding, the green and orange coded data were labeled according to the subcategories in the research questions through making inferences and deductions as shown above. The blue coded data were either re-coded into orange and green or they were cast aside if they did not insinuate any sort of sexism or negative representation of genders. The re-coded data were then labeled just as the data with standard green and orange codes were. Next, the eliminated texts from all the previous steps were checked to see if any data were missed. If missed, they were also color coded and labeled according to the researcher’s inferences. Finally, all textbooks were reviewed for the last time to add any overall notes and conclusions that can be derived about each set. At the end of this process, another researcher also checked the data along with the assigned categories and the findings stayed consistent.

CHAPTER IV

FINDINGS AND INTERPRETATIONS

The current chapter presents findings derived from all three sets of textbooks, detailing the outcomes obtained from the data analysis process. The findings are displayed in accordance with the categories given in the research question to discern patterns, relations and comparisons, leading to meaningful insights into gender representation and indirect sexism. Following Critical Discourse Analysis has allowed for a detailed and deeply critical exploration of subtle implications related to gender in varied aspects. To enrich the understanding, this chapter incorporates a comparative nature of presenting findings. This involves a general percentage of each category in the research questions for all three sets of textbooks, and sample data in each category for each set. The investigation of the main themes and critical analyses contributes to an evaluative comprehension of gender dynamics in EFL textbooks.

4.1 Findings from *Count Me In* - 12

Within the qualitative exploration of this study, *Count Me In* by the Republic of Türkiye Ministry of National Education (Çimen et al., 2021a, 2021b, 2022) assumes a critical role in the analysis. While being the most concise of the three sets, this government-curated collection is subject to analysis, considering its broad readership and potential influence on themes related to sexism. Notably, this set, marked by its different task design from the other two, is part of the examination into how government-issued educational materials contribute to gender representations and whether they reinforce sexist portrayals.

The findings systematically present diverse and noteworthy samples across each category to ensure a comprehensive understanding of the results and to provide clearer contextual explanations. This approach facilitates an easier and more thorough comprehension of the context. The remaining findings for each set are detailed in the appendices related to their categories (see Appendix A for all data concerning this set).

4.1.1 General Distribution of Categories in *Count Me In - 12*

In order to comprehend the representation of gender dynamics within educational materials, it is imperative to first grasp the broader distribution across key categories. The forthcoming tables provide an overview of the general percentages within two textbooks in the *Count Me In - 12* set, revealing the prevalence of the themes present in the research questions. These percentages illuminate the proportional weight assigned to each category, offering an expansive lens through overall patterns in each set.

Table 1. Frequency of Categories in Analysis at Word Level Found in Count Me In – 12

Analysis at Word Level	<i>f</i>	%
Generic Pronouns	0	0,0%
Generic Nouns	13	17,8%
Women as the Marked Form	6	8,2%
Naming and Androcentrism	11	15,1%
Semantic Derogation of Women	34	46,6%
Endearments and Diminutives	5	6,8%
Politeness	4	5,5%
Total	73	100,0%

The table above provides a detailed breakdown of the categories analyzed at the word level, offering insights into the prevalence of specific linguistic patterns concerning gender representations within the materials. Notably, the most prevalent linguistic category is the semantic derogation of women, constituting 46.6% of the instances. This substantial presence suggests a notable prevalence of language that indicates negative connotations regarding women. Following closely, generic nouns account for 17.8%, offering a noteworthy proportion. Naming and androcentrism, with an 15.1% frequency, implies instances where male point of view prevails pushing women into a more passive role. Women as the marked form follows at 8.2%, signaling explicit emphasis on women in certain contexts. Endearments and diminutives contribute 6.8%, reflecting the use of affectionate and diminutive language. Politeness stands at 5.5%, and noticeably, the category generic pronouns registers no occurrences.

Table 2. Frequency of Categories in Analysis at Phrase/Sentence and Discourse Level Found in Count Me In - 12

Analysis at Phrase/Sentence and Discourse Level	<i>f</i>	%
Ready-made Phrases	4	6,1%
Presupposition and Inference	20	30,7%
Metaphor	1	1,5%
Jokes and Humor	0	0,0%
Transitivity Choices	5	7,6%
Fragmentation	3	4,6%
Gender Stereotypes	31	47,6%
Politeness	1	1,5%
Total	65	100,0%

When it comes to phrase/sentence and discourse-level categories, the table above provides the distribution of linguistic patterns regarding indirect sexism within this set. The most prevalent category is gender stereotypes, commanding a substantial 47.6% of instances, indicating a significant presence of language reinforcing societal gender norms. Following closely, presupposition and inference contributes significantly at 30.7%, revealing instances where implied meanings play a substantial role. Transitivity choices at 7.6% reflect how the subtle power dynamics among genders are constructed. Ready-made phrases contribute 6.1%, signifying the use of established and often stereotypical language expressions. Fragmentation and politeness are noted at 4.6% and 1.5%, respectively, suggesting instances where language choices involving the fragmentation of the female body and courteous structures influence the discourse. Metaphor is subtly present at 1.5%, showcasing the occasional use of metaphorical language to convey certain meanings. Notably, jokes and humor register no occurrences within this set.

Table 3. Frequency of Categories in Analysis at Mixed Categories Found in Count Me In - 12

Analysis at Mixed Categories	F	%
Total	6	100,0%

The examination of mixed categories presents 6 cases. Each instance in this category functions as an intersection, encompassing two or more categories belonging to both levels of analyses. These structures may belong either to a singular category—whether at the word or phrase/sentence and discourse level or exhibit a synthesis of features from both. Comprising these 6 instances, the mixed categories constitute 100% of the mixed categories analysis.

4.1.2 Samples of Gender Representations in Count Me In - 12

This section is assigned for presenting sample data belonging to each category in analysis at word level to provide insight into how the current set depicts gender representations. In connection with this, the table below illustrates samples in word level within this set. Each line obtains one or more data classified in similar context and is labeled with the initial of the set, the analysis level, which in this case is word level, and the number of the line, respectively. Therefore, the “C” in the label “CW1” stands for *Count Me In - 12*, the “W” stands for word level, and the number 1 signifies the line number data are in. Whilst providing the interpretations of each line, the data will be referred to by using these labels.

Table 4. Sample Data in Analysis at Word Level Found in Count Me In - 12

No.	Category	Label	Data
1.	Generic Pronouns	“CW1”	Not Available
2.	Generic Nouns	“CW2”	Policeman, Craftsmen, Sportsmen
3.	Generic Nouns	“CW3”	Guys (7), Dude
4.	Women as the Marked Form	“CW4”	Sister town, Sister families
5.	Women as the Marked Form	“CW5”	Lady (2)
6.	Naming and Androcentrism	“CW6”	Mother and, or fathers
7.	Naming and Androcentrism	“CW7”	Mrs. Calmer
8.	Semantic Derogation of Women	“CW8”	He/she (2), him/her (7), his/her (10)
9.	Semantic Derogation of Women	“CW9”	Dear sir or madam

No.	Category	Label	Data
10.	Endearments and Diminutives	“CW10”	Honey
11.	Politeness	“CW11”	Sweetheart, Dear

The current government-curated set registers no data concerning generic pronouns. As for generic nouns, the table presents two types of sample. The data labeled as “CW2” displays gender specific terms, which are “policeman”, “craftsmen” and “sportsmen”, to refer to a group that doesn’t only involve men generically which contextually erases the presence of women in these groups. “CW3” presents similar data in a different context. The term “guys”, which repeats seven times in the overall set, and the term “dude” are male specific terms and they are used to refer to women as well as men in the set generating a problem of women inclusivity.

The table also puts forward two types of data for the category of women as the marked form. “CW4” obtains “sister town” and “sister families”, which makes use of the word “sister” as an adjective to imply a close relationship with their following nouns in the phrases. The choice of a women specific word in these phrases may sound positive and family-like, however it obliquely reinforces a domestic role upon women. The twice repeated term “lady” in “CW5” is used to refer to a person’s gender whilst refusing to opt for using “woman” instead. Using “lady” instead of “woman” is generally considered the polite way while it generates a derogatory implication that the women as a gender is something impolite or crude.

“CW6” and “CW7” are examples of naming and androcentrism within this set. The phrase “mother and, or fathers” is one of the rare phrases in the set that a word referring to women comes before men. However, considering the context of family in the phrase, it puts women under a male centered point of view. The mother role is viewed as more important than the father role due to the stereotypical gender roles enforced upon society. “Mrs. Calmer” in “CW7” is also a sample for naming and androcentrism where women have to go through a separate standard for identification and disclose their marital status when men are not recognized in the same manner. This results in an entire loss of a woman’s name and family name, and a reference with the male’s name only (Mills, 1995).

Semantic derogation of women, which is the most registered category in all three sets, exhibits two lines of samples as well. “CW8” and “CW9” both are examples where masculine terms come before feminine terms prioritizing men in the order given that the fragments that appear first in English are typically thought to be the most crucial for information processing

(Mills, 1995). “CW9” also has another aspect. When it comes to terms like "sir" and "madam," the masculine form still connotes authority and status, conversely, when the feminine phrasing is used, it no longer carries the same connotations, it now possesses a sexual and non-prestigious context (Mills, 1995).

“CW10” is a sample data of endearments and diminutives. The term “honey” is used to refer to a woman in a dialogue in this set and it is also one of the terms Mills (1995) mentions being typically employed to refer to women suggesting that the referent is something appetizing and suited for consumption, therefore perpetuating unequal power dynamics.

Lastly, the politeness category, with the purpose of evaluating women speakers’ use of polite terms, presents two examples. “Sweetheart” and “dear” are complementary terms of the softer language associated with women. When they are used by women, the recipient can be other women and men. Men, on the other hand, seldom use it to other men, and on the occasions they use it to women, it puts the woman in a subordinate position (Lakoff, 1975).

4.1.3 Samples of Indirect Sexism in *Count Me In* - 12

The current part is tasked with presenting sample data from each category in analysis at the sentence/phrase and discourse level in order to give insight into whether the current set manifests indirect sexism and if so, how. In this regard, the table below depicts sentence/phrase and discourse-level samples from this set. Each line acquires one or more data classified according to their context and is labeled with the set's initial, the analysis level, and the line number, in that order. In connection with this, the “C” in the label “CS1” stands for *Count Me In* - 12, the “S” stands for sentence/phrase and discourse level, and the number 1 signifies the line number that data are in. Whilst providing the interpretations of each sample, the data will be referred to by using these labels.

Table 5. Sample Data in Analysis at Phrase/Sentence and Discourse Level Found in Count Me In - 12

No.	Category	Label	Data
1.	Ready-made Phrases	“CS1”	“He is the one to be appreciated for all his efforts to broaden the vision of humanity to protect Mother Earth.” (S. p.77)
2.	Presupposition and Inference	“CS2”	“Men shouldn’t use brute force against women.” (W. p.26)

No.	Category	Label	Data
3.	Presupposition and Inference	“CS3”	“Look at the photos of Sandra and write down what she can do as a disabled woman.” (W. p.24)
4.	Metaphor	“CS4”	“Let’s save our mother!” (S. p.60)
5.	Jokes and Humor	“CS5”	Not Available
6.	Transitivity Choices	“CS6”	“Every workplace must give the equal chance for women to work as well as men.” (W. p.26)
7.	Fragmentation	“CS7”	“So Michelle’s that rather plump, fair-haired woman, isn’t she?” (W. p.17)
8.	Gender Stereotypes	“CS8”	“Your father seems to be bossy. Does he have strict rules at home?” (W. p.34)
9.	Gender Stereotypes	“CS9”	“Men are more interested in these kinds of things. Security issues, I mean.” (S. p.91)
10.	Politeness	“CS10”	Helen: “Hi Sarah. I’ve got a favor to ask. Would you mind cooking dinner tonight? I will stay late at work.” Sarah: “Sure, Helen. What would you like?” Helen: “Could I trouble you to make some soup?” Sarah: “That sounds good. Let’s eat delicious soup tonight. What kind of soup should I cook?” Helen: “Would it be too much trouble for you to cook tomato soup?” Sarah: “No, that’s easy. Yummy. Good idea.” Helen: “Thanks Sarah. That really helps me out.” Sarah: “No problem. It would be my pleasure.” (S. p.59)

Note: The “S” and “W” before the page numbers stand for “Student’s Book” and “Workbook” respectively.

In the category of ready-made phrases, “CS1” features the phrase “Mother Earth”. This commonly used phrase reinforces the stereotype of women being nurturing like nature and their presumed need of being protected or saved by men. Although the Earth, which is

associated with mothers in this phrase, is majestic, it is still the male subject “he” that is being praised and considered heroic.

For the category of presupposition and inference, there are two sample data. “CS2” may sound benign and agreeable but in fact, there is an underlying assumption of vulnerability. With the use of “shouldn’t” in the sentence, it is presupposed that men are able to use brute force against women and that there is an inherent expectation for men to engage in such behavior. Therefore, it can be inferred that men have physical dominance over women which puts women in a vulnerable position in need of safeguarding and frames them as potential victims. “CS3”, on the other hand, is present in this table due to its gendered lens in the phrase “disabled woman”. It can be presupposed that what Sandra can do is limited because she is a disabled woman. The phrase implies that Sandra's abilities are inherently linked to her gender, reinforcing the idea that being a woman somehow adds a layer of complexity or limitation to her disability. Therefore, it can be inferred that Sandra’s agency and abilities are influenced or constrained by both factors of being disabled and being a woman.

“CS4” in the metaphor category discloses a very similar case to “CS1”. The metaphorical use of "mother" to represent Earth could potentially reinforce traditional gender roles of women being nurturing and in need of saving.

While this set registers no occurrences for the category of jokes and humor, there is one example for transitivity choices. The phrasing of "give the equal chance for women to work as well as men" in “CS6” introduces a transitivity structure that positions women in a passive role, emphasizing the notion that they are recipients of an opportunity rather than active participants. The use of "give the chance" implies a certain benevolence or concession, perpetuating the idea that women are receiving a privilege rather than inherently possessing the right to work. This framing indirectly reinforces the underlying assumption that the default or standard worker is male, and women are granted access to this norm. It subtly contributes to a narrative where men are the benchmark, and women's inclusion is contingent upon external permission.

“CS7” is a sample for the category of fragmentation. The term "rather plump" in the sample raises concern as it points to a tendency where women, more than men, are often described in terms of their proximity to an idealized body standard. This pattern reflects broader societal norms where women's appearances are frequently scrutinized and categorized based on physical attributes, potentially contributing to a culture that places undue emphasis on female bodies and their conformity to certain ideals.

The category, gender stereotypes, showcases two sample data, “CS8” and “CS9”. “CS8” unveils a perpetuation of traditional power dynamics at home. The characterization of the father as "bossy" implies a dominating role, reinforcing societal expectations about male authority within the family. Simultaneously, the inquiry about strict rules perpetuates the stereotype that men, specifically fathers, are the enforcers of discipline, contributing to an unequal distribution of power within the household. Meanwhile, “CS9” introduces an impactful assumption about gender and intellectual interests. The statement suggests gender bias by associating men with a heightened interest in security matters, potentially marginalizing women's capacities or interests in such domains.

For the final category of indirect sexism, the datum labeled as “CS10” under politeness exemplifies how women are often conditioned to employ softer and more polite expressions compared to men. The use of phrases such as "Would you mind" and "Could I trouble you” reflects a communication style associated with politeness and consideration typically expected of women.

4.1.4 Samples in the Mixed Categories in *Count Me In* - 12

This section is concerned with any data that contain two or more examples that belong to the categories in both word and sentence/phrase and discourse level. The labels follow the same practice with the difference that the “M” in the label “CM1” is for mixed categories.

Table 6. Sample Data in Analysis at Mixed Categories Found in Count Me In - 12

No.	Category	Label	Data
1.	Women as the Marked Form, Semantic Derogation of Women	“CM1”	"superheroes and heroines"
2.	Women as the Marked Form, Semantic Derogation of Women	“CM2”	“waiter/waitress”

CM1 and CM2 are both examples of two of the same word level analysis categories. While the terms “heroines” and “waitress” put these examples into the women as the marked form category, the order of the words in each phrase, by placing the male specific versions first causes the same data to belong to the category of semantic derogation of women as well.

4.2 Findings from *face2face* - Upper Intermediate

face2face second edition Upper Intermediate by Cambridge University Press (Redston & Cunningham, 2020; Tims et al., 2020), notably the lengthiest in the study, unfolds a varied array of educational content, and therefore, it bears more data in number.

A systematic presentation of a variety of notable samples per each category has been carried out in order to provide a thorough comprehension of the findings and to offer more clarified contextual explanations. The above approach allows for a simpler and more comprehensive grasp of the context. The remaining findings for each set are listed in the appendices according to their categories (see Appendix B for all data derived from this set).

4.2.1 General Distribution of Categories in *face2face* - Upper Intermediate

In conjunction with the data numerousness, the subsequent table presents an overview of general percentages within this set, shedding light on the distribution of the categories in analysis at word level.

Table 7. Frequency of Categories in Analysis at Word Level Found in face2face Second Edition - Upper Intermediate

Analysis at Word Level	<i>f</i>	%
Generic Pronouns	2	1,4%
Generic Nouns	30	20,7%
Women as the Marked Form	14	9,7%
Naming and Androcentrism	7	4,8%
Semantic Derogation of Women	79	54,5%
Endearments and Diminutives	12	8,3%
Politeness	1	0,7%
Total	145	100,0%

Examining the word-level categories within this set reveals the distribution of the weights of the linguistic patterns. The most prevalent category is, once again, semantic derogation of women, constituting 54.5% of instances. What follows is generic nouns contributing significantly at 20.7%. Pursued by women as the marked form with 9.7%, and

endearments and diminutives with 8.3%. Naming and androcentrism is notable at 4.8%. While generic pronouns register only 1.4%, politeness is minimal at 0.7% showcasing instances of courteous language.

Table 8. Frequency of Categories in Analysis at Phrase/Sentence and Discourse Level Found in face2face Second Edition - Upper Intermediate

Analysis at Phrase/Sentence and Discourse Level	<i>f</i>	%
Ready-made Phrases	5	4,2%
Presupposition and Inference	28	23,9%
Metaphor	2	1,7%
Jokes and Humor	0	0,0%
Transitivity Choices	13	11,1%
Fragmentation	3	2,5%
Gender Stereotypes	64	54,7%
Politeness	2	1,7%
Total	117	100,0%

Delving into the phrase/sentence and discourse-level categories within this set reveals the predominant category as, once again, gender stereotypes, constituting a significant 54.7% of instances. Following closely, presupposition and inference contribute significantly at 23.9%, and transitivity choices at 11.1%. Ready-made phrases contribute 4.2%, showcasing the use of established and stereotypical language expressions. Fragmentation and politeness are noted at 2.5% and 1.7%, respectively. Metaphor, like politeness, is present at 1.7% and just as the first set, jokes and humor register no occurrences.

Table 9. Frequency of Categories in Analysis at Mixed Categories Found in face2face Second Edition - Upper Intermediate

Analysis at Mixed Categories	<i>f</i>	%
Total	43	100,0%

Given the larger number of pages within this set compared to the previous one, it is anticipated that this set contains a richer dataset, contributing to the higher frequency of mixed categories. Constituting a total of 43 instances, these mixed categories encompass the entirety of the mixed categories analysis, representing linguistic instances that exhibit a blend of features from both word-level and phrase/sentence and discourse-level analyses.

4.2.2 Samples of Gender Representations in *face2face* - Upper Intermediate

This section is designated for illustrating sample data belonging to each category in analysis at word level to provide a deeper understanding of how the current set depicts gender representations. In regard to this, the table below presents samples at word level within this set. Each line contains one or more data that have been categorized in a comparable context and is labeled with the initial of the set, the analysis level, and the number of the line, respectively. Therefore, the “F” in the label “FW1” stands for *face2face* - Upper Intermediate, the “W” stands for word level, and the number 1 indicates the line number data are in. These labels will be used to refer to the data while offering the interpretations of each sample.

Table 10. Sample Data in Analysis at Word Level Found in face2face Second Edition - Upper Intermediate

No.	Category	Label	Data
1.	Generic Pronouns	“FW1”	“They named the law after the three strikes rule in baseball where the person batting is allowed two strikes (he can miss two balls), but on the third strike he is out.” (S. p.28)
2.	Generic Pronouns	“FW2”	“Your next encounter is with the hotel porter and you know he's expecting a tip, but the problem is trying to figure out how much.” (S. p.68)

No.	Category	Label	Data
3.	Generic Nouns	“FW3”	Fireman (5), doorman (2)
4.	Generic Nouns	“FW4”	Mastermind, landlord
5.	Women as the Marked Form	“FW5”	Actress (5), waitress (2)
6.	Women as the Marked Form	“FW6”	Female friend
7.	Naming and Androcentrism	“FW7”	Malcolm Gladwell (Gladwell), Lottie Clarkson (Lottie) / Cecelia Ahern (Cecelia), Stephen King (King)
8.	Naming and Androcentrism	“FW8”	Miss Noakes, Mrs Bannister
9.	Semantic Derogation of Women	“FW9”	Bridesmaid
10.	Semantic Derogation of Women	“FW10”	Men and women (9)
11.	Endearments and Diminutives	“FW11”	Chick lit (2), Chick flick
12.	Politeness	“FW12”	Love

For the category of generic pronouns, “FW1” registers a gender specific pronoun that is “he” to refer to an ambiguous baseball player. Although the sentence makes it clear that the referent is “the person batting” which is a gender-neutral use, the mental picture it creates after using a generic pronoun is male. It not only harms inclusivity, but it also generates a stereotypical image that someone playing sports must be male. “FW2” is another example of a stereotypical perception. Even though a hotel porter can be of any gender, the use of a gender specific pronoun brings about stereotypes.

The generic nouns “fireman” and “doorman” which are repeated five times and twice in the set respectively, obtain the word “man” as an affix. In each of these instances, the context often contradicts the term's ostensibly generic nature which is typically interpreted as applying only to men for the subject of these samples in this set are predominantly men (Mills, 1995). The common gender-neutral alternatives of these jobs, “firefighter” and “door attendant” are not opted for in their place. “Landlord” in “FW4” is quite similar to the samples in “FW3” in terms of a male specific affix “lord”, and the reluctance to use a gender-neutral version which, in this case, could be “landholder” or “landowner” etc. “Mastermind”, however, presents a slightly different case as another gender specific form of it would be “mistressmind” and the latter use loses the originally intended meaning gaining the term an unprestigious aspect. A gender-neutral version of it might be “genius”, “creator” or “instigator” as suggested by Service-Growth Consultants Inc. (2003).

“FW5” also displays gender specific jobs for the women as the marked form category. Even though the terms “actor” and “waiter” do not mark the gender of a subject, they are considered male universal forms. While these terms, when applied to women with the use of certain affixes, contribute to the perception of women as a deviation from the male form, the male form remains unmarked. Unlike the male wording, particular affixes, like -ess in this individual case, carry implications that are typically devaluing and degrading (Mills, 1995). When it comes to the phrase “female friend”, it can be seen that there is still a need to mark the gender when the referent is a woman. This phrase is also distinctive since it does not utilize a somewhat more agreeable version that is “woman friend”.

In naming and androcentrism, there are two different lines of samples. The first line shows a preferred reference based on gender. While men are referred to by their last names, women are referred to by their first revealing a hidden power relations between them. “FW8” is an identical example to the one in the same category in the first set, presenting the demand of disclosing only women’s marital status.

Semantic derogation of women uncovers two lines of samples as well. “Bridesmaid” in “FW9” acquires a minimizing and derogatory meaning while the male form “best man” benefits a lexical superiority. The order in “FW10” also demonstrates an unequal position with the leaning of putting a male form first. In fact, the opposite order “women and men” does not occur even for a single time in the set.

“FW11” exemplifies a frequent endearment term “chick” that is also used to disdain which is relatively apparent in the uses of “chick lit” and “chick flick”. Even though these phrases are ingrained into everyday use and are perhaps often employed in formal settings, the usage of “chick” in these samples is pejorative and could even be considered as slang.

Finally, the politeness category records a single example that is “love”. The term “love” is used by a woman speaker as a way of addressing her partner during a verbal quarrel. It illustrates the connection between politeness and language used by women with its soft tone in a moment that is closely related to a power dynamic (Lakoff, 1975).

4.2.3 Samples of Indirect Sexism in *face2face* - Upper Intermediate

The present section offers sample data from each category in analysis at the sentence/phrase and discourse level to provide clarification of whether the current set exhibits indirect sexism and if so, how. In light of this, the table below displays sentence/phrase and discourse-level samples within this set. Every line obtains a single or more samples of contextually classified data and is labeled with the set's initial, the analysis level, and the line

number, correspondingly. Therefore, the “F” in the label “FS1” stands for the set’s initial, the “S” stands for sentence/phrase and discourse level, and the number 1 implies the line number that data are in. These labels will be made use of while referring to the data.

Table 11. Sample Data in Analysis at Phrase/Sentence and Discourse Level Found in face2face Second Edition - Upper Intermediate

No.	Category	Label	Data
1.	Ready-made Phrases	“FS1”	“The peacock with the best tail gets all the girls.” (S. p.52)
2.	Ready-made Phrases	“FS2”	Hurricane Katrina
3.	Presupposition and Inference	“FS3”	“Men need to be more conscious about how much they speak in relation to women at home and in the __ (workplace), so that they are not seen as too dominant.” (W. p.53)
4.	Presupposition and Inference	“FS4”	“Rather than interrupting more often, and becoming more like men, women should concentrate on stopping themselves from being interrupted. Simple strategies such as insisting on finishing your point will help.” (W. p.53)
5.	Metaphor	“FS5”	Martin: “Er, it takes place in a nightclub and you're the bad guy. Oh, and there's a fight scene. I think that's why they want you to audition. They saw on your CV that you did a lot of boxing at school.” (S. p.167)
6.	Jokes and Humor	“FS6”	Not Available
7.	Transitivity Choices	“FS7”	“Yesterday I met a man who owned a bookshop./ That’s the woman. Her first novel became a best-seller.” (S. p.35)
8.	Fragmentation	“FS8”	“I really fancy her - she’s gorgeous.” (S. p.155)
9.	Gender Stereotypes	“FS9”	Dad: “OK, I'll check with your mum. Do you know where she is, by the way?” Briony: “No, sorry. Have you tried her mobile?” Dad: “Yes, but it's always at the bottom of her bag. She never hears it ring.” Briony: “Tell me about it!” Dad: “I wish I knew where she was, I'm ready for my dinner. I hope she comes home soon.” (S. p.166)

No.	Category	Label	Data
10.	Politeness	“FS10”	Eddy: “Yeah, great. Oh, and by the way, I'm sorry about last Saturday. I shouldn't have lost my temper. It wasn't your fault I couldn't find my wallet. I can't believe I shouted at you.” Mom: “Oh, forget about it. You were just upset. And I'm sorry for not being more sympathetic.” (S. p.167)

For the ready-made phrases, two distinct examples are present in the table. “FS1”, with its phrase “gets all the girls”, objectifies women by framing them as prizes to be won or earned which trivializes women’s agency. On the other hand, “FS2” exhibits a widespread form of gendered language in describing natural phenomena. It raises concerns about the association of disasters with women which ultimately reinforces gender stereotypes by linking women to chaos and destruction. Such language perpetuates the harmful idea that women, like hurricanes, are unpredictable and potentially dangerous.

The category, presupposition and inference presents two samples from this set. The presuppositions underlying “FS3” are rooted in the assumptions that men inherently hold a dominant position as the term that is used is “too dominant”, and they have a tendency to overpower women, especially in terms of speaking both at home and in the workplace. The inference drawn from this sample is that women are positioned as dependent, requiring men to consciously regulate their speech to allow women an opportunity to express themselves. This statement suggests that women's ability to participate in conversations is contingent on men conceding space for them. Additionally, “FS4” touches on gender and communication as well. In “FS4”, there's an underlying assumption that interrupting is a trait belonging to men, and women need to adopt specific strategies to navigate this behavior. This statement, rather than addressing systemic issues of inequality, leads to the inference that women must conform to certain communication styles to navigate male-dominated spaces, and breaking down their own oppression is the responsibility of women themselves.

For the metaphor category, “FS5” is an excerpt from a dialogue where the mentioned fight scene happens to save a woman in the nightclub from the said bad guy’s verbal harassment. The metaphor “bad guy” in this statement perpetuates harmful norms about toxic masculinity and contributes to a broader narrative that associates men with aggression, reinforcing gender stereotypes and potentially influencing societal perceptions of acceptable male behavior. Further, the whole dialogue altogether adheres to unequal gender dynamics by

portraying women as victims in need of male intervention and undermining the agency of women.

For jokes and humor, this set reveals no instances. However, for the category of transitivity choices, there are two comparable statements. For the man in the first sentence, an active verb "owned" is employed, highlighting agency and direct action. In contrast, the description of the woman's novel employs a more passive construction, stating that her first novel "became a best-seller." The use of an active verb for the man emphasizes his direct involvement and control, portraying him as an active participant in owning a bookshop. On the other hand, the passive construction for the woman's novel downplays her agency and accomplishment, ascribing the success more to the novel itself than to her deliberate efforts as an author. This linguistic choice reflects traditional gender norms where men are often depicted as active agents while women's achievements are framed as more passive or, in some cases, incidental.

As for fragmentation, the use of the term "gorgeous" in "FS8" contributes to a form of fragmentation where the focus is primarily on the physical appearance of the woman. This description, centered on physical attractiveness, reflects a broader societal pattern where women are often evaluated and praised based on their looks rather than their intelligence, talents, or other qualities. Prioritizing women's physical attributes over their intellectual capabilities or personal achievements aids to a perception that objectifies women based on their appearance.

Gender stereotypes disclose "FS9" in which dad inquires about dinner and the mom's whereabouts. This inquiry about dinner not only places the woman in a domestic role but also implies that the husband's readiness is the determining factor for when dinner will be served. This interaction adds to the stereotype of women as responsible for domestic duties, like cooking, while men are positioned as consumers who expect these services. The phrase "I'm ready for my dinner" not only suggests a traditional division of labor but also implies a level of entitlement, where the husband's readiness is prioritized over the woman's activities or schedule.

Lastly, for the politeness category, the mom's response draws attention in "FS10". It demonstrates a tendency for women, even in situations where they are not at fault, to adopt a soft and accommodating language.

4.2.4 Samples in the Mixed Categories in *face2face* - *Upper Intermediate*

This section demonstrates any data that obtain two or more examples that belong to the categories in both word and sentence/phrase and discourse level. The labels follow the same pattern with the difference that the “M” in the labels stands for mixed categories.

Table 12. Sample Data in Analysis at Mixed Categories Found in face2face Second Edition - Upper Intermediate

No.	Category	Label	Data
1.	Fragmentation, Endearments and Diminutives	“FM1”	Interviewer: "Do you think women look better with or without make-up?" Interviewee: "If it's a party or something, then yes, it's nice to be with a girl who looks a bit glam - so it's fine then. But it depends, doesn't it - where she is and what she's doing? If you're off to the beach or if you just want to go out for a walk, then I think it looks better if she's - if she doesn't wear any make-up - she just looks more natural. But I know loads of girls who always wear it. They wouldn't be seen dead without it." (S. p.164)
2.	Presupposition and Inference, Women as the Marked Form	“FM2”	"In Japan, for example, the waitress might be insulted if you tipped her." (S. p.69)

Both “FM1” and “FM2” in the table are cross-categorical examples belonging to both word and phrase/sentence and discourse level analyses. The dialogue in “FM1” not only objectifies women by reducing their evaluation to a binary choice of appearance of their face, that is, with or without makeup but also employs the diminutive term "girl" to refer to adult women. The mention of “a girl who looks a bit glam” suggests that women's agency is reduced to being decorative or ornamental, reinforcing traditional gender roles where women are perceived as options for male aesthetic pleasure rather than individuals with their own autonomy. Additionally, the use of "girl" as a diminutive reflects the aspect of infantilizing adult women, suggesting a power dynamic where the term implies youthfulness and

subservience. Lastly, “FM2” carries a subtle sexual undertone. It presupposes sexual connotations historically linked with women with its specific use of “waitress” that excludes men in the statement. Thus, the inference would be that tipping a woman might denote sexual implications and it is insulting for women particularly. Moreover, the use of the same word “waitress” as a marked form places “FM2” under the category women as the marked form.

4.3 Findings from *English File - Upper-intermediate*

English File fourth edition Upper-intermediate by Oxford University Press (Latham-Koenig, Oxenden, Chomacki, 2019; Lathan-Koenig, Oxenden, Chomacki, Hudson, 2019) nearly as extensive as its predecessor, exposes varied data that are in line with the set’s overall page count. Moreover, to help ensure a thorough comprehension of the results and to offer more precise contextual explanations, the findings section has carefully presented a variety of examples from each category. It also assists perceiving the samples on a greater scale. The appendices include an outline of the remaining findings for each set in accordance with the categories these findings fall under (see Appendix C for all data derived from this set).

4.3.1 General Distribution of Categories in *English File - Upper-intermediate*

In order to grasp a broad outlook into the distribution of categories, the following table will delineate general percentages, sketching how the categories in analysis at word level are distributed within the current set.

Table 13. Frequency of Categories in Analysis at Word Level Found in English File Fourth Edition - Upper-intermediate

Analysis at Word Level	F	%
Generic Pronouns	5	3,4%
Generic Nouns	33	22,9%
Women as the Marked Form	19	13,1%
Naming and Androcentrism	13	9,0%
Semantic Derogation of Women	66	45,8%
Endearments and Diminutives	8	5,5%
Politeness	0	0,0%
Total	144	100,0%

This textbook set's word-level categories reveal similar findings with the previous two. The most frequent category is semantic derogation of women with 45.8%, remaining as the most common category with majority of data in all sets. The closest categories are generic nouns with 22.9%, and women as the marked form with 13.1%. Naming and androcentrism is observed at 9.0%, pointing to instances where naming practices from a male point of view and androcentric language are prominent. Endearments and diminutives contribute 5.5% to the overall data. While generic pronouns are minimal at 3.4%, politeness registers no occurrences at all.

Table 14. Frequency of Categories in Analysis at Phrase/Sentence and Discourse Level Found in English File Fourth Edition - Upper-intermediate

Analysis at Phrase/Sentence and Discourse Level	F	%
Ready-made Phrases	11	14,4%
Presupposition and Inference	19	25,0%
Metaphor	1	1,3%
Jokes and Humor	1	1,3%
Transitivity Choices	10	13,1%
Fragmentation	4	5,2%
Gender Stereotypes	29	38,1%
Politeness	1	1,3%
Total	76	100,0%

Exploring the phrase/sentence and discourse-level categories within this set uncovers similar patterns to previous ones. Gender stereotypes emerge as the predominant category, constituting a significant 38.1% of instances. Presupposition and inference come in second with a 25.0% contribution. Ready-made phrases account for 14.4% of the total, demonstrating the use of established and stereotyped idioms. Transitivity choices at 13.1% illustrate the case of gender agency. While fragmentation is observed at 5.2%, metaphor, and jokes and humor are each present at 1.3%. Politeness ranks at 1.3%, highlighting examples of polite speech.

Table 15. Frequency of Categories in Analysis at Mixed Categories Found in English File Fourth Edition - Upper-intermediate

Analysis at Mixed Categories	<i>f</i>	%
Total	8	100,0%

These mixed categories, with a total of 8 instances, cover the whole mixed categories analysis. These instances represent a synthesis of linguistic features from both word-level and phrase/sentence and discourse-level analyses. Notably, despite having nearly as many pages as the previous set, there are relatively fewer instances in the mixed categories for this set.

4.3.2 Samples of Gender Representations in *English File - Upper-intermediate*

The current heading reveals sample data belonging to each category in analysis at word level to clarify how the current set demonstrates gender representations. With reference to this, the table below offers sample data at word level within this set. Every line includes one or more data that have been categorized in a related context and is labeled with the initial of the set, the analysis level, and the number of the line, respectively. Thus, the “E” in the label “EW1” stands for *English File - Upper-intermediate*, the “W” stands for word level, and the number 1 implies the line number in which data are.

Table 16. Sample Data in Analysis at Word Level Found in English File Fourth Edition - Upper-intermediate

No.	Category	Label	Data
1.	Generic Pronouns	“EW1”	“Sadly, the problem with Dr Google is that he isn’t exactly a comfort in times of crisis.” (S. p.19)
2.	Generic Nouns	“EW2”	Mankind (4), man-made (3)
3.	Generic Nouns	“EW3”	Brotherhood of man
4.	Women as the Marked Form	“EW4”	Heroine, duchess
5.	Naming and Androcentrism	“EW5”	“Are you planning to get pregnant?” (S. p.122)
6.	Semantic Derogation of Women	“EW6”	Widower (2), witch
7.	Endearments and Diminutives	“EW7”	Girl (5)
8.	Politeness	“EW8”	Not Available

The final set of this study lists the sample in “EW1” for the generic pronouns category. The choice of using a male specific pronoun for “Dr Google” reveals stereotypical bias against women regarding intellect.

As for generic nouns, the table presents two lines of samples. “EW2” reveals the term “man” as a prefix to refer to humans altogether. While the gender-neutral alternative of “mankind” can simply be “humankind”, “artificial” or “synthetic” could have replaced “man-made” (Service-Growth Consultants Inc., 2003). In the same manner the term “man” in “brotherhood of man” is employed to apply to all humans. However, “brotherhood” in this phrase is also a generic noun as it is, once again, gender specific. “Kinship of humans” may displace this phrase instead.

Women as the marked form introduces two sample data for this set. Both “heroine” and “duchess” derive from unmarked terms that are “hero” and “duke”, and yet, the need to mark the gender to refer to women arises, attaching a diminutive perspective to the derivational forms (Mills, 1995).

Naming and androcentrism unfolds a commonly used term “get pregnant”. Pregnancy is typically portrayed from a male viewpoint using colloquial language, with the idea that being pregnant is something a man does to a woman rather than a female action whereas the phrases used by women are primarily passive; for instance, “I’m expecting,” “I’m pregnant,” relating to a condition as opposed to an action (Mills, 1995).

“Widower” in semantic derogation of women discloses a similar case. The terms “widow” and “widower” both mean a person with a passed away spouse. Nonetheless, the female form indicates someone being left behind while the -er suffix in the male form gains the term a more active aspect as in he, the widower, did the action in “widowing”. “Witch” and “wizard” showcase a comparable instance. Compared to terminology accessible for men, gendered expressions in English possess a high propensity to be derogatory of women (Mills, 1995). The term “witch” shares the meaning of a person owning magical powers with its male equivalent “wizard”. However, it has also acquired a derogatory meaning of an ill-tempered woman which was the meaning the term is used for within this set.

The word “girl” in “EW7” for the category of endearments and diminutives is not always a problematic term to use depending on the context. All five occurrences of this word in the set are of subjects who are described to be over the age of sixteen yet still referred to as “girl”. When used in this context, in the place of “woman”, this term becomes diminutive while a male person over the age of sixteen is referred to as “man” in the same context. Finally, the last category which is politeness exhibits no data in the current set.

4.3.3 Samples of Indirect Sexism in *English File - Upper-intermediate*

This section introduces sample data from each category in analysis at the sentence/phrase and discourse level to understand whether the current set displays indirect sexism and if so, how. The table below involves sentence/phrase and discourse-level samples within this set. A single or more samples of contextually classified data are present in each line.

Table 17. Sample Data in Analysis at Phrase/Sentence and Discourse Level Found in English File Fourth Edition - Upper-intermediate

No.	Category	Label	Data
1.	Ready-made Phrases	“ES1”	Agony aunt
2.	Presupposition and Inference	“ES2”	“Men are just as interested in shopping for clothes as women.” (S. p.23)
3.	Metaphor	“ES3”	“Watch out! The old witch is here!” (S. p.116)
4.	Jokes and Humor	“ES4”	“‘What are you reading there? It looks serious - you must be incredibly smart.’ he uses his usual chat-up lines on the train. Ask them a simple question. Then pay them a compliment. It always works with women. Sadly not this time. ‘My divorce papers,’ she replied angrily, and turned away.” (S. p.30)
5.	Transitivity Choices	“ES5”	“Reality TV star to wed girlfriend after one-week engagement.” (S. p.82)
6.	Transitivity Choices	“ES6”	“After the party, the man made the woman have sex against her will.” (S. p.160)
7.	Fragmentation	“ES7”	“The photo has been airbrushed in order to make the model look even slimmer, with perfect skin, and even more attractive than they are in real life.” (S. p.87)
8.	Gender Stereotypes	“ES8”	“It is thought that there is a __ (biological) reason for his aggressive behaviour.” (W. p.68)
9.	Politeness	“ES9”	Sandie: “Very, very well done. Thank you very much indeed. Really well done, Lou. How was that for you? So, I think you're absolutely charming, Lou. You come across with a really positive energy. You've got a lovely open face. You very clearly are naturally engaging, which means I, as your audience, am naturally engaged. You're friendly, you're affable, and you've got a great smile, which is wonderful. Things - small things - that I think you might be able to do differently: so, you were playing with your feet. You were playing with your feet like a five-year-old. So, if I say that you were doing that on your heels...” (Oxford University Press, 2019)

In the category of ready-made phrases, the phrase “agony aunt” is employed. The term, while seemingly innocuous, encourages the stereotype of women as more caring or empathetic, placing them in situations mainly associated with emotions.

Presupposition and inference registers “ES2” as sample datum. The assumption behind “ES2” is based on the idea that women are typically more interested in shopping than men. Therefore, the inference drawn is that, despite declaring a sort of similarity of interests, the speaker addresses a concept that shopping is a domain primarily associated with women.

“ES3” is an example of metaphor with its use of the term “witch” to refer to a woman that the speaker dislikes. The word is used as a derogatory term and the choice of “old” further intensifies this negative portrayal.

The current set is the only one that registers any data for the jokes and humor category. “ES4” involves subtle yet damaging gender dynamics. The phrase “It always works with women” objectifies women suggesting that they are entities to be won over. The use of “sadly” indicates an undeserved sympathy toward the man in the narrative. Additionally, the “angry” tone of the woman’s response at the end subtly assists the unfavorable perception that women can be irrational in emotional situations like divorce.

For transitivity choices, there are two samples of data. “ES5” downplays the agency of the mentioned girlfriend in a decision involving both parties. “ES6”, on the other hand, presents a more damaging example for women agency than “ES5”. The woman in the statement is in a passive and subservient role as the object of the sentence while the man holds the power in an active position. The statement, with its addition of “after the party”, provides a sense of normalization and casualness of a context that should be approached with great sensitivity and gravity. The exploration of sexual violence necessitates a delicate and considerate approach because of the very serious nature of the subject matter.

“ES7” in the fragmentation category objectifies women through the lens of male focalization. The objectification is sustained by the emphasis on altering the woman’s appearance to conform to certain standards of beauty. The male-centric perspective, suggesting that these alterations are intended to enhance attractiveness for a presumed male audience, promotes the idea that a woman’s worth is primarily determined by physical appearance.

The category of gender stereotypes, which is the most prevalent category in each set, presents “ES8” as sample datum. “ES8” reflects a common stereotype that attributes aggression in men to innate biological differences. This line of reasoning ignores the societal

factors that shape behavior and may reaffirm the notion that aggressiveness is a natural characteristic of men, thereby contributing to the maintenance of gender stereotypes.

The final category, politeness, discloses “ES9” as an example. Sandie who is giving feedback in the sample extensively praises the participant before providing constructive criticism. The communication style employs a polite and gentle language often associated with women instead of a more direct and assertive tone.

4.3.4 Samples in the Mixed Categories in *English File - Upper-intermediate*

Any data that yields two or more instances that fit the descriptions at the word, sentence/phrase, and discourse levels within the current set is displayed in this section. The labels carry the same pattern as before.

Table 18. Sample Data in Analysis at Mixed Categories Found in English File Fourth Edition - Upper-intermediate

No.	Category	Label	Data
1.	Fragmentation, Naming and Androcentrism	“EM1”	Presenter: “So you think nowadays older women dress much younger than they used to?” Liza: “Oh, absolutely. Think of women like Meryl Streep, Catherine Deneuve, Helen Mirren, Jane Fonda... When Jane Fonda was in her seventies, she appeared on a US talk show wearing a leather miniskirt - she looked fabulous! But, of course...” Adrian: “I have to say, I saw that programme and I thought Jane Fonda looked awful... “ Presenter: “Adrian, can you let Liza finish?” Adrian: “Sorry. Sorry, go ahead.” (S. p.123)
2.	Presupposition and Inference, Naming and Androcentrism	“EM2”	“The young men walked aggressively through the crowded shopping centre. They had their target in their sights and wouldn't stop until they had done what they had set out to do. ___ she felt scared. She ran from the hooded gang, stopped and was cornered. ‘Miss you forgot your handbag.’” (W. p.22)

The table above discloses two samples from both analysis levels employed in the study. “EM1” is an example dialogue that includes data belonging to fragmentation along

with naming and androcentrism categories. The fragmentation in “EM1” is laid bare with the mention of a woman wearing a leather miniskirt in her seventies. There is a subtle tone of sexualization of a woman’s legs regarding the miniskirt and later the woman’s age also blends in the context. The focus on Jane Fonda’s legs and the implication that an older woman might not look “fabulous” in a miniskirt reflects a form of objectification. The discourse highlights a particular physical characteristic and ties it to attractiveness, linking a woman’s value to her perceived sexual appeal. What’s more, this said appeal or beauty is defined in terms of youthfulness. On the other hand, the interruption carried out by Adrian reflects unequal power dynamics and places this data in the naming and androcentrism category. Adrian engages in a male-centered behavior by claiming the right to speak and prioritizing his opinion in the middle of Liza’s speech.

“EM2”, in the categories of presupposition and inference along with naming and androcentrism, is taken from a text titled as “hooligans”. The text assumes a victim role for the woman displaying her as a vulnerable entity. With the presupposed victim role for the woman, the inference is that women, in situations associated with fear and danger, would be defenseless and fragile. Additionally, the use of “miss” as a title for unmarried women mirrors an unequal standard of identification. While the title used for men is single, which is “Mr.”, the titles vary in the case of women based on their marital status.

CHAPTER V

DISCUSSION AND CONCLUSION

This study delved into an in-depth analysis of three different sets of textbooks examining gender related portrayals and presence of indirect sexism across various linguistic dimensions. It revealed distinct verbal patterns exhibiting deeply rooted presumptions, stereotypes and gendered language constructs embedded within discourse.

Keeping the critical aspect of the study in mind, this chapter offers overall comparisons of findings of the three sets regarding the multifaceted nature of indirect sexism and gendered perceptions these sets hold. The findings are also discussed around the literature on linguistic sexism and critical discourse analysis of gender induced language. Finally, the limitations of the study and recommendations on further studies are given at the end of this chapter.

5.1 Comparisons of Textbooks

Overall comparisons can be made among the three sets employed in this study in terms of their total page counts and the numbers of data found in them. *face2face second edition Upper Intermediate* (Redston & Cunningham, 2020; Tims et al., 2020) with its 268 pages, stands out with the highest number of findings across all levels, suggesting a greater exposure to linguistic sexism than the other sets. What is especially notable for this set is its big difference in the number of findings at phrase/sentence and discourse level compared to the *English File fourth edition Upper-intermediate* (Latham-Koenig, Oxenden, Chomacki, 2019; Lathan-Koenig, Oxenden, Chomacki, Hudson, 2019) for the same category. While the former registers 117 incidences, the latter enlists 76 samples even with its very close page count which is 245 and its similar style and task presentation with the former set. A parallel deduction between these two sets can also be made for the mixed level category since the former lists 43 samples whilst the latter lists only 8. Considering these numerical differences are present in categories that reflect indirect sexism, it shows that this ambiguous yet more dangerous form of sexism is more in depth, critically vital and hard to challenge for the set of *face2face second edition Upper Intermediate* (Redston & Cunningham, 2020; Tims et al., 2020).

In contrast, *Count Me In* (Çimen et al., 2021a, 2021b, 2022), with its lowest page count of 183 among the three sets, correspondingly manifests the lowest number of findings.

When it comes to the diversity of linguistic constructs at the analysis levels, all sets approximately share an akin distribution across categories. They all yield either high or low numbers of data for the same categories. The only evident point is that the majority of the data found in *Count Me In* by the Republic of Türkiye Ministry of National Education (Çimen et al., 2021a, 2021b, 2022) is more apparent and easier to detect compared to the other two sets. This discernibility that the set obtains results from its contextual scope. While the other two sets generate themes that are more universal and ubiquitous, the current set follows a very culture-oriented and traditional line within its context. This traditional outlook causes the samples derived from this set to be more detectable as the themes used are the usual subject matters that are stereotypical and what the society has been used to coming across.

5.2 Discussion

In juxtaposing the current study with Saraswati and Ayu's (2021), with both employing the same theory by Mills (1995), there exists considerable connections to make. As gender stereotypes are the prevalent category in analysis at phrase/sentence and discourse level across all sets in this study, it is highly apprehensible that Saraswati and Ayu (2021) preferred to examine this category as one of the two main points and under three sections, which are traits, roles and behavior. As per their other main point, they found samples of generic nouns, fragmentation and finally, presupposition and inference to examine sexist language in government textbooks. Although analyzed, they found no occurrences of transitivity choices whereas the same category has yielded lots of samples in the current study.

Having presupposition and inference as their prevalent category in this section, which is vastly in line with the current study as this category is the second highest category after gender stereotypes in all three sets, they have also explained what specific presuppositions and inferences have been derived from their data. However, a notable distinction lies in the classification of sexist language, with the present study delineating more linguistic categories from Mills' (1995) theory. However, it is still eminently clear that both inquiries have aimed to illuminate the prevalence and characteristics of gender biases embedded in educational materials in a similar manner.

Relating to gender bias, Holopainen (2018) also investigated gender representations and found these bias ingrained in the use of generic nouns and generic pronouns in EFL

textbooks in Finland. Their qualitative data for these two categories are quite similar to the samples in the present study. In addition, Holopainen's (2018) study addressed the transitivity issue in a different style. Their analysis did not include the transitivity choices obtained in this study, instead, they examined the transitivity matter through inspecting which gender is more attached to the roles of celebrities and heroes etc.

Another distinct style was utilized in Skliar's (2007) case study. Beside uncovering the quantitative data regarding gender representations, the study also presented samples of data that revealed clear bias regarding genders, in sentence, paragraph or dialog form. The qualitative data were displayed with critical commentary, similar to the way of the current study's critical analysis.

To address the research questions in a more comprehensive sense, all three sets will be discussed in a complementary manner. The first research question aimed to analyze gender representations at word level. As semantic derogation of women was the highest category in all sets, these textbooks painted women in a subsidiary and degrading light. Women portrayals occasionally served as accessories to men and men's subordinates, particularly in word order. In other instances, women were demeaned semantically, diminished in importance, or altogether disregarded with terms like "witch" or "bridesmaid" and generic nouns that negate women. Regarding portrayals of men, none of the sets questioned or challenged their established dominance in the power dynamic. Men were either the default word form or occupied the higher hierarchical form of the same connotation. The sole difference within sets came from the government-curated one. As word level categories reflect overt sexism, it can be said that this set displayed a more direct manner of overt sexism in the samples, albeit not quantitatively but certainly semantically. The fact that politeness, as the lowest category in all the sets, has the most cases in this set can supplement this argument.

The second research question examined indirect sexism at phrase/sentence and discourse level. All sets had gender stereotypes and presupposition and inference as the highest categories, consistent with Saraswati and Ayu's (2021) study, and with metaphor and humor as the lowest categories. This indicates a buried and layered conception of sexism across the sets, with little to no effort toward political correctness. In the *English File fourth edition Upper-intermediate* (Latham-Koenig, Oxenden, Chomacki, 2019; Latham-Koenig, Oxenden, Chomacki, Hudson, 2019), a critical term like "rape" was inadequately addressed with a one-sentence definition that lacked careful explanation or sensitivity. Providing a detailed understanding about sexual violence is essential for this age group, not just for this set but for all. In another set, *face2face second edition Upper Intermediate* (Redston &

Cunningham, 2020; Tims et al., 2020), there was an attempt to dismantle sexism when a woman called out a man for his sexist remarks by saying, "That's a bit sexist." (p. 159) However, the phrase "a bit" minimized the significance of the issue and weakened the woman's assertion, implying that women are expected to eliminate their oppression while remaining kind and unassertive. These two sets were overall diffident, indirect, and almost timid in their attitudes toward patriarchy, yet there was an established acceptance of it. This was stronger in *face2face second edition Upper Intermediate* (Redston & Cunningham, 2020; Tims et al., 2020), which had a significantly higher number of cases in the mixed categories. In contrast, the government-curated set was more overt and outdated in its examples, making the sexist implications easier to identify. The embrace of patriarchy in this set was not timid but rather prideful and supportive.

The third research question inquired any type of differences that could come to light upon comparing these textbooks among each other. Regarding this context, there are significant distinctions in the three EFL textbook sets' exposure to linguistic sexism. With the most findings, especially at the phrase/sentence and discourse levels, *face2face second edition Upper Intermediate* (Redston & Cunningham, 2020; Tims et al., 2020) stands out for exhibiting more indirect sexism. On the other hand, despite having a comparable number of pages, *English File Fourth Edition Upper-intermediate* (Latham-Koenig, Oxenden, Chomacki, 2019; Lathan-Koenig, Oxenden, Chomacki, Hudson, 2019) displays fewer findings. Parallel to its lowest page count, *Count Me In* (Çimen et al., 2021a, 2021b, 2022) has the lowest number of results. However, its traditional and culture-oriented themes make its content more detectable in terms of sexism, compared to the universal themes of the other sets.

A significant note should also be made for particular samples across all sets. Certain samples in the data are considered problematic due to inherent issues within the English language itself. Specific phrases and words are deeply embedded in the language, lacking more gender-neutral or equality-promoting equivalents that are currently in use. Examples of such terms from the data include "Mother Earth," "sister town," "chick lit," "bridesmaid," "get pregnant," "widower," "agony aunt" and etc. Similarly, no equitable alternative exists for a term like "Hurricane Katrina" as it is a proper noun. Consequently, these linguistic challenges must be considered while evaluating EFL textbooks, as the language's inherent structure can perpetuate gender biases.

Lastly, to eliminate indirect sexism in textbooks and conversations, several strategies can be implemented. Educators and authors can receive training on using gender-neutral and

inclusive language through workshops, seminars, and access to resources that highlight examples of indirect sexism and suggest alternatives. Textbooks can undergo regular reviews and updates to identify and remove indirect sexism, facilitated by committees that include gender studies experts and educators. Additionally, awareness campaigns in educational institutions can sensitize students and teachers about the subtleties of indirect sexism and the importance of inclusive language. Establishing feedback mechanisms can allow students and teachers to report instances of indirect sexism in textbooks and classroom interactions, providing valuable input for adjustments. Promoting critical thinking and discussions around gender representation in classrooms can help students recognize and challenge indirect sexism in language and media. Incorporating these strategies into the education system can help mitigate indirect sexism. However, as Lakoff (1975) states, it is important to acknowledge that language change adapts to societal change, not the other way around. Thus, changes in language must be accompanied by broader societal shifts to be fully accepted and effective.

5.3 Conclusion

This study emphasizes the need to examine discriminatory language in educational materials that shapes societal opinions regarding gender. It stresses the importance of critically evaluating and revising educational materials to foster gender equality. By addressing linguistic sexism and implementing progressive adjustments, educational materials can help contribute to equitable gender portrayals.

The purpose of this study was to investigate gender representations and indirect sexism in EFL textbooks at both word, and phrase/sentence and discourse levels, utilizing frameworks from linguistic theories on sexism. Through an analysis of three sets of textbooks, it discovered various forms of overt and indirect sexism contained within educational materials. The study employed critical discourse analysis to uncover subtle forms of indirect sexism embedded within the language of EFL textbooks. This was a lengthy and highly systematic process involving multiple rounds of rereading and cross-referencing with existing literature to ensure thoroughness and accuracy.

The findings disclosed that semantic derogation of women was the most frequent category across all sets, showing a prevalent tendency of depicting women in subordinate and degrading forms. Women often appear as complements to men and subordinates in word order. Men, on the other hand, were repeatedly portrayed as the default or superior hierarchical form, upholding traditional power dynamics. In particular, the government-curated set had greater cases of overt sexism. Politeness, the lowest category in all sets,

included the most examples in the government-curated collection, emphasizing its more explicit nature.

Regarding indirect sexism, all sets strongly exhibited gender stereotypes, and presuppositions and inferences, which aligned with Saraswati and Ayu's (2021) earlier study. Metaphor and humor were the least prominent categories. The sets expressed a subtle yet residing approval of sexism with few attempts at political correctness. Overall, the critical discourse analysis indicated that the *face2face second edition Upper Intermediate* (Redston & Cunningham, 2020; Tims et al., 2020) and *English File fourth edition Upper-intermediate* (Latham-Koenig, Oxenden, Chomacki, 2019; Lathan-Koenig, Oxenden, Chomacki, Hudson, 2019) sets implicitly promoted traditional gender norms while the government-curated set was more overt and old-fashioned in its examples.

In conclusion, this study highlights the persistent presence of linguistic sexism in EFL textbooks using Mills' (1995) theoretical frameworks, as well as the urgent need for systemic adjustments that encourage gender equality in educational resources. By addressing these issues at both word and phrase/sentence and discourse levels, educational institutions can play a pivotal role in challenging and changing societal perceptions toward gender.

5.4 Recommendations for Further Research

Sexism is complicated and has multiple layers which make it difficult to study in its all aspects. It is difficult to be broad enough to cover an ideology that has its roots from centuries ago. However, certain recommendations can be made for further research in this context. Firstly, this study investigated only three EFL textbook sets. Future studies could widen the scope to encompass a more diverse selection of textbooks by enhancing the number of sets. Secondly, another enhancement can be made by opting for a different language level in EFL textbooks as the current study solely analyzed upper-intermediate level textbooks. Finally, more forms of linguistic sexism can be investigated as well as other distinct methods and approaches can be employed that could analyze literary texts as well since this study's analysis categories were based on a single work that is *Feminist Stylistics* by Sara Mills (Mills, 1995). Implementing these adjustments can assist to eliminate persistent gender biases and establish a more inclusive educational environment.

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APPENDICES

Appendix A: All Data Derived From *Count Me In* - 12

Data from *Count Me In – 12 Student's Book* (Çimen et al., 2021a)

- “She wants her smart phone fixed.” - **Gender Stereotypes**
- “She doesn’t want to cheer a team up.” - **Gender Stereotypes**
- Girl - **Endearments and Diminutives**
- “I washed the dishes, vacuumed the floor, and made the beds.” - **Gender Stereotypes**
- “The dog grew up together with the professor’s daughter, who was also fond of dogs and was able to get on very well with her father.” - **Presupposition and Inference**
- “She was unmarried and loved her fiancé very much.” - **Presupposition and Inference**
- “She married and went to live with her husband.” - **Gender Stereotypes**
- “Ueno led an orderly life. He traditionally focused on his home and work.” - **Gender Stereotypes**
- “Millions including women, children, old people, civilians have had to immigrate to neighboring countries, in particular Turkey only to be able to survive.” - **Presupposition and Inference**
- “Women are still not allowed to join some social activities in some countries, they cannot even vote.” - **Presupposition and Inference**
- “a paralyzed old woman” - **Presupposition and Inference**
- “Mrs. Emily Merits”, “Mrs. Merits” (x2), “Mrs. Jackson”, “Mrs. Calmer” - **Naming and Androcentrism**
- More rooms should be constructed for nursing mothers. - **Presupposition and Inference**
- “Sister town”, “sister families” - **Women as the Marked Form**
- “Men and women” - **Semantic Derogation of Women**
- “Mothers and children, people who are old, unemployed or disabled, and all people have the right to be cared for.” - **Presupposition and Inference**
- Policeman, craftsmen, sportsmen - **Generic Nouns**
- he/she (x2), him/her (x6), his/her (x4) - **Semantic Derogation of Women**
- “superheroes and heroines” - **Women as the Marked Form, Semantic Derogation of Women**

- “As the saying goes ”future is female”, we can hardly come up with correct predictions for most of the time. However, there are those making plans, at least, for the predictable part of the imaginary world.” - **Presupposition and Inference**
- Sir (x3), master - **Semantic Derogation of Women**
- “John has displayed unstable mood statements, recently. / Mary is agitated and rather irritated these days.” - **Transitivity Choices**
- “Josh was in a negative, aggressive mood last week.” - **Gender Stereotypes**
- “Let’s save our mother!” - **Metaphor**
- “Mothers and, or fathers” - **Naming and Androcentrism**
- “After the amendment in the law in 2012, students with deceased mothers could also be accepted.” - **Presupposition and Inference**
- Sweetheart - **Politeness**
- “The cute girl was talking to your mother.” - **Fragmentation**
- “He is the one to be appreciated for all his efforts to broaden the vision of humanity to protect Mother Earth.” - **Ready-made Phrases**
- “Man of honor” - **Ready-made Phrases**
- “Dear Sir or Madam” - **Semantic Derogation of Women**
- “Stop killing your mother earth.” - **Ready-made Phrases**
- “Ladies and gentlemen” - **Women as the Marked Form**
- “I’m sorry to tell that the woman may be mistaken.” - **Presupposition and Inference**
- “I’ve told you many times and telling once more. The lock is out of order. You should get it repaired, immediately.” - **Gender Stereotypes**
- “Come on, Susan! Don't exaggerate.” - **Gender Stereotypes**
- “Come on, Susan. I’ll repair it myself.” - **Gender Stereotypes**
- “I’ll have him change it tomorrow if he has time.” - **Gender Stereotypes**
- “S/he allows us to speak in our mother language when we have difficulties.” - **Ready-made Phrases**
- “Mary is talking to her husband Robert about the household repairs and Robert is taking notes.” - **Gender Stereotypes**
- “Men are more interested in these kinds of things. Security issues, I mean.” - **Gender Stereotypes**
- “I noticed the other day that the sanitary staff are having difficulty with this vacuum cleaner.” - **Gender Stereotypes**
- “John is keen on smart phones.” - **Gender Stereotypes**

- Lady (x2) - **Women as the Marked Form**
- “Take me out to the ball game. Take me out with the crowd. Buy me some peanuts and crackerjacks. I don't care if I never get back. Let me root, root, root...” - **Transitivity Choices**
- Guys (x7) - **Generic Nouns**
- “To me, he is sincere and soothing, and also charismatic as Jack Nicholson.” / “She was strict.” - **Gender Stereotypes**
- “Mrs. Emily Merits”, “Mrs. Jackson” - **Naming and Androcentrism**
- “Ladies and gentlemen” - **Women as the Marked Form**
- Sir - **Semantic Derogation of Women**
- Policeman, craftsman - **Generic Nouns**
- “He keeps playing cyber games all the time.”, “That doesn't seem to be a problem.” - **Presupposition and Inference**
- “I'm not sure. I can't quite understand what you say.” - **Gender Stereotypes**
- “Super heroes and heroines” - **Women as the Marked Form, Semantic Derogation of Women**
- “Mrs. Calmer” - **Naming and Androcentrism**
- “I am 48 years old, married with two children, but believe me, even my parents try to shape my life even though they are aware of this.” - **Presupposition and Inference**
- “My beloved ones” - **Politeness**
- “I just assume that they are my parents, my beloved ones and they will always see me as their child no matter how old I am, what my status is.” - **Presupposition and Inference**
- “I also assume that they feel well when they give me advice and that they think they protect their children. If I do so, it doesn't hurt me. Why don't you try to see things this way?” - **Presupposition and Inference**
- “I suggest you talk to them about the problem and tell them that you do not want anything similar once more.” - **Gender Stereotypes**
- Helen: “Hi Sarah. I've got a favor to ask. Would you mind cooking dinner tonight? I will stay late at work.”
Sarah: “Sure, Helen. What would you like?”
Helen: “Could I trouble you to make some soup?”
Sarah: “That sounds good. Let's eat delicious soup tonight. What kind of soup should I cook?”

Helen: "Would it be too much trouble for you to cook tomato soup?"

Sarah: "No, that's easy. Yummy. Good idea."

Helen: "Thanks Sarah. That really helps me out."

Sarah: "No problem. It would be my pleasure." - **Politeness**

- Dear, honey - **Politeness**
- Robert: "Honey" - **Endearments and Diminutives**
- Mary: "We cannot lock this room. The lock set needs changing."

Robert: "OK, dear. I'll get it changed."

Mary: "And these chairs, honey... We cannot sit on them because they are not steady."

Robert: "Hmm! We should get them repaired by a craftsman."

Mary: "And we have a leaky faucet here."

Robert: "Oh! I can't do it on my own. I'll have a plumber to fix it. We must get it replaced... What's next, honey?"

Mary: "Come on, Robert! I'm just telling you about the problems at home. Here comes the last thing... Linda's computer needs formatting."

Robert: "No, worries, dear. That's not a serious problem. I'll get it formatted."

Mary: "That's great." - **Gender Stereotypes**

Data from *Count Me In 12 Workbook* (Çimen et al., 2021b)

- “My sister prefers ___ (be) a teacher to ___ (be) an engineer.” - **Gender Stereotypes**
- “Daisy and Olivia prefer ___ (sit) in the garden to ___ (watch) TV.” - **Gender Stereotypes**
- Girl (x3) - **Endearments and Diminutives**
- Madam - **Semantic Derogation of Women**
- His/her (x6), him/her - **Semantic Derogation of Women**
- “waiter/waitress” - **Women as the Marked Form, Semantic Derogation of Women**
- “So Michelle’s that rather plump, fair-haired woman, isn’t she?” - **Fragmentation**
- Modest, obedient - **Gender Stereotypes**
- “My mother is a very sensitive person. She can easily cry.” - **Gender Stereotypes**
- “I was living in a small village where girls weren’t allowed to go out of the house.” - **Transitivity Choices**
- “We were supposed to help our mothers all the time. It was so boring to be home all the time.” - **Presupposition and Inference**
- “Look at the photos of Sandra and write down what she can do as a disabled woman.” - **Presupposition and Inference**
- “Being physically abusive towards women” - **Presupposition and Inference**
- “Gender difference” - **Presupposition and Inference**
- “Men shouldn’t use brute force against women.” - **Presupposition and Inference**
- “Every workplace must give the equal chance for women to work as well as men.” - **Transitivity Choices**
- “Your father seems to be bossy. Does he have strict rules at home?” - **Gender Stereotypes**
- Sir (x6) - **Semantic Derogation of Women**
- “Mrs. Gabriel” - **Naming and Androcentrism**
- “There, he met a beautiful woman and they got married.” - **Fragmentation**
- “Susan ___ (turn on) the TV after she ___ (hang) out the washing.” - **Gender Stereotypes**
- “Sue ___ (watch) a movie after the kids ___ (go) to bed.” - **Gender Stereotypes**
- “Sue started to play with her doll in joy.” - **Gender Stereotypes**
- “David (12) ___ (shout) angrily that he (13) ___ (lose) the car key.” - **Gender Stereotypes**
- Madam - **Semantic Derogation of Women**

- “I need to go to the beauty salon to have my look changed.” - **Presupposition and Inference**
- “I will get my dad to buy me a new pair of shoes.” - **Gender Stereotypes**
- “Yes, I’ll get my aunt to make a dress for me.” - **Gender Stereotypes**
- “I will get my daddy to lend me his car.” - **Gender Stereotypes**
- “Linda isn’t making her wedding dress by herself, she is ____ by a designer in Italy.” - **Gender Stereotypes**
- “My best friend, Linda, was no longer single. She ____ (get) married.” - **Transitivity Choices**
- “Mrs. Nelsons” - **Naming and Androcentrism**
- Dude - **Generic Nouns**



Appendix B: All Data Derived From *Face2face Second Edition – Upper Intermediate*
Data from *face2face second edition Upper Intermediate Student's Book* (Redston & Cunningham, 2020)

- “Judy keeps being interrupted.” - **Transitivity Choices**
- “Why Men Lie Women Cry” - **Gender Stereotypes**
- “My mom's always complaining about my diet.” - **Gender Stereotypes**
- “However, once in a while Bernie ___(take) me to a local cafe for a treat.” - **Transitivity Choices**
- “Boys and girls” - **Semantic Derogation of Women**
- He/she (x32), his/her (x9), him/her (x10), he,she, himself, herself - **Semantic Derogation of Women**
- “Malcolm Gladwell” (Gladwell), “Lottie Clarkson” (Lottie) / “Cecelia Ahern” (Cecelia), “Stephen King” (King) - **Naming and Androcentrism**
- “Colin doesn't think boys would want to help in the kitchen.” - **Gender Stereotypes**
- “Val says boys should learn to cook.” - **Presupposition and Inference**
- “Mr Average” - **Semantic Derogation of Women**
- Salesgirl (x2), lady (x2), waitress (x2), actress (x2) - **Women as the Marked Form**
- “They named the law after the three strikes rule in baseball where the person batting is allowed two strikes (he can miss two balls), but on the third strike he is out.” - **Generic Pronouns**
- “Well, what if /carry/ these heavy things downstairs for you?” - **Presupposition and Inference**
- “Robin and Cecilia ___ (not go out) together for very long when he ___ (propose) to her.” - **Transitivity Choices**
- “Chick lit” - **Endearments and Diminutives**
- “husband/wife” - **Semantic Derogation of Women**
- “The bride's father, Bertie Ahern, who is a former Prime Minister of Ireland, proudly walked Cecilia down the aisle.” - **Gender Stereotypes**
- “Yesterday I met a man who owned a bookshop.” / “That’s the woman. Her first novel became a best-seller.” - **Transitivity Choices**
- Specimen, Englishman (x2), fishermen, policeman (x2) - **Generic Nouns**
- “Father of fashion design” - **Ready-made Phrases**
- “The peacock with the best tail gets all the girls.” - **Ready-made Phrases**

- “Do you think women look better with or without make-up?” - **Presupposition and Inference**
- Girl (x3) - **Endearments and Diminutives**
- “If it's a party or something, then yes it's nice to be with a girl who looks a bit glam(orous).” - **Fragmentation, Semantic Derogation of Women**
- “Men worry just as much as women about how they look.” - **Presupposition and Inference**
- “I have three kids and I never get time to shop for myself, so I'm having a great time today.” - **Gender Stereotypes**
- “Rick ___ tall, good-looking and very friendly.” - **Gender Stereotypes**
- “Jo ___ friendly today, for a change!” - **Gender Stereotypes**
- “Actors and/or actresses” (x4), “waiters and waitresses”, “waiters/waitresses” - **Semantic Derogation of Women, Women as the Marked Form**
- “Your next encounter is with the hotel porter and you know he's expecting a tip, but the problem is trying to figure out how much.” - **Generic Pronouns**
- “In Japan, for example, the waitress might be insulted if you tipped her.” - **Presupposition and Inference, Women as the Marked Form**
- “Eddy shouted at his mother last Saturday.” - **Gender Stereotypes**
- “No woman had won an Oscar for best director before 2007.” / “In 2010, Kathryn Bigelow was given an Oscar for best director, for her film, The Hurt Locker.” - **Transitivity Choices**
- “Before 2010 only three other women had even been nominated for best director.” - **Presupposition and Inference**
- “She doesn't like people telling her what to do.” - **Gender Stereotypes**
- “I had to throw my mum out.” - **Fragmentation**
- “She started crying and I couldn't handle those emotions. She had to go.” - **Gender Stereotypes**
- “I’m easy. Whatever you like.” - **Presupposition and Inference**
- “Which of the things in 1a do the women in your family usually do and which do the men usually do?” - **Gender Stereotypes**
- “I get my husband to do most jobs round the house.” - **Gender Stereotypes**
- “Rick has his car serviced at a garage.” / “Jason had his bathroom painted last week.” / “Charlotte's getting her boiler replaced.” - **Gender Stereotypes**

- A: “do / yourself / Did / the decorating / you / ?” B: “Yes, but / me / I / to / my sister / got / help / .” - **Gender Stereotypes**
- “I have my hair cut about once a month.”, “Oh, I get my sister to do mine. She's really good.” - **Gender Stereotypes**
- “___ their kids will help with housework, but my two sons will do almost ___ I ask them to do!” / “Both of my brothers help at home.” - **Presupposition and Inference**
- “Battle of the sexes” - **Gender Stereotypes**
- “Men and women” (x4), “men or women” - **Semantic Derogation of Women**
- “Women are more talkative than men.” - **Gender Stereotypes**
- “When faced with a major crisis, a woman is more likely to have a breakdown than a man.” - **Gender Stereotypes**
- “Women tend to be more self-obsessed than men.” - **Gender Stereotypes**
- “Men tend to be more optimistic and good-humoured than women.” - **Gender Stereotypes**
- “The widespread belief that women talk more than men is, in fact, true. According to Professor Leona Tyler, at the University of Oregon, the female begins to out-talk the male shortly after infancy. She talks more readily, longer and faster.” - **Presupposition and Inference, Endearments and Diminutives**
- “Studies found that the average woman requires more sleep than the average man. This is quite a drawback for high-powered working women.” - **Presupposition and Inference**
- “Psychologists have found that women are more self-obsessed. They have fewer outside interests than men and are more preoccupied with personal concerns and problems.” - **Presupposition and Inference**
- “University of Minnesota investigators found that women discussed men far more often than men discussed women. Women talked about men more often than about any other subject - except other women. Men’s conversations were more frequently devoted to business, the workplace, money, sport, other men and then women.” - **Gender Stereotypes**
- “Studies show that men are more restless than women and much more easily bored by repetitive action. They lack women’s capacity to adjust to monotonous conditions. Possibly one reason women are less bored by monotony is that they are more given to introspection and daydreaming.” - **Presupposition and Inference**

- “Psychological tests at De Paul University showed that generally men told more lies and made up more far-fetched excuses for things.” - **Gender Stereotypes**
- “We can hear the women's protests - ‘Hah! You should see my husband when he has a cold!’ Nevertheless, in a study of over 5,000 men and women, it was found that women had a far greater tendency to exaggerate virtually all types of complaints and ailments.” - **Semantic Derogation of Women, Gender Stereotypes**
- “A two-year study conducted at Stanford University demonstrated that generally men are as much as 50 percent more proficient than women in solving complicated problems.” - **Gender Stereotypes**
- “Studies conducted by University of Southern California psychologists show that women are more subject to feeling depressed and downhearted than men.” - **Gender Stereotypes**
- “In what way do men solve problems differently from women?” - **Presupposition and Inference**
- “According to the book, do women use three or six times more words than men?” - **Gender Stereotypes**
- “What sort of things do women say when they exaggerate?” - **Gender Stereotypes**
- POLLY: “I bet you didn't agree with any of it.”
MATT: “You're wrong, I did agree with it.”
POLLY: “Men do that all the time.”
MATT: “No, we don't.”
NAOMI: “You can't say that, Matt.”
MATT: “Yes, I can.” - **Gender Stereotypes**
- “In what ways do you think men and women behave differently? Think about their attitude to these things. family friends work money activities housework cooking sport driving arguments TV free time problems holidays” - **Gender Stereotypes**
- “Judy wants Martin to tidy up the living room.” - **Gender Stereotypes**
- “Martin wants Judy to go and buy the salad.” - **Gender Stereotypes**
- “Judy made the apple pie herself.” - **Gender Stereotypes**
- “Val thinks the house is untidy.” - **Gender Stereotypes**
- “I admire Judy's patience.” - **Gender Stereotypes**
- “I like Judy's cooking because it's really healthy.” - **Gender Stereotypes**
- “Judy amazes me because she never gets angry.” - **Gender Stereotypes**
- “I worry about Martin because he drives so fast.” - **Gender Stereotypes**

- “Harry never remembers my birthday. That annoys me.” - **Gender Stereotypes**
- JUDY: “What / like / Sundays is I ___ got time to read the paper. Where ___ it?”
MARTIN: “I ___ seen it.”
J: “Yes, you ____ . You ___ reading it an hour ago.”
M: “I ___ . I ___ reading the TV guide.”
J: “OK. Calm down.”
M: “Well, one thing / upset / me / you is you contradict me all the time.”
J: “No, I ____”
M: “You ___ ! You ___ doing it now.”
J: “No, I ___ not.”
M: “You ____”
J: “And do you know what? The thing / annoy / me / you is you always have to ___ the last word.”
M: “No, I ____.” - **Gender Stereotypes**
- “Personally / rather we / not use / models. They always look so false.” - **Presupposition and Inference**
- Bridesmaid - **Semantic Derogation of Women**
- Postman (x2), mastermind, doorman (x2), landlord - **Generic Nouns**
- “son/daughter” (x2) - **Semantic Derogation of Women**
- “He (the husband) told his wife that he couldn't stand living with her any more and the marriage was over.” - **Transitivity Choices**
- “Female friend” - **Women as the Marked Form**
- “Imagine a female friend ___ (ask) for your opinion about her new hairstyle and you ___ (think) it looked terrible, ___ you ___ (tell) her the truth?” - **Presupposition and Inference**
- “If you wanted to go to a club but it was full, would you try to bribe the doorman? Yes, I would, as long as I didn't have to give him too much.” - **Generic Pronouns, Generic Nouns**
- “Mrs. Oliveras” - **Naming and Androcentrism**
- “My brother never used to help with the washing-up.” - **Gender Stereotypes**
- “Chick lit”, “chick flick” - **Endearments and Diminutives**
- “She's a very affectionate little girl.” - **Gender Stereotypes**
- “It's clear she doesn't want to go out with him, but he just won't take no for an answer.” - **Transitivity Choices**

- “It’s time you learnt how to cook for yourself, Dad.” - **Gender Stereotypes**
- “She’s decorating the kitchen herself.” - **Gender Stereotypes**
- “I really fancy her - she’s gorgeous.” - **Fragmentation**
- T: “Yout Aunt Gayle was hoping to do her first degree in four years - it actually took eight.”
J: “Did it?”
T: “Yes. But she got there in the end. Don't forget she was looking after the children at the same time.” - **Gender Stereotypes**
- “Anyway, while I was playing football with my friends in the park, my mum came to get my dirty clothes so that she could do some washing.” - **Gender Stereotypes**
- Jasmin: “He was so cute, I really liked him. I used to see him out running every morning. That’s when I decided to get fit.” - **Presupposition and Inference**
- Jasmin: “Did you know Japanese people have far fewer heart attacks than we do? That's because they have a very low-fat diet. They don't, er, they don't add fat to anything, well, Hideo's mom doesn't anyway. I'm always telling my mom to stop cooking with butter, it's a killer.” - **Gender Stereotypes**
- Colin: “No, I mean, do you think little boys are interested in helping in the kitchen?”
Amanda: “That's a bit sexist.”
C: “I wasn't being sexist. I just mean that little boys ... er, well, little boys ...”
A: “Usually want to kill each other.”
C: “Well, yeah, there is that!”
Val: “And anyway, it's important boys learn how to cook, don't you think?”
C: “I suppose you've got a point there. Right, I'll go and get Ben. Tell him he's cooking tonight!” - **Presupposition and Inference, Gender Stereotypes, Politeness**
- Martin: “Oh, and is there anything to eat? I'm starving.”
Judy: “Dinner's in the oven. So, how was your day?” - **Gender Stereotypes**
- Sarah: “Is that Beatrice?”
Mickey: “Where?”
S: “Over there.”
M: “Where?”
S: “There, by the door.”
M: “Woh! I didn't recognise her. What's she done to her hair? It's a bit bright, isn't it?”
S: “I think it suits her.”

M: "Well, I can't imagine Laurie will approve. He's a bit narrow-minded when it comes to things like that."

S: "I don't suppose Beatrice will care what Laurie thinks. She never usually does. She's a bit of a rebel - strong-willed and all that."

M: "But she's never done anything quite this extreme before. Doesn't she feel selfconscious?"

S: "Obviously not." - **Gender Stereotypes, Metaphor, Presupposition and Inference**

- S: "Love the hair, Beatrice."

Beatrice: "Thanks. I wanted a complete change this time."

M: "Well, it's certainly different and it even matches the poster! What does your boyfriend think of it?" - **Presupposition and Inference**

- B: "By the way, did I tell you I'm going to Ireland to meet his (her boyfriend) parents in a few weeks?"

M: "Really?!"

B: "Yeah. I'm quite excited about it. They sound cool. Ned says they're really easy-going. But of course I'm bound to be a bit nervous when I get there."

M: "Well, you're sure to make a memorable impression on them. Er, with your hair, I mean."

B: "Oh, no. I'll dye it again before I go. I'm not going with green hair. What do you take me for?"

M: "Oh right. That's probably wise."

S: "So what colour will you go for?"

B: "I daresay I'll go for something a bit less bright."

M: "What, purple?"

B: "Ha ha. No, I might go for something boring like yours, Mickey."

M: "Nothing wrong with brown."

S: "You could go back to blonde. That was nice. Oh, I think Laurie's calling you, Beatrice. He's over there."

B: "Right. He's likely to have something to say about my hair!" - **Presupposition and Inference (x3)**

- Interviewer: "Do you think women look better with or without make-up?"

Interviewee: "If it's a party or something, then yes, it's nice to be with a girl who looks a bit glam - so it's fine then. But it depends, doesn't it - where she is and what's she's

doing? If you're off to the beach or if you just want to go out for a walk, then I think it looks better if she's - if she doesn't wear any make-up - she just looks more natural. But I know loads of girls who always wear it. They wouldn't be seen dead without it.”

- Fragmentation, Endearments and Diminutives

- Madam (x2), sir (x2), ma'am (x2) - **Semantic Derogation of Women**

- Miss - **Naming and Androcentrism**

- Gentleman (x2) - **Generic Nouns**

- Dad: “So how much do you need?”

Briony: “£250, should do it.”

D: “£250! No, that's too much. You can have - £150, but don't tell your mum. She'll go mad.” - **Metaphor**

- Dad: “OK, I'll check with your mum. Do you know where she is, by the way?”

Briony: “No, sorry. Have you tried her mobile?”

D: “Yes, but it's always at the bottom of her bag. She never hears it ring.”

B: “Tell me about it!”

D: “I wish I knew where she was, I'm ready for my dinner. I hope she comes home soon.” - **Gender Stereotypes**

- Martin: “Er, it takes place in a nightclub and you're the bad guy. Oh, and there's a fight scene. I think that's why they want you to audition. They saw on your CV that you did a lot of boxing at school.” - **Metaphor**

- Roger: “Well, never mind, you're here now. Er, here's the script, Eddy. You're playing the part of Bob - and you're in a nightclub, and you've just come over to Sophie and you want her to dance. And she doesn't want to.” - **Transitivity Choices**

- Eddy: “Hi, er, do you want to dance?”

Sophie: “Er, ... No, thank you.”

E: “Oh, come on. Just one dance. Come on.”

S: “I said no. Leave me alone, will you! I don't want to dance.”

Roger: “Is this gentleman bothering you, miss?” - **Presupposition and Inference, Gender Stereotypes**

- Eddy: “Yeah, great. Oh, and by the way, I'm sorry about last Saturday. I shouldn't have lost my temper. It wasn't your fault I couldn't find my wallet. I can't believe I shouted at you.”

Mom: “Oh, forget about it. You were just upset. And I'm sorry for not being more sympathetic.” - **Politeness**

- Naomi: "I am surprised. Didn't think men read things like that."
 Matt: "Ooh, that's a bit sexist, Naomi."
 N: "It isn't sexist, it's a fact. You know, men don't usually read that stuff."
 M: "Well, I did Basically it just says that if men and women want to live together successfully, they need to understand each other better. Not rocket science, is it?"
 N: "Understand what?"
 Polly: "Oh, you know, um, things like how men drive women crazy."
 N: "How?"
 P: "Well, er, problem-solving for one thing. Apparently men like to, um, sort out their own problems. They only talk about problems when they want solutions."
 M: "That's true."
 P: "But women talk about the same problems over and over again."
 M: "That's definitely true!"
 P: "It's because we just want sympathy, Matt. But men think they have to give us solutions, and when we don't accept their solutions they stop listening. Men do that all the time."
 M: "No, we don't."
 P: "Of course you do, it's classic."
 M: "Well, maybe we get listening fatigue. Like the book says, you women use three times as many words in a day as we do."
 N: "You can't say that, Matt."
 M: "Yes, I can. When you get back from work, you just want to talk, but I've used up all my words for the day. I just want to sit in front of the TV."
 P: "With the remote ..."
 M: "Yeah, but you still have, oh, um, about four or five thousand words left to say."
 P: "No, I don't. That's a myth. And anyway you never listen to me."
 M: "I do listen to you. And there's another thing - women exaggerate."
 N: "Meaning?"
 M: "What Polly just said - 'You never listen to me' ... I'm listening now, aren't I?"
 N: "But men exaggerate too."
 M: "No, they don't."
 N: "They do. They, oh, they go on about how powerful their car is, how gorgeous their latest girlfriend is. That's exaggerating."

M: "But that's about facts. Women exaggerate about emotional stuff - they say things like, um, 'I'll never speak to you again' or, er, 'you never think about other people'."

P: "But Matt, I never say ... , oh, er, things like that."

M: "See! Exaggerating." - **Gender Stereotypes (x11), Semantic Derogation of Women, Endearments and Diminutives, Presupposition and Inference, Fragmentation**

- Judy: "OK, Mum. We'll see you in a bit. Bye. Martin, where are you?"

Martin: "In here."

J: "There you are. Can you tidy up all your things in the living room please, Martin? You're worse than a kid. Honestly!"

M: "Uh huh."

J: "Thanks. You know, the thing I don't like about this house is there aren't enough places to store things. It always looks so untidy! But that's mainly because of all your stuff everywhere."

M: "Hmm."

J: "By the way, that was my mum on the phone. She said they got a bit lost, but they'll be here soon. You're not listening, are you?"

M: "I am listening, Judy."

J: "So what did I say?"

M: "Er, was it something about getting a cat!"

J: "Oh Martin, you are an idiot."

M: "I'm not an idiot. I married you, didn't I?" - **Gender Stereotypes (x3), Transitivity Choices**

- Mark: "I don't think she's the one who should be asking for help, Laura.", M: "Well, I know a good psychiatrist I can recommend." - **Presupposition and Inference**

Data from *face2face second edition Upper Intermediate Workbook* (Tims et al., 2020)

- Fireman (x5), Frenchman, fishermen (x2), headmaster (x2), spokesman, businessman, businessmen, landlord (x3) - **Generic Nouns**
- “Acting on an anonymous phone call, the police raid a house to arrest a suspected murderer. They don't know what he looks like but they know his name is John. Inside the house, they find a surgeon, a lorry driver, a mechanic and a fireman , all playing cards. Without hesitation or asking any questions, they arrest the fireman. How do they know the fireman is the murderer? - To think laterally means you must avoid ___ (make) assumptions about a problem and make yourself ___ (think) 'outside the box!'.”
- **Gender Stereotypes**
- “Hurricane Katrina”, “Sahara Desert” - **Ready-made Phrases**
- Beth: “Thanks so much. I'm useless at that kind of thing.” - **Gender Stereotypes**
- “Andy went straight home, where his wife, Barbara, ___ (wait) for him to return.” - **Transitivity Choices**
- "Sorry, but my wife was having a baby and ___ (have to) take her to hospital urgently." - **Transitivity Choices**
- “Oh, the people who come range from young mums to professional writers!” - **Presupposition and Inference**
- “Jacqueline Wilson is a writer. Her books are read by millions of young girls all over the world.” - **Presupposition and Inference**
- “Miss Noakes”, “Mrs Bannister” - **Naming and Androcentrism**
- Girl (x6) - **Endearments and Diminutives**
- Lady, actress (x3), businesswoman - **Women as the Marked Form**
- Laura: “I know. Anyway, it took the mechanic two hours to arrive, so I was a bit annoyed, to say the least.”
Becky: “So would I have been! Did he have an excuse?” - **Gender Stereotypes**
- “Matt is bound to ask Charlotte out soon.” - **Transitivity Choices**
- “The dress code at his school is simple: 3Cs - clean, comfortable and covered up.” - **Fragmentation**
- Lucy: “Hi, love.” / Paul: “Sorry, mate, you can't.” - **Politeness**
- “Men and women” (x5), “males and females” - **Semantic Derogation of Women**
- Bill: “My mother's OK, I suppose. But she will insist on treating me like a child.”
Tom: “That's mothers for you!” - **Gender Stereotypes**
- “Her voice is so posh. She speaks ___ (like the Queen).” - **Gender Stereotypes**

- “‘Mum’ and ‘dad’” - **Naming and Androcentrism**
- “I __ (had/got) my husband to look after the children this morning so I could (get) my hair done.” - **Gender Stereotypes**
- “When I look back on my childhood, I feel a bit ashamed. Both of my parents worked full-time, but my mum also did absolutely everything at home as well.” - **Gender Stereotypes**
- “Women are less likely than men to interrupt.” - **Gender Stereotypes**
- “The article encourages men to be more sensitive about interrupting.” - **Presupposition and Inference**
- “Do women really talk more than men?” - **Gender Stereotypes**
- “They (men) also tend to start more conversations.” - **Gender Stereotypes**
- “Several studies have attempted to show that women tend to be 'softer' than men in their requests and statements.” - **Politeness**
- “Research clearly shows that men are more likely to interrupt than women, and women are also more likely to be interrupted than men. What's more, women actually allow themselves to be interrupted more than men.” - **Gender Stereotypes**
- “Which sex interrupts more?” - **Presupposition and Inference**
- “Men need to be more conscious about how much they speak in relation to women at home and in the __ , so that they are not seen as too dominant.” - **Presupposition and Inference**
- “Rather than interrupting more often, and becoming more like men, women should concentrate on stopping themselves from being interrupted. Simple strategies such as insisting on finishing your point will help.” - **Presupposition and Inference**
- “He was the first actor to be awarded the prize.” - **Transitivity Choices**
- “I'm sure I'll have become a famous footballer. Darren, 14”, “I'll be driving/have driven a Ferrari instead of my old hatchback. Daniel, 32” - **Gender Stereotypes**
- “And women __ (have) babies up until their 70s.” - **Presupposition and Inference**
- “The first coffee house opened in 1475 in Istanbul, Turkey, a place where coffee was so important that it was legal for a woman to divorce her husband if he could not supply her with enough of the drink.” - **Gender Stereotypes**
- “Girl Talk” - **Ready-made Phrases**
- “Mum, have you washed my football kit?” - **Gender Stereotypes**
- him/her (x2), his or her - **Semantic Derogation of Women**

- “Working harder and longer, just to end up poorer, is making a lot of fathers think they should be prioritising their quality of life.” - **Presupposition and Inference, Gender Stereotypes**
- “You could swap roles. Mother becomes the breadwinner and father becomes a full-time parent. But this still leaves one of you facing an eight hour day and then childcare at home - a good recipe for trouble.” - **Gender Stereotypes**
- “More women in Britain are having children later in their lives. The reason for this is often their careers.”
 - a. although b. because of c. moreover - **Presupposition and Inference**
- “She looked after the children. She also worked full-time.” - Gender Stereotypes
- “The wedding was great, by the way ! The weather was fantastic and Sally looked gorgeous.” - **Presupposition and Inference**
- “Not only that, she's married to a man who I knew him many years ago.” - **Transitivity Choices**

**Appendix C: All Data Derived From *English File Fourth Edition – Upper-Intermediate*
Data from *English File Upper-intermediate Student's Book* (Latham-Koenig, Oxenden,
Chomacki, 2019)**

- Actress (x11), lady (x2), heroine - **Women as the Marked Form**
- Policeman, businessman, man-made (x2), policeman (x4), first man (x4), mankind (x4), man (x2), men, statesman, spokesman, Scotsman, postman - **Generic Nouns**
- he/she (x20), his/her (x19), him/her (x4), “brother or sister”, “boyfriend/girlfriend”, “father or mother”, “he or she” (x2), “he and she”, “he,she”, “man or woman”, “men and women” - **Semantic Derogation of Women**
- “Sadly, the problem with Dr Google is that he isn’t exactly a comfort in times of crisis.” - **Generic Pronouns**
- “When three women of the same clothing and shoe size live under the same roof, clothes are bound to go missing.” - **Gender Stereotypes**
- “A woman in her 70s looked great in one.” - **Fragmentation**
- “Your grandma probably won't like them as a present.” - **Fragmentation**
- “90% of women dress younger than their age.” - **Presupposition and Inference**
- “Teenage girls would never dress older than their age.” - **Presupposition and Inference**
- “Men are just as interested in shopping for clothes as women.” - **Presupposition and Inference**
- “My boss is very bad-___ (tempered). When things go wrong, he starts shouting at everyone.” - **Gender Stereotypes**
- ““What are you reading there? It looks serious - you must be incredibly smart.” he uses his usual chat-up lines on the train. Ask them a simple question. Then pay them a compliment. It always works with women. Sadly not this time. “My divorce papers,” she replied angrily, and turned away.’ - **Jokes and Humor**
- Sweetie (x3) - **Endearments and Diminutives**
- “She’s gone to have a facial in a nice, quiet beauty salon.” - **Gender Stereotypes**
- “Julia was awarded the Eleanor Farjeon Prize in 2000 in recognition of her outstanding contribution to children’s books.” - **Transitivity Choices**
- “If my dad finds out I’ve been hitchhiking, (he’ll be furious.)” - **Gender Stereotypes**
- “Do you think extreme sports are more popular with men than with women?” - **Gender Stereotypes**
- “Mother tongue” - **Ready-made Phrases**

- Mistress - **Semantic Derogation of Women**
- “Look at an image of a person showing an emotion, e.g. smiling. Then between you, try to think of all the possible reasons why the person might be smiling, for example, he looks as if he might be remembering a funny film, or he might have just booked a holiday abroad.” - **Generic Pronouns**
- “Last week in San Francisco, a woman had her iPhone stolen.” - **Transitivity Choices**
- Widower (x2) - **Semantic Derogation of Women**
- “People like ‘Martin’ are known to prey on older women.” - **Presupposition and Inference**
- “I wish I hadn’t married Susan.” - **Transitivity Choices**
- “Reality TV star to wed girlfriend after one-week engagement.” - **Transitivity Choices**
- “Hurricane Irma”, “Loch Ness”, “Lake Victoria” - **Ready-made Phrases**
- “Melanie _____. a. argues with her sister about housework.” - **Gender Stereotypes**
- “Because younger-looking eyes never go out of fashion.” - **Presupposition and Inference**
- “Lee (Mi-Jung), (Alain) De Botton” - **Naming and Androcentrism**
- “I have the heart and stomach of a king.” - **Ready-made Phrases**
- “Miss Helen”, “Mrs Simpson”, “Mrs Morris” - **Naming and Androcentrism**
- Girl (x4) - **Endearments and Diminutives**
- “Watch out! The old witch is here!” - **Metaphor**
- “Are you planning to get pregnant?” - **Naming and Androcentrism**
- “Among other clues, he found equipment lying all over the island, and also a huge rock, much too heavy for any men to carry lying on the steps leading to the lighthouse.” - **Presupposition and Inference**
- Presenter: “So you think nowadays older women dress much younger than they used to?”
Liza: “Oh, absolutely. Think of women like Meryl Streep, Catherine Deneuve, Helen Mirren, Jane Fonda... When Jane Fonda was in her seventies, she appeared on a US talk show wearing a leather miniskirt - she looked fabulous! But, of course...”
Adrian: “I have to say, I saw that programme and I thought Jane Fonda looked awful...”
Presenter: “Adrian, can you let Liza finish?”
Adrian: “Sorry. Sorry, go ahead.” - **Fragmentation, Naming and Androcentrism**

- Liza: “Well, yes, of course it depends on your age. A lot of teenage girls try to dress older than they are, maybe to get into pubs and bars. But I would still say that from 30 onwards, most women try to dress younger than they are.” - **Presupposition and Inference**

- Liza: “Nothing at all, it’s a question of wearing what suits you. And that could be anything, from current trends to classics. I mean, OK, there are a very few things which can look a bit ridiculous on an older woman, like, let’s see, very short shorts... but not many.”

Adrian: “I think very short shorts look ridiculous at any age, well, on anyone over 15 or so.” - **Fragmentation**

- “Ladies and gentlemen” (x2) - **Semantic Derogation of Women**
- “If the pilot has a problem with the plane at this point, he has very little time - maybe only a second - to abort the take-off.” - **Generic Pronouns**
- “Men and women” - **Semantic Derogation of Women**
- “She’s engaged to another guy!” - **Transitivity Choices**
- Rafa: “Well I’m Spanish, but I moved to London a few years ago when I married a British woman.” - **Transitivity Choices**
- “If you’re the person who’s in the wrong, just admit it! This is the easiest and best way to avoid an argument. Just apologize - say to your flatmate, your parents, or your husband, ‘Sorry, it was my fault’, and move on.” - **Presupposition and Inference**
- “The next tip is, don’t exaggerate. Try not to say things like, ‘You always forget our wedding anniversary’...” - **Gender Stereotypes**
- “So, for example, if you’re arguing about the housework, don’t suddenly say, ‘And another thing, I was really disappointed with my birthday present - you didn’t make any effort at all.’” - **Gender Stereotypes**
- “The photo has been airbrushed in order to make the model look even slimmer, with perfect skin, and even more attractive than they are in real life.” - **Fragmentation**
- “I know I have the body of a weak and feeble woman, but I have the heart and stomach of a king, and king of England too.” - **Presupposition and Inference**
- “If he really loved you, he would have asked you to marry him.” - **Transitivity Choices**
- “Holly’s crying. Perhaps she’s had an argument with her boyfriend.” - **Presupposition and Inference**
- “Your boyfriend looks like a rugby player. He’s huge!” - **Gender Stereotypes**

- “I saw a man walking with a woman in the park.” - **Transitivity Choices**
- “My dad can’t (prevent) me from seeing my friends.” - **Gender Stereotypes**
- “I (expect) that Daniel will forget our anniversary. He always does.” - **Gender Stereotypes**
- “These days, men don’t kneel down when they propose marriage.” - **Presupposition and Inference**
- “After the party, the man made the woman have sex against her will.” - **Transitivity Choices**
- “He said he’d send the photos to a newspaper if the actress didn’t pay him a lot of money.” - **Presupposition and Inference**
- “A woman followed a pop singer everywhere he went, watching him and sending him constant messages on the internet.” - **Gender Stereotypes**
- “Agony aunt” - **Ready-made Phrases**
- “She looks very determined - like a woman who means business.” - **Presupposition and Inference**
- “He arranged to meet his ex-girlfriend because they had some unfinished business.” - **Presupposition and Inference**
- “Sue makes her two teenagers do the washing-up every evening after dinner.” - **Gender Stereotypes**
- Witch - **Semantic Derogation of Women**

Data from *English File Upper-intermediate* Watch Script

- Lady, duchess - **Women as the Marked Form**
- Gentleman, craftsmanship, man-made - **Generic Nouns**
- “Mariana Trench” - **Ready-made Phrases**
- “Female friendship” - **Women as the Marked Form**
- “As a young man, and a boy, I was extraordinarily lucky to see that fabled generation of actors of... of Gielgud and Richardson, Olivier, Edith Evans, Peggy Ashcroft.” - **Naming and Androcentrism**
- Melanie: “I suppose I often have arguments with my sister, and that is mostly about, you know, who’s going to clean the dishes, whose turn is it to bring out the trash, who’s going to get the toilet paper next, things like that.” - **Gender Stereotypes**
- Ryan: “Um, I was reading recently about, um, extreme interviewing techniques used for an insurance company. They asked candidates to describe if...they asked candidates during the interview how they would describe Facebook to their grandmother. What the recruiter was looking for was for that candidate to display an element of, um, technical skills and technical awareness, also to display communication skills and how they would explain Facebook to an audience or to somebody who doesn’t understand modern technology or modern social media.” - **Presupposition and Inference**
- Erica: “Hmm, OK, so my most recent play was called A Woman’s Worth, where I played Jayda who is a wedding planner, whose fiance just refuses to make the commitment and actually get married to her.” - **Gender Stereotypes**
- Diarmuid: “Er, I’m interested in politics, er, sports, um, and really most news.” - **Gender Stereotypes**
- George: “There was a kids’ hot cereal, a hot cereal for children called H.O. Farina, and it was an animated cartoon. It was very rudimentary. If you saw it today, you wouldn’t believe it was a national-broadcast cartoon. And it was a little story of Willie and Wilhelmina, and Willie trips on a rock and he goes, ‘Every day I trip over that rock, Wilhelmina.’ And she says, ‘Move it, Willie.’ And he says, ‘Can’t, too big.’ And I bet you I’m getting this word for word if you could find it. And she says, ‘I will.’ And he says, ‘Huh, you’re a girl.’ And she picks it up and then the jingle comes up and it goes ‘Strong Wilhelmina eats her Farina.’” - **Presupposition and Inference**
- Sandie: “Very, very well done. Thank you very much indeed. Really well done, Lou. How was that for you? So, I think you’re absolutely charming, Lou. You come across

with a really positive energy. You've got a lovely open face. You very clearly are naturally engaging, which means I, as your audience, am naturally engaged. You're friendly, you're affable, and you've got a great smile, which is wonderful. Things - small things - that I think you might be able to do differently: so, you were playing with your feet. You were playing with your feet like a five-year-old. So, if I say that you were doing that on your heels..." - **Politeness**



Data from *English File Upper-intermediate Workbook* (Lathan-Koenig, Oxenden, Chomacki, Hudson, 2019)

- “Tom’s wife is very _____. She doesn't seem to let anything worry her.” - **Naming and Androcentrism**
- “Oliver’s new girlfriend isn't as dramatic as he is.” - **Naming and Androcentrism**
- “My sister-in-law is very _____. she ‘s nice to me, and then speaks badly of me to other people.” - **Gender Stereotypes**
- “Tony’s new girlfriend is good for him - she seems really well balanced.” - **Naming and Androcentrism**
- “She’s incredibly angry because her husband came home late last night.” - **Gender Stereotypes**
- “The young men walked aggressively through the crowded shopping centre. They had their target in their sights and wouldn't stop until they had done what they had set out to do. _____ she felt scared. She ran from the hooded gang, stopped and was cornered. “Miss you forgot your handbag.”” - **Presupposition and Inference, Naming and Androcentrism**
- “They had been arguing _____ the night before. He had come in from the garage with oil on his shoes. Fed up, desperate, she stabbed him. Horrified by what she had done, she drove away from the house along the cliff road. _____, she realized that the brakes weren’t working.” - **Presupposition and Inference**
- “He was worried. _____, since his wife’s death, his teenage daughter had become _____ difficult. They had agreed 2.00 a.m. as the latest return time from nightclubs. Now it was 3.30. He prepared himself for confrontation as the door opened. “Dad” she shouted _____. “I’ve been frantic. You’re late again.”” - **Gender Stereotypes**
- Man, snowman, businessman - **Generic Nouns**
- “I’m _____ (sick of) always having to tell my husband to tidy up.” - **Gender Stereotypes**
- “Vicki (would have) more friends if she didn’t complain all the time.” - **Gender Stereotypes**
- “The worst thing you can do is confront the intruder because he might have a weapon.” - **Generic Pronouns**
- he/she, “he or she” (x2), “his or her” (x2), “him or her”, “brother and sister” - **Semantic Derogation of Women**

- “I hardly ever see my boyfriend. My new clothes are always disappearing. The kitchen looks a mess.” - **Gender Stereotypes**
- “I wish my boyfriend was more ____ - I’ve caught him telling lies recently.” - **Gender Stereotypes**
- “She’s a bit ____ at the moment because she’s looking after her sister’s children as well as her own.” - **Gender Stereotypes**
- “My son’s girlfriend is from Hungary; she’s young and interesting.” - **Naming and Androcentrism**
- “Two men ____ (robbed) me while I was walking home. They got away with my purse and phone.” - **Presupposition and Inference**
- “Forcing somebody to have sex with you when they do not want to by threatening them or using violence. (rape)” - **Presupposition and Inference**
- “Police are looking for a man who attacked and raped a woman yesterday afternoon as she was walking home.” - **Naming and Androcentrism**
- “It is reported that kidnappers have taken the president’s wife.” - **Naming and Androcentrism**
- “The girl refused to dance with my friend.” - **Endearments and Diminutives**
- “Nina’s parents told her not to be late.” - **Gender Stereotypes**
- “Police ____ (question) wife after man disappears.” - **Naming and Androcentrism**
- “Agony aunt” - **Ready-made Phrases**
- “It’s impossible for a journalist to be ob____ about a subject on which he holds a strong opinion.” - **Generic Pronouns**
- “There is only one boss. The customer. And he can fire everybody in the company from the chairman on down, simply by spending his money elsewhere.” - **Generic Nouns, Generic Pronouns**
- Waitress, actress - **Women as the Marked Form**
- “Brotherhood of man” - **Generic Nouns**
- “His greatest ____ (weakness) is his inability to express his feelings. - **Gender Stereotypes**
- Man (x3) - **Generic Nouns**
- “It is thought that there is a ____ (biological) reason for his aggressive behaviour.” - **Gender Stereotypes**
- “All the men seem to love buying new electronic gadgets.” - **Gender Stereotypes**

- “Daisy is taking advantage of the time her children are at the school to do an online course.” - **Gender Stereotypes**
- “Man of his word” - **Ready-made Phrases**
- “Women are from Venus; men are from Mars.” - **Ready-made Phrases**
- “Lake Victoria” - **Ready-made Phrases**
- “At the 2018 Golden Globe Awards, actress and TV presenter Oprah Winfrey was awarded the Cecil B. DeMille Award for lifetime achievement.” - **Transitivity Choices, Women as the Marked Form**
- “Patricia is about to leave, so it’s ___ (now or never) - I may not get another chance to ask her out.” - **Transitivity Choices**



ÖZGEÇMİŞ

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Doğum Yeri ve Tarihi :

Eğitim Durumu

Lisans Öğrenimi : Orta Doğu Teknik Üniversitesi - Eğitim Fakültesi
İngilizce Öğretmenliği

Yüksek Lisans Öğrenimi : Akdeniz Üniversitesi - Eğitim Bilimleri Enstitüsü
Yabancı Diller Eğitimi Anabilim Dalı - İngiliz Dili
Eğitimi Tezli Yüksek Lisans Programı

Bildiği Yabancı Diller : İngilizce

Bilimsel Faaliyetleri :

İş Deneyimi

Stajlar :

Projeler :

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İletişim

E-Posta Adresi :

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PLAGIARISM REPORT

GENDER REPRESENTATIONS AND INDIRECT SEXISM IN EFL TEXTBOOKS: AN IN-DEPTH CRITICAL ANALYSIS

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