

Action, Space, and the Construction of Gender Common Sense: A Critical Discourse Analysis of Vocabulary Example Sentences in University English Teacher's Manuals

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Abstract: As a key vehicle for institutionalized educational discourse, textbooks' vocabulary example sentences serve as a crucial arena for the naturalization of ideology. This study employs Fairclough's critical discourse analysis framework, specifically its common sense construction perspective, to systematically examine the distribution patterns of gendered activity types and spatial configurations within vocabulary example sentences in collage English teacher's manuals. Employing a combined approach of quantitative content analysis and qualitative interpretation, this study developed a nested coding framework integrating Activity-Specific Classification (ASC) and Spatial-Domain Classification (SDC) to analyze 327 gender-related action sentences from a collage English teacher's manuals. Findings reveal: First, gender differences manifest not in action occurrence but in systematic activity type allocation—males predominantly engage in developmental and goal-oriented activities, while females tend toward social and emotional activities. Second, sentences exhibit stable gendered spatial configurations, with males occupying higher proportions of public domains like professional and educational spaces, while females are predominantly positioned in private spaces such as domestic and leisure settings. Third, by depicting routine actions of both genders within fixed spatial settings, the sentences naturalize specific gender orders as common-sense knowledge in daily life.

Keywords: English Textbooks, Teacher's manuals, Critical Discourse Analysis, Gender Representation.

1. Introduction

As key carriers of institutionalized educational discourse, textbooks do not neutrally reflect social reality. Instead, they selectively present and re-contextualize social experiences within specific ideological frameworks and curricular objectives. Long-standing research on gender in textbooks has primarily focused on overt issues like imbalanced gender visibility and unequal occupational distribution. Previous studies have effectively revealed how textbooks reproduce gender inequality at the identity level (Sunderland, 2000; Curdt-Christiansen & Wening, 2015). However, beyond explicit identity markers, the repeated depictions in textbooks of "who engages in which activities in which spaces" similarly naturalize specific gender orders as common social knowledge accepted by learners.

In language textbooks, example sentences represent a text type with strong exemplary power. Typically presented as daily life scenarios, their pedagogical function lies in demonstrating natural vocabulary usage. When crafting such sentences, authors inevitably and unconsciously draw upon socially accepted patterns of experience. This makes example sentences a crucial arena for the naturalization of ideology. If textbooks persistently portray women through example sentences as primarily active in domestic or private spheres, engaged in care-giving and emotional labor, while men are more frequently depicted in public spaces undertaking decision-making and action-oriented tasks, this gender division gradually becomes internalized as an unquestioned social landscape during language learning.

Thus, example sentences of textbooks are not entirely decontextualized fragments but rather products of

institutional re-contextualization by authors constrained by national curriculum standards, pedagogical objectives, and social conventions. As crucial supports for teachers' classroom discourse, these example sentences carry normative and authoritative weight in pedagogical practice. The activity scenarios they present not only shape students' understanding of linguistic forms but also subtly participate in constructing perceptions of gender roles and social spaces.

Based on this, this study shifts the research focus from previous analyses emphasizing occupational identities and static roles to a systematic examination of gendered actions and spatial representations in vocabulary example sentences from university English teacher's manuals. The research aims to answer the following two questions:

How do teacher's manuals example sentences depict male and female participation patterns in public and private spheres through spatial settings?

What systemic differences emerge in the depiction of gendered actions and states within these example sentences? How are these differences naturalized as gendered common sense at the discourse level?

By exploring these questions, this study seeks to reveal the operational mechanisms of gender ideology within the hidden curriculum of university English textbooks and provide empirical grounds for gender reflection in textbook development and teaching practice.

2. Literature Review

2.1. Evolution of Perspectives in Textbook Gender Studies: From Identity Representation to Action Patterns

Early research on gender in textbooks primarily employed quantitative content analysis, focusing on explicit indicators such as gender pronouns, character representation, and illustration ratios (Porreca, 1984). As studies deepened, scholars shifted their attention to social role allocation, systematically examining how textbooks depict differences between men and women in occupational, familial, and societal statuses. These studies revealed pervasive gender inequality at the identity level in textbooks (Nicholas, 2015; Mohammed Ismael Ismael & Mohammadzadeh, 2023), laying a crucial foundation for subsequent research. In recent years, textbook gender studies have further shifted toward examining discourse details and micro-narratives (Sunderland, 2000; Azmy, Rahman, & Muntasir, 2024). Some studies indicate that even when women attain professional identities in textbooks, their modes of action, scope of responsibilities, and spheres of activity may remain confined to auxiliary or supportive roles, while men are more frequently assigned behavioral patterns characterized by agency and decision-making authority (Zahra, Inawati, & Ariffin, 2024; Dahmardeh, Mohammed Hasan, Muhammadi, & Al-Rashdi, 2025). This shift prompts researchers to recognize that gender ideologies operate not only through role assignment but also through action arrangements and spatial allocation. However, existing research on actions and spaces predominantly relies on case discussions or descriptive analyses, with limited systematic operational frameworks. Particularly within institutional texts like university English teacher's manuals, there remains insufficient attention to the gendered action patterns embedded in everyday example sentences. This study addresses this research gap.

2.2. Public Sphere and Private Sphere: A Theoretical Perspective on Gendered Spaces

The public/private dichotomy serves as a crucial theoretical tool for understanding modern gender structures. This framework posits that the public sphere is typically associated with political, economic, and rational activities, while the private sphere relates to family, care, and emotional labor. In gender studies, this spatial division is regarded as one of the key mechanisms sustaining patriarchy (Fraser, 1990). Focusing on gender studies in educational materials, scholars have argued that space itself possesses social productivity, and its gendered configuration is often naturalized in everyday discourse and educational content (Blommaert, 2005). As symbolic encodings of social relations, textbooks do not randomly select spaces for presenting activities. By repeatedly situating women's activities within the home or private sphere while placing men's activities in workplaces, public affairs, or decision-making domains, textbooks may invisibly reproduce the spatial order of "men outside, women inside." A systematic analysis of activity locations in textbooks helps reveal how gender segregation is maintained through everyday linguistic materials. While existing research has examined spatial metaphors and scenario settings in textbooks, studies systematically quantifying and critically interpreting the spatial distribution of high-

frequency exemplary sentences in teacher's manuals remain relatively scarce.

3. Theoretical Perspective: Fairclough's Critical Discourse Analysis

This study adopts Norman Fairclough's Critical Discourse Analysis (CDA) as its theoretical framework to understand how textbook discourse participates in reproducing gender order within institutionalized educational contexts. It is important to clarify that this study does not conduct an exhaustive linguistic micro-analysis of textbook texts. Instead, it employs CDA as an interpretive framework to analyze how activities and spatial representations connect to macro-level gender ideologies. The use of CDA for macro-level interpretation rather than word-by-word analysis has been validated in previous research (Rogers, Malancharuvil-Berkes, Mosley, Hui, & Joseph, 2005).

In Fairclough's theory, ideology is sustained through the naturalization of discourse. When specific representations recur and become accepted as self-evident, the underlying power relations are obscured. Critical discourse analysis (CDA) emphasizes the dialectical relationship between language and social power, positing that discourse not only reflects social reality but actively participates in the construction of social relations and ideologies (Fairclough, 2013, 2023). From a CDA perspective, ideology is often sustained not through explicit indoctrination, but through linguistic choices naturalized as common sense. Fairclough notes that when specific social relations are repeatedly presented in discourse and gain widespread recognition, their ideological attributes become concealed, existing instead in neutral, self-evident forms. In textbook example sentences, this naturalization process is particularly insidious: seemingly ordinary activity descriptions actually reinforce gendered action scripts. This study employs CDA's interpretive lens to de-naturalize these normalized gendered commonplaces.

Based on Fairclough's three-dimensional model of text-discourse practice-sociocultural practice, this study constructs the following analytical pathways: At the textual level, it focuses on the distributional characteristics of action types and spatial positioning within example sentences; At the discourse practice level, the teacher's manual is treated as an institutionally authoritative pedagogical discourse, examining its function in regulating teacher and student cognition; At the sociocultural practice level, the findings are linked to macro-level gender structures to explain how textbook discourse reproduces traditional gender order within educational settings.

4. Research Design and Methodology

4.1. Data Sources

The analytical data for this study are derived from the teacher's manuals of a university English textbook series published by Shanghai Foreign Language Education Press. The series comprises four volumes, with the first and second volumes being the most widely used. All vocabulary example sentences appearing in the teacher's manuals of these two volumes were selected as the analytical corpus.

4.2. Analytical Methods and Coding Framework

This study adopts a combined approach of quantitative content analysis and qualitative interpretation to systematically examine the distribution characteristics and ideological implications of gendered activities and spatial representations in vocabulary example sentences within university English teacher's manuals. The core of the analysis focuses not on pronoun frequency, but on the systematic coding of activity types and spatial affiliations within

example sentences. Building upon empirical descriptions, critical discourse analysis frameworks are employed to interpret their social meanings.

4.2.1. Activity-Specific Classification (ASC)

Drawing upon the International Classification of Activities for Time-Use Statistics (ICATUS) (United Nations Statistics Division, 2016), an Activity-Specific Classification (ASC) is constructed. As shown in Table 1, ASC operationalizes behaviors in example sentences into eight observable activity categories to ensure the objectivity of empirical counting.

Table 1. Activity-Specific Classification (ASC)

Category Code	Category Name	Operational Definition
ASC-1	Housework	Unpaid labor such as home maintenance, domestic services, and caring for children or other family members
ASC-2	Work/Career	Paid labor, occupation-related activities, and travel directly related to work
ASC-3	Study/School Activities	Classroom learning, homework, meetings, training, and other education-related activities
ASC-4	Leisure Activities	Passive or sedentary recreational activities, such as reading, watching TV, etc.
ASC-5	Sport	Physical exercise, outdoor sports, and physical activities
ASC-6	Social Activities	Social interaction, visits, gatherings, and organizational participation
ASC-7	Personal Activities	Sleep, eating, personal grooming, and other physiological and daily needs
ASC-8	Other	Residual category for insufficient information or unclassifiable items

4.2.2. Spatial-Domain Classification (SDC)

The Spatial-Domain Classification (SDC) integrates Public/Private Sphere Theory with Moser's Triple Role Theory (Moser, 2012). As shown in Table 2, SDC maps activities to four spatial domains—domestic, professional, educational, and recreational/leisure—to analyze gendered spatial distribution. Unlike the empirical orientation of ASC,

SDC is a theory-driven analytical framework. Its purpose is not to describe activities themselves, but to interpret the social spaces in which activities are embedded and their gendered meanings. By systematically categorizing the locations and contexts where activities occur, SDC helps reveal whether textbook example sentences unconsciously perpetuate gendered spatial divisions.

Table 2. Spatial-Domain Classification (SDC)

Spatial Domain	Theoretical Origin	Operational Definition	Analytical Purpose
Home	Public/Private Sphere Theory; Reproductive Roles	Care, household maintenance, and emotional labor within the private sphere	Analyzing women's spatial visibility in unpaid and invisible labor
Professional	Public Sphere Theory; Productive Roles	Workplace, paid labor, and professional decision-making domains	Measuring Gender Differences in Economic and Power Spaces
Education	Human Capital and Institutional Education Theory	School, Training, and Academic Activity Spaces	Analyzing Gender Distribution in Knowledge Production and Learning Spaces
Recreation	Theories of Socialization and Cultural Studies	Informal Public Spaces and Cross-Domain Activities	Revealing Gendered Social Expectations in Leisure Activities

4.2.3. Nested Coding Strategy of ASC-SDC

To avoid the descriptive limitations inherent in pure content analysis, this study employs a nested coding strategy combining ASC and SDC. Specifically, the research first categorizes observable behaviors in example sentences at an empirical level using ASC to ensure coding objectivity and consistency. Subsequently, these coded activities are mapped onto the SDC framework to imbue them with social-spatial and gendered meanings. ASC addresses "what activities occur in example sentences," while SDC further explains "the social spaces within which these activities are situated and the gendered implications of such spatial arrangements." For instance, the seemingly neutral act of "eating" is differentiated during coding as either "consuming a meal in a corporate conference room" or "caring for others during meals in a domestic setting," revealing fundamentally distinct social relationships and gender role assumptions.

The researcher conducted all coding work independently. To minimize subjective bias, multiple rounds of trial coding

and rule refinement preceded formal coding, ensuring consistent application of classification criteria across the entire corpus. Additionally, previously coded samples were repeatedly reviewed during coding to maintain stability and consistency in judgment standards.

5. Findings and Analysis

This part presents the overall distribution characteristics of gendered activity types and spatial configurations in university English textbooks based on systematic coding of vocabulary example sentences. Building upon this, it employs Fairclough's critical discourse analysis framework to interpret the gendered common sense constructed through these texts.

5.1. Sample Composition and Distribution

Quantitative analysis of gender-identifiable example sentences in teacher's manuals identified 473 male-related example sentences and 301 female-related example sentences,

indicating higher visibility of male roles in the example sentences. Further filtering excluded example sentences lacking specific, actionable behaviors or actions, yielding 327 gender-related example sentences with explicit actions: 189 male and 138 female.

5.1.1. Gendered Distribution by Activity Type

The specific distribution of example sentences under the ASC coding framework is shown in Table 3.

Table 3. Distribution of Example Sentences Under the ASC Framework

ASC Category Name	Male (N=189)	Female (N=138)
Housework	18 (9.5%)	8 (5.8%)
Work/Career	46 (24.3%)	21 (15.2%)
Study/School	15 (7.9%)	8 (5.8%)
Leisure	24 (12.7%)	18 (13.0%)
Sports	14 (7.4%)	4 (2.9%)
Social	47 (24.9%)	46 (33.3%)
Personal	25 (13.2%)	33 (23.9%)
Total	189 (100.0%)	138 (100.0%)

From the overall distribution of Activity Specific Categories (ASC), both males and females were represented in social actions within the teacher's manuals example sentences, but their action types exhibited distinct structural differences.

In male example sentences, work/occupational activities (24.3%) accounted for the highest proportion, followed by social activities (24.9%) and leisure activities (12.7%). Additionally, males were significantly more represented in learning (7.9%) and sports (7.4%) activities than females. The textbook tends to portray males as active agents engaged in career development, knowledge acquisition, and physical activities, with behaviors characterized by strong goal-orientation and agency.

For example, Example (1): He manages a large company and travels abroad frequently for business. (Male / Work / Professional) In Example (1), the male subject is explicitly shaped as an agent with control and decision-making power through the verb "manages", whose activities possess clear social functions and professional value. The setting (professional) is not explicitly emphasized in the sentence but exists as an implicit backdrop, thereby naturalizing the man's professional actions as the "norm." Similarly, in educational contexts, male actions are often presented as proactive engagement rather than passive participation. Example (2): After finishing his degree, he decided to continue his studies overseas. (Male / Study / Education) Example (2) uses "decided" to highlight the subject's autonomous choice, framing study as a continuous path of personal development rather than a phased task. Such expressions, repeatedly featured in textbooks, help cement "male-developmental actions" as common knowledge.

In contrast, the most prevalent activity type in female example sentences is social activities (33.3%), followed by personal activities (23.9%) and work/career activities (15.2%). Women exhibit relatively lower participation in learning and sports activities, with their actions more concentrated on interpersonal interactions, self-care, and emotional activities.

For example, Example (3): She enjoys chatting with her friends after work. (Female / Social / Recreation) The core verb "enjoys" in Example (3) frames the action as an

emotional experience rather than a goal-oriented behavior. The activity itself does not point toward an external outcome but emphasizes the pleasure derived from the process. This expression appears with high frequency in female example sentences, linking female agents more frequently to emotional and relational activities. In personal activity example sentences, women's actions are also frequently presented as part of self-perception or life details. Example (4): She likes to spend time on her own, reading or listening to music. (Female / Personal / Recreation) While Example (4) does not negate women's agency, their actions are confined to private activities with low social visibility, further reinforcing the de-publicized nature of women's actions.

Notably, within the "Housework" category, male example sentences (9.5%) outnumber female ones (5.8%). This finding partially deviates from the stereotype in traditional textbook gender studies that women are highly tied to housework. However, closer examination of the specific content reveals that this counter-intuitive distribution does not fundamentally alter the overall configuration of gendered actions in the textbook. It likely reflects a limited loosening of traditional gender norms rather than a structural shift.

For example, Example (5): He helped his wife with the housework at weekends. (Male / Housework / Home) Example (5) appears to break from traditional gender roles. Yet the verb "helped" implies that housework is not a man's regular duty but rather an auxiliary, situational act. Such phrasing does not fundamentally reconstruct the gendered attribution of domestic labor; instead, it introduces limited flexibility while maintaining the dominant structure.

Overall, ASC analysis indicates that the textbook constructs gender differences not by completely excluding one gender's participation in actions, but by preferentially assigning different action types. This creates stable gendered action patterns within seemingly neutral descriptions of daily activities.

5.1.2. Gendered Configuration in Spatial Domains

The specific distribution of example sentences under the SDC coding framework is shown in Table 4.

Table 4. Distribution of Example Sentences Under the SCD Framework

Spatial Domain	Male (N=189)	Female (N=138)
Home	44 (23.3%)	43 (31.2%)
Professional	44 (23.3%)	20 (14.5%)
Education	19 (10.1%)	9 (6.5%)
Recreation	82 (43.4%)	66 (47.8%)
Total	189 (100.0%)	138 (100.0%)

At the Spatial Domain Classification (SDC) level, gender differences become more pronounced. In male example sentences, the proportions of Professional and Education spaces are significantly higher than in female example sentences, at 23.3% and 10.1% respectively; whereas women's representation in these two categories is only 14.5% and 6.5%. Textbooks tend to position male agents in public spaces associated with paid labor, professional competence, and institutionalized learning. Moreover, space often appears as the natural backdrop for action rather than a specific setting requiring explanation.

For example, Example (6): He is giving a presentation to his colleagues this afternoon. (Male / Work / Professional) In Example (6), the professional space is not elaborately

depicted but exists as an unquestioned arena for action. This de-explicitized spatial representation renders men's activities in the public sphere natural and self-evident.

In contrast, female example sentences occur in domestic spaces (Home) at 31.2%, significantly higher than males at 23.3%; their presence in recreational spaces (Recreation) also slightly exceeds males (47.8% vs. 43.4%). Although leisure spaces are significant for both genders, women are more frequently depicted in informal, de-authorized spaces, where their actions are often linked to emotional exchange, private life, or individual experiences.

For example, Example (7): She stayed at home and relaxed after a long day. (Female / Leisure / Home) Example (7) directly anchors female actions to domestic spaces, transforming the setting from mere backdrop into a substantive component of the action's meaning. The quantitative repetition of such expressions gradually naturalizes the "female-domestic/leisure space" association. Even when women appear in work-related activities, the spatial presentation often downplays institutional characteristics. Example (8): She works in a small office near her home. (Female / Work / Professional) Unlike the organizational and scaled descriptions common in male example sentences, Example (8) privatizes the professional space through "small" and "near her home," thereby diminishing its public nature and power attributes at the discursive level.

This spatial arrangement indicates that the textbook does not exclude women from the public sphere through an extreme public-private dichotomy. Instead, it maintains the gendered separation between public and private spheres by associating men with spaces related to production and development, and women with spaces related to daily life and interpersonal relationships, through a spatial allocation that is more probable.

5.2. Discourse Mechanisms of "Common Sense Construction"

Ideological operation does not rely on explicit value judgments but is achieved through discursive patterns repeatedly presented and naturalized as a kind of common sense. In the example sentences analyzed in this study, gender ideology is constructed precisely through the stable combination of action types and spatial domains.

Specifically, male example sentences frequently appear in professional or educational spaces engaged in work or study activities. These example sentences are often presented as objective, functional statements, naturally embedding male agents within the social trajectories of career advancement and knowledge acquisition. In contrast, female example sentences are situated in domestic or leisure spaces engaged in social or personal activities. While their actions are not lacking in initiative, they are more often placed in low-institutionalization, low-power-density domains. Even in example sentences depicting men participating in household chores, their actions appear sporadically and contextually, rather than as sustained role responsibilities. While superficially suggesting flexibility in gender roles, such example sentences fundamentally reinforce the dominant discourse structure of "men working outside the home while women manage domestic affairs" within the textbook.

Through this seemingly fragmented yet highly repetitive arrangement of example sentences, the textbook naturalizes specific gendered action-space combinations within everyday

life scenarios. This achieves the construction and reproduction of gender norms without explicit value judgments. This discursive mechanism does not enforce discipline through exclusion or devaluation, but rather internalizes gender differences as an unquestioned social order through selective presentation and high-frequency repetition.

In summary, the gender representations in example sentences from university English teacher's manuals do not merely manifest as simple gender absence or overt discrimination. Instead, they construct stable gendered life scenarios through the systematic configuration of action types and spatial domains. Men are more frequently portrayed as active agents in public and developmental spaces, while women are predominantly positioned within private and relational spheres. Gender discipline in textbooks is sometimes achieved not through exclusion, but through seemingly neutral descriptions of everyday activities, thereby naturalizing gender order as common-sense knowledge during language learning.

6. Conclusion and Discussion

This study employs the common sense construction perspective from Fairclough's critical discourse analysis as its theoretical framework to systematically examine the distribution characteristics of gendered activity types and spatial configurations in vocabulary example sentences within university English teacher's manuals. Through multi-level coding and analysis of example sentences containing specific actions, the research reveals how textbooks participate in the reproduction of gender order within seemingly neutral, everyday language materials. The core findings of this study can be summarized in three points.

First, in vocabulary example sentences within university English teacher's manuals, men and women do not exhibit significant differences in "participation or absence" at the action level; both are depicted as participants in social actions. However, gender differences manifest not in whether actions occur, but in the systematic configuration of action types. Men are more frequently associated with developmental and goal-oriented activities such as work, study, and sports, while women are predominantly depicted engaging in social and personal activities. This finding indicates that textbooks construct gender differences not through explicit exclusion but by preferentially assigning different action qualities, thereby forming gendered behavioral patterns (Aguilar, 2021; Nandi, Hader, & Das, 2024).

Second, at the spatial level, teacher's manuals example sentences exhibit relatively stable gendered spatial configurations. Men are more frequently situated in public domains such as professional and educational spaces, while women occupy a higher proportion of private or semi-private spaces like the home and leisure settings. Although women are not entirely absent from public spaces, their presence is significantly less frequent and carries weaker spatial significance than men's. This configuration is not an extreme binary opposition but rather a distribution difference with higher probability, whose effect lies in continuously reinforcing the gendered linkage between the public and private spheres.

Third, examining activity types in conjunction with spatial domains reveals that textbooks repeatedly feature not isolated actions or isolated spaces, but stable combinations of action and space. This highly repetitive and seemingly natural

pairing internalizes specific gender orders as integral components of "normal life," thereby naturalizing ideology during language learning. Previous research has also noted that textbook ideology does not rely on singular linguistic forms but rather constructs a self-evident worldview through the combination and repetition of discursive elements (Curdt-Christiansen & Weninger, 2015).

The findings of this study resonate with existing textbook gender research in their overall conclusions but advance the analytical perspective and focus. Early studies primarily revealed gender inequality in textbooks through aspects like gender visibility, pronoun frequency, or occupational role distribution, emphasizing women's marginalization in terms of quantity or status. Such research provided crucial evidence for exposing overt gender imbalances in textbooks. Recent scholars have noted that analyzing textbook gender issues solely through identity or occupational lenses fails to fully explain how gender ideologies operate within everyday language materials. This study's results further validate this perspective: even when women are assigned certain occupational identities in textbooks, the nature of their actions and spatial configurations may still be constrained at deeper levels. In other words, gender inequality manifests not always through absence but more frequently through configurational patterns.

Furthermore, the findings regarding domestic activities in this study challenge certain assumptions in traditional textbook gender research. The slightly higher representation of males in household-related example sentences suggests a degree of loosening in gender roles at the surface level of textbook narratives. However, analysis of spatial and action contexts reveals that this loosening is largely symbolic or situational, failing to alter the spatial structures and action patterns assigned to genders within the textbooks.

This study offers implications for university English textbook development and teaching practice. On one hand, while textbook authors focus on gender numerical balance and occupational diversity, they should further examine the underlying biases in the nature of actions and spatial arrangements within example sentences. Simply increasing the presence of female professional roles is insufficient to dismantle gender stereotypes; it is more crucial to depict women engaging in proactive and developmental actions across diverse spaces. On the other hand, for teachers, the example sentences in teacher's manuals are not neutral teaching tools but integral components of the hidden curriculum. Through appropriate expansion and reconstruction of the contexts in these example sentences during classroom instruction, teachers can guide students to recognize the underlying social assumptions within language materials, thereby mitigating their naturalizing effects.

This study retains certain limitations. First, its scope is confined to university English teacher's manuals from a single publisher, necessitating caution in extrapolating findings. Second, while combining coding and interpretation revealed gendered actions and spatial configurations, it did not empirically examine students' actual receptivity. Future research could compare different textbook series across a broader scope or integrate classroom observations with learner interviews to further explore how textbook discourse is interpreted, reinforced, or counteracted in specific teaching practices.

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