Chapter 7

Multimodal Analysis of Gender Identity in ELT Textbooks

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INTRODUCTION

Education is an important social process in the improvement of modern societies. Modern societies give importance gender equality in education process because it constructs a balance learning and teaching process. In this sense, textbooks play significant role for structuring and restructuring learners’ gender beliefs and values. In this sense, ELT Textbooks are the most important features during the language learning in the EFL context after the teachers (Farooq,1999). Learners’ beliefs, values are shaped by textbooks (Chen,2010). It can be noted here, textbooks are powerful instruments for gender socialization in education process. To put it simply, the concepts “sex” and “gender” are accepted as synonyms but these two concepts are different. The term “sex” reflects biological differences but the term “gender” indicates cultural and social construction (Giaschi,2000). Gender studies is an interdisciplinary research and it includes sociolinguistics, psychology and linguistics (Farooq,1999). As it is mentioned before, EFL textbooks play an important role in foreign context because they shape and regulate the learners’ mental framework and they maintain lexico grammatical content and models and they reflect the sociopolitical, sociocultural background of the target language (Giaschi,2000). The aim of this study is to explore gender representation in selected ELT Textbook. The findings from the qualitative analysis try to indicate that there are inequalities and gender discrimination in selected ELT textbook. This content analysis study tries to analyze gender identity and gender representation in selected dialogue in ELT Textbook by employing multimodel perspective. By means of technology, images are created and implemented in other words multimodel texts appear in mass media and textbooks (Dominguez, 2003).Semiotic grammar, visual and verbal discourse and their dialect relationship between the text and target readership play significant role in multimodel analysis (Chen,2010). In this sense, Kress and van Leeuwen (2006) develop social semiotics in reading images and it is based on systemic functional linguistics. They state that there is a strong relation ship between reading images and linguistic texts and they share similar features because they represent social realities, relations and identities (Kress & Van Leeuwen,2006). Visual and verbal signs convey writers’ in other words sign makers’ ideology and hidden messages. Dominant powers manipulate and regulate ideologies and hidden agendas. In this respect, texts are never neutral and visual and verbal signs are two different medium of semiotics and they convey ideologies and hidden agendas of authors and writers (Unsworth & Wheeler, 2002). In addition, gender discourse and studies play an important role in social sciences. Thus, this study tries to analyze how visual and verbal signs represent gender identity in selected ELT textbook dialogue.
Textbooks are integral parts of teaching and they are produced and used for different projects in different countries each year. Textbooks have established framework in this way students study and learn language in a systematic way. ELT textbooks are the center of ELT programme and they introduce many advantages when they are used in the EFL context (Giaschi, 2000). Textbooks conveys manipulative agenda for power relations in order to establish and regulate students’ opinions and point of views. Gender is seen as significant sociocultural and sociopolitical issue and it is constructed by visual and verbal discourse, textbooks in broader sense and ELT documents in particular (Farooq, 1999). As it is implied before, ELT materials are used in large scales and they are used by subjects from different background information, various cultural and political background and they convey explicit and implicit ideology. Therefore, critical image analysis of these documents are important in order to explore hidden ideological discursive feaures of these materials (Chen, 2010). Images reflect a type of representation of reality in other words it reflects outside world. By means of images, authentic situations are created. In addition, EFL students’ perspectives, their culture, life style and society and their mental and physical features are shaped by the images in EFL Textbooks.

Images expose students to particular ideology. In fact, ideologies are not only conveyed by verbal discourse or verbal channel, they are also conveyed by non verbal para linguistic semiotic channel (Canagarajah, 1999). Pictures and movies are one of the semiotic modes and to some extent they convey particular ideology because no text is neutral (Fairclough, 1989). Based on this, verbal and non verbal modes are not innocent and they are not neutral they present sociocultural and sociopolitical issues in a biased perspective or way. Verbal and non verbal mode convey interests of the social and political institutions (Godeo, 2009). From this perspective, today’s world is higly visualized and multimodel analysis of ELT materials and documents cannot be ignored. Therefore, this study tries to discover how verbal and non verbal mode in English Language Teaching Material in EFL/ ESL contexts produce and construct ideology in terms of gender identity and gender representation (MartínezLirola, 2010). Ideologies are seen as belief systems and they are socially shared by social actors (van dijk, 2006:112). These belief systems represent activities, values, interests, identity and aims of members of a social group (van dijk, 2006:117). Besides, ideology is the concept and it reflects a specific view of the world and it is shaped in the interests of unequal power relationships (Pennycook, 1989:589). In this light, language is ideological (Fairclough, 1989). It can be noted here educational materials in particular ELT materials ideological and political oriented products. Their visual and verbal discourse reflect implicit and explicit meaning and they can manipulate meaning.
Based on this, they shape learners’ identities. It can be noted here, ELT materials visual and verbal discourse can be considered as a kind of cultural and political imperialism (Sheldon, 1988).

As mentioned before, verbal and visual mode play significant role for meaning making process. Verbal and visual component of the texts convey implicit and explicit ideologies. Gendered messages and discourses are conveyed by means of verbal and visual component in the text. (Ricento, 2000). Based on this Multimodal CDA is used in this study in order to explore problematic gendered discourses in verbal and visual component in the selected conversation.

**STATEMENT OF PROBLEM**

Since the emergence of Communicative Language Teaching (CLT) policy makers, EFL/ESL textbook publishers and teachers focus on the language production rather than lexico grammatical patterns of the language (Kumaravadivelu, 2006). Role play, group work, opinion sharing and information gap are important activities in order to establish language interaction in EFL/ESL context. (Richards, 2006). In this sense, these communicative based language oriented activities play central role in EFL and ESL textbooks (Kumaravadivelu, 2003). Dialogues play important role in CLT and multimodality. Because they construct communication in terms of social realities, relations and identities (Richards,2006). As it is stated before, no sign or text is neutral, signs and texts convey writers’ or signmakers’ socio political and cultural interests and ideologies (Kordjazi, 2012).

In this sense, it is significant to make ESL/EFL learners and teachers aware of textbook contents and implicit and explicit meaning and hidden agendas (Giaschi, 2000).

From this perspective, this qualitative study tries to examine gender discourse / identity that characters take place in a dialogue in interaction with each other and increase and improve learners and teachers’ notification of identity issues in learning and teaching language process.

**RESEARCH QUESTIONS**

1. What are the gender representations found in visual and verbal discourse of a dialogue in selected ELT Textbook?
2. How verbal and visual discourse interact to reflect gender representations in the selected dialogue?
**DATA ANALYSIS**

This paper uses qualitative research methodology and it is based on content analysis. This study uses social semiotic perspective in order to investigate visual and verbal discourses of the dialogue in selected ELT textbook. Based on this, one dialogue from selected ELT Textbook is chosen and it reflects a clear concept. As mentioned before, Halliday’s framework (1994) and Kress and Van Leeuwen’s (2006) reading images framework are used in order to explore verbal and visual discourse related gender identity in selected dialogue.

Based on this, this study focuses on contact, social distance, attitude and narrative representation in order to analyze the representation of gender identity in selected dialogue from ELT textbook. The theory of visual grammar is based on visual social semiotic system and it explores images and visual grammar is based on Halliday’s (1994) systematic functional linguistics (SFL) model. Ideological oriented implications, values, explicit and implicit messages are reproduced by means of modality. Multimodality reflects social context and sociopolitical and cultural features of the texts.

Language and pictures in other words verbal and non verbal discourse are different semiotic channels, but they are combined by means of in a given instance of discourse or kind of discourse (Van Leeuven, 2005). Multimodel critical discourse analysis tries to discover how different semiotic modes (language and pictures) work together in order to construct and shape implicit and explicit meaning in the text. Verbal and non verbal language play significant role for meaning making process (Van Leeuwen, 2008). Multimodality is used for different text types and genres such as movies, magazine covers, websites, advertisements and different kinds of books (Van Leeuwen, Jewitt, 2001). As mentioned before visual structures such as gesture, gaze, posture, color composition and linguistic structures work together in the text in order to construct implicit and explicit meaning and ideologies in order words hidden purposes (Van Leeuven, 2005).

From this perspective, advertising discourse is considered as one of the important discourses that multimodel analysis of gender representation is frequently analyzed (Manolache, 2010). This study focuses on ELT materials discourse related to gender identity. This paper tries to reveal gender identity in verbal and visual component in selected conversation in selected ELT Textbook. Images play crucial role in learning and teaching process, in this sense images in the elt materials cannot be considered as decorative features (Ricento, 2000). The selected images are chosen from conversation part. The researcher uses conversation models because they reflect authentic situations and they represent social context. Images can convey positive and negative ideologies
MULTIMODEL ANALYSIS OF DIALOGUE IMAGE
The visual image includes a couple who are at home and they are at travel agency. They are planning for a trip. There are three stages in order to describe or narrate the short story. All these stages are analyzed based on the contact, social distance, attitude and narrative representation.

Contact
Contact reflects the kinds of relation. This relation is between the viewer and the participants (Van Leeuwen, 2008). According to Kress and Van Leeuwen Model (2006) There are two types of contact. Participants or parties demand attention from the viewer or they offer information to the viewer. If the party looks at the viewer directly in an image, s/he/ it is demanding or s/he/ it wants reaction or attention from the viewer. On the contrary, the party looks away from the viewer in the offer image. In this case, the party/ the participant is offered as an object for the viewer’s through investigation (Van Leeuwen, 2005).

Based on the kind of gaze in visual discourse, there is not any direct gaze or look towards the viewer. the parties ( woman and man) are away from the viewer. It can be noted here, participants do not demand any attention from the viewer. In the image there is no close in other words intimate personal and emotive relations. This kind of contact can be seen as logical because ELT Textbooks are published for educational and pedagogical aims. Gaze is analyzed in verbal discourese by means of the speech acts. According to Halliday (1994), there are four speech acts. These are questions, statements, commands and offers. Regarding the speech acts in verbal discourse, there are six statements and one question. This suggests that the parties give or offer information and they do not demand attention from the viewer. The construction of speech act in the dialoguge is line with the nature of the image.

Social Distance
Places, people and things are illustrated and constructed by means of a visual correlate of physical closeness in daily life interaction (Van Leeuwen, 2005). By means of the size of frame social distance is perceived in images. Only head and face are able seen in very close shot. Heads and shoulders are seen in at close shot. Partricipants are depicted from waist up at a medium close. The participants are seen from knee up at medium shot. At medium long, we can see the whole
parties in the image and at long shot the whole party and setting/ background can be seen (Macken-Horarik, 2003).

Regarding social distance first image is medium close, the second and third image are long shot. The first image is medium shot because the image (man and woman seem to be a couple) and they have close personal distance according to the couple relations. The third image is long shot and it is also justifiable because there is not any close or intimate personal relationship between the travel agents and clients. Business life is depicted via long shot in the image. Despite of the fact that the first couple image is illustrated medium shot because of their social relations (intimate relationship/ couple) the second couple image is depicted long shot. They do not see each other they do not take of each other. Because they are doing some business. Thus, far personal and social distance is acceptable in this scene. In addition, social distance can be analyzed by means of language. There three basic formality of style (Kress, & van Leeuwen, 2006). These are personal style, social style and public style. If the language is implicit and context oriented, this style is called personal style. In personal style, parties use language in informal way and daily expressions are used in personal style.

Regarding social style, standard language is performed in terms of syntax and lexis (Kress, & van Leeuwen, 2006). Social style is more explicit than personal style. The usage of the slangs and informal speech in social style are fewer than personal style. Regarding public style, formal language is articulated by the parties. Public style is more explicit than social style in terms of lexico grammatical patterns in spoken and written discourse. According to this framework, personal and social style and public style can be seen in the verbal discourse of selected dialogue (Kress, & van Leeuwen, 2006).

The usage of “how about” linguistic pattern for asking or offering something in informal and colloquial expressions. This usage can be regarded as personal style. The usage of “be going to” is seen in order to express decided or planned action in the near future. This usage can be considered as public, personal and social style. The usage “be going to” contructs neutrality in the dialogue in terms of style. The usage of “sorry” is used in personal and social style and and it is used in informal situations in this selected dialogue.

“Sorry I can’t talk now” is a colloquial expression of saying sorry in casual situations with friends.

Based on this, colloquial expressions (personal and social style) are seen in the verbal discourse rather than public style.
**Attitude**

Apart from size and distance, participants or parties are also illustrated from two different dimensions. They are called vertical and horizontal dimensions. According to Kress and Van Leeuwen framework (2006) vertical dimension points out “power relation” and there are 3 types of vertical dimensions. They are low angle, high angle and eye level dimensions. Based on low angle shot, if the participant is illustrated from below, this means that the power of participant over the viewer. In the high angle shot the party is illustrated is depicted from above and this points out the power of viewer over the participant. In the eye level angle shot the participant and the viewer are illustrated in the same level and it contrasts equality in terms of power relations. The level of involvement is explained by horizontal dimension and it covers frontal and oblique dimension. If image is depicted as frontally, viewers contract involvement with the participants (Kress, & van Leeuwen, 2006).

Regarding vertical angle, in the first, second and third image the eye level angle is used. The participants and viewer are illustrated in the same level and it regulates equality and neutrality in terms of perspective.

Participants are not depicted as superior or inferior. Eye level angle shows participants facial expressions and mimics and eye level angle construct real life setting in terms of facial expressions, mimics and setting.

Participants and viewers’ eye lines connect each other and it breaks boundaries in terms of power and power relations. The main leading participants are male and woman in the first two photos. In the third photo woman and man (couple) are illustrated but female sales representative is deleted from the third image also the male character’s verbal discourse (blue one) is foregrounded in the image.

The female sales representative image is omitted from the third image and woman’s verbal discourse is omitted in the third image. The male’s image and verbal discourse are foregrounded in the image. It can be stated that male visual figure is depicted as powerful participant in terms of verbal and non verbal discourse. This creates inequality in terms of gender.

**Discursive Analysis Of Attitude**

Discursive analysis of attitude is examined by means of appraisal system. Appraisal model examines how the author’s / speaker’s attitude is expressed and how it is conveyed or employed to the reader/ receiver into a group of shared values and ideas and beliefs. (Macken-Horarik, 2004). For instance the author or speaker sometimes does not want to mention his or her position by means of appraisal system we can analyze and explore writer’s or speaker’s stance in terms
of use of language of evaluation. Feelings, emotional responses, judgements of behaviour and evaluation of things are related to attitude within appraisal system. Horizontal attitude is analyzed by means of resources. There are three Resources. They are affect, judgement and appreciation (Macken-Horarik, 2003).

Affect focuses on emotional responses, desires and states, judgement focuses on ethical standards and expressing norms and appreciation focuses on expressing tastes and aesthetic likes and dislikes. In the verbal discourse appreciation and affection are seen in the selected dialogue (Macken-Horarik, 2003). In the selected dialogue appraisal model is formulated.

Europe sounds good. (Appreciation)
We are so excited. (Affection)
We need a holiday. (Affection)
We are going to visit Europe this summer. (Affection)
We are flying to London for in four hours. (Affection)

Regarding discursive analysis of attitude in terms of appraisal system male character dominates the dialogue and interaction. Female character’s utterances and verbal discourse are not seen as male character. For instance saying sorry is produced by the female character. This usage of language establishes submissive role in terms of woman character. Generally subject pronoun “we” is used in the verbal discourse but when expressing sorry pattern female character uses subject pronoun “I”. The usage of subject pronoun “I” reflects female identity. This linguistic pattern indicates that women, female characters must use / should use submissive language rather than men. Emotional responses and desires construct intimacy between the reader and participants, judgement or appreciation establish hierarchies in terms of power relations. Regarding gender identities, in verbal discourse emotional responses and appreciation are produced by the male character. Based on this, male character connects interaction with the target reader. This creates gender bias and gender inequality in terms of appraisal system.

The theme and focus are analyzed in order to explore verbal discourse vertically in the selected dialogue. In this sense, message is given by means of a clause. Clause reflects the essence of message and it points out communicative event (Halliday, 1994). The communicative character derives from one part of the clause and it is known as theme. Theme and rheme are two essential patterns of the sentences and by means of theme and rheme we understand as readers how information is conveyed in clauses (Halliday, 1994).

For example, if we analyze theme and rheme in this sentence “My brother watches TV every day.” My brother” is a theme of the clause, “watches TV
everyday” rheme of the clause. In the example, the author or speaker wants to depict us my brother as something he talked about. Meanwhile, the rest of the sentence talks about theme, it gives more knowledge about the theme. This part is named as rheme. To summarize, theme is the beginning of the sentence. Rheme is the rest of the clause. It includes new information (Halliday, 1994). Same power exchanges are seen through the dialogue, power exchanges between the man and woman such as;

We need a holiday- Man
We are so excited- Man
We are going to visit Europe this summer- Man
Sorry, I cannot talk now- Woman
We are flying to London in four hours- Woman

Woman and male frequently use subject pronoun “we” in their clauses as a theme. This linguistic pattern can construct togetherness and equality in terms of gender representation. Woman uses subject pronoun “I” as a theme of the clause. In this sentence woman tries to foregoround her identity and her personal and private feelings and emotions.

**Narrative Representation**

Actions are significant features in visual discourse and they are represented by means of vectors among element sor represented participants. Based on the number, types of participants and vectors there are different narrativ process.

The action process (the one through which the subjects or parties come about the vector), reactional process (the one recognized by the vector of a gaze and glanze direction of the reactor) mental process (the one illustrated by the thoughy or shown by dialogue balloons arise from the subject) (Knox, 2007).

In this part, narrative representation visual discourse will be analyzed in order to explore gender representation in selected dialogue. Vectors are between male and woman. It can be noted here, bilateral vectors can be seen between female and male parties. Narrative representation visual discourse at home context (domestic setting) constructs gender equality by means of biliteral vectors. On the other hand, nobiliteral vector is seen between female participants and male particioant in travel agency. Female subject is looking directly at the female travel agent while male client is loooking at the female travel agent and he is talking to the female travel agent. The vectors are between female travel agent and male client. But female travel agent is silent and her pyshical apperance is not
completely seen in the vector. In addition female participant remains silence. Man client is speaking and two femal figures are listenign to the male client. In this context female parties are in passive positions. Female sales representative and male client are interacting simultaneously. In this sense, female travel agent is a passive listener and she is in passive position and male client produces language and he is in dominant position in terms of power exchanges related to gender representation. In addition, female participants are reactors, female participant looks at the female travel agent and female sales representative looks at the male client. However, male client is considered as interactors.

As it is noted here, he produces verbal language. This creates gender bias and gender inequality. In addition, female sales representative is not the actor or doer of the any action for example she does not give any forms to the clients or she does not explain anything. In this context male clients is not the beneficiary or goal, he does not receiving any form or documents about the holiday. Based on this, there is no mutual interaction among the parties but male client is still interactor. Based on reactors and interactors, female and male participant are seen reactors and interactors. In public place, only male participant is seen as interactor role. Female participants are in reactor roles. This implies that male dominant linguistic bahaviour is seen in public places. This creates gender bias and gender inequality are constructed by means of reactors and interactors.

According to Halliday’s Transitivity system (1994) there are three types of process. These are called material, mental and relational. The narrative representation in verbal discourse is analyzed by means Halliday’s transitivity model (Halliday, 1994). In domestic setting (home) and public place setting (travel agency) male participant uses the plural subject “we”. The usage of “we” creates togetherness and equality on domestic setting because two parties are reactors and interactors. They are interacting simultaneously. This linguistic behaviour contracts equality in terms of gender representation. In public place, in travel agency male participant neglects his girlfriend or wife even though he uses plural subject pronoun “we”. Because in travel agency female subject remains silent. In travel agent male client produces these linguistic patterns.

“We (actor) are going to visit Europe this summer. (Material process)
We (sensor) are so excited. (Mental process)

In this respect, the male participant actor and senser in public places. Female participapnts are in pasive roles, they do not produce verbal language. In this case, male dominant power is constructed by means of transitivity system.

Female participant can be seen as an actor in domestic setting. (Home)
WE (actor) are flying to London in four hours. (Material Process)
This linguistic construction implies that females are seen as actors in domestic places but in public places they are not seen as actors. This linguistic pattern in terms of narrative representation creates gender inequality in selected dialogue.

**CONCLUSION**

Signs reflect ideological and specific meanings and power relations in the text (Barthes, 1977). Power relations can be seen in media texts and media discourse. Power relations and ideological oriented linguistic patterns are seen in operative texts, such as advertisement and newspaper (Fairclough, 1989).

ELT Textbooks are considered as powerful and ideological means of media discourse because they are used by learners in many regions and countries such as in outer and expanding circle countries (Richards, 2006).

Therefore, this study tries to explore how gender identity is constructed in ELT text textbooks as multimodel media. It is significant to realize and explore gender identity and gender representation in ELT textbooks because gender identity reflects socio-political and ideological features of the text.

If the one sex is depicted inferior to the other one in text, it can be noted they are seen as in the same or similar way in real life. Hence, gender representation in text is worth being analyzed to explore the hidden meanings and agendas of the texts.

This study suggests that in public places male subject is more visible than women and male figure is depicted as new information and he is represented as an active agent. In public places females are invisible and under-represented. In public places male subject is depicted as powerful, actor and socially important and he is illustrated as talkative, and the male subject represents male dominant authority and control but female subjects are depicted as passive. It can be noted here, the findings cannot be generalized, because in this study one dialogue is analyzed in terms of gender representation and gender identity.

In addition, multimodal text play significant role in our daily life in this sense the multimodality is an integral part of the ELT curriculum, students and teachers face multimodal text in other words visual and textual discourse during the learning and teaching process. This study gives some useful guidelines for ELT Teachers and learners to perceive how to explore the hidden meaning in the multimodal text.

As mentioned before, this study tries to explore gender identity and gender representation in multimodal text in order to raise studets and teachers awareness in terms of gender in ELT education. EL textbooks play a significant role in language learning and teaching process, because of this reason, this study is hoped to guide the EFL material and book developers, syllabus designers, and
the writers of the textbooks. These important educational figures can give special attention to gender representation and they can be careful about and they can aware of equality of gender representation. In this sense, they try to omit gender discrimination in textbooks in any forms of images and lexico grammatical patterns. Gender balanced representation can cause some positive outcomes in terms of learners’ learning process, because it maintains equal opportunities for male and female students to develop their skills in learning a language.

To conclude, this study suggests that teachers and students should read between lines in order to construct equal perception gender identity in EFL textbooks.
REFERENCES


Pearson Longman


APPENDIX