Publication

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▸ 📄 32259-1   dontcheva, Rahmah Fithriani_Discourse & Interaction Manuscript.docx   22 August 2021   Article Text

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Workflow   Publication

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Round 1

Round 1 Status
Submission accepted.

Reviewer's Attachments   🔍 Search

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Revisions   🔍 Search   Upload File

▸ 📄 52113-1   Other, Fithriani_For editing_Daniel.docx   14 October 2022   Other

Review Discussions

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[D&I] Update on submission to Discourse and Interaction	dontcheva 21. 02. 2022 08:01 AM	-	0	☐
Decision on your submission to Discourse & Interaction	dontcheva 21. 03. 2022 08:42 AM	rahmahfithriani 22. 03. 2022 01:52 AM	1	☐
▸ Inquiry about Revised Manuscript	rahmahfithriani 09. 05. 2022 01:35 AM	dontcheva 10. 05. 2022 06:29 AM	1	☐
▸ Revision Submission	rahmahfithriani 03. 08. 2022 02:52 AM	dontcheva 18. 08. 2022 06:25 AM	3	☐
Decision on your submission to Discourse & Interaction	dontcheva 07. 10. 2022 02:13 PM	rahmahfithriani 13. 10. 2022 04:19 PM	3	☐
Decision on your submission to Discourse & Interaction	dontcheva 13. 10. 2022 07:56 PM	rahmahfithriani 14. 10. 2022 02:21 AM	1	☐

Workflow	Publication

Submission	Review	Copyediting	Production

Copyediting Discussions

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Name	From	Last Reply	Replies	Closed
Copyediting	— 10. 01. 2022 01:42 PM	-	0	☐
[D&I] Update on submission to Discourse and Interaction	dontcheva 04. 11. 2022 07:25 PM	dontcheva 05. 11. 2022 04:10 PM	2	☐
[D&I] Update on submission to Discourse and Interaction	dontcheva 21. 11. 2022 09:49 AM	-	0	☐

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No Files

Submission   Review   Copyediting   **Production**

Production Discussions

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Name	From	Last Reply	Replies	Closed
Proofreading	— 10. 01. 2022 01:42 PM	-	0	☐
Your submission to Discourse and Interaction	dontcheva 11. 12. 2022 09:23 PM	rahmahfithriani 12. 12. 2022 03:37 AM	1	☐

Corresponsce #1

Participants

Olga Dontcheva-Navratilova (dontcheva)

Rahmah Fithriani (rahmahfithriani)

Messages

Note	From
Dear Rahmah Fithriani, Gender Stereotypes in Educational Texts: A Comparative Study of Indonesian and International Primary English Textbooks Thank you for submitting your work to Discourse and Interaction. I would like to inform you that your that the reviewers have requested and extention of the period granted for the reviewing process. I hope that I will be able to come back to you with the results of the reviewing process about the end of March. Kind regards, Olga Dontcheva-Navratilova Editor Discourse and Interaction Department of English Language and Literature Faculty of Education Masaryk University Poříčí 7, 603 00 Brno, Czech Republic tel. + 420/549493732	dontcheva 21. 02. 2022 08:01 AM

Correspondence #2

Participants

Olga Dontcheva-Navratilova (dontcheva)

Rahmah Fithriani (rahmahfithriani)

Messages

Note	From
Dear Rahmah Fithriani, First, I would like to apologize for the extremely long time the reviewing process took in the case of your submission. I have received the reports of two qualified reviewers on the paper that you have submitted to *Discourse and Interaction* and and both reviewers see potential in your submission. As is customary, however, the reviewers have raised a number of concerns that need to be addressed. Their specific comments along with my comments can be found in the Reviewers' reports available at the end of this mail. I invite you to resubmit your paper after addressing the reviewers' concerns by 20 June 2022. When revising your paper, please consider carefully all issues mentioned by the reviewers. In the revised version of your submission please highlight all changes in colour and submit a separate file specifying how you have responded to the advice/comments of the reviewers (outline the changes introduced and provide suitable rebuttals for any changes not addressed). Please note that your revised submission may need to be re-reviewed. Should the revised submission deadline be a major problem, please let me know. Please confirm the receipt of this mail. Thank you for submitting your manuscript to *Discourse and Interaction*. Kind regards, Olga Dontcheva-Navratilova Editor, *Discourse and Interaction* Department of English Language and Literature Faculty of Education Masaryk University Poříčí 7, 603 00 Brno, Czech Republic	dontcheva 21. 03. 2022 08:42 AM

Reviewer #1

The article is a textbook analysis drawing on a critical image analysis approach and the research aims to uncover gender representation in two textbooks, one internationally/globally oriented and the other targetted for local (Indonesian) market. The article raises a number of relevant points concerning a specific type of institutional and educational discourse, a textbook genre, and brings forward a seminal issue of gender portrayal in the genre. However, there are a few points that need further clarification and elaboration in order to strengthen the argument. The way the article addresses the research question and contextualizes the research importance is somewhat unclear. The argument grows from the claim that "[i]n the last few years, Indonesia has witnessed little improvement in gender parity and equity, despite the continuously growing awareness in global contexts" and the corpus data consist of two books published in 2006 and 2012. In this research context, it seems redundant to "probe if differences in community awareness of gender equality and parity in global and Indonesian contexts are reflected in the representations of gender in written materials, particularly school textbooks in Indonesia" because the differences still exist – as evidenced by the Global Gender Gap Report 2020 (Indonesia occupies rank 85 and performs slightly up and down in the GGG subindexes) and by the recent research. In this perspective, it is difficult for the reader to assess the originality of the contribution and to identify the addition of knowledge to the research field of the article: why is it important to analyze the textbooks published in 2006 and 2012? I do not argue that it is not important but rather ask the author to offer relevant arguments. What does it mean that the textbook was designed for the Indonesian market? What assumptions are made and expectations waited for? Does the claim "[t]his study suggest[s] that ELT authors present a more equal direction of learning materials that delineate gender equity in any EFL textbooks, particularly those used in Indonesia" (p. 1) suggest that the objective on the research is to address ELT textbook authors? If yes, I recommend that the objective is focused more on EFL scholars and teachers who make the target readership of the Discourse & Interaction journal rather than on publishing houses and institutions.

Regarding the theoretical background and method(s) described in the article I recommend that the research is also discussed within the current CDA and/or multimodal discourse (MMD) analysis landscape (viz the literature below) because the field has received an upsurge of interest that cannot be ignored. The claim "[i]mages and illustrations in the selected ELT textbooks were the main focus of analysis [...] To sum up, since the visual element has become increasingly predominant in EFL teaching materials, Critical Image Analysis which is designed to interrogate these images (Giaschi, 2000) is deemed justified and appropriate to be used in this study" (p. 6) is not a sufficient argument for the choice of the research framework and it is unclear what is summed up then. The critical image analysis as a dominant research method needs a more detailed description and justification so as to clearly offer its strengths and weaknesses to the reader.

The literature review is more a list of publications rather than an argument-laden discussion justifying the research gap. Especially important are the last two paragraphs (p. 5) presenting an Indonesian EFL context as they need more elaboration. There are two pieces of research mentioned: the Damayani (2014) study that also (as the manuscript) deals with primary English textbooks and employs Visual Grammar (I assume it refers to Kress and Van Leeuwen's 2006 application of Halliday's social semiotic perspective), and the Setyono (2018) and Lestariyana et al. (2020) study which both offer results very much relevant to the manuscript discussed. Interestingly, both studies show a shift towards a more gender-inclusive approach ("slightly different findings" – p. 5) and it would be instrumental to relate the research design to the results (e.g., why the lower and upper secondary textbooks analysed show a more balanced gender approach versus a more petrified approach in primary textbooks).

The research and the reader would also much benefit from learning about the Indonesian educational landscape (as well as societal/cultural context) such as the employment/strategy of using textbooks (what, where, the curriculum design and gender, the use of both *English Chest 6* and *Let's Go 6* in English classrooms etc.).

Some comments on the writing of the manuscript (writing, organization, figures):

The language and argument-building needs a robust and substantial revision, some arguments are lack proper cohesive links:

- The argument in the passage in unclear: "[a]s what Widodo (2018) explicated, school textbooks serve as 'an instructional guide that helps learners engage with these [the textbooks?] value-laden texts in order to expect them [learners?] to learn the appropriate ways of thinking, behaving, doing, valuing, and being in the world' (p. 132). It [what is the referent to 'it'?/what/who implies?] implies the prominence of textbooks, which are often viewed as authoritative by teachers and students, thus, accepted without any challenge (Lee & Collin, 2010; Lee & Mahmoudi- Gahrouie, 2020) in gender construction and socialization. In this regard, textbooks may serve as social agents of promoting gender equality and parity or perpetuating biases and stereotypes." (p. 1) – does the quote in sentence 1 evidence a good orientation?
- "Indonesian context was advertently chosen as the focus in this study because gender inequality is still prevalent in this country" (p. 2) – the claim is vague, broad and generalising because gender inequality is present in most societies/communities as it is embedded in most public institutions and institutional processes.
- "Indonesia is posited in the exact same rank it has been occupied for the last three year, 85 out of 153 countries in terms of the most gender-equal country in the world" – language revision
- "It is interesting to probe ..." – the research question must go beyond 'interesting'
- "In order to fill the research void and to investigate such assumption" – no clear 'void' and assumption have been mentioned previously
- "With regards to [the latter] this function," – there are two functions mentioned in the previous text
- "will then be 'reinforced and/or transformed with what is conveyed in textbooks' (Luk, 2004, p. 3), not only through visual presentations but also [through] the messages in text" – double inverted commas
- "the construction of gender equality in school textbooks are [is] considered as ..."
- "in job possibilities [opportunities] and leisure activities"
- "any correlation between Hong Kong women's higher status in the last decades with [and?] how gender was depicted in the examined textbooks" – need reformulation of the contrast/comparing – what to what
- "The book is divided into eight units, each of which contains authentic material from a

- "The book is divided into eight units, each of which contains <u>authentic</u> material from a range of sources with communicative situations that assist students learn how to use language rather than just how to utter words or sentences. Each session includes a variety of activities geared toward hearing [listening] and speaking" – does it mean that English Chest 6 does not contain 'authentic' material (or what it means 'authentic'?)
- "I manually recorded the number of all images" – I counted all the images
- "I chose these contextual parameters because these social contexts showcased how female characters were <u>stereotypically</u> portrayed in school textbooks" – it seems that the research framework <u>a priori</u> works with 'stereotypical' portrayal of women, or does the framework offers a neutral bias?
- Table 1: why are familial and occupational contexts treated as one variable; how is the information from Table 1 used in the subsequent text/research?
- "The first finding [result/outcome] of this study" – the wording
- "*Let's Go* 6 depicts a relatively balanced distribution of male and female characters, <u>with the latter enjoy</u> more visibility than the former" – the wording
- Table 3 – reading the data is somewhat tricky and the reader must undergo some counting, e.g., interpreting 76.3 % vs 69 % commented on in the text is unclear (p. 8)
- "In terms of age differs [?] by actor gender," – wording
- "*Let's Go* 6, as <u>expected</u>" – why is it 'expected'? Are there any tacit assumptions that the international textbook is more global and gender neutral?
- "As seen in Table 3, there is <u>strong female presence</u> which is proven through the higher frequency of female characters than their male counterparts with the ratio of 4: 1" – how is the strong presence realized? It would be better if the data were anyhow marked (in bold).
- "The <u>imbalance visibility</u> and engagement of the two sexes provided ample evidence that gender stereotyping in familial context <u>is existent</u> in *English Chest 6*." – the passage needs rewording
- "where the responsibilities conducted … in the domestic domain." – the missing verb
- "There is widespread agreement that occupations are socially gendered" – a vague claim not supported anyhow
- The interpretation of the results and conclusions drawn from the results: "This finding shows a concordance to previous studies (Barton & Sakwa, 2012; Clark, 2016; Lee, 2018, Lee & Chin, 2019) which indicates little improvement has been made in terms of gender equality in occupational context" – such a conclusion is difficult to draw when the ELT analysed is from 2012 and the literature refers to the research in 2016, 2018, 2019
- "This finding is in line with what Lestariyana et al. (2020) found in their study, which

- "This finding is in line with what Lestariyana et al. (2020) found in their study, which revealed that women have their own potential and capability for earning money and achieving professional success." – I do not think it is Lestaryiana et al. who first acknowledged that

- The interpretation of the results and conclusions drawn from the results: "while interestingly the international one portrays females engaging in leisure activities more often than their male counterparts" – I suggest that the correlation between leisure activities and their occurrence in English Chest 6 as a globally-oriented textbook is discussed more deeply (if the textbook is aimed at a wider audience, the children leisure may be an element more neutral and universal than familial and occupational contexts)

- "This comparative study has provided understandings [some evidence] on gender representation" – to mitigate the claim about 'understanding'

- "The prevalence of male domination over women in Indonesia's ELT may be one of the reasons [results?] why gender awareness in Indonesia has only experienced a slight development in the last three years" – the opposite claim

- "Although the authors of both ELTs had a significantly higher proportion of female mentions, but often produced highly stereotyped representations of the sexes." – conjunctions/subordinators

- "The findings of this critical discourse study have a number of pedagogical implications." – mitigate the claims, not much application and implications are mentioned, however.

Suggested literature:

Jewitt, C., Bezemer, J., & O'Halloran, K. L. (2016). Introducing multimodality. Routledge, Taylor & Francis Group.

Ledin, P., & Machin, D. (2018). Doing visual analysis. Sage.

Ledin, P., & Machin, D. (2020). Introduction to multimodal analysis (Second edition). Bloomsbury Academic.

Reviewer #2

This is a well-written text, with very few linguistic revisions (please see the underlined parts in the article).

The only other suggestion regards including a few recommendations, alongside conclusions, in the last section, which could benefit your article.

Correspondence #3

Participants   Edit

Olga Dontcheva-Navratilova (dontcheva)

Rahmah Fithriani (rahmahfithriani)

Messages

Note	From
Dear Olga Dontcheva-Navratilova, I want to submit the revision of my manuscritpt entitled **'GENDER STEREOTYPES IN EDUCATIONAL TEXTS: A COMPARATIVE STUDY OF INDONESIAN AND INTERNATIONAL PRIMARY ENGLISH TEXTBOOKS.'** Could you provide me with some information/instruction how to do it? Thank you in advance for all assitance provided. Best, Rahmah	rahmahfithriani 03. 08. 2022 02:52 AM
Dear Rahmah, Apologies for this delayed response. Please submit your revised paper via the system. Just upload it within the initial submission as an additional file and include in the file name "REVISION". If this turns to be a problem, attach your revised paper as a file attached to this conversation. Kind regards, Olga	dontcheva 16. 08. 2022 01:27 PM

Dear Olga,

Thank you for your response and clear instruction. I have tried the first option by editing my submission to add the revised file, but the system doesn't allow me to do so and send me this message. "The current role does not have access to this operation."

So I'm attaching my revised files (revised manuscript and comment for reviewers) in our current discussion here. I'm looking forward to the next stage of the review process.

Best Regards,

Rahmah

📄 rahmahfithriani, (Revision) 15404-Article Text-32259-1-2-20210822.docx

📄 rahmahfithriani, (Discourse & Interaction) Response to Reviewers Comments.pdf

rahmahfithriani
18. 08. 2022 01:31 AM

Dear Rahmah,

I acknowledge safe receipt of your revised manuscript. The maniscript will now be re-reviewed and I will come back to you in about two months with a decision on your submission.

Kind regards,

Olga

dontcheva
18. 08. 2022 06:25 AM

Correspondence #4

Participants

Olga Dontcheva-Navratilova (dontcheva)

Rahmah Fithriani (rahmahfithriani)

Messages

Note	From
Dear Rahmah Fithriani, Thank you for submitting your revised manuscript to *Discourse and Interaction*. I have received the re-reviews on your manuscript and they recommend only minor changes. We highly appreciate that most of the previous comments on the manuscript have been taken into consideration. Yet, the the text still needs careful proofreading. Below, I summarise the Editor and reviewers' comments and I attach the manuscript with in-text indication of mostly stylistic issues. 1) Please see mostly stylistic comments in the manuscript itself (yellow/blue coded text). 2) I am somewhat less positive about the modification of the headline; the former was concise enough and clear about the context of the research, Indonesia. The new headline very easily invites the response 'yes'. 3) The issue that needs to be considered is the use of images to support the analysis: much of the material has been omitted from the text and in what remains it is difficult to identify cosmetics. 4) Importantly, I find mentioning the Muslim-majority context towards the end of the paper very relevant and it would have been instrumental if the research had taken the aspect of the discourse into account more systematically. If the paper does not work with the Muslim context systematically from the beginning, I recommend omitting the first mention of it from the concluding part of the paper. Since the suggested changes are not very extensive, I would like to invite you to	dontcheva 07. 10. 2022 02:13 PM

Since the suggested changes are not very extensive, I would like to invite you to submit a revised version of you manuscript by 20 October 2022. I am aiming at including your paper in issue 2/2022, which is to appear at the end of this year.

Kind regards,

Olga Dontcheva-Navratilova

Editor

Discourse and Interaction

📄 dontcheva, D & I_15404-32259-Revised_Reviewer_comments.docx

> Dear
> Olga Dontcheva-Navratilova
> ,
>
> Thank you for the great news regarding the opportunitiy for my manuscript to be included in the
> 2/2022 issue.
>
> I revise my manuscript based on the latest review result. For any revisions I make in addressing the provided suggestions, I highlight them with green colour. Meanwhile, when I don't incorporate the feedback, I provide the explanation why I do so in blue-highlighted text. Below, I summarise the revision I make regarding the 4 points mentioned in your message
>
> .
>
> 1) I revise my manuscript following the stylistic comments (green coded text).
>
> 2) I remodify the title highlighting gender streotypes and the context of the research, Indonesia.
>
> 3) I explain why the peer debriefer and I come to the conclusion that the character is wearing cosmetics. However, if it needs to be deleted, I have no problem with its deletion.
>
> 4) I omit the part mentioning the Muslim-majority context.
>
> Attached please find the revised manuscript in two versions (one with highlighted changes and the other of clean copy).
>
> I'm looking forward to the next step of of my manuscript publication process.
>
>
> Best regards,
>
> Rahmah Fithriani
>
> ◻ rahmahfithriani, (Revised - coloured changes) 15404-Other-
>   52034-1-18-20221007.docx

Dear Rahmah Fithriani,

I have now read your revised manuscript and I think it is ready as far as content is concerned. However, there are still some style and language issues to look at. I attach the manuscript with some suggestions for changes. Please attend to them and return the manuscript to me as soon as possible, definitely by Friday 14 Oct 2022). I will then send your paper to production.

Kind regards,

Olga Dontcheva-Navratilova

📄 dontcheva, Fithriani_REVISED_2_Editor comments.docx

▸ Dear
Olga Dontcheva-Navratilova,

Please find the revised manuscript addressing all the style and language issues. The changes are higlighted in yellow colour.

Best regards,

Rahmah Fithriani

📄 rahmahfithriani, (Revised) 15404-Other-52091-1-18-20221012.docx

Correspondence #4

Participants

Olga Dontcheva-Navratilova (dontcheva)

Rahmah Fithriani (rahmahfithriani)

Messages

Note	From
Dear Rahmah Fithriani, Thank you for submitting the final version of your manuscript. It is now accepted for publication is issue 2/2022 and will send it to copyediting. We will contact you later for the proofs. Kins regards, Olga Dontcheva-Navratilova Editor, Discourse and Interaction	dontcheva 13. 10. 2022 07:56 PM
▶ Dear Olga Dontcheva-Navratilova, Thank you for the great news. I'm looking forward to seeing my article publisehed in Discourse & Interaction issue 2/2022. Best regards, Rahmah Fithriani	rahmahfithriani 14. 10. 2022 02:21 AM

Correspondence #5

Participants

Olga Dontcheva-Navratilova (dontcheva)

Rahmah Fithriani (rahmahfithriani)

Messages

Note	From
Dear Rahmah Fithriani, Please find attached the first proof of your paper to be published in Discourse and Interaction 2/2022. Please make all corrections requested in the PDF file. It is also necessary to add the DOIs of all articles that have a DOI. Please send me the references with the DOIs as a separate WORD.doc file. I would appreciate if yould send me the PDF file with the requested changes and the file with DOIs no later than by 8 November. Best wishes, Olga Dontcheva-Navratilova Editor, Discourse and Interaction 📄 dontcheva, Fithriani_First proof.pdf	dontcheva 04. 11. 2022 07:25 PM

Add Message

> Dear
> Olga Dontcheva-Navratilova
> ,
>
> Attached please kindly find the pdf file with all the requested corrections and the MS Word file with complete references.
>
> Thank you,
>
> Rahmah Fithriani
>
> 🗎 rahmahfithriani, (Revised) 15404-Other-52502-1-18-20221104.pdf
>
> 🗎 rahmahfithriani, Reference.docx

rahmahfithriani
05. 11. 2022 09:15 AM

Dear Rahmah Fithriani,

Thank you for sending the proof so quickly.

Kind regards,

Olga Dontcheva-Navratilova

Editor, Discourse and Interaction

dontcheva
05. 11. 2022 04:10 PM

Add Message

[D&I] Update on submission to Discourse and Interaction   ✖

Participants

Olga Dontcheva-Navratilova (dontcheva)

Rahmah Fithriani (rahmahfithriani)

Messages

Note	From
Dear Rahmah Fithriani, Your paper is now entering the production stage. There is one Thing I forgot to mention. We print only black and white. Is this fine with you? Best wishes, Olag Dontcheva-Navratilova Editor, Discourse and Interaction	dontcheva 21. 11. 2022 09:49 AM

Add Message

Participants

Olga Dontcheva-Navratilova (dontcheva)

Rahmah Fithriani (rahmahfithriani)

Messages

Note	From
Dear Rahmah Fithriani, We are preparing your papaer fo publication now. In the final proofs I have notices that while you have explained the abbreviation ELT, you have not explained the abbteviation ELTL, which appears twice in your text. Could you provide me with the exact eaning of this abbreviation, please? Kind regards, Olga Dontcheva-Navratilova Editor, Discourse and Interaction	dontcheva 11. 12. 2022 09:23 PM
▸ Dear Olga Dontcheva-Navratilova, ELTL stands for English language teaching and learning. I have provided the meaning in the manuscript, in the second sentence of the second paragraph under the subtitle "**English Language Teaching in Global and Indonesian Contexts**" to be precise. Best regards, Rahmah Fithriani	rahmahfithriani 12. 12. 2022 03:37 AM

2. English Language Teaching in Global and Indonesian Contexts

The continued domination of English as an international or global language is underpinned by its widespread use in a variety of disciplines such as politics, economics, science and technology, media and communication, and education. As a result, an ever-increasing number of people in what Kachru (1985) mentions as the three concentric circles; the inner, the outer, and the expanding circle countries are speaking and/or learning the language either as a first/native language, a second language, or a foreign language. Interestingly, the highest number of English speakers, estimated at 500 million to a billion, live in the expanding circle countries such as Japan, Iran, and Indonesia, where English has no official status but is recognized as a lingua franca (Crystal, 2003). Reflecting the importance of English as the world's lingua franca, these countries have adopted English language instruction in their educational system and many begin at the primary level so their students could learn the language at younger and younger ages. For them, English proficiency has been perceived as an essential resource to be able to compete successfully in a global scale. Overall, English has become the de facto standard means of communication around the world, thus, most, if not all, countries consider English language instruction to be an integral part of their educational system, and Indonesia is no exception.

English has been the most prominent foreign language taught at Indonesian schools for the past seven decades. Alongside the importance of English as a global language, Indonesia's English language teaching and learning (ELTL) curriculum has undergone more than five changes since the country obtained her independence in 1945, with the 2013 curriculum now