

Appendix 1. Information of Content in “When English Rings the Bell” textbook

Chapter	Themes/Topic	Learning Objectives	Dialogue	Monologue	Reading Text	Illustration
Chapter I	Good morning. How are you?	In this chapter students will learn to: <ol style="list-style-type: none"> 1. greet 2. take leave 3. say thank you 4. say sorry 	38	3	3	54
Chapter II	It’s me!	In this chapter students will learn to share and inquire about each other, including: <ol style="list-style-type: none"> 1. identity 2. hobbies and what they like 3. the members of family 	3	13	2	40
Chapter III	What time is it?	In this chapter students will learn to tell the: <ol style="list-style-type: none"> 1. time 2. date 3. day 4. month 	6	15	0	35
Chapter IV	This is my world	In this chapter students will learn to state: <ol style="list-style-type: none"> 1. things 	3	1	1	52

		2. animals 3. public places				
Chapter V	It's a beautiful day	In this chapter students will learn to ask for and give information related to the qualities of : 1. people 2. animals and things	31	1	0	31
Chapter VI	We love what we do	In this chapter students will learn to ask for and give information related to actions or functions of: 1. people 2. animals and things	7	7	0	32
Chapter VII	I'm proud of Indonesia	In this chapter students will learn to describe : 1. people 2. animals and things	8	13	1	55
Chapter VIII	That's what friends are supposed to do	In this chapter students will learn to get the message of a song	0	0	1	4
Total			96	53	8	303

Appendix 2. The Blueprint of Language and Gender Representation in the Textbook

Aspect	Approach	Dimension	Definition	Categories/ Criteria	Code
Language	Deficit Approach Jespersen (1922); Lakoff (1975); Poole (1646)	Women's Tentative Language	'Women's language' (WL) is described as weak and unassertive, in other words, as deficient. WL is deficient by comparison with the norm of male language. The deficit approach is characterized by linguistic forms such as hedges, 'empty' adjectives and 'talking in italics' (exaggerated intonation contours) (Lakoff, 1975). The Masculine gender is more worthy than the Feminine (Poole, 1646)	1. The use of lexical hedges or fillers	L1
				2. The use of tag questions	L2
				3. The use of empty adjectives	L3
				4. The use of intensifiers	L4
				5. The use of standard grammar	L5
				6. The use of precise color terms	L6
				7. The use of super polite forms	L7
	Dominance Approach Fishman (1980); Liddell, Scott, Jones & Barber, (1968); Swacker (1975); Spender (1980); Talbot (1998); Zimmerman and West (1975)	Masculine's dominance construction	Men pursue a style of interaction based on power where they would interrupt their partners, delay or omit back channel support, reject topics offered by women, and hold the floor for far longer periods than women (Fishman, 1980)	1. Male domination in the conversation	L8
				Women pursue a style based on solidarity and do the conversational support work that enables the conversation to happen and continue (Fishman, 1980; Talbot, 1998)	2. Female cooperativeness in the conversation
		Masculine generic	Placing a masculine view point at the center of one's worldview regarding	1. The use of sex-definite article	L10

		construction	history or culture and thereby marginalizing femininity culturally (Liddell, Scott, Jones & Barber, 1968)	2. The use of male and female proper addressing (e.g. Mr., Mrs., Sir, Madam, Miss, etc.)	L11	
			Language variances between men and women to the dominance of men within society as the manifestations of a patriarchal social order (Talbot, 1998)	3. The pattern of mentioning male or female names	L12	
	Difference Approach (Tannen, 1992; Cameron, 2003; Herbert, 1998)	Different styles in communication		Women tend to think of the world in a non-hierarchical way. They pursue intimacy in life and pay more attention to friendship (Tannen, 1992) where men tend to report information while women tend to report feelings	1. The use of Report and rapport talk	L13
				The language differences between males and females are merely a result of their belonging in different cultures which regarded gender differences as the consequence of diverse socialization of boys and girls (Cameron, 2003)	2. Direct vs indirect	L14
				Men view interactions in terms of competition, whereas women's use of language is more relational (Tanen, 1990)	1. Status vs. Support	L15
					2. Independence vs. Intimacy	L16
					3. Advice vs. Understanding	L17
					4. Orders vs. Proposals	L18
					5. Conflicts vs. Compromise	L19
				The choice of topics	Women tend to compliment each other on appearance; Men, by contrast, prefer	1. The choice of topics in conversations

			to compliment each other on possessions or skill (Herbert, 1998)		
Visual Images	Illustration (Brugeilles & Cromer, 2009); Syela (2018); (Ahmad & Shah, 2019); Amerian & Esmaili (2015)	Pictorial Representation	The representation of the concept of gender illustrated in the form of the physical appearance of the characters, the attribute and activities attained to them (Syela, 2018; Ahmad & Shah, 2019)	1. The physical appearance of the characters	V1
				2. The attribute associated to certain gender of the characters	V2
				3. The illustration of action and activities	V3

