

CHAPTER II

LITERATURE REVIEW

A. Extensive Reading

1. *The Definition of Extensive Reading*

Extensive Reading (ER) is an important approach in language learning that places reading activities as the main means of developing students' linguistic and cognitive competencies. Through reading large amounts of text, students not only improve their language skills, but also develop critical thinking, personal reflection, and social analysis of the content of the reading. Intensive engagement with diverse and complex texts allows readers to understand social issues, including gender constructs in society (Day & Bamford, 2002; Wallace, 2003). Therefore, ER is seen as a holistic language learning strategy, as it combines language mastery with the development of critical awareness and contextual understanding.

In general, Extensive Reading is defined as the activity of reading large amounts of text to build language and vocabulary comprehension naturally (Day & Bamford, 1998). This approach emphasizes the fluency and enjoyment of reading over in-depth linguistic analysis. Waring and Puripunyavanich (2025) explain that ER uses reading materials that are relatively easy for readers to understand so that they can read fluently, quickly, and confidently. The main goal of ER is to foster reading habits, increase speed and comprehension, and create a positive experience of reading activities. Thus, ER becomes an important foundation in language learning that is oriented towards the natural use of language.

Extensive Reading is also understood as a language learning approach that encourages students to read material at or slightly below their proficiency level. Ravshankhanovna and Rakhmonova (n.d.) emphasize that the main goal of extensive reading is general enjoyment and understanding, not a detailed analysis of language structures. Through this approach, students can enrich their vocabulary, strengthen linguistic intuition, and improve their understanding of the context of language use. In addition, ER provides space⁸ for students to choose readings according to their interests, thereby increasing intrinsic motivation. Freedom of choice of text makes the learning process more meaningful and encourages active involvement in language mastery.

Various studies show that Extensive Reading is an effective strategy for learners of English as a Foreign Language. A literature review in Malaysia shows that ER is able to improve reading fluency, text comprehension, vocabulary mastery, and student learning motivation (Bolhan, 2024). In addition to academic benefits, ER also has a positive impact cognitively and socially, as it encourages independent reading habits and increases self-confidence. However, the implementation of ER still faces challenges, such as limited appropriate reading sources and lack of teacher training. Therefore, institutional support and careful planning are needed so that the implementation of ER can run optimally and sustainably.

Overall, Extensive Reading is an effective and relevant approach to language learning in higher education. By emphasizing the quantity of reading, the ease of the text, and the enjoyment of reading, ER helps students develop language competence naturally while building critical and reflective thinking skills. The benefits of ER are not only limited to linguistic aspects, but also include cognitive, social, and affective development of learners. Although it still faces various obstacles in its implementation, ER still has great potential to improve the quality of language learning. Therefore, strengthening the ER strategy needs to be an important concern in language learning curriculum planning.

2. The benefits of extensive reading

Extensive Reading (ER) plays an important role in language learning because it not only improves linguistic skills, but also develops students' text analysis skills and critical thinking skills. Through exposure to various types of texts in large quantities, students learn to understand the meaning in depth, relate the content of the reading to the social context, and reflect critically on the author's ideas. Extensive reading activities encourage readers to actively interpret the text, rather than just understanding surface information. In the context of higher education, ER is an effective means to train students to think independently, express opinions, and engage in text-based academic discussions.

Technological developments have given birth to Online Extensive Reading (OER) as a modern form of extensive reading. OER allows students to access a wide

range of digital readings easily and flexibly, supported by interactive and multimedia features. Suja et al. (2024) through a review of 43 studies found that OER was able to improve reading skills, vocabulary mastery, and motivation to learn English. In addition, interactive platforms encourage student learning independence and active engagement. However, the implementation of OER still faces challenges, such as limited technical support and digital literacy gaps. Therefore, improving digital infrastructure and training is the key to the successful implementation of OER.

Reading widely has been shown to contribute significantly to the development of students' critical thinking skills. Rakhmonova (2024) shows that philology students who engage in extensive reading activities are able to understand texts more deeply and develop their own opinions and arguments. Through strategies such as critical reading, problem-based learning, and group work, students are trained to analyze a variety of perspectives and contexts. This approach improves thinking flexibility, self-reflection, and the ability to provide constructive criticism. These skills are not only important in an academic context, but they are also very relevant to the professional development of students in the future.

Critical reading and analytical thinking skills are the foundation of students' academic success in college. Le and Nguyen (2024) affirm that this ability allows students to think independently, actively participate in scientific discussions, and engage in knowledge-based societies. However, research shows that many students in Asia still have difficulty reading critically. This condition demands more effective and structured teaching. The integration of Extensive Reading with critical learning strategies can be a solution to help students improve their text analysis skills gradually and continuously.

Overall, Extensive Reading makes a significant contribution to improving students' text analysis skills and critical thinking skills. Through conventional and technology-based approaches such as OER, students have ample opportunities to develop deep understanding, learning independence, and critical reflection. Although there are still challenges in its implementation, especially related to technical support and digital literacy, the benefits of ER cannot be ignored. With proper management and adequate institutional support, Extensive Reading can be an effective and transformative language learning strategy in shaping students who are critical, analytical, and ready to face academic and professional demands.

3. Dramatic Reading Strategy to Strengthen Student Literacy

In the context of language learning in higher education, reading dramatic literary texts through the Extensive Reading approach has great potential to strengthen student literacy. The text of the play not only presents written language, but also contains dialogue, conflict, and stage clues that reflect social and cultural realities. Through reading plays extensively, students can develop language understanding, interpretation skills, and sensitivity to contextual meaning. However, because the structure and language of dramas are often complex, the right reading strategy is needed so that students are able to understand, appreciate, and enjoy dramatic literary texts optimally in language learning.

Buttall's research (2023) emphasizes the importance of the role of teachers in helping readers understand dramatic literary texts. Dramatic literature has characteristics such as scenes, scenes, dialogues, and stage clues that demand a different reading strategy from narrative texts. Through choosing the right teaching method, teachers can make drama texts more relevant and easy to understand by learners from various backgrounds. Strategies such as contextual pre-reading, explanation of dramatic elements, and guided reading help students enjoy and appreciate the text more deeply. Thus, the role of teachers greatly determines the success of the application of Extensive Reading in dramatic literary texts.

The theater-based approach has also proven effective in strengthening literacy in reading dramatic texts. Giera (2025) through the project "Stop Bullying! A Theatre Project" shows that theatre activities can improve the reading skills of students, including those with special educational needs. Reading strategies such as reading aloud, reading in pairs, and reading together help improve students' understanding, fluency, and confidence. In addition to improving reading skills, this approach also strengthens social interaction and a sense of inclusivity in the classroom. Although the quantitative increase was moderate, the qualitative results showed a significant impact on the development of literacy and student engagement.

Literary discussion is an important strategy in reading dramatic texts extensively. Carter et al. (2024) explained that through discussion, students are encouraged to think critically, interpret meaning, and relate the content of the play to social context and personal experiences. Methods such as Socratic seminars, literary circles, and open-ended questions allow students to actively participate in the learning process. In drama learning, discussions help students understand characters, conflicts,

and moral messages more deeply. Thus, literary discussions not only improve the understanding of the text, but also strengthen students' analytical and reflective abilities.

Overall, the application of Extensive Reading to dramatic literary texts requires diverse and contextual strategies to strengthen student literacy. The role of teachers, theater-based approaches, and literary discussions are key elements in helping students understand and appreciate drama as a whole. These strategies allow students to not only improve their language skills, but also develop critical thinking, social reflection, and collaborative work skills. With proper management, reading dramatic texts extensively can be a meaningful, inclusive, and transformative means of language learning in higher education.

4. *Reading gender issues themed dramas can improve gender literacy*

Linking extensive reading activities with the development of gender literacy is a relevant approach in language and literature learning in higher education. Reading a play with a masculinity-themed broadly gives students the opportunity to engage with texts that represent complex gender relations, power, and social identity. Through a continuous and reflective reading process, students not only understand the storyline, but also interpret the ideological values hidden behind the dialogue and characters. This activity encourages students to develop a critical awareness of patriarchal norms and the construction of masculinity. Thus, extensive reading plays an important role as a bridge in strengthening students' ability to understand, analyze, and assess gender issues more deeply.

Batchelor and Rushek (2024) highlight how the phenomenon of gossip is often used to stigmatize women and reinforce patriarchal systems that limit their voices and roles. In the context of reading masculinity-themed dramas, students can analyze similar representations through conflicts, dialogues, and relationships between characters. This reading activity allows students to identify gender stereotypes, power relations inequality, and social mechanisms that normalize injustice. By reading extensively, students have room for personal reflection and critical discussion. This process directly improves gender literacy because students are trained to assess gender issues analytically and understand their impact in real social life.

Hansen and Jacobsen (2025) show that the analysis of footage from dramas such as *Euphoria* and *Rita* has been quite effective in discussing issues of masculinity,

gender stereotypes, and power relations. The same principle applies in reading masculinity-themed dramas extensively. By observing the characters, conflicts, and story development, students can recognize toxic forms of masculinity as well as patriarchal norms that influence the character's behavior. This activity encourages students to question social values that are considered normal and reflect critically on gender roles. Through a contextual and applicative approach, extensive reading helps students build a stronger and meaningful understanding of gender literacy.

Schillings (n.d.) asserts that gender and sexuality issues are often considered taboo, despite having a major impact on educational practices. The queer critical literacy approach allows students to analyze gender norms, stereotypes, and power dynamics in a reflective and intersectional manner. Reading masculinity-themed dramas through extensive reading is in line with this approach because it opens up a safe and critical space for discussion. Students are invited to understand how gender identity is shaped by social, cultural, and political factors. By reading a wide range of texts, students not only passively accept meaning, but also negotiate their own understanding. This process significantly strengthens students' gender literacy.

Overall, integrating extensive reading with reading of masculinity-themed dramas has been proven to be effective in improving students' gender literacy. Through deep engagement with texts, students can develop critical thinking skills, self-reflection, and social awareness of gender issues. Studies have shown that the analysis of characters, conflicts, and gender representations in drama helps students recognize stereotypes, hegemonic masculinity, and structural injustices. Thus, extensive reading not only contributes to improving language skills, but also forms students who are more sensitive, reflective, and critical of social and cultural norms. This approach makes language and literature learning more transformative and gender-justice-oriented.

B. Gender Literacy

1. The Definition of Gender Literacy

According to Miller (2018) and Paechter (2019), higher education has a social responsibility to foster gender awareness among students as part of the formation of just and reflective social citizens. Gender literacy in universities is not only interpreted as an understanding of the biological differences between men and women, but also as a critical ability to examine how masculinity and femininity are

constructed in academic, social, and popular culture contexts. Through the development of gender literacy, students are expected to be able to read texts, policies, and social practices as representations of dominant gender ideologies and respond to gender inequality critically and ethically.

Gender literacy can be defined as the ability to understand, analyze, and assess gender issues in a variety of social, cultural, and educational contexts. Librarian et al. (2024) highlight the importance of strategies to increase gender inclusion in digital literacy programs in universities, especially for female librarians. The study shows that low participation of women is influenced by limited access, policy support, and professional development opportunities. Therefore, the development of gender-sensitive policies, financial support, and professional mentorship and networking programs is a strategic step. These findings confirm that gender literacy in higher education must be structurally and sustainably integrated.

Haag and Brahm (2025) reveal that gender gaps in literacy, including financial literacy, occur in various age groups, ranging from college students to adults. One of the main factors influencing the gap is the level of confidence, where women tend to choose the answer "don't know" despite having adequate understanding. In addition, the process of gender socialization and stereotypes embedded from an early age also shapes differences in treatment in education. In the context of higher education, these findings point to the importance of developing gender literacy that focuses not only on knowledge, but also on empowerment, confidence, and deconstruction of gender stereotypes.

Bachmann and Hertweck (2025) emphasize that digital skills play an important role in driving gender equality and reducing social disparities. Although at the early secondary education level the digital skills of boys and girls are relatively equal, the gap begins to be seen at higher levels and becomes more pronounced in adulthood. Access to digital devices and involvement in the STEM field have been proven to have a significant effect on women's digital competence. These findings are relevant for higher education, as they show that gender literacy should include digital and technology literacy. Institutional support and equitable access are key to creating gender-based equality.

Overall, gender literacy in higher education is an important foundation in forming students who are critical, reflective, and sensitive to gender inequality. By understanding the constructs of masculinity and femininity, as well as the gaps in

digital literacy and finance, students can develop a more equitable and inclusive perspective. Studies have shown that gender literacy is not only concerned with conceptual knowledge, but also with gender-sensitive educational policies, access, and practices. Therefore, universities need to systematically integrate gender literacy into their academic curriculum, policies, and culture to support the creation of sustainable social justice and gender equality.

2. Gender literacy to foster critical social norms & gender construction

Gender literacy has an important role in higher education because it helps students foster critical awareness of social norms and gender constructs that are developing in society. Students are not only required to master academic knowledge, but also to be able to reflect on how gender identity, roles, and relationships are formed through language, culture, and educational institutions. Through gender literacy, students are invited to question inequality, stereotypes, and discriminatory practices that are often considered natural. This awareness is important so that students are able to become agents of social change who think reflectively, fairly, and inclusively in academic and professional life in the future.

Language not only functions as a means of communication, but also carries symbolic and social meanings that shape identity and power relations. Therefore, language teaching in college needs to go beyond grammar and vocabulary by inviting students to understand how language reproduces or challenges gender constructs. A critical pedagogical approach encourages lecturers to integrate issues of social injustice, including gender, in learning. Vu and Pham (2025) show that the teaching of gender topics through EFL textbooks reflects the gender views that live in society. This emphasizes the importance of the role of teachers in guiding students to read the language critically.

Research by Tagaza and Manalansan (2025) reveals that although education policies in the Philippines have supported gender issues, their implementation in the classroom is still superficial and inconsistent. Teachers often face limited resources, training, and institutional support, so gender discussions are lacking. From the student side, cultural and religious barriers also affect the acceptance of the idea of gender equality. However, both teachers and students agree that gender education has the potential to encourage critical thinking, empathy, and social awareness if taught

appropriately. These findings emphasize the need for a more comprehensive and sustainable approach in higher education.

The role of lecturers is crucial in fostering students' gender literacy through inclusive and culturally responsive teaching strategies. Research by Rodriguez et al. (2025) shows that lecturers at several Philippine universities have made efforts to integrate gender and cultural perspectives in learning. This effort helps students develop a critical awareness of social issues and inequality. However, lecturers still face obstacles in the form of a lack of professional training and supporting resources. Therefore, strong institutional support, education policies that favor equality, and continuous training are important factors to strengthen the implementation of gender literacy in higher education.

Overall, gender literacy is an important element in higher education to form students who are critical, reflective, and socially just. Through the integration of gender issues in the teaching of language, culture, and other disciplines, students can understand how gender norms and constructions affect the lives of individuals and society. The challenges of implementation show that gender literacy cannot be separated from institutional support and educator competence. By strengthening critical pedagogy and multicultural education, universities can create a transformative, inclusive learning process, and be able to foster students' critical awareness of gender issues and social injustice.

3. Literacy In Language & Literature Learning

Gender literacy has strong relevance in language and literature learning in higher education because it is directly related to the representation of meaning, identity, and social relations. Language and literature are not neutral, but reflect values, ideologies, and gender constructions that live in society. Therefore, students need to be equipped with the ability to read, interpret, and critique texts in a gender-sensitive manner. Through the integration of gender literacy, language and literature learning not only focuses on linguistic and aesthetic aspects, but also encourages students' critical awareness of issues of gender equality, stereotypes, and injustice in various social and cultural contexts.

The development of Digital Literature (DL) presents new opportunities in the development of gender literacy in higher education. Leproni (2025) explained that digital literature utilizes technology to create an interactive and creative reading

experience, thus requiring technological skills, critical thinking, and text interpretation skills. In this context, a gender perspective plays an important role from the creation process to the acceptance of digital literary works. An inclusive and ethical approach to digital storytelling is needed so that gender stereotypes do not continue to be reproduced. Thus, gender-sensitive digital literary literacy helps students understand gender representation critically in modern literature.

In the era of technology-based education, Computer-Assisted Language Learning (CALL) is increasingly used in language learning in universities. However, Abdolmaleki and Saeedi (2024) highlight that studi linking CALL to the development of gender literacy are still very limited. In fact, learning technology has great potential to build students' critical awareness of social issues, including gender equality. The integration of gender literacy in CALL allows students to not only improve their language competence, but also reflect on how language is used to build gender identity and relationships. Therefore, CALL needs to be designed consciously and inclusively so that language learning is transformative.

The use of literary texts rooted in local contexts also has an important role in the development of gender literacy. Castro-Caliboso et al. (2025) affirm that local literature can increase student engagement, strengthen cultural identity, and foster critical thinking. When students analyze literary works that contain gender issues, such as stereotypes and inequality, they not only learn language textually, but also understand the social realities that shape gender identity. This approach helps students build empathy and critique entrenched gender biases in the culture. Thus, local literature becomes an effective medium to instill gender awareness in language and literature learning.

Overall, gender literacy has a very strong relevance in language and literature learning in higher education. Through digital literature, learning technologies such as CALL, and gender-sensitive local literary texts, students can develop language skills as well as critical awareness of gender issues. This integration makes learning more meaningful, contextual, and equitable. Additionally, gender-sensitive approaches help prevent stereotypical reproduction and encourage more inclusive representation. Therefore, strengthening gender literacy in language and literature teaching is a strategic step to create a higher education that is transformative and responsive to contemporary social challenges.

4. Narrative texts & drama dialogues critical reflection & gender

Extensive reading activities have an important role in linking language learning with the development of gender literacy, especially through narrative texts and drama dialogues. Narratives and dialogues not only convey stories, but also represent values, norms, and power relations in society. When students read plays or literary works widely, they are invited to understand how characters interact, speak, and are positioned based on gender. This process encourages students to reflect on the meaning behind the conversation and storyline. Thus, narrative texts and drama dialogues are effective means to spark critical thinking and open discussions about gender issues in a contextual manner.

Shimauchi (2025) shows that the drama Boys' Love (BL) in Japan presents a narrative and dialogue that depicts same-sex romance and social responses to it. Through the play's texts, actors' comments, and fan reactions, readers can reflect on the stereotypes, homophobia, and misogyny that still exist in society. In the context of extensive reading, students who read texts like this on an ongoing basis can understand that gender and sexual orientation are influenced by culture and social norms. Dialogue between characters helps students see how language shapes perceptions of identity. In this way, narrative texts play an important role in sparking critical discussions about gender equality and diversity.

The film *Raise the Red Lantern* is a strong example of how narrative and dialogue can open up critical reflection on the patriarchal system. Zhuang and Yang (2024) explain that the story of Songlian shows the oppression of women through social rules dominated by men. Limited dialogue and symbols such as red lanterns indicate the loss of women's freedom and autonomy. When students read or analyze this kind of narrative through extensive reading, they can understand how power works subtly in everyday life. The discussions that emerge from this text help students realize gender inequality and encourage them to question social norms that are considered normal.

Franz Kafka's novel *The Metamorphosis* also shows how narrative texts and dialogues can trigger gender awareness. According to Ali et al. (2025), the division of roles in the family, the distribution of dialogue, and the actions of figures reflect male dominance and female subordination. In the context of extensive reading, students who read literary works like this not only follow the story, but also analyze the relationship between characters and changes in gender roles. The language and

dialogue used open up a space for discussion about responsibility, power, and inequality in the family. Thus, literature functions as a medium of social criticism that is simple but powerful in fostering gender awareness.

Overall, narrative texts and drama dialogues play an important role in linking extensive reading with gender literacy. Through stories, conversations, and symbols, students are invited to understand how gender is formed, maintained, and debated in society. Reading broadly allows students to see a variety of different human perspectives and experiences. This process encourages critical reflection, empathy, and more open discussion about gender issues. With a simple and contextual approach, extensive reading not only improves language skills, but also helps students become critical, sensitive, and aware of social norms and gender inequality.

C. Drama Plays

1. Characteristics of masculinity-themed drama plays

Masculinity-themed dramas present narratives and dialogues that represent various forms of male roles and the dynamics of the construction of masculinity in society. Through conflict, characters, and storylines, drama texts often display the tension between traditional masculinity values and modern social demands. Reading this kind of drama encourages students to reflect on gender assumptions that have been considered normal and natural. In line with the thinking of Connell (2005) and Butler (1990), masculinity is understood as a social construct that can be negotiated and questioned. Therefore, masculinity-themed dramas are an important medium to critically examine power relations, gender identity, and social stereotypes.

A number of popular dramas, especially from Pakistan, often portray masculinity stereotypically. Research shows that male figures are often portrayed as dominant, aggressive, powerful, and of high economic status, while women are positioned as the oppressed (Scholar et al., 2024). This representation reinforces the image of hegemonic masculinity that normalizes violence and gender inequality. Through an analysis of dramas with millions of viewers, it was found that this kind of construction creates unrealistic and problematic standards of masculinity. In the context of education, critical reading of the play is important to help students understand how literary texts can reproduce or challenge dominant gender ideologies.

Studies of classical drama also show the complexity of representations of masculinity. Research of Henrik Ibsen's works, *A Doll's House* and *Hedda Gabler*,

reveals how male figures such as Torvald Helmer and Jörgen Tesman represent diverse and stressful forms of masculinity (Journal & Vol, 2025). Using Connell's theory of masculinity and Butler's gender perperitvity, the characters are portrayed as tragic figures trapped in patriarchal norms and social expectations. Masculinity is not always shown as a strength, but rather as a burden that limits emotions and social relationships. This shows that drama can critique traditional masculinity in a subtle yet profound way.

Media, including television dramas, movies, and advertising, have a huge role to play in shaping society's perception of masculinity. A review of various studies in Pakistan shows that the media often reproduces hegemonic and toxic masculinity that emphasizes power, violence, and emotional restraint (Shahwar & Hashmat, 2025). However, the development of modern media began to present a more empathetic, open, and equal representation of men. This change shows a shift in the discourse of masculinity in popular culture texts. In literary learning, this analysis of representation helps students understand that masculinity is dynamic and influenced by social contexts and media ideologies.

Overall, masculinity-themed drama plays offer a space for critical reflection on the construction of male roles and gender dynamics in society. Through representations of hegemonic, tragic, and alternative masculinity, the drama helps readers understand that masculinity is not a single, fixed identity. Critical reading of these texts encourages students to challenge stereotypes, reassess power relations, and develop more inclusive gender awareness. Thus, masculinity-themed dramas not only function as literary works, but also as an effective educational means to build gender literacy and critical thinking in higher education.

2. The use of drama as a medium to explore gender issues & stereotypes.

Masculinity-themed dramas have great potential as a medium to explore gender issues and stereotypes that develop in society. Through storylines, dialogues, and characterizations, dramas are able to represent the power relationship between men and women and show how gender norms are constructed, maintained, or questioned. Dramas not only reflect social realities, but also shape the audience's perspective on gender roles. In the context of education and literary studies, critical reading of drama allows students to understand gender issues more reflectively. Therefore, masculinity-

themed dramas are an effective means of analyzing gender stereotypes and promoting more inclusive social awareness.

The research of Gjylbegaj and Radwan (2025) examined the representation of male and female roles in drama and film in the United Arab Emirates. The results show that Emirati media still tends to portray men as the main leaders and breadwinners, while women are often portrayed as caregivers or supporters of male roles. This representation reflects traditional gender stereotypes that are still strong. However, the study also found a shift towards gender equality, marked by increased participation of women in various areas of life. This research emphasizes the importance of media literacy so that people are able to criticize gender stereotypes and encourage fairer and more equal media production.

Pakistani television dramas also play an important role in representing and exploring gender and social power issues. Saleem and Shafiq (2025) found that popular dramas in Pakistan feature complex relationships between gender, social class, and patriarchal systems. Through conflict and character, the drama not only reproduces existing social values, but also presents a critique of gender inequality and male domination. In addition, the influence of foreign cultures also shapes the narrative and character dynamics in the drama. Thus, drama serves as a space for negotiation between tradition and change, as well as a medium to understand how society interprets the roles of men and women in an ever-evolving social context.

In the context of contemporary media, television dramas play a significant role in shaping people's perceptions of gender. Research by Mohd Shamim and Mohammad Rafek (2024) shows that although gender equality discourse is gaining strength, many television shows still maintain traditional gender stereotypes. However, some dramas are starting to present more progressive and equal representation. The portrayal of characters, professions, and social relationships in the play reflects the dynamics of power and prevailing gender norms. These findings confirm that the media has a major responsibility in presenting fair, diverse, and bias-free gender representation to support the formation of critical awareness and positive social change.

Overall, the use of drama as a medium to explore gender issues and stereotypes suggests that dramatic texts have a strategic role in shaping and challenging constructs of masculinity. Dramas from various cultural contexts, such as the UAE and Pakistan, show how gender representation can reflect social values while driving change.

Through critical analysis, students and readers can understand that gender stereotypes are not something natural, but the result of social and media constructions. Therefore, masculinity-themed drama plays are not only important as literary works, but also as an educational means to improve gender literacy and critical awareness of media representation.

3. *Gender issues and students' social understanding*

The theme of masculinity in drama has a strong relevance to the development of students' critical understanding of social and cultural norms. Dramas with the theme of masculinity not only represent the role of men in society, but also open up a space for reflection on values that have been considered natural and natural. Through conflicts, dialogues, and relationships between characters, students can observe how masculinity is shaped by tradition, history, and social power. Critical reading of dramatic texts allows students to question gender stereotypes and understand their impact on social relations. Thus, masculinity-themed drama plays serve as an effective educational medium to foster critical awareness of gender constructs in diverse cultural contexts.

Research by Mvanyashe and Group (2025) shows that traditional proverbs and expressions play a major role in reinforcing masculinity stereotypes. Through an analysis of AmaXhosa cultural proverbs, the study found that men are often positioned as dominant, powerful, and economically successful, while women are placed in subordinate positions. Using Connell's theory of hegemonic masculinity, this study confirms that these constructs influence life choices, well-being, and gender relations. In the context of drama learning, representations of similar cultural values help students understand how language and tradition shape masculinity norms, while encouraging them to critique and reconstruct more inclusive masculine views.

Duek et al. (2025) revealed that the understanding of masculinity is strongly influenced by social and economic backgrounds, especially in adolescent boys. Teens from suburban areas facing economic hardship tend to maintain traditional masculinity that emphasizes physical strength and dominance. In contrast, adolescents from more affluent backgrounds show a more flexible and open view of masculinity, making them more active in academic fields such as STEM. These findings are relevant in the study of masculinity-themed dramas because they show that social norms shape individual aspirations and opportunities. Through drama analysis,

students can understand the relationship between masculinity, social class, and inequality of opportunity more critically.

The research of Ging et al. (2024) highlights how traditional masculinity norms influence male attitudes towards gender-based violence. Studies in the UK and Ireland show that some male students are defensive of gender equality discourse, especially when terms such as toxic masculinity are used. This attitude reflects a long-held resistance to changing gender norms. In the context of masculinity-themed dramas, the representation of conflict and violence can be a means of critical reflection for students. Dramatic text analysis helps students understand how traditional masculinity contributes to the normalization of violence, while fostering empathy and awareness of the importance of fair gender relations.

Overall, the theme of masculinity in drama has an important role in building students' critical understanding of social and cultural norms. Various studies show that masculinity is shaped by complex traditions, social class, and value systems and has a real impact on gender relations and individual well-being. Through reading and discussing masculinity-themed dramas, students are invited to reflect, challenge, and deconstruct hegemonic masculine views. Thus, masculinity-themed drama plays serve not only as literary works, but also as pedagogical means to develop gender literacy, social empathy, and critical awareness of injustices in society.

D. Writing Argumentative Essay

1. Definition of Argumentative Essay

Argumentative essay is a form of academic writing used to express the writer's opinion or position about an issue by providing reasons, evidence, and consideration of opposing viewpoints. Hart et al. (2024) explain that argumentative essays aim to convince readers through logical reasoning and supporting evidence. In academic contexts, argumentative writing is considered an essential skill because students are expected to construct clear claims, organize ideas coherently, and support arguments with reliable information. According to Gaudeau et al. (2026), argumentative writing also plays an important role in educational assessment because it reflects students' ability to think critically, evaluate information, and communicate ideas effectively in both academic and social contexts.

Argumentative writing is widely recognized as a foundation of academic literacy, especially in higher education. This type of writing encourages students to

formulate claims, analyze evidence, and respond to different perspectives logically. Stofiana et al. (2025) state that many EFL students still struggle with argumentative writing because reflective reasoning and dialogic thinking are not systematically taught in classrooms. As a result, students often find difficulty organizing arguments and presenting convincing evidence. Through argumentative essays, learners develop analytical and critical thinking skills that are important for academic success. Moreover, argumentative writing helps students connect personal opinions with factual information, making their ideas more objective, organized, and academically acceptable.

The quality of argumentative essays can be improved through clear writing goals and reflective learning strategies. Peltzer et al. (2026) explain that students produce better essays when they write with specific goals, especially goals related to integrating evidence and responding to counterarguments. This approach helps learners construct more balanced and persuasive arguments. In addition, argumentative writing encourages students to evaluate ideas critically and examine issues from multiple perspectives. Khamkhien (2025) notes that argumentative essays also support the development of metacognitive skills because students learn to reflect on their own thinking and decision-making processes. Therefore, argumentative writing is not only a language activity but also a process of intellectual and critical development.

In EFL learning contexts, argumentative essays play an important role in improving students' language proficiency and academic communication. Through argumentative writing, students practice organizing ideas, using academic vocabulary, and expressing opinions clearly in English. This process also strengthens their ability to analyze social and cultural issues critically. However, many EFL students face challenges such as limited vocabulary, weak grammar, and lack of confidence in presenting arguments. Therefore, teachers need to provide appropriate guidance, models, and feedback during the writing process. Activities such as extensive reading, discussion, and peer review can help students build stronger arguments and improve their ability to write logical and coherent argumentative essays effectively.

Overall, argumentative essay writing is an important component of academic literacy and critical thinking development. This form of writing allows students to communicate opinions, analyze evidence, and evaluate different viewpoints in a logical and organized way. In educational settings, argumentative essays help learners

strengthen reasoning skills, reflective thinking, and academic communication abilities. For EFL students, argumentative writing also supports language development through meaningful practice in expressing complex ideas in English. With appropriate instructional strategies, students can gradually improve their confidence and competence in producing effective argumentative essays. Therefore, argumentative writing remains a valuable tool for developing intellectual, linguistic, and critical awareness in higher education.

2. *Structure of Argumentative Essay*

The structure of an argumentative essay is an essential aspect of academic writing because it helps students organize ideas and present arguments logically. An argumentative essay generally consists of an introduction, thesis statement, supporting arguments, evidence, counterarguments, and a conclusion. Each part has a specific function in helping readers understand the writer's position clearly and persuasively. In academic contexts, students are expected to develop arguments supported by relevant evidence and logical reasoning. However, many EFL students still experience difficulties understanding how argumentative essays should be structured effectively. Therefore, learning the structure of argumentative essays is important for improving students' academic writing, critical thinking, and ability to communicate ideas in a coherent manner.

Research by Ghanbari and Salari (2022) explains that many university students still struggle with the structure of argumentative essays. Their study analyzed students' essays, students' perspectives, and lecturers' opinions regarding argumentative writing. The findings showed that students often have difficulties developing important argumentative elements such as supporting reasons, evidence, explanations, and rebuttals. Many students understand the topic generally but fail to organize arguments coherently within the essay structure. The study also found that these difficulties are influenced by academic background, teaching methods, and educational context. As a result, students need clearer instruction and more guided practice to improve their understanding of argumentative essay structure and organization effectively.

Understanding argumentative essay structure can also be improved through detailed analysis of its components. Burkhardt et al. (2025) explain that writing

rubrics are commonly used to assess argumentative essays, but they often provide limited and less specific feedback for students. Therefore, the researchers developed a detailed analytical guide to identify important elements within argumentative essays more clearly. Their study analyzed nearly 20,000 student essays and identified patterns related to essay quality and organization. The results showed that detailed analysis of argumentative structure, such as claims, evidence, reasoning, and supporting ideas, helps students become better writers. Thus, identifying structural elements is important for improving argumentative writing skills systematically.

Technology and artificial intelligence (AI) are increasingly used to support students in understanding argumentative essay structure. Kilsbach et al. (2025) developed an AI-based feedback system by analyzing and annotating 1,320 argumentative texts written by students. The study used a multi-level annotation approach to identify important parts of argumentative essays, such as claims, evidence, explanations, and argumentative relationships. The findings showed that AI can provide detailed and automatic feedback about essay organization and argumentative quality. This approach helps students recognize weaknesses in their writing and improve their argumentative structure more effectively. In addition, automated feedback systems can support teachers by providing faster and more consistent writing evaluations for students.

Overall, understanding the structure of argumentative essays is important for developing students' academic writing and critical thinking skills. A well-structured argumentative essay requires logical organization, strong evidence, and clear connections between ideas. However, many students still face challenges in organizing and developing arguments effectively. Research findings suggest that detailed instruction, analytical frameworks, and technological support can help students improve their understanding of argumentative essay structure. Through guided practice and constructive feedback, students can learn how to present arguments more coherently and persuasively. Therefore, teaching argumentative essay structure should become an important focus in academic writing classes, especially in EFL learning contexts where students still need significant support.

3. Critical Writing in Argumentative Essay

Critical writing is an important element in argumentative essay writing because it requires students to analyze information, evaluate evidence, and present arguments

logically. In academic writing, students are not only expected to express opinions, but also to support their ideas with clear reasoning and reliable sources. Critical writing encourages students to think deeply about issues, compare different perspectives, and make objective conclusions based on evidence. Through this process, argumentative essays become a medium for developing analytical and reflective thinking skills. In EFL contexts, critical writing is especially important because students need to combine language skills with critical reasoning to produce academic arguments that are coherent, persuasive, and academically acceptable.

Critical writing in argumentative essays helps students improve the organization and quality of their writing. Direkci (2022) explains that argumentative activities support students in arranging ideas clearly, organizing paragraphs effectively, and using language and citations appropriately. Through argumentative writing, students also become more critical, objective, and motivated to search for information from various sources. In addition, they learn how to evaluate evidence and connect arguments logically. These processes strengthen students' analytical abilities and encourage deeper reflection on academic topics. Therefore, argumentative essay writing is closely connected to critical thinking because students must analyze problems carefully and communicate their viewpoints in a structured and logical manner.

Argumentative writing is considered one of the most challenging forms of academic writing, especially for EFL students. According to Adare (2026), students often struggle to develop thesis statements, provide strong evidence, respond to counterarguments, and create logical conclusions. These difficulties are caused not only by limited language proficiency but also by insufficient understanding of academic writing structures. As a result, students may present opinions without proper analysis or evidence. Therefore, teaching argumentative essays should not focus only on grammar and vocabulary, but also on developing critical thinking and reasoning skills. Continuous practice, guided writing activities, and constructive feedback are necessary to help students become more confident and critical writers.

The development of artificial intelligence (AI), especially generative chatbots, has changed the way students approach academic writing. Shanley and Shanley (2026) explain that AI technology can now generate texts quickly, reducing students' dependence on traditional writing processes. However, the authors argue that writing instruction remains important because argumentative writing is not only about

producing text, but also about developing intellectual and critical thinking skills. Through writing, students learn how to analyze issues, evaluate information, and express ideas logically. Critical writing also supports self-development by encouraging reflection and independent thinking. Therefore, even in the AI era, argumentative essay writing continues to play a significant role in higher education and academic literacy.

Overall, critical writing is a fundamental component of argumentative essay writing because it develops students' analytical, reflective, and reasoning abilities. Through argumentative essays, students learn how to evaluate evidence, organize ideas logically, and communicate opinions effectively. Critical writing also encourages students to become more objective, thoughtful, and academically responsible in presenting arguments. Although many EFL students still face challenges in argumentative writing, appropriate instruction and continuous practice can help them improve their skills. Furthermore, in the modern educational context influenced by AI technology, critical writing remains essential for intellectual growth and independent thinking. Therefore, argumentative essay writing should continue to be emphasized in academic learning and higher education.

4. Gender Issues in Argumentative Writing

Gender issues are important topics in argumentative writing because they involve discussions about equality, rights, identity, and social roles. Through argumentative essays, students are encouraged to analyze gender-related problems critically and present opinions supported by logical evidence. Gender issues often appear in academic, political, and social debates because they influence many aspects of human life, including education, employment, leadership, and technology. Writing about gender also helps students understand how language and arguments can shape public opinion and reinforce or challenge stereotypes. Therefore, argumentative writing about gender issues is not only a language activity, but also a process of developing awareness, critical thinking, and social understanding in academic contexts.

Gender issues are frequently discussed in political argumentative discourse. Gagne et al. (2024) explain that for more than thirty years, many politicians have used arguments opposing gender equality and LGBTQ+ rights in their political speeches.

These arguments often describe gender equality as a threat to traditional family values, male roles, and social stability. Such discourse shows how argumentative writing and public debate can influence society's understanding of gender issues. Through these arguments, political actors attempt to persuade audiences and shape public opinion. Therefore, analyzing gender-related arguments in political writing is important because it helps students recognize bias, evaluate evidence critically, and understand how language is used to defend ideological positions.

Gender issues in argumentative writing also relate to equality in education and professional environments. Tsami (2026) found that students generally believe men and women have equal abilities in learning statistics and that male and female lecturers teach similarly. This finding suggests that educational environments are becoming more gender inclusive. However, the research also revealed that many women still hide their academic achievements in professional settings because of stereotypes and patriarchal culture. This situation shows that gender inequality still exists despite equal educational opportunities. Therefore, argumentative discussions about gender equality are important to encourage awareness, challenge stereotypes, and promote fair treatment for both men and women in academic and professional contexts.

The development of artificial intelligence (AI) has also raised new gender issues in academic and argumentative writing. Gross (2023) explains that AI technologies such as ChatGPT may contain gender bias because they learn from language and social data that already include stereotypes. As a result, AI can unintentionally reproduce traditional assumptions about men, women, and other gender identities. This issue is important in argumentative writing because students need to critically evaluate the information generated by AI systems. At the same time, AI also has the potential to support gender equality when used responsibly and ethically. Therefore, critical awareness of gender bias in technology is necessary in modern academic writing and communication.

Overall, gender issues play an important role in argumentative writing because they encourage students to think critically about equality, stereotypes, and social justice. Through argumentative essays, students learn how to analyze gender-related problems, evaluate evidence, and express opinions logically and respectfully. Discussions about politics, education, workplace inequality, and technology demonstrate that gender issues remain relevant in modern society. In addition,

argumentative writing helps students recognize how language and discourse can influence public understanding of gender. Therefore, integrating gender issues into argumentative writing activities can strengthen students' critical thinking, social awareness, and academic literacy, especially in higher education and EFL learning environments.

E. Pedagogical Implications

1. Integration Masculinity-Themed Drama In English Learning

The integration of extensive reading using masculinity-themed drama in the university's English curriculum has significant pedagogical implications. This approach not only supports the development of language skills, but also contributes to the formation of students' critical awareness of gender and social identity issues. Drama as a literary text offers rich narratives and dialogues to analyze, thus allowing students to understand how masculinity is constructed, maintained, and debated in society. By combining extensive reading and gender studies, language learning can become more contextual, reflective, and relevant to students' social realities. Therefore, an appropriate pedagogical strategy is needed for this integration to run effectively in the curriculum.

Lesley et al. (2025) emphasize that masculinity-themed dramas can be used to explore and reframe students' understanding of male identity. Through reading and interpreting dramas, students are invited to see masculinity as a dynamic social construct, not a rigid and singular concept. Activities such as role exploration, character discussions, and retellings help students develop empathy and emotional awareness. In the context of extensive reading, the use of drama allows for a deep engagement with the text, while encouraging critical thinking skills against gender norms. This strategy is effective in fostering gender literacy and a more inclusive view in English language learning.

Wasli (2024) shows the importance of culturally sensitive drama teaching strategies and gender roles in language classes. Teaching experience in Brunei reveals that male and female students have different patterns of participation and expression in drama activities. Therefore, lecturers need to create a learning environment that is safe, inclusive, and respectful. In the integration of extensive reading plays with the theme of masculinity, educators need to ensure that discussions and activities do not reinforce stereotypes, but instead open up equal spaces for dialogue. This approach

helps students find their own voice as well as increase social awareness and gender literacy simultaneously.

Kumlu (2024) highlights the role of literary texts in developing the critical awareness of prospective English teachers on social and gender issues. Through the analysis of traditional and non-traditional fairy tales, students are trained to recognize gender stereotypes, understand the principles of equality, and use gender-sensitive language. This approach is relevant to be applied to masculinity-themed dramas in extensive reading activities. By reading and reflecting on literary texts critically, students not only improve their language competence, but also their reflective abilities and pedagogical awareness. This strategy is important to prepare students to become gender-sensitive and social justice-oriented educators.

Overall, the integration of extensive reading of masculinity-themed dramas in the university's English curriculum has broad and strategic pedagogical implications. This approach enables more meaningful language learning by linking literary texts to issues of identity, culture, and gender. Through sensitive, reflective, and inclusive teaching strategies, students can develop language skills as well as gender literacy and critical awareness. The findings of various studies show that drama is not only an aesthetic tool, but also a transformative pedagogical tool. Therefore, lecturers need to design a curriculum and reading activities that are able to integrate linguistic and social goals in a balanced manner.

2. Implications for students' critical thinking and gender

The pedagogical implications of text-based learning, technology, and social issues are very relevant for the development of critical thinking, social awareness, and gender literacy of students in higher education. Education is no longer only oriented to the mastery of academic knowledge, but also to the ability of students to reflect on social realities, understand inequality, and take ethical positions. In this context, learning strategies that encourage critical analysis, empathy, and gender awareness are becoming increasingly important. The integration of reflective approaches, the use of technology, and the discussion of social issues allows students to build a more open and responsible way of thinking. Therefore, these pedagogical implications need to be systematically designed to have a real impact on the intellectual and social development of students.

Essien et al. (2024) show that the use of generative artificial intelligence, such as ChatGPT, can support the development of students' critical thinking skills, especially at the basic level of Bloom's taxonomy. This technology helps students understand concepts, summarize ideas, and explore different points of view. However, the study also highlights serious challenges related to information reliability, answer accuracy, as well as ethical issues and overdependence. Therefore, its pedagogical implications require lecturers to design thoughtful learning strategies. AI should be used as a tool to support reflection and critical discussion, not as a substitute for students' independent thinking process.

Zulkifle and Aziz (2023) emphasized that social awareness has an important role in shaping interest in social entrepreneurship, especially among female students. Factors such as empathy, concern for community problems, self-confidence, and social support have been proven to encourage students' active involvement in social development. These findings have far-reaching pedagogical implications, as they show that higher education needs to go beyond theoretical learning. Social project-based activities, discussion of real issues, and reflection on experiences can help students understand gender and social inequality. Thus, campuses can play a role in fostering a socially sensitive generation and contributing to the creation of a more inclusive society.

Arkorful et al. (2025) highlight the importance of developing gender literacy in the context of technology-based education, especially artificial intelligence literacy. This study found significant differences between male and female teachers in the understanding, application, and ethics of using AI. The findings show that without a gender-neutral approach, technology has the potential to widen the gap. The pedagogical implication is the need for gender-sensitive education policies and training programs. By providing equal access, support, and training, educational institutions can ensure that all parties have equal opportunities to master technology literacy critically and ethically.

Overall, the pedagogical implications for the development of critical thinking, social awareness, and gender literacy demand a holistic and reflective approach to learning. The use of technology, strengthening social awareness, and integrating gender perspectives need to be designed in a balanced manner to support each other. Higher education has a strategic role in forming students who are not only academically intelligent, but also sensitive to social issues and fair in looking at

gender relations. With the right pedagogical strategies, students can develop strong critical thinking skills, social empathy, and gender literacy. This is important to prepare them for social and professional challenges in the global and digital era.

3. A contextual and reflective drama-based teaching model

Contextual and reflective dramatic literary text-based teaching models have important pedagogical implications in language learning in college. This approach places students as active learners who not only read texts, but also experience, interpret, and reflect on them in real-life contexts. Drama as a literary form allows for emotional, cognitive, and social engagement at the same time, so that learning becomes more meaningful. By linking literary texts to student experiences as well as relevant social issues, this model supports the development of critical thinking, empathy, and cultural awareness. Therefore, the teaching of dramatic literature in a contextual and reflective manner is a relevant and effective strategy in higher education.

Mastrothanasis and Kladaki (2025) show that drama-based teaching techniques, such as Reader Theater and Dramatic Storytelling, are able to increase teachers' self-efficacy in teaching reading. This approach involves contextual reading of the script and role-playing, so that students are directly involved with the literary text. Through dramatic experiences and reflection during the learning process, teachers become more confident, creative, and responsive to students' needs. This model is relevant applied in dramatic literary text-based teaching because it not only enhances pedagogical skills, but also reinforces a deep understanding of the meaning of the text and a meaningful learning experience.

Huang et al. (2025) describe a literary teaching model that is contextual and reflective through situation-based teaching and interdisciplinary approaches. In this model, students are invited to relate literary texts to their life experiences as well as real social contexts. The interdisciplinary approach allows students to understand literary works through historical, psychological, and sociological perspectives, so that the meaning of the text becomes richer. Students' emotional and intellectual engagement increases because learning is not abstract, but is relevant to everyday life. Thus, this model encourages critical thinking, self-reflection, and broader cultural understanding in dramatic literary learning.

Ding (2024) proposes a dramatic literary text-based teaching model that combines participatory drama, picture books, and artificial intelligence technology in English language learning. Through drama activities, students are emotionally, cognitively, and physically involved in understanding the text, so that the learning process becomes more interactive and meaningful. AI integration supports the development of critical technology literacy, while reflection and observation activities help students develop creativity and critical thinking skills. This model shows that literary teaching can be contextual and transformative when technology and reflection are used in a balanced and pedagogical manner.

Overall, the contextual and reflective teaching model of dramatic literary texts offers strong pedagogical implications for language learning in higher education. This approach emphasizes active engagement, critical reflection, and the relevance of social context in understanding literary texts. Through drama techniques, interdisciplinary approaches, and technology integration, students not only develop language skills, but also cultural awareness, empathy, and critical thinking. Findings from various studies show that dramatic literature can be a transformative means of learning. Therefore, lecturers are encouraged to adopt this model to create more inclusive, meaningful, and holistic student development-oriented learning.

F. Conceptual Framework

This theoretical framework integrates the concepts of gender literacy, extensive reading, critical and reflective reading, and drama plays as interrelated learning approaches in language education. Gender literacy serves as a conceptual foundation to understand the issue of gender inequality and social construction in society. Extensive reading acts as a learning strategy that allows students to interact deeply with the text. Critical and Reflective reading functions as a mediating variable that transforms linguistic comprehension into critical thinking skills. Meanwhile, drama plays are a contextual medium that strengthens understanding through dialogue, narrative, and social representation. The integration of these four aspects forms a reflective, critical, and meaningful approach to learning in higher education.



Figure 2.1
Conceptual Framework

The conceptual framework shows the relationship between the components of literacy learning in stages and interdependent. Gender literacy is positioned as an initial variable that shapes students' critical awareness of gender gaps, the construction of masculinity, and social representation in texts. This awareness serves as a cognitive and affective foundation that influences the way learners read and interpret texts at a later stage. With the provision of gender literacy, students not only read to understand the content, but also to recognize the values, ideologies, and power relations contained in the discourse.

Extensive reading acts as a process variable that strengthens the linguistic foundation and reading comprehension. Extensive and continuous exposure to text allows students to enrich vocabulary, improve reading fluency, and gradually deepen their understanding of meaning. Within this framework, extensive reading serves as a link between the critical awareness built through gender literacy and the analytical skills developed at a later stage. The stronger the reading habits and language comprehension, the greater the opportunity for students to conduct in-depth and reflective analysis of the text.

The critical and reflective reading stage functions as a mediating variable that transforms linguistic understanding into critical thinking skills. At this stage, learners integrate gender awareness and reading experience to interpret implicit meaning, evaluate viewpoints, and relate texts to social contexts and personal experiences. This reflective process strengthens argumentative and critical assessment skills, so that learners not only understand the text, but are also able to assess and reconstruct meaning rationally and empathically.

The drama plays stage is positioned as an output variable that is applicative and expressive. At this stage, the results of extensive reading and critical reflection are manifested in the form of creative practice through the development of themes, dialogues, and narratives of the drama. Drama serves as a space for integration between literary literacy, language skills, and social awareness, as learners must express ideas communicatively, collaboratively, and contextually. Thus, drama becomes a medium that actualizes conceptual understanding into real practice.

Overall, the relationships between variables in this conceptual framework are linear-progressive while reinforcing each other. Gender literacy forms early critical awareness, extensive reading strengthens linguistic competence and comprehension, critical and reflective reading develops analytical and argumentative skills, and drama plays become a form of creative application of the entire learning process. The integration of these four variables results in a holistic, meaningful, and oriented approach to learning language and literature that is oriented towards the development of students' academic, social, and expressive skills.

G. Some Related Previous Studies

There has been a lot of research before regarding *Extensive Reading*, but previously focused on the use of drama as a medium for the development of gender literacy and the formation of social values. Studies have shown that drama can represent, negotiate, and critique cultural norms and gender relations. For example, the research of Tariq and Husnain (2025) shows how Pakistani drama can reinforce or challenge patriarchal constructions. Another study highlights the effectiveness of *Reader's Theater* in increasing gender-based participation, while Jain's (2024) research confirms the contribution of *Theatre-Based Teaching* in building life skills and gender awareness. In addition, the research of Chen and Zhu (2025) and Coman et al. (2025) reinforces the

finding that literacy through dramatic texts can foster empathy, prosociality, and more inclusive social orientation.

Research on the representation of masculinity has highlighted how language, media, and literature shape gender identity and perpetuate social hierarchies. Tekin (2025) shows that women's visibility in the masculine realm is greatly influenced by media construction. Meanwhile, Missonier et al. (2025) uncover the patriarchal metaphors inherent in the representation of family businesses. Language studies by Bendraou and Hichami (2025) confirm that language can be a means of oppression as well as resistance to male domination. On digital platforms, Dhoest (2025) observes the normalization of hegemonic masculinity through the TikTok algorithm. The findings of Noor et al. (2024) complete the picture that masculinity in modern media is complex, layered, and constantly negotiated.

Research on *Extensive Reading* shows a significant contribution to increasing autonomy, motivation, and critical literacy in language learning. Ounissi et al. (2025) emphasized that OER in *Extensive Reading* increases student engagement, although it still faces technical barriers and digital literacy gaps. The study of Sirén and Sulkunen (2025) revealed that international literacy assessments still do not touch on the aspect of social justice. The study of Cekiso and Olifant (2025) highlights students' expectations for lecturer support in extensive reading practice. Linde and Daniela (2025) show the dominance of text discussion in teaching strategies. In addition, Lien's (2025) research confirms the effectiveness of LMS-based reading notes in encouraging extensive reading habits in the digital age.

A number of studies have mapped how critical and queer literacy approaches function to expand gender awareness and provide a more inclusive learning space. Andrews (2025) asserts that *Queer Critical Literacy* helps aspiring teachers reflect on their engagement with gender diversity. Ulla and Paiz (2025) found that language teachers understand the importance of queer pedagogy but still lack practical knowledge. The study of Krone et al. (2025) shows how adolescents create queer superhero narratives to counter heteronormative norms. Coda et al. (2025) highlight the relevance of queer thinking in Spanish language education, while Ferraz and Mizan (2025) emphasize the importance of integrating gender and sexuality discussions in visual literacy practices.

Research in this group shows that drama and dramatic texts play an important role in the social and emotional development of learners. DeGraff (2024) emphasized that

educational drama has a positive impact on various aspects of social-emotional development. Frydman and Major (2024) show the potential of *Story-Based Drama Therapy* in building empathy, overcoming trauma, and supporting early childhood development. Wang et al. (2025) propose the AI-DSOM model as an innovative solution for drama learning. While Ewing and Saunders (2025) emphasize that imaginative literature helps in the formation of identity and empathy. Abed (2024) strengthens the finding that theater activities can improve the social-emotional development of children at various levels of education.

Although previous studies have shown that drama, media, and critical literacy practices contribute to the formation of gender identity, empathy, and social literacy, there are still important gaps in the context of Extensive Reading. Most studies have not integrated Extensive Reading with gender- or masculinity-themed dramatic texts to see how extensive reading can facilitate simultaneous gender awareness and critical thinking. In addition, there have not been many studies that have examined how Extensive Reading is able to mediate students' understanding of social representation in drama, even though previous findings show the potential of drama in shaping social perspectives and values.

This research contributes by linking Extensive Reading and the analysis of gender- and masculinity-themed drama within a single learning framework, thus providing a new understanding of how the practice of extensive reading not only improves language skills, but also facilitates gender literacy. By utilizing dramas that contain rich social representation, this study fills the gap in how students interpret gender issues through the intensity of exposure to reading texts. The study also offers a pedagogical contribution by showing how Extensive Reading can be used as an integrative approach to build critical literacy, empathy, and social awareness in language learning.

The novelty of this research lies in the combination of Extensive Reading with drama texts with gender and masculinity themes as the main source to build critical literacy and gender literacy. Different from previous research that emphasized drama as a performative medium or as a hands-on learning tool, this study places drama within the framework of extensive reading so as to open up new perspectives on how dramatic texts can influence the construction of identity and social understanding through the process of repetitive and profound reading. This approach has not been widely explored and offers a

new mapping of the relationship between reading practices, gender awareness, and the development of students' analytical abilities.