



People's Democratic Republic of Algeria



Ministry of Higher Education and Scientific Research

University of Ibn Khaldoun, Tiaret

Faculty of Letters and Languages

Department of Foreign Languages

Section of English

**Gender Representation in Middle School Second  
Generation EFL Textbooks:**

A Critical Discourse Analysis of third year English textbook

A dissertation Submitted in Partial Fulfillment for the Requirements of Master Degree in  
Linguistics

**Submitted by:**

Miss. BENREBIHA Hanaa

Miss. TERNOUKHI Amina

**Supervised by:**

Dr. Amina ABDELHADI

**Board of Examiners**

Dr. Khaled BELARBI

President

Ibn Khaldoun University, Tiaret

Dr. Amina ABDELHADI

Supervisor

Ibn Khaldoun University, Tiaret

Mrs. Asma LAKHDAR TOUMI Examiner

Ibn Khaldoun University, Tiaret

Academic year 2019-2020

## Dedications

We dedicate this research to all those who believed on us and inspired our willingness and passion in various ways.

We owe a great debt of gratitude to our parents, **BENREBIHA Boudali** and **MIMOUNI Khaldia**, **TERNOUKHI Boufers** and **Hidra Djamila** for their enduring love, motivation, inspiration, and for being our mentors and role models since our birth.

We also have a great deal of gratitude to our sisters and brothers for their continuous love, priceless support, and limitless encouragement, and patience on us throughout this journey. Much of my appreciation and gratitude goes to all my respectful relatives, friends, and teachers who believed on us, supported and inspired us each in his/her unique way.

We dedicate this scientific work particularly to all our great teachers at Ibn Khaldoun university of Tiaret.



## Acknowledgments

We thank ALLAH the Almighty for giving us the courage, desire and patience to complete the present work.

We would like to express our deepest gratitude to our supervisor **Dr. Amina ABDELHADI** for her guidance, advice, help, and patience in reading and reviewing this dissertation. It is thanks to her patience and support that this work reached completion. We owe her a lot especially for devoting her precious time to us and our work. Furthermore, special thanks goes to **Mr. KHAROUBI Younes Ahmed**, for helping us and sharing his knowledge and experience without conditions during all the academic year. Thanks a lot for your time and support.

We would like to thank the members of the jury: Dr. BELARBI Khaled and Mrs. Asma LAKHDAR TOUMI for devoting their time and effort to read our dissertation. Their suggestions and constructive criticism are very welcomed.



**Thank you all**

## Abstract

.....

**Keywords:** Gender role, stereotype, textbook, critical discourse analysis; male-generics; women; firstness Van Leeuwen's inventory women.



List of Tables	Pages
----------------	-------

**Chapter Three :**

**Table 3.1:** Themes My Book of English.....51

**Table 3. 2:** inclusion strategy.....56

**Table 2.3:** the exclusion strategy.....65

**List of Figures****Pages****Chapter Three:**

<b>Figure 01:</b> “My Book of English” covers front and back photos .....	51
<b>Figure 02:</b> “My Book of English” Sequence one .....	52
<b>Figure 03:</b> “My Book of English” Sequence Two .....	53
<b>Figure 04:</b> “My Book of English” Sequence Three .....	54
<b>Figure 05:</b> “My Book of English” Sequence Four .....	55
<b>Figure 06:</b> Children of Bou-Saada page81 .....	59
<b>Figure 07:</b> Mohamed Farah Djeloud .....	59
<b>Figure 08:</b> Dr.Bourouis .....	60
<b>Figure 09:</b> Dr. Riyadh Baghdadi and Prof.BelgacemHaba .....	60
<b>Figure 10:</b> Children of Bou-Saada .....	60
<b>Figure 11:</b> -Queen Elizabeth .....	61
<b>Figure 12:</b> Task 18: Karim and Nadia .....	62
<b>Figure 13:</b> page 102 .....	62
<b>Figure 14:</b> page 81 .....	62
<b>Figure 15:</b> page 82 .....	63
<b>Figure 16:</b> page 39 .....	64
<b>Figure 17:</b> (1874-1972), British specialist in plant pathology .....	67
<b>Figure 18:</b> John Almeida (1930-2007) British virologist .....	68
<b>Figure 19:</b> Jillian Bates, British geneticist (Huntington's disease) .....	68
<b>Figure 20:</b> Grace Berlin (1897-1982), ecologist, ornithologist, and history specialist .....	68
<b>Figure 21:</b> page 102 .....	21

**Table of contents****Pages**

Dedication .....	I
Acknowledgment .....	II
Abstract .....	III
List of Tables .....	IV
List of Figures .....	V
<b>General Introduction .....</b>	<b>01</b>
<b>1. Chapter One: Literature Review</b>	
1.1. Introduction .....	05
1.2. Sex and Gender .....	05
1.2.1. Gender Equality .....	07
1.2.2. Gender Equity .....	08
1.2.3. Empowerment .....	08
1.3. Gender Stereotype .....	08
1.4. Gender Role socialization .....	10
1.4.1. Theories of Gender Role Socialization. ....	13
1.4.2. Agents of socialization .....	14
1.5. Early Work on Gender and Language .....	16
1.5.1. Sexism in Language .....	17
1.6. Gender Identity in Discourse .....	20
1.7. Gender equality in the educational field and learning materials .....	21
1.7.1. Gender in EFL Textbooks .....	21
1.7.2. Textbooks as Agents for Social Change .....	22
1.7.3. Gender bias in EFL Textbooks .....	23

1.8. Critical discourse analysis .....	24
1.8.1. Ideology in discourse .....	25
1.8.2. Power and discourse .....	26
1.8.3. Representation .....	27
1.9. Conclusion .....	27
<b>2. Chapter Two: Research Methodology</b>	
2.1. Introduction .....	30
2.2. Sample and Methodological Approach .....	30
2.2.1. Description of the Sample .....	30
2.2.2. Methodological Approach of the Study.....	30
2.3. Van Leeuwen ‘s Analytical Framework .....	31
2.4. Content Analysis .....	37
2.5. Gender marked linguistic items in EFL textbooks .....	38
2.6. Data needed .....	45
2.6.1. The importance of reading passages .....	45
2.6.2. The importance of dialogues .....	45
2.6.3. Historical figures assuming protagonists’ roles or being mentioned .....	46
2.7. Research ethics .....	46
1.8. Conclusion .....	46
<b>Chapter Three: Data Analysis and Interpretation</b>	
3.1. Introduction .....	49
3.2. Description of the Target Textbook ‘My Book of English’ .....	49
3.2.1. “My Book of English” Structure .....	49
3.2.2. My Book of English Covers ‘front and back photos’ .....	50
3.2.3. “My Book of English” Content .....	51
3.2.4. “My Book of English” Sequences .....	51



3.3. Culture in the Linguistic and Visual Components .....	55
3.4. Data Analysis .....	56
3.4.1. Van Leeuwen Inventory .....	56
3.4.2. Frequency of occurrence .....	66
3.4.3. Visual analysis .....	66
3.5. The Importance of Illustrations .....	68
3.6. Linguistically Marked Gender Items in the EFL Textbooks .....	64
3.7. Discussion of the Findings .....	72
3.8. Conclusion .....	73
<b>General conclusion</b> .....	74
Limitation .....	75
Recommandations .....	75
Bibliography .....	77
Appendices.....	78
Appendix A.....	78
Appendix B .....	79
ملخص .....	80
Résumé .....	80

## **General Introduction**

Middle school students are in their teens, that is to say in the age of acquisition and influence. The educational system, including school textbooks in particular, must be studied well before presenting it to them therefore. School textbooks have traditionally played a significant role in teaching/learning process and continue to do so to this day, it must be noted that not only do textbooks allow access to all sorts of information, develop the ability to read and write but they also encourage critical thinking, independence and creativity. They are also tools of teaching the cultural norms. Given that, textbooks can be agents of change, they can be used for achieving international goals such as gender equality. For the improvement of textbooks and teaching materials as aids in developing international understanding, the UNESCO gives much importance to gender in education. On this basis, it is extremely urgent to make the necessary revisions to textbooks to remove negative stereotypes and pejorative views of the other. Equality of rights between men and women has contributed to the development of the concept ‘the right to education for All’. Considering the educational reform undertaken in Algeria, , the present research work is an attempt to describe and examine whether the second generation textbooks have powerful impact on teaching patriarchal, discriminatory and sexist norms.

### **1. Statement of the Problem**

Textbooks play a significant role in society “by directly or indirectly transmitting models of social behaviour, norms and values” (Brugeilles and Cromer, 2009a, p. 14). They are a means of socialization presenting representations of the world that can influence pupils’ attitudes and orientations. It is clearly valuable to examine the social reality that is transmitted to pupils through textbooks. This study focuses on how gender norms and values, i.e. the position of men and women in today’s society, are presented.

### **2. Research Aims**

While there are various types of teaching and learning materials, textbooks have been crucial specific tools in the Algerian education process. Thus, the aim of this study is to find out how gender is represented in Algerian textbooks, more precisely, how men and women are represented in the second generation EFL textbook intended for third year middle school level.

### 3. Research Questions

Following what is already stated, these three main research questions are put forwards:

1. Are men and women given an equal amount of visibility in the second generation EFL textbooks currently used in teaching third year middle school 'My book of English'?
2. Are there any differences between the roles played by men and women in this textbook?
3. To what extent is the second generation EFL textbook currently used in teaching third year middle school discriminatory?

#### Sub-questions:

What kind of roles and attributions are given to the characters as members of society and family, i.e. public and private spheres? Are these representations of men and women stereotypical or deviant? How?

1. Do the representations of gender in the textbooks align with the cultural backgrounds and/or goals of their societies?
2. Are males and females comparably represented in terms of:
  - a) frequency of occurrence (both 'types' and 'tokens').
  - b) names and titles, or nomination.
  - c) pronouns.
  - d) categorization (family relationship and occupational roles).
  - e) associated adjectives.
  - f) associated verbs, or 'social action'?
3. What is the frequency of the 'generic' use of he, man and man-compounds and the 'generic' use of she, woman and woman-compounds when the sex of the Lexis here refers to words or vocabulary while grammar simply refers to the linking of words.

### 4. Research Hypotheses

Three hypotheses have been put forth as anticipated answers to the research questions raised just above:

1. 1. We suppose that men and women are not represented equally in the second generation EFL textbooks currently used in teaching third year middle school ‘My book of English’
2. Perhaps the main characters are male, and the men and women portrayed have stereotypical jobs and personality traits.
3. Gender representations and gender roles in English textbooks published in Algeria do not entirely reflect the development of society towards equality between men and women. In other words we expect to find some bias in favour of men.

## **5 Research Methodology**

The study draws on the framework designed by Van Leeuwen (1996) in which he analyzes discourse in a systematic way utilizing a socio-semantic inventory. The reason for opting for Van Leeuwen’s model lies in the fact that this is the only comprehensive framework in CDA studies that lend itself very nicely to the analysis of discourse when representation of actors are looked at from a social sphere. In addition to that, we conduct sometimes a content analysis that was quantitative and qualitative, using Brugeilles and Cromer’s (2009b) methodological manual.

## **6 Research Process**

The present study attempts to analyze the ways through which man and woman are represented in the Algerian textbooks and the third year middle school textbook is chosen as a sample. Therefore, the present research is divided into three chapters. The first chapter represents the theoretical overview, providing the main concepts. Then, the second chapter discusses the methodology employed to treat the problem under the study. Lastly, chapter three introduces the practical side of the research which provides the analysis of the selected data.

**Chapter One:**

**Literature Review**

## 1.1 Introduction

One of the key strategies of education is to promote gender equity through the adoption of gender-fairness in all the educational policies and practices. Either woman or man has chances to express her/his ideas and to act freely without being bounded by the sex status. The term gender equality is also interchangeably used with gender equity the opposite of gender bias. This condition is also called sexism. Gender bias or sexism in language occurs when a certain gender is exploited unfairly and discriminated in terms of linguistic resources.

This chapter presents the confusing difference between sex and gender. It also gives more attention to gender stereotypes that can arise in either form or the roles that are or should be performed by women and men. Following this, it continues laying out the former studies done in the area of sexist language, besides an overview of the role of EFL textbooks provided simultaneously with other related concepts.

## 1.2. Sex and Gender

When a baby is born, the first question many people ask is: is it a boy or a girl?. Well if is it a boy he supposed to be responsible, he should work as a doctor, a pilot....all jobs are available for him, if is it a girl she supposed to take care of the home. One way children learn gender roles is through play. Parents typically supply boys with trucks, toy guns, and superhero paraphernalia, which are active toys that promote motor skills, aggression, and solitary play. Girls are often given dolls and dress-up apparel that foster nurturing, social proximity, and role play. Studies have shown that children will most likely choose to play with “gender appropriate” toys (or same-gender toys) even when cross-gender toys are available because parents give children positive feedback (in the form of praise, involvement, and physical closeness) for gender-normative behaviour (Caldera, Huston, and O’Brien 1998).

But it is not always this simple, recently, many people especially women challenge the stereotypes by braking out of the boxes they put in. So is sex the same as gender?.

‘Sex’ and ‘gender’ are frequently considered as synonyms and used interchangeably by the general public. However, conceptually, these two terms are different, with the former concerning the biological differences that distinguish men and women (Butler,

1990; Eckert & McConnell-Ginet, 2003; Holmes, 2001; Litosseliti, 2006; Talbot, 1998), whereas the latter is “a cultural or social construct” or “the traits assigned to a sex”. To put it another way, people are considered as either male or female (i.e. sex) based on their sex organs and genes (Basow, 1992; Talbot, 1998), while gender is “culturally constructed” and is the means by which a ‘natural sex’ is produced (Butler, 1990, p. 6). This view of gender reflects the notion of sex roles being “learned” (Sunderland, 2006, p. 29; Talbot, 1998, p. 7), through a process in which an individual learns how to become a ‘boy’ or a ‘girl’ (Yule, 2006) and acquires characteristics which are considered as masculine or feminine. Therefore, in contrast with ‘sex’, ‘gender’ is “not binary”. Besides being socially constructed, Eckert and McConnell-Ginet (2003, p. 10) claim that ‘gender’ “exaggerates biological difference”. The term gender is also used when someone makes judgment about ‘masculinity’ and ‘femininity’ (Manstead&Hewstone, 1995) within a particular context.

There are several obstacles that hinder women, and limit the exercise of their rights as a full-fledged citizen. These obstacles are not necessarily legal obstacles, but are societal obstacles, which differ in one society and also differ between individuals. The most prominent of these obstacles are the "male centralism" or the male viewpoint that limits a woman's assumption of the same roles that men do, those same roles that a woman has reached based on her eligibility and merit and not just gender, that is, being a woman. There are those who are certain of the powers of women and the types of roles that can be played even though they do not violate the law, traditions, religion, and are not imposed on women, meaning that these roles are chosen by women without any pressure on them. These compulsory roles that place women in certain forms, imposed by the male centralism, are present in all societies, whether Arab or Western, to varying degrees.

The reason some women and men identify as a gender opposite of their sex is because sometimes nature has hiccups. For example some female fetuses are exposed to large quantities of male hormones and develop Congenital Adrenal Hyperplasia – a fancy term for a disease that may alter the sex organs of people. Also, there are members of the trans-community that believe gender is biological. Some transwomen have stated that while they were brought into this world as men, from the get go they felt biologically that they were women, and thus behaved as a woman. Their argument is that if gender was socially constructed, then as a boy who felt like a girl they would have been socially pressured into feeling like boys. However, despite being socially pressured into feeling like boys these transgender women have always felt like women despite their sex being male.

From another part, it is clear that language is the important concept in defining gender. Language forms our reality. The words man and woman are simply words to describe certain phenomena, but don't describe every option or experience of all people in our culture. Phrases like "be a man" or "boys don't cry" are used to pressure boys into conforming to traditional masculine gender roles while "run like a girl" and other women-centered phrases pressure girls into behaving in a way that is considered traditionally feminine.

Holmes and Sunderland among others provide state of the art articles on gender and language studies up to the latter part of twentieth century. While Holmes (1991) provides a broad view of gender and language studies, Sunderland's dwells on specific areas and reviews studies within the wider area that Holmes (1991) addresses. Thus while Holmes dwells on language and gender and lists many references, Sunderland (2000), starting from the previous works, narrows her review to language and gender in second and foreign language education highlighting on areas such as - gender and language learning; gender, language learning and ability,; second/foreign language acquisition and the four skills; motivation/investment; language learning styles and strategies; classroom interaction; the 'what' of teaching: English as a non-sexist language?; teaching materials; language testing; teachers, professional organizations and gender, what can teachers do? Teacher action and teacher education; new theorizations of language and gender; language learners' identities; masculinities: boys, men and language learning; and future research.

### **1.2.1. Gender Equality**

Gender equality means that women and men have equal conditions for realizing their full human rights and for contributing to, and benefiting from, economic, social, cultural, and political development. Gender equality is, therefore, the equal valuing by society of the similarities and the differences of men and women and the roles they play. It is based on women and men being full partners in their home, their community, and their society.



### 1.2.2. Gender Equity

Gender equity is the process of being fair to men and women. To ensure fairness, measures must often be put in place to compensate for the historical and social disadvantages that prevent women and men from operating on a level playing field. Equity is a means. Equality and equitable outcomes are the results.

### 1.2.3. Empowerment

Empowerment is about people – both women and men – taking control over their lives: setting their own agendas, gaining skills, building self-confidence, solving problems, and developing self-reliance. No one can empower another: only the individual can empower herself or himself to make choices or to speak out. However, institutions including national and international cooperation agencies can support processes that can nurture self-empowerment of individuals or groups.

## 1.3. Gender Stereotypes

Stereotypes are beliefs about people based on their membership in a particular group. Stereotypes can be positive, negative, or neutral. Stereotypes based on gender, ethnicity, or occupation are common in many societies. From when babies are born, they are expected to behave in a way is accepted by society. These expected gender norms are based upon cultural expectations of what the society considers right and wrong. Stereotypes expectations not only reflect existing differences, but also impact the way men and women define themselves and are treated by others. "Stereotypes or roles» are intended for students on the introductory level, and the comprehensive references and recognition of complexities make it an excellent resource for advanced students and faculty. It can be used in psychology and sociology courses on women, men, gender, sex roles, and sex differences, and in women's and men's studies programs.

According to the Office of the High Commissioner for Human Rights (OHCHR), a gender stereotype is a generalised view or preconception about attributes, or characteristics that are or ought to be possessed by women and men or the roles that are or should be performed by men and women. A gender stereotype is therefore harmful when it limits the capacity of women and men to develop their personal attributes or professional skills and to take decisions about their lives and plans.

Gender stereotyping can limit the development of the natural talents and abilities of girls and boys, women and men, as well as their educational and professional experiences and life opportunities in general. Stereotypes about women both result from, and are the cause of, deeply engrained attitudes, values, norms and prejudices against women. They are used to justify and maintain the historical relations of power of men over women as well as sexist attitudes that hold back the advancement of women. A girl has the power to go forward in her life. She's not only a mother, she's not only a sister, and she's not only a wife. She should have an identity. She should be recognised and she has equal rights as a boy.

Gender stereotyping presents a serious obstacle to the achievement of real gender equality and feeds into gender discrimination.

There are four basic kinds of gender stereotypes:

1. *Personality traits*: for example, women are often expected to be accommodating and emotional, while men are usually expected to be self-confident and aggressive.
2. *Domestic behaviours* : for example, some people expect that women will take care of the children, cook, and clean the home, while men take care of finances, work on the car, and do the home repairs.
3. *Occupations*: some people are quick to assume that teachers and nurses are women, and those pilots, doctors, and engineers are men.
4. *Physical appearance*: for example, women are expected to be thin and graceful, while men are expected to be tall and muscular. Men and women are also expected to dress and groom in ways that are stereotypical to their gender (men wearing pants and short hairstyles, women wearing dresses and make-up).

In addition to what is mentioned above, we can state here some common stereotypes surrounding race, age, gender and culture:

- a. Blacks are good at sports
- b. All Asians are geniuses
- c. White people are all racist
- d. All teenagers are rebels.
- e. All children don't enjoy healthy food.
- f. Men are strong and do all the work.

- g. Women are not as smart as a man.
- h. Women can't do as good of a job as a man.
- i. Girls are not good at sports.

Stereotypes also exist about cultures and countries as a whole. :

- a. All white Americans are obese, lazy and Homer Simpson of the TV.
- b. Mexicans are lazy and came into America illegally
- c. Italian or French people are the best lovers.
- d. All Blacks outside of the United States are poor.
- e. All Jews are pigs.

It must be said here that most extreme gender stereotypes are harmful since they do not allow people fully express themselves and their emotions. A good example can be that males are not allowed to cry or express sensitive emotions whereas females are not allowed to be independent, smart and assertive.

Now then if it is believed that education is the main factor in forming individuals and building societies, therefore, curricula, textbooks and teacher training programs should be reviewed periodically to ensure that stereotypes do not persist between the sexes, and apprenticeship programs, lessons, networks, or scholarships should be considered to encourage and encourage the inclusion of women in The fields of science, technology, engineering, and mathematics. Within schools, the role of teachers becomes essential when it comes to providing high-quality, gender-neutral education that promotes student well-being and respect for professional standards.

#### **1.4. Gender Role Socialization**

It is repeatedly put that gender socialization begins at birth. From the time their children are babies, parents treat sons and daughters differently, dressing infants in gender specific colors, giving gender differentiated toys, and expecting different behavior from boys and girls," says Susan Witt, a child development professor at the University of Akron. Because of this, children learn at very early ages what it means to be AMAB (assigned male at birth) or AFAB (assigned female at birth) individuals in today's society. Children in there young age learn that there are distinct expectations for boys and girls. Cross-cultural studies reveal that children are aware of gender roles by age two or three. At four or five,

most children are firmly entrenched in culturally appropriate gender roles (Kane 1996). Children acquire these roles through socialization, a process in which people learn to behave in a particular way as dictated by societal values, beliefs, and attitudes. For example, society often views riding a motorcycle as a masculine activity and, therefore, considers it to be part of the male gender role. Attitudes such as this are typically based on stereotypes, oversimplified notions about members of a group. Gender stereotyping involves overgeneralizing about the attitudes, traits, or behaviour patterns of women or men. For example, women may be thought of as too timid or weak to ride a motorcycle.

Even when parents set gender equality as a goal, there may be underlying indications of inequality. For example, when dividing up household chores, boys may be asked to take out the garbage or perform other tasks that require strength or toughness, while girls may be asked to fold laundry or perform duties that require neatness and care. It has been found that fathers are firmer in their expectations for gender conformity than are mothers, and their expectations are stronger for sons than they are for daughters (Kimmel 2000). This is true in many types of activities, including preference of toys, play styles, discipline, chores, and personal achievements. As a result, boys tend to be particularly attuned to their father's disapproval when engaging in an activity that might be considered feminine, like dancing or singing (Coltrane and Adams 2008). It should be noted that parental socialization and normative expectations vary along lines of social class, race, and ethnicity. Research in the United States has shown that African American families, for instance, are more likely than Caucasians to model an egalitarian role structure for their children (Staples and Boulin Johnson 2004)

Male societies expect a man to be sharp, ambitious, and with a strong competitive spirit in order to be able to pursue material successes in an effective manner, and also requires men to respect all that is strong, fast, and enlarging. Male societies ask women to take care of the non-material life as well as to care for children and to be generally vulnerable. Whereas on the other side we see feminist societies that give an entirely different and interconnected concept to the specific roles of each type, as we do not find it specifically asking men to be ambitious and highly competitive in nature, on the contrary, it can take care [of other life matters that are not related to material successes, as well as can For men in these societies to be and must respect what is small, weak and slow.

An important way in which children learn about gender is through their interactions with peers. During early childhood, children prefer to play with peers who share similar interests or who they believe share those interests, and thus are more likely to be socialized by their same gender peers. While spending time with their friends, boys and girls learn what is appropriate for one gender or the other. This gender socialization can be direct or indirect. For example, children learn about gender stereotypes through their peers' direct comments (e.g., "long hair is for girls while short hair is for boys") and/or negative reactions when failing to conform to their gender expectations. Likewise, children learn and adopt gender-stereotypical behaviours (boy-typical versus girl-typical behaviours) as they spend more time interacting with members of their own gender.

In addition to parents and peers, teachers are another source of social networking between the sexes. As with parents, teachers have gender expectations, a gender role model, and promotion of stereotypical behaviors in their classes. For example, teachers can enhance gender stereotypes by classifying students and organizing them into group activities, or by creating different activity centers for boys and girls. This gender segregation, in turn, highlights gender as a social group, reinforces gender stereotypes for children and avoids playmates between the sexes. The gender roles and stereotypes continue to be strengthened once the child reaches school age. Until recently, schools were somewhat forthright in their efforts to class boys and girls. The first step towards stratification was separation. Girls were encouraged to take home economics or humanities courses and boys to take courses in shopping, mathematics and science. Although some studies indicate that gender socialization still occurs in schools today, perhaps in less obvious forms (Lips 2004). Educators may not even realize that they are behaving in ways that produce gender patterns of behavior. However, whenever they ask students to arrange their seats or arrange them by gender, teachers assert that boys and girls should be treated differently (Thorne 1993).

Even in levels as low as kindergarten, schools subtly convey messages to girls indicating that they are less intelligent or less important than boys. For example, in a study involving teacher responses to male and female students, data indicated that teachers praised male students far more than their female counterparts. Additionally, teachers interrupted girls more and gave boys more opportunities to expand on their ideas (Sadker and Sadker 1994). Further, in social as well as academic situations, teachers have

traditionally positioned boys and girls oppositionally—reinforcing a sense of competition rather than collaboration (Thorne 1993). Boys are also permitted a greater degree of freedom regarding rule-breaking or minor acts of deviance, whereas girls are expected to follow rules carefully and to adopt an obedient posture (Ready 2001). Schools reinforce the polarization of gender roles and the age-old “battle of the sexes” by positioning girls and boys in competitive arrangements

On the other hand, being the bridge between childhood and adulthood, adolescence is the critical period where many of the outcomes of gender inequality appear or intensify. Teenage defects include harmful practices and negative outcomes such as child marriage, female genital mutilation / cutting, teenage pregnancy, school dropout, and HIV prevalence. (UNICEF, 2014; WHO, 2016) Adolescence is also a period in which the formation of beliefs and attitudes between the sexes intensifies alongside rapid physical, sexual and brain development.

Although it is clear that parents, peers, and teachers socialize children for thinking and behaving in a gendered manner, the growth of boys and girls is also influenced by biological factors, such as sex hormones, that affect children's preferences for activities. As such, gender development can best be described as a result of the interaction between gender socialization and biological factors.

#### **1.4.1. Theories of Gender Role Socialization**

The socialization of children in the family unit has been examined in various ways. Research has generally focused on four traditions: the parent effect perspective, the child effects perspective, the reciprocal socialization perspective, and the systemic-ecological perspective, each perspective provides a unique understanding to child socialization. The parent effect perspective addresses how the different styles, behaviors, and dispositions of parents socialize traits and behavior in children. This perspective is the most common area of inquiry in literature on gender socialization. The child effects perspective reverses the order of operations in family socialization, focusing on how children socialize parents. A common area of inquiry in the child effects perspective examines how the presence of a child forces mothers/fathers to enter the workplace to support the added economic stress a child brings, hence influencing parents to develop additional, new identities. The reciprocal effects perspective examines how both children and parents socialize one another

reflexively; the impact of gender and family socialization are mutually tied to both entities. The systemic-ecological perspective considers that gender and family socialization is neither a parent-to-child nor child-to-parent process, but that all family socialization is embedded in an environment or context that can have great impact. This perspective treats family socialization as a social system in which multiple sources of socialization simultaneously impact both parents and children.

The parent effect perspective is the oldest in the tradition of socialization theories and provides the basis for the proceeding discussion on socialization. This is primarily due to the fact that while identity construction is a reflexive process, more cues are provided to children *from* parents (especially in infancy and youth) than the other way around. This is an important aspect to understanding how identity theory serves as a control mechanism for actors (as will be examined shortly); parental definitions of acceptable behavior—which is usually gendered—is internalized by children early on and serves as a foundation for all subsequent interactions. Regardless of the application or analysis of the family, the family is usually the first unit with which children have continuous contact and the first context in which socialization patterns develop.

#### 1.4.2. Agents of Socialization

The process of socialization is a very important process for both the individual and for the society. For centuries people tried to give answers to the question, whether what defines human beings are natural features (inherited) or social features (formed through contacts with other people and through the collaboration with them). Social groups often provide the first experiences of socialization.

The agents of socialization are:

**Family:** family is the first agent of socialization. Mothers and fathers, siblings and grandparents, plus members of an extended family, all teach a child what he or she needs to know. For example, they show the child how to use objects (such as clothes, computers, eating utensils, books, bikes); how to relate to others (some as “family,” others as “friends,” still others as “strangers” or “teachers” or “neighbours”); and how the world works (what is “real” and what is “imagined”). As you are aware, either from your own experience as a child or from your role in helping to raise one, socialization includes teaching and learning about an unending array of objects and ideas.

**Peer groups:** a peer group is made up of people who are similar in age and social status and who share interests. Peer group socialization begins in the earliest years, such as when kids on a playground teach younger children the norms about taking turns, the rules of a game, or how to shoot a basket. As children grow into teenagers, this process continues. Peer groups are important to adolescents in a new way, as they begin to develop an identity separate from their parents and exert independence. Additionally, peer groups provide their own opportunities for socialization since kids usually engage in different types of activities with their peers than they do with their families. Peer groups provide adolescents' first major socialization experience outside the realm of their families. Interestingly, studies have shown that although friendships rank high in adolescents' priorities, this is balanced by parental influence.

**School:** students are not in school only to study math, reading, science, and other subjects—the manifest function of this system. Schools also serve a latent function in society by socializing children into behaviours like practicing teamwork, following a schedule, and using textbooks. School and classroom rituals, led by teachers serving as role models and leaders, regularly reinforce what society expects from children. Sociologists describe this aspect of schools as the hidden curriculum which is the informal teaching done by schools.

The school is the second institution, after the family that influences the process of socialization, in the process of socialization in schools teachers and peers have an influence. Teachers have stereotype behaviours regarding the attitudes towards both sexes. Assessments of teachers for the duties of girls and boys differ, boys are valued for skills, intellectual levels while girls for the form and presentation. The teachers connect the progress of girls with their great efforts, while the progress of boys with the fact that they are naturally smarter. In case of failure for boys they think that they have not used the maximum of intellectual skills that they possess. Girls are expected to be polite while boys to be oblivious. The school and teachers are institutions that can and should govern and possess the gender education to all meanings, it is important to look at all school curricula and to be prioritized the gender education. In our country, the female students constitute the largest number of students in social sciences, Schools can magnify or diminish gender differences by providing environments that promote within-gender similarity and between-gender differences.



### 1.5. Early Work on Gender and Language

The early studies on the notion of language and gender are combined into the fields of linguistics, feminist theory, and political practice. The feminist movement of the 1970s and 1980s started to research on the relationship between language and gender. These researches were related to the women's liberation movement, and their goal was to discover the linkage between language usage and gender asymmetries. Since, feminists have been working on the ways that language is maintaining the existing patriarchy and sexism. There are two significant questions in the studies of language and gender. One of them is about the presence of gender bias in languages, and the other one is about the differences between genders while using the language.

Women are generally believed to speak a better "language" than men do. This is a constant misconception, but scholars believe that no gender speaks a better language, but that each gender instead speaks its own unique language. [41] This notion has sparked further research into the study of the differences between the way men and women communicate.

In 1973, Robin T. Lakoff published his book "Language and Woman's Place", a study which has become widely. Recognized for its assertions about linguistic gender differences and their significance to gender inequality, Lakoff claimed that women employ a distinct style of speech, 'women's language', which comprises linguistic features that demonstrate and reinforce women's inferior position in society. Lakoff identified three forms of politeness: formal, deference, and camaraderie. Women's language is characterized by formal and deference politeness, whereas men's language is exemplified by camaraderie.

According to Lakoff, are employed more by women than by men. Lakoff defines tag questions as being 'midway between an outright statement and a yes-no question: it is less assertive than the former, but more confident than the latter. Thus, the function of tags lies somewhere in between declaratives and questions and can be used 'when the speaker is stating a claim, but lacks full confidence in the truth of that claim. Lakoff identifies tag-use as 'legitimate' in situations where the speaker is uncertain about something which the addressee is likely to know better. She also identifies tag-use in small talk as legitimate, because asking something you already know can be legitimized if it functions to keep the

conversation going, as in ‘Sure is hot in here, isn’t it?’. However, there are also cases where the use of tags cannot be legitimized; these are the cases ‘in which it is the speaker’s opinions, rather than perceptions, for which corroboration is sought’, as exemplified by ‘The way prices are rising is horrendous, isn’t it?’. According to Lakoff, the function of such an utterance is to provide an out for the speaker by not speaking too assertively, and ‘thereby avoid coming into conflict with the addressee.

### 1.5.1. Sexism in Language

Language is one of the most powerful means through which sexism and gender discrimination are perpetrated and reproduced. It has power that allows us to make sense out of the reality we live in. Sexism is discrimination of a person based on their gender, especially on women. Sexism in language is the use of language which devalues members on one sex, almost always women, showing gender inequality. Mary Vetterling-Braggins (1981 cited in Mills 1995:83) said that: “a *statement is sexist if its use constitutes, promotes or exploits an unfair or irrelevant or impertinent distinction between the sexes*». Sexist stereotyping, despite efforts spanning decades to change it, still exists, and it’s pervasive in how we communicate. Sexist stereotyping—well, stereotyping in general—is a poor way to communicate because it relies on assumptions and generalizations that often don’t apply to the situation at hand.

Language is the reflection of every part of society. The forming of sexism in English language is closely connected with history, culture, education and custom, The English language is man-made, and it enshrines ancient biases and prejudices against women. Men are the influential force in shaping our world by having the power to create the symbols. The English language is sexist because it is bias, it always favours males. In English semantics, or in the meanings available in English, males not only have more words but they have more positive words. There is lithe existence of a semantic rule which determines that any symbol which is associated with the female must assume negative (and frequently sexual-which is also significant) connotations (Spender, 1980, p. 19). Simone de Beauvoir argued in her book *The Second Sex* that "all the negative characteristics of humanity as men perceive them are projected anti women" (Cameron, 1992, p. 84).

Sexist English language can take several forms:

- a. A pronoun that denotes a single sex when the information being conveyed pertains equally to either or both sexes. For instance: every student should have his notebook with him in class (only appropriate at an all-male school).
- b. A job title that links the job to a single sex when either sex can perform the job. For instance: fireman, mailman, policeman.
- c. A single sex pronoun in conjunction with a neutral job title, so that the implication is that the job “belongs” to a single sex. For instance: The nurse awoke her patient at five a.m.
- d. Any other use of language that unnecessarily and arbitrarily makes gender distinction. For instance: early man used a system of gestures to communicate.

Here are seven suggested ways to avoid sexism in language:

**1\_ Address men and women uniformly:** If you know the form by which a person prefers to be addressed, use it. If you don't, address men and women equally. For example, “Mr. Smith” and “Ms. Jones.” (Note, you could use Miss or Mrs, too, if it's preferred).

In formal correspondence, don't use “Dear Messrs.”, “Dear Sirs”, or any similar format when addressing a body of several individuals. Instead use phrases like “Dear board members” or “To whom it may concern”.

**2\_ Use parallelism:** it is a good tool to use when talking about men and women together because it treats them as equals. For example,

- John Smith and Julie Brown.
- Mr. Smith and Ms. Brown.
- J. Smith and J. Brown.
- John Smith, the writer, and Julie Brown, the doctor.

Same goes for couples. Gone are the days when we write “Mr. and Mrs. John Smith”. Instead, use one of the following:

- a. Mr. and Ms. John and Betty Smith.
- b. John and Betty Smith.
- c. Mr. and Ms. Smith.
- d. John and Betty.

Even though work relationships have a built-in superior–subordinate dynamic, still use parallelism: “Julie Brown and her assistant Kevin Jensen”, not “Julie Brown and her assistant Kevin”.

**3\_ Gender neutral pronouns:** there is no gender-neutral, singular pronoun in English. Traditionally, “he” has been used, but that’s obviously sexist. Using “their” is a perfectly reasonable alternative and has been in use for centuries.

When you personify storms, events, ships, and so on, avoid using feminine and masculine pronouns. Just use “it” instead.

**4\_Avoid terms in titles that refer to sex:** when writing titles or terms for occupations, avoid any that suggest the job is not normally performed by one sex or the other. Here are some examples:

- Police officer not policeman.
- Trade worker not journeyman.
- Cleaner not cleaning woman.

Related to that, avoid feminizing titles with “ess“, “ette”, or “ix” (actor instead of actress, usher instead of usherette, etc). Also, avoid using terms like “lady doctor” and “male nurse”.

**5\_ Do not use “man” as part of a compound:** try to avoid using “man” as part of a compound when referring to people in general:

- a. Average person not common man.
- b. Ordinary people not the man in the street.
- c. Staff/operate/run a booth not man a booth.
- d. Labour force/personnel/staff/work force not manpower.
- e. Synthetic or manufactured not man-made.
- f. Humanity/people not mankind.
- g. Compatriot not countryman.

**6\_ Use inclusive wording for relationships:** unless you are speaking about a specific relationship, avoid stereotypes in relationships:

- a. Parent and child, not mother and child.

- b. Doctors and their spouses, not doctors and their wives.

### 1.6. Gender Identity in Discourse

Gender and discourse interface in many more epistemological sites than can be represented in one collection. Gender Identity and Discourse Analysis therefore focuses on a principled diversity of key sites within four broad areas: the media, sexuality, education and parenthood. The different chapters together illustrate how taking a discourse perspective facilitates understanding of the complex and subtle ways in which gender is represented, constructed and contested through language. Critical discourse analysis (CDA) offers a number of contributions to developing a conceptual framework to discuss both the issues of gender identities and the ways in which they are constructed in semiosis as part of discursive processes. The future work on the discursive-semiotic construction of gender identities in advertising should focus upon advert analysis as a way of debating the language of new capitalism (Fairclough 2002). Critical discourse analysis can offer an important contribution, both as a theory and as a method, to the study of advertising.

Social constructionists employ discourse analysis as a method for research on gender identity. Discursive psychology is one of most important approaches within discourse analysis in the field of social psychology. In contrast to traditional cognitive psychology which treats language as a resource, providing clues as to what is going on inside people's minds or brains, discursive psychology sees language as its topics, examining the ways in which people talk about or construct things like attitudes, memories and emotions (Potter and Wetherell, 1987, cited in Edley, 2001).

Biological and socialcultural perspectives of gender have their limitations and can't explain some phenomena which does exist within a culture. In contrast, discursive psychology has developed the theory of gender identity by drawing upon the social constructionism. Discursive psychology highlights the way people construct the world, the selves through interaction. Discursive psychologists claim that gender is constructed in and through discourse. Discursive psychologists see gender identity as something that is fluid, multiple, fragmentated, discursively constructed through interaction within the structures of a culture. In a word, discursive psychology's views on gender are convincing and explain more than other perspectives of gender.

## 1.7. Gender Equality in the Educational Field and Learning Materials

Gender equality is especially important in the field of education because it reflects and affects the current situation as regards the social and occupational fields. The school system is an important transmitter of culture. It is not irrelevant, what kind of image of masculinity and femininity is imparted to the students. In fact, schools are obliged to promote gender-equality and have great possibilities to do so. The students spend a significant amount of time at school during a period during which has a great effect on the development of their world view. Presenting the two genders differently leads to inequality on the working field, as masculine qualities tend to be more valued than feminine qualities. This has a significant effect on salaries and leads to male- or female-dominated working fields. She emphasizes the importance of educational environments as a highly influential and one of the crucial stages during one's intellectual growth. Therefore as an opportunity which should be used for our advantage, i.e. presenting values that promote equality and a wide range of opportunities for both men and women.

In the field of education, gender and biological sex has traditionally had an explicit and implicit role. As Palmu, (2001, 181) states, girls and boys are often expected and assumed to possess stereotypical desires, needs and knowledge, and even though attempts are being made to “vanish” and hide gender ideas, schools still often operate in a controlled and regulated way in which gender has a systematic role. It is considered normal procedure, mostly due to familiarity and

A simple habit to address students by their gender without paying attention. By using gender-specific address terms, as harmless as they might seem, they constantly re-establishing the gap between the two genders. The behaviour learnt at school is then transferred to everyday life outside of the learning environment. In order to develop the society closer to equality, it is not sufficient to only aspire to passively avoid segregations, but to actively participate in alleviating the gender gap.

### 1.7.1. Gender in EFL Textbooks

For students who study in countries where English is a foreign language (EFL), it can be argued that the teacher and the textbook are the two most important and immediate cultural links between the student's native culture and the target foreign culture. If the

influential roles of the teacher and the textbook are accepted, then the way the textbook portrays the various people in the target society and the way those people are shown to communicate will directly affect EFL students' choices of language when communicating with native speakers. This has important implications for the EFL teacher and for textbook selection.

The importance of textbooks in teaching and learning cannot be denied they provide a consistent and convenient way to learn for a good number of teachers and learners. In English as a Foreign Language (EFL) context, teachers consider textbooks as the basic foundation for their teaching, and learners are introduced to the foreign language through these textbooks.

In textbooks, language functions as an ideology maker and social role determiner that lead sociolinguists to uncover reflection of gender roles and stereotypes. Numerous studies have addressed gender bias and stereotypes in ESL/EFL textbooks. The textbook is an essential vehicle for the socialization of gender at school. Thus, it should expose students to a balanced view of the roles and responsibilities that males and females share in a society.

EFL textbooks should be considered as an important key in the classroom, the basis of knowledge with which the students could directly contact beyond the input from teachers. They are also the main supplementary source for English teachers' instructions. An unfair treatment of gender may contribute negatively to children's development.

### **1.7.2. Textbooks as Agents for Social Change**

Education is a never-ending process; it starts with the birth of an individual and continues till the life lasts. The basic objective of education is to get knowledge, skill and values (ethical, moral, spiritual and professional) as well as to learn desirable behaviorism societal institutions that make up the structure of society.

Books play a very important role in everyone's life, especially in a students' life. They are our best friends because they inspire us to do great things in life and overcome our failures. We learn a lot of things from them. Books are our best companions as they provide us knowledge unconditionally without asking anything in return. Books are powerful mediums for social change; they can deeply affect the ways that human beings

perceive the world and interact with one another, playing an important role in cultural change. Academic libraries help to ensure that their contents are available to inform the thinking of future generations, playing an important role in cultural continuity.

When a textbook is doing its job well, the author synthesizes new and existing data and ideas into a cogent piece of work. The reader ingests these facts and concepts, and then a process of cognition takes place. The facts and concepts become transformed into wider knowledge, and a change occurs in the world as a consequence. The textbook is an important means of satisfying the range of needs that emerge from the classroom and its wider context. Education is a complex and messy matter. What the textbook does is to create a degree of order within potential chaos. It is a visible and workable framework around which the many forces and demands of the teaching-learning process can cohere to provide the basis of security and accountability that is necessary for purposeful action in the classroom. This vital management role takes on even greater importance in the insecure context of change. Rather than denigrating and trying to do away with textbooks, we should recognize their importance in making the lives of teachers and learners easier, more secure and fruitful, and seek a fuller understanding of their use in order to exploit their full potential as agents of smooth and effective change.

### **1.7.3. Gender Bias in EFL Textbooks**

Language is not only a means of communication but also a reflection of the political, social and cultural attitudes. Certain language can help reinforce the idea of male superiority and female inferiority. What is now termed sexist results in considerable negative consequences, which may contribute to inappropriate attribution according to attribution theory in psychology. Also it creates one of the major issues in sociolinguistic research which is the relationship between sex and language and how it is represented in language.

Fennema (1990) defines gender equity as a set of behaviours and knowledge that permits educators to recognize inequality in educational opportunities, to carry out specific interventions that constitute equal educational treatment, and ensure equal educational outcomes. Because curriculum materials that are biased in language, content, or illustrations reinforce the stereotyped idea that some fields are gender specific, EFL researchers and teachers need to learn to observe the usually subtle but



powerful “cumulative impact” of EFL materials on learners’ understanding of sex roles. Therefore EFL textbooks should reflect both female and male historical figures and thus stimulate females’ enthusiasm to contribute to the development of society in future. Gender bias is unfortunately still present in many societies especially the developing countries. Such prejudice is in most cases infavour of males and against females. While females nowadays comprise a great majority of the work force all around the world, they are still being looked upon as the weaker sex associated with stereotypical roles as stay-at-home mothers whose main task is to breed children, wash the dishes, etc.

### 1.8. Critical Discourse Analysis

Critical theory is a sort of social theory oriented toward critiquing and changing society as a whole, in contrast to traditional theory oriented only to understanding or clarifying it. Critical theories aim to dig beneath the surface of social life and uncover the assumptions that keep us from a full and true understanding of how the world works. It was created by a group of sociologists at the University of Frankfurt in Germany who referred to themselves as The Frankfurt School, including Jürgen Habermas, Herbert Marcuse, Walter Benjamin, Max Horkheimer, and Theodor Adorno.

Going more profound, two center ideas of basic hypothesis are that it ought to be coordinated at the totality of society in its recorded specificity (how it came to be at a particular point in time) and that it ought to enhance the comprehension of society by incorporating all the real sociologies, including topography, financial matters, human science, history, political science, humanities, and brain research.

According to Max Horkheimer, Director of the Frankfurt School's Institute for Social Research, a critical theory is adequate only if it meets three criteria: it must be explanatory, practical, and normative, all at the same time. That is, it must explain what is wrong with current social reality, identify the actors to change it, and provide both clear norms for criticism and achievable practical goals for social transformation.

Critical Discourse analysis (CDA) enables the researcher to interpret any text and to reveal any hidden meanings or messages. It also enables the researcher to visualize, comprehend and realize the circumstances within a specific matter. Gee (2005) mentioned that the advantages of using CDA can be applicable to every subject and every situation.

Moreover, CDA investigates stereotyping issues and examines words, phrases, clauses, dialogues etc. of a language in a certain context. It also observes how characters are referred to, and allows building speculations on the association among such characters. Van Dijk (1997) specified that discourse is an important concept in language studies. In his study, he identified 3 main dimensions for discourse: the use of the language, the communication of beliefs, and social interactions in different circumstances. He also added that "... besides giving systematic descriptions, we may expect discourse studies to formulate theories that explain such relationships between language use, beliefs and interaction" (Van Dijk 1997, p. 3). There are three levels of CDA: macro, meso and micro. In this study, the focus will be on the micro level which focuses on the linguistic features and devices that authors used to intentionally or unintentionally portray certain ideas in a textbook. Hence, unit titles, grammatical functions, character traits, and character activities will be investigated qualitatively by examining the language use (words, phrases, clauses, sentences, etc.) in the units and identifying the connection between the characters and the language.

When, in the 1970s and 1980s, Jürgen Habermas redefined critical social theory as a theory of communication, i.e. communicative competence and communicative rationality on the one hand, distorted communication on the other, the two versions of critical theory began to overlap to a much greater degree than before.

Critical social theory has greatly influenced the development of many facts in critical discourse analysis (CDA) including the way power is conceptualized and how ideology is legitimized. Most importantly, it has influenced the way that those utilizing a CDA understand the nature of discourse as "instrument in the social construction of reality" and the functioning of discourse as both constitutive of and constituted by social practices (Bolmmaret, Bulcean, 2000).

### **1.8.1. Ideology in Discourse**

An ideology is a set of opinions or beliefs of a group or an individual. Very often ideology refers to a set of political beliefs or a set of ideas that characterize a particular culture.

Notion of ideology is introduced as the basis of evaluative social representations and defined as a fairly abstract system of evaluative beliefs, typically shared by a social group that underlies the attitudes of a group (van Dijk, 1995a). Ideologies are said to be commonly assumed to represent, socially, the major interests of a group (Abercrombie, Hill & Turner, 1980, 1990).

In characterizing ideologies, Van Dijk (1995: 248) states that ideologies are basic frameworks of social cognition, shared by members of social groups, constituted by relevant selections of sociocultural values, and organized by an ideological schema that represents the self-definition of a group. Besides their social function of sustaining the interests of groups, ideologies have the cognitive function of organizing the social representations (attitudes, knowledge) of the group, and thus indirectly monitor the group-related social practices, and hence, also the text and talk of members.

Foucault (1978), whose theory specifically relates to discourse and ideology, believes that it is through discourse that power is enacted in society, and in contrast to Marxist theorists, “who see the media as pawns in the hands of the powerful, Foucault argues that in all spheres of influence in a society a jockeying for power takes place between different discourses” (Macdonald 1995:46). In other words, he believes that ideological power does not only lie with the elite but with all members of society. Hence, it might be possible for the civil society to exert power in dictating the ruling elites. Foucault believes that it is through discourse, like the media, that new ideologies are constructed and contested over in producing our view and way of life (Macdonald 1995).

### **1.8.2. Power and Discourse**

One of the crucial tasks of Critical Discourse Analysis (CDA) is to account for the relationships between discourse and social power. More specifically, such an analysis should describe and explain how power abuse is enacted, reproduced or legitimised by the text and talk of dominant groups or institutions in relation to power and social relations.

Fairclough (2009: 43-68) argues that there is "strength behind the discourse" and "strength in discourse". The power behind the discourse is defined as relating to the people who control (re) produce the types of discourse and are able to control the access to the discourse (i.e. strong institutions, such as the government or the press, are able to control

the access to the discourse, such as the editorial) and the types of discourse that It is produced, also with regard to education, the power of discourse relates to the textbook preparers.

### 1.8.3. Representation

It is defined as the process of social construction of practices, all representations therefore have ideologies behind them, the term ‘representation’ is usually used when “the subject is ‘other’ rather than self” (that is, of someone/something, by someone). Montgomery (1995) proposes that language is “a capacity for representation” which allows a person to “talk about something” (p. 171). Representation occurs and can be seen in spoken, written and visual texts. In spoken and written texts, gender can be represented by the choice of words, for example, adjectives, nouns/noun phrases, and verbs. Apart from vocabulary, representation in language can be achieved by the different arrangement of linguistic items in a sentence or a clause, as in ‘transitivity’, which means assigning either an ‘agent’ or a ‘patient’ role for an entity in the sentence or clause in an active or a passive construction (Montgomery, 1995; see also van Leeuwen, 2008). For example, in the sentence a woman was saved by a strong man, the strong man is an ‘agent’ who saved the woman and the woman played a ‘patient’ role to be saved. For gender, a male or a female may be assigned an agent or a patient role in a sentence. So, it means that gender representation can be explored by looking at the words used to refer to and describe males and females, and the assignment of active or passive roles to males and females in the textbooks. Representations are often based on stereotypes and gender representations, thus often involve stereotyping. Certain paradigms are encoded into texts and others are left out in order to give a preferred representation ( Livestrauss ,1958).

### 1. Conclusion

The textbook is an essential vehicle for the socialization of gender at school. Thus, it should expose students to a balanced view of the roles and responsibilities that males and females share in a society. Language in textbooks functions as an ideology maker and social role determiner that lead sociolinguists to uncover reflection of gender roles and stereotypes. The use of textbooks in EFL classes is so extensive; it is considered a global component of the teaching process. It is an aiding tool not only for the teacher but also for the students.

In fact, the bulk of this chapter provides a brief account of the development of gender studies and the role of textbooks. It would not be bizarre then to recommend that it is necessary to read these sections sequentially, one following the other

# **Chapter Two:**

## **Research Methodology**

## 2.1. Introduction

There is no doubt that gender representation in teaching materials can affect the learners' social life. Hence, inspecting the level of gender roles epitomized in the language used in the textbooks is vital. Teaching materials present a microcosm of ideologies, values and beliefs from the dominant culture including gender ideology and scripts. Over the years, several studies focused on different matters, for instance, the differences between the performance of males and females on tests, gender representation, classroom interaction, and gender manifest in teaching materials, etc.

This chapter introduces the method used in the current study. This study is based on the framework designed by Van Leeuwen and which is presented in his book *Discourse and Practice* (2008). Van Leeuwen examines discourse systematically using the semantic social inventory. Through this way, we can learn how gender is represented in the textbook. For this reason, this section provides a discussion of the Van Leeuwen analysis model. Besides, it indicates how to choose texts and articles.

## 2.2. Sample and Methodological Approach

### 2.2.1. Description of the Sample

The English school textbook, named *My Book of English*, currently used for teaching third year middle school pupils is selected to be analyzed. This book is chosen for analysis for two reasons. First, textbooks are used in different regions, that is, different cultural perspectives. Secondly, the textbook is a second generation book, so it provides updated data on gender representation.

### 2.2.2. Methodological Approach

This dissertation presents an analysis of the English language book for the third year in the Algerian middle school. In order to know how women and men are represented, as well as developments in ensuring gender equality in educational materials for English as a foreign language, a second-generation textbook has been selected for investigation. In the analysis, the social and linguistic aspects of gender representation were taken into account.

The social aspect of gender representation includes a vision that is mirrored by the repetition of male or female images. It also includes sex features that are features or activities usually attributed to both sexes. Moreover, gender roles and responsibilities

assigned to both sexes are presented with regard to family duties. Finally, the relationship between sex and occupation is examined.

The linguistic aspect of gender representation is reflected through semantic features such as generically used nouns and pronouns, derivational morphemes and particular vocabulary used to define gender. Moreover, the analysis of “firstness” was carried out in order to define the prominence given to certain gender by linguistic means. Finally, the analysis of titles was performed in order to determine the stereotypical attitude towards gender. In the analysis quantitative and qualitative approaches for collecting and interpreting the data were used.

The analysis focuses on the authentic pictures and illustrations. The selection of visual materials was based on determining if they are gender-marked or gender-unmarked which is a matter of subjectivity. However, pictures which displayed characters with unidentified gender were considered as gender-unmarked and were not taken into consideration. For the linguistic analysis the linguistically marked gender items in the texts, exercises and examples were investigated

### **2.3. Van Leeuwen ‘s Analytical Framework**

As have been noted earlier, the present study attempts to analyze the ways through which the gender is presented in Algerian textbook. Third year textbook of middle school have been chosen as case of study for the intended purpose. Kress and Van Leeuwen (1996) believe that the information served can influence the mind of learners because they present the information linguistically and graphically. Anthonissen (2001) also refers to the complex interplay of written texts, images and other graphic elements of the textbook. Consequently, the textbook can be used strategically by those who seek to inject their ideas in hidden ways. The concept of critical discourse analysis and the analytical framework of van Leeuwen (1996) are employed to explicate the representation of gender.

According to Van Leewen in Suganda (2007), language is a reflection of thought. By studying the language reflected in the text or discourse, ideology can be dismantled. The Van Leewen model can be used to reveal and investigate how sex is presented in a text or image. In his book *Discourse and Practice*, Van Leeuwen (2008) presented two models of CDA analysis. His model is called through the representation of the sexual style. With regard to this term, he states that "the term representation itself is directed towards how to present a man and a woman." The explanation above shows that the main problem with



acting is how to present reality in a student's educational system. These things are usually called rhetoric strategies.

Van Leeuwen's (1996) framework representing various social actors has been used as the canon for the analysis of the textbook. The following are definitions and elaborations of the framework in van Leeuwen's (1996, pp.32-69) own words.

### 1. Exclusion

Representations include or exclude social actors to suit their interests and purposes in relation to the learners for whom they are intended. Exclusion includes two other sub-categories termed as:

### 2. Suppression

A kind of exclusion where there is no reference to the social actors in question anywhere in the text.

### 3. Inclusion

- a. **Activation:** It occurs when social actors are represented as the active and dynamic forces in an activity.
- b. **Passivization**
  - is used when the social actors are represented as 'undergoing' the activity.
  - Passivized social actor can be subjected or beneficialized.
  - Subjected social actors are treated as objects in the representation, for instance as objects of exchange.

### 4. Generalization and Specification

The choice between generic and specific reference is another important factor in the representation of social actors; they can be represented as classes or as specific, identifiable individuals...Generalization may be realized by the plural without a definite article.

### 5. Individualization

Social actors can be referred to as individuals. Collectivization are another type of assimilation which does not treat groups of participants as statistics.

### 6. Association

Refers to groups formed by social actors and/or groups of social actors which are never labeled in the text.

### **7. Indetermination and Determination**

Indetermination occurs when social actors are represented as specified and anonymous individuals or groups; determination occurs when their identity is, one way or another, specified.

### **8. Differentiation:**

Differentiation explicitly differentiates an individual social actor or a group of social actors from a similar actor or group, creating the difference between the 'self' and the 'other'.

### **9. Nomination and Categorization:**

Social actors can be represented either in terms of their unique identity, by being nominated, or in terms of the identity and functions they share with others (categorization). Nomination is typically realized by proper noun, which can be formalization (surname only, with or without hon-orifiers), semi-formalization (given name and surname...), or informalization (given name only).

### **10. Functionalization and Identification**

Functionalization occurs when social actors are referred to in terms of an activity, in terms of something they do, for instance, an occupation or a role. Identification occurs when social actors are defined not in terms of what they do, but rather in terms of what they, more or less permanently, or unavoidably, are.

### **11. Personalization and Impersonalization**

Personalization represents human beings as realized by personal or possessive pronouns, proper names or nouns.

Social actors are impersonalized when they are represented by other means, for instance by abstract nouns, or by concrete nouns whose meaning does not include the semantic feature 'human'.

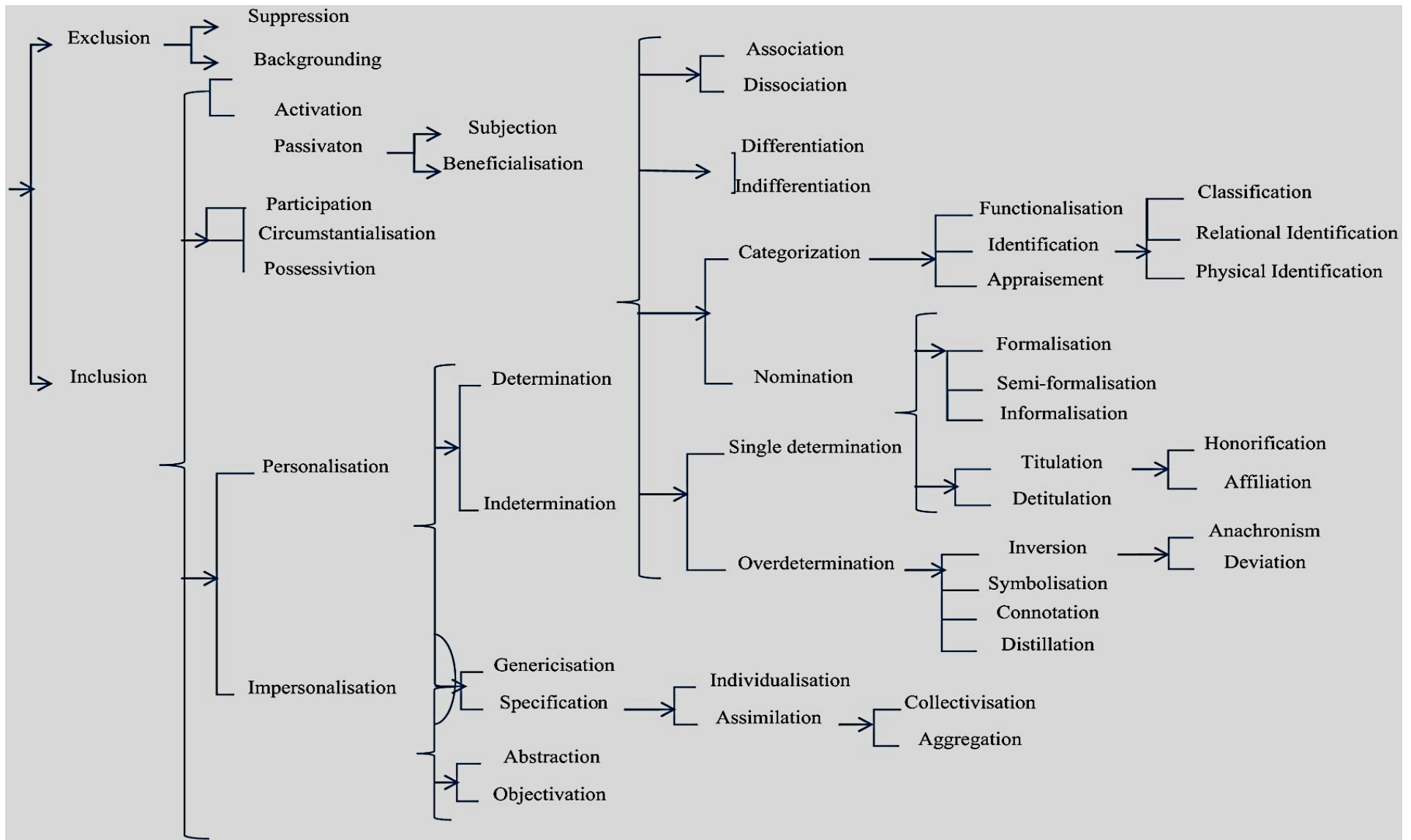
### **12. Overdetermination**

It occurs when social actors are represented as participating simultaneously in more than one social practice.

To sum up, Inclusion means putting the actors in the center of event and being presented in the text clearly by using a certain discourse strategies. Whereas, in exclusion the actor can be excluded from the text, he or she should be suppressed or backgrounded in

the text. A social actor is suppressed when there is no reference for him/her in the text. In the case of backgrounding, there are some traces of social actor(s) in the text but these references are somehow delayed. In other words, there is a distance between the social actors and their action in the text. In brief, representations include or exclude social actors to suit their interests and purposes in relation to the readers for whom they are intended.

One of the key strategies of education is to promote gender equity through the adoption of gender-fairness in all the educational policies and practices. An essential vehicle for the socialization of gender at school is the curriculum, which exposes boys and girls to an equalized view of the roles and responsibilities of males and females in a society. This gender-equitable view instils in learners positive attitudes and values. There has been a large body of research on gender equality in educational materials, more specifically textbooks, which shape learners' attitudes and values, impact the way they perceive the roles played by males and females, thus contributing to the process of gender socialization. It is assumed that the call for the empowerment of females in society would be reflected in the educational materials that portray members of society fairly equally and avoid stereotypical treatment of the two sexes. That is, males and females would receive balanced representation that exhibits both fair treatment and inclusive language. Pierce (1995) claimed that students play roles in the society; these roles are ruled by their usage of the language. So, both social roles and language are very crucial elements in the development of any curriculum. Thus, it must be cautiously evaluation.



## 2.4. Content Analysis

For quantitative analysis purposes, the researcher will use the content analysis which is defined as "a research methodology that utilizes a set of procedures to make valid inferences from text. It is used to determine the existence of certain ideas, phrases, words, themes, characters, illustrations, or even words within a particular text or texts in order to enumerate such a presence for data analysis purposes. A content analysis (CA) is also a systematic and objective means of describing and quantifying data. For many scholars, it is popularly used as a tool in analyzing data. CA allows the researcher to examine hypothetical claims to improve the understanding of the data collected. Through content analysis, replicable and valid conclusions can be extracted from data by providing new facts, perceptions and information. It involves close examination of the textbooks materials including hidden meanings, attitudes and identifying and counting characteristics. It was emphasized that categorization is the core of content analysis. Data will be set as categories and numbers or frequencies will be recorded within each category.

In this study, the categories are:

- 1. Visibility in illustrations:** illustrations include pictures, drawings, photographs or cartoons. Simple clues such as clothing will be taken into consideration when determining the gender of the character. However, if the character cannot be identified for any reason, it will be disregarded.
- 2. Visibility in the text:** we will give importance to proper nouns, nouns and Generic antecedents in all passages.
- 3. Topic Dominance:** we will examine the reading passages and dialogues to examine the gender of the dominant character that controls the dialogues or texts. The focus will be on who controls the texts, who initiates conversations and the number of speech turns.
- 4. Occupations:** an occupation refers to a job, career, profession, and any type of work done by a female or male. The focus in this section will be on the occupational roles presented in the units. The occupations are to be thoroughly examined and enumerated to evaluate whether there is a balance or imbalance distribution of occupations in the units. We will focus of the variety of jobs rather than the recurrent repetition of jobs.
- 5. Grammatical Functions:** refer to the functional connection between the elements in a sentence (subject: and object). In this study, the focus will be on the role of the subject

(proper nouns, nouns and subject pronouns including he/she) in every sentence. It is commonly used in studies analyzing sentences in corpus and dictionaries.

**6. Character Traits:** In this category, the use of adjectives to describe the quality of a female or a male will be investigated. In many studies, females were described as beautiful, fat, ugly, etc. However, males were described as strong, courageous, attractive, etc. To determine the adjectives used in the units, traits will be quantitatively recorded.

**7. Character Activity:** a clever activity is usually practiced by males and females not only in textbooks but also in reality. We will examine the distribution of activities.

**8. Generic Masculine nouns:** these are terms used to generally refer to males as the norm and exclude females. We will record any masculine nouns used (e.g. postman, policeman,

### 2.5. Gender Marked Linguistic Items in EFL textbooks

A school textbook is a complex text to analyse. Firstly, analysing textbooks is a time-consuming activity, limiting the number of textbooks that can be analysed within a certain timeframe. Secondly, it is made up of units including a variety of text genres, including dialogues, novel excerpts, poems, songs, newspaper articles, exercise, etc., which may be written by authors other than the textbook authors (intersexuality). It also contains characters which can be shown in both texts and images? The textbook researcher should take these elements into account before analysing, and decide upon what material to include in the analysis and which research method to apply, depending on the scope of the study.

Researchers analysing EFL textbooks can choose from a variety of methods as the issue of gender in foreign language textbooks has been widely researched through various analyses. The reason for this is that foreign language textbooks are valuable data to analyse in terms of gender as they are characteristically densely populated with people who are not only in social relationship with each other, but who continually verbally interact with each other.

Another way to examine gender equality in EFL textbooks is through the linguistic items. The most prevailing cases of the English language usage that are gender-marked are as follows: generic pronouns, compound nouns, derivational morphemes, semantically derogative words, “firstness” in both sex noun phrases, titles etc. The deeply entrenched patterns of the English language usage put forward the idea that the English language is a

male-centered language. However, the language itself cannot be biased. The historical development of the language, external as well as internal factors made a big impact on the appearance of conventional usage patterns that lead to the gender-marked language phenomenon. In addition, through the usage of the English language it is possible to interpret the way women and men are seen in the particular society, how they were treated during time and how it is revealed in the language. Naturally, the speakers who learn a new language take for granted the conventional patterns and later may fail in the communication process. Moreover, the usage of certain language aspects may shape the attitude of speakers. Consequently, it is essential to raise students' gender-awareness in order to prepare competent speakers. Thus, authors of EFL textbooks must ensure gender-bias free representation of gender by using gender-bias free linguistic items in teaching materials.

### 1. Generic Pronouns

The studies made in the field revealed that the usage of pronouns in the EFL textbooks show the prominence that is given to a certain gender. The analysis conducted by Verikaitė (2012, 66) disclosed that in Indian EFL textbooks male dominance is revealed through the frequent use of masculine personal (he), possessive (his) and reflexive (himself) pronouns in the texts and coinciding exercises. The higher number of male characters in the texts naturally influenced the higher ratio of male pronouns usage in the textbooks. 19 Moreover, another issue related to pronouns is the usage of generic masculine pronouns used to refer to both sexes. Lee and Collins (2007, 131) investigated Australian and Hong Kong EFL textbooks in order to reveal gender-marked linguistic items and found out that the usage of generic he was more frequent in Hong Kong textbooks (29 cases) in comparison with Australian (1 case). The findings show that Australian authors managed to avoid using gender-biased linguistic items. The researchers gave examples of the alternatives used in Australian textbooks to create gender balance, i.e. the usage of plural they instead of generic he and dual gender indication (he/she). Furthermore, Blumberg (2007, 8) examined the results obtained in the analysis of Syrian EFL textbooks which revealed that male-centered language was used, especially generic pronoun he referring to a person which can be either a man or a woman. More disappointing results were provided by Davies (1995, 10) in the analysis of Asian textbooks where there was a high number of usage of generic he even with the assumptions that a reader of texts is a man. This feature was the most obviously seen in political and

social practices. The analysis conducted by Baghdadi (2012, 69) of the EFL textbook used in Iran revealed that the number of personal pronouns used to refer to females were fourteen whereas pronouns referring to males were fifty-one. The frequency of the usage of pronouns show that men were more often portrayed and described in the textbook. Moreover, the researcher provided several examples of generic he referring to both males and females. "This education should prepare the person for other job he can do best" and "when someone fasts, it means he doesn't eat" (Baghdadi, 2012, 69). The examples show that generic usage of he clearly degraded females inferior to males in the sense that the masculine pronoun can be used as a general word while the feminine pronoun cannot. This also reveals the idea that conventional patterns of the English language usage stand high in men's favor. Moreover, Amini and Birjandi (2012, 138) investigated the usage of pronouns in Iranian high school EFL textbooks and obtained similar results. There were several cases of the generic pronoun he used to refer to both sexes. For example, "When a person heard a voice speaking over the telephone from miles away, he was too excited to say 'How do you do?' or 'Good morning'" (Amini and Birjandi, 2012, 138). Furthermore, one example provided by the researchers showed that some occupations are associated mainly with men and naturally are referred to with masculine pronoun while a person can also be a woman, consider: "a pilot must do his work with great" (Amini and Birjandi, 2012, 13). In addition, Skliar (2007, 67) in the analysis of Turkish EFL textbooks found some cases where the feminine pronoun she was used generically: "remove the victim from the 20 source of the toxic fumes so that she can get some [fresh] air as soon as possible". The example shows some negative aspects of relations between a referent victim and a pronoun she. If a word victim is regarded to be of feminine gender, it means that in Turkey victims are usually associated with women as only they can be hurt, injured or wounded.

## 2. Generic Man

The use of the generic word man is the most problematic with regard to gender-bias. The issue started in the Modern English when the meaning of man was broadened. "In seventh-century the word 'man' originally included and was applied to both sexes. In Old English 'man' as a term meant 'person' or 'human being' and could not be used to identify a male person" (Festante, 2004, 4). The ambiguous usage of man referring not only to humankind but also to a male person in particular caused trivialization and degradation of women. Consequently, using a generic form of a word man diminishes women as being less important than men. Even though there are alternatives to avoid gender-marked items



usage the authors still apply a word man in its generic use. Skliar (2007, 67) conducted an analysis of Turkish and Iranian EFL textbooks and demonstrated that there were several cases of man standing for humankind: “the Prophet taught man to do well”. Despite that, man is used to make compound nouns (especially occupational words) and these words are used in their generic form. The analysis by Mustedanagic (2010, 31) of Swedish EFL textbooks demonstrated that there was a frequent usage of words such as policeman, businessman, craftsman, fisherman etc. The researcher highlighted the tendency to name sports-related occupations with the generic affix-man, for instance, linesman or batman. Conversely, Verikaitė (2012, 66) in the investigation of Indian EFL textbooks revealed that authors were gender-aware in the usage of occupational words with the generic affixman. The researcher provided an example of a sport-related occupation, i.e. sportsman was replaced by gender-neutral word sports personality. Skliar (2007, 67) in the examination of Iranian and Turkish EFL textbooks provided examples of a word businessman in its generic use. For example, “having proved himself in this area, he moved on to the South African banking industry and was appointed as a trainer by the government so that he could train successful businessmen for his country” (Skliar, 2007, 67). It shows that an occupational word business is commonly related with men and is their attribute

### 3. Firstness

Firstness refers to the linguistic feature in the case of mentioning two genders together one gender is often said first. Males commonly come first in the conventional patterns of English usage, for example, man and woman, husband and wife etc. This is the consequence of the historical outlook that males are a more worthy gender. “(...) let us keep a natural order, and set the man before the woman for manners sake” (Wilson 1560, 189; cited in Eckert and Genet, 2004, 34). The analysis conducted by Amini and Birjandi (2012, 137) revealed that in Iranian high school EFL textbooks in the majority of cases men are mentioned before women. In one of the analyzed books there were twelve first mentions of males whereas there were only two first mentions of females. The researchers explained the linguistic feature as the representation of traditional view of women in the Iranian society. The deeply rooted traditions show that men always come first and women are subordinate to men. The investigation by Lee and Collins (2010, 133) demonstrated that in Hong Kong and Australian textbooks men are mentioned first. However, the results are incomparable and differ significantly. In Australian EFL textbooks men are mentioned first sixty times in comparison with thirty-nine times when women were mentioned first.

These findings are quite favorable to women taken into consideration the overall cases of both genders being mentioned together. In contrast, in Hong Kong EFL textbooks men were mentioned first 364 times and women were mentioned first only twenty-two times. However, the higher frequency of males first can account for the usage of alternative pronouns to include both men and women for example, he/she, his/her, he or she, his or her. The findings show that authors attempted to avoid generic pronouns usage by using dual gender indications. But the dual gender indication itself is promoting the idea that men always come first. Finally, Healy (2009, 95) discusses the findings presented in the EFL textbooks analysis concerning the firstness issue. The researcher explains that in the cases of masculine and feminine nouns occurring together male noun usually comes first, for example, boys and girls, Mr. and Mrs. Jones, husband and wife. This type of language usage is regarded as a conventional usage. However, the researcher suggests explaining to learners that such usage is not restricted by grammatical rules and that learners are able to choose which gender to use first.

#### 4. Titles

In the English language it is a standard to address a man and a woman with a title. For men there is only one title, i.e. Mr. whereas for women there are several titles, e.g. Mrs., Miss. Titles themselves trivialize women while indicating their marital status. In the USA the feminist presented a new title for a woman which is Ms. As described by Eckert and Genet (2003, 53): The purpose was to provide an equivalent of Mr. a term that designates gender, but not marital status. This was felt to be particularly important because, unlike men, women were judged, qualified and disqualified, included and excluded, on the basis of their marital status. In the investigation of proper names in EFL textbooks Alemi and Jafari (2012, 241) revealed that honorifics are often used in the texts and it helped to determine the gender of a character who was named by a surname. This shows that titles and honorifics are commonly used in the English language and are reflected in the textbooks. However, among the examples there were no cases of title that do not indicate women's marital status such as Ms. For females the authors used Mrs. and Madam while for males Mr. and Sir. Baghdadi (2012, 70) examined the combination of the title and surname with respect to gender in Iranian EFL textbooks. For females the form was found three times whereas for males the combination was used nine times. Interestingly, only in 20% of cases women were named by their full first name to compare with males who consisted 69%. It disclosed that males are more often addressed with title and in

combination with their full first name in relation to women. In addition, Skliar (2007, 73) investigated Turkish EFL textbooks and found out that male proper nouns with titles appeared twice as often as female proper nouns with titles. The usage of honorifics addressing men sir and women madam disclosed that sir was used twice as often as madam. The findings suggest that women are seen as possessing lower status in a society.

### **5. Discourse Roles**

Balanced representation of gender in textbooks could also be seen to manifest itself in the discourse contributions made by female and male characters in a textbook. A great number of research projects into differences in the speech of men and women have been conducted over the last years, with varied results (see Wardhaugh, 2006: 315-334). To cite two specific examples, Lakoff (1975, cited in Holmes, 2001: 284-288) identified linguistic features such as lexical hedges, intensifiers, and ‘superpolite’ grammar as being more frequently used by women, thus contributing to their subordinate. Research showed that men spoke more and spoke longer than women in mixed-gender conversations. Language textbooks that attempt to present male and female discourse as it is in reality would only end up limiting the practice opportunities of students. It is important also, to realize that these differences are “not clear-cut” or “universal” but are influenced by factors such as age, class and ethnicity, so a textbook that attempted to emulate realistic discourse roles would only be representative of a small portion of society.

### **6. Vocabulary of Gender Representation**

Vocabulary is one more aspect of linguistic items that may reveal the way in which women and men are seen in a particular society. This research focuses on verbs and adjectives as the descriptors of gender. The usage of vocabulary in relation to gender may disclose the 23 deeply entrenched stereotypical attitudes towards what a man does or a woman looks like, what their attributes are and what common features of behavior they demonstrate. Saarikivi (2012, 55) conducted an analysis of Finnish EFL textbooks and revealed that all verbs used to describe women and men in the textbooks can be grouped into three types of verbs, i.e. thinking type, motion and rest, and the speaking type. The findings revealed that the number of verbs related to men’s characters was greater in comparison to women’s characters. Naturally, this is the consequence of the higher frequency of occurrence of male characters in text. However, the analysis of exact verbs related to women and men disclosed some interesting attributes that are associated with

certain gender. Female characters were described as caring about other people's feelings and emotions, complaining (especially mothers), and cooking. Conversely, male characters dealt with money, trade and travel. It shows that women are more associated with domestic sphere and relations between people while men are more related to public sphere and have more freedom to move. The division of males being active and women being emotional is reflected in Australian textbooks analyzed by Davies (1995, 12). The researcher discussed the usage of verbs that are related to men and women. A greater number of verbs were used with males than with females: "boys (but not girls) actively answer, hurt, shout, think and work, and they come to, jump with, like to play with, talk to and walk with. Girls hold on to and kiss". Moreover, in the analysis of adjectives used to describe males and females Saarikivi (2012, 61) revealed that in the Finnish EFL textbooks males are described as enthusiastic, powerful, glorious, great and famous while women are first of all beautiful, unenthusiastic, and brave. Some adjectives put forward unexpected results proving that men were described as afraid, dumb, and stupid which are not used in relation to women. In addition, men are more commonly described by the comparative and superlative forms in order to boast and show their prominence

### **7. Characteristics/Traits**

Males and females are often represented as having stereotypically different characteristics or personality traits. In the EFL materials they reviewed, Hartman and Judd (1978) noticed the phenomenon of women often being assigned stereotypically emotional reactions, in which they were emotionally unstable (e.g. they were easily frightened or angry about something). Males are more often portrayed with 'traditionally masculine' characteristics than females: males were notably more aggressive, argumentative, and competitive than females, but less

### **8. Adjectives**

Differential gender representation has also been found in the use of adjectives. For example, the adjectives used for females have been found to be related to attractiveness (e.g. beautiful, pretty), whereas those within the categories of reputation (e.g. famous) and intellect (e.g. intelligent), or related to height or size used to describe males. Similarly, Carroll and Kowitz (1994) found that statistically significantly different adjectives were used to describe men and women, with women being described as beautiful or pretty but never as important or busy. Sakita (1995) noted that even if the women's intellect is

described, the accompanying adjectives, and the use of but (e.g. She may be clever, but she is too selfish) may give the impression that women's intellect is unusual. Likely to be described as affectionate, emotionally expressive, passive, or tender.

## **2.6. Data needed**

### **2.6.1. The Importance of Reading Passages**

It was one of the subspecies in the textbooks chosen for analysis in this study is passages, for example Muhammad Farah's speech on page 31. In EFL textbooks, the reading section of a sequence is easy to identify because it is always follow the title of the sequence, it is indicated by the instructions or name a partition.

The rationale behind choosing the reading passages is that, teachers in Algeria usually spend a great deal of time teaching reading passages. Besides, the reading passages are of a variety of different text types (subgenres) to which middle school pupils are expected to be exposed and they provide pupils with meaningful contexts for the integrated learning of grammar, vocabulary and language use. The vocabulary used in reading passages also plays a crucial role. The first exposure to the key vocabulary used in textbooks can leave a strong impression on learners and influence their usage in the future.

### **2.6.2. The Importance of Dialogues:**

How important is it to investigate gender bias in EFL textbook dialogues? Aside from reading passages, dialogues (i.e., between males and females, and mixed sex) can be found to teach pupils' speaking skills in nearly every sequence. The dialogues in language books provide learners with models so they know how to communicate in real contexts. The relationship between dialogues and textbooks is strong, the textbook it is an example of how dialogues might exclude speaking practice opportunities for girls or boys depending on how the dialogues are designed and whether girls and boys are willing to "cross" gender and practice both dialogues for female and male characters. In this particular example, if students were unwilling to take on the other gender's role in the speaking exercise, it would imply that boys would have the advantage of practicing initiating conversations.

The research on textbook dialogues suggests that if there is gender bias, this may exclude some learners. Research points to the importance of motivation and inclusiveness, but whether gender-biased dialogues actually exclude some learners has not been proven.

Also, it is important to recognize that while a dialogue may over-represent one gender in a quantitative analysis another gender may be over-represented when analysing the results qualitatively.

### **2.6.3. Historical Figures Assuming Protagonists' Roles**

Historical figures in textbooks facilitate students' sex role socialization and act as role models for students. There are lots of social psychology studies that show learners' imaginations are limited by the models they are presented through texts. Therefore EFL textbooks should reflect both female and male historical figures and thus stimulate females' enthusiasm to contribute to the development of society in future.

## **2.7. Research Ethics**

For most research studies involving publicly available written texts, before analyzing the data, ethical issues must be considered for handling the data. Since the data for this study consist of English language textbooks, which are a type of published material, an ethical dilemma does not arise from the use of this data.

For the present study, we have tried to report our research honestly. Our aim is to avoid bias in any aspect of this research, including design, data analysis and interpretation. We have been always open to criticism and new ideas as this helps to further knowledge and advance science. We have tried also to never plagiarise, or copy, other people's work and try to pass it off as our own.

## **1.8. Conclusion**

As we can see, stereotypes still die hard in school textbooks despite the undeniable progress made. We can no longer speak of good or bad manuals, but only note the indecision of the coordinators in the choice of the images which appear in them. For teachers who intend to teach a mixed discipline, neutral with regard to gender determinisms, existing possibilities within textbooks to rebalance student representations. They go through the argued critique of the most stereotypical representations by agreeing to hear from the students that questioning is possible, only by the deconstruction of images, by the organization of discourse, allowing them to see equity as a response to the egalitarian illusion which characterizes the differentiated treatment of the sexes in our societies, and thus allow young girls and young boys to envisage a future free from the

weight of prejudices. Significant but necessary efforts should be considered to force the manual object to better reflect the realities of today's society in order to act on it.

# **Chapter three**

## **Data Analysis and Interpretation**



### 3.1. Introduction

The final chapter is presented as the practical aspect of the research. The assessment takes into account the textbook visual component as well as the language component. The class begins with introducing the textbook and then introducing the content of the four sequences in MY BOOK MAP before moving on to evaluating projects in the textbook presentation. This level we have included accompanying actors. Also, using the indication of page number and work assignments, this thesis sought to examine whether gender stereotypes and female underrepresentation altered its comparison with writers of the older generation. This study was of a quantitative nature. By definition, quantitative research stems from a positive approach and includes “testing hypotheses and collecting objective data to arrive at regular results. This study was qualitative in nature. Moreover, the intent of this research was to determine whether the representation of gender is neutral or biased between the sexes; Aggregate statistics are the main focus of this message. The book does not criticize merely for equality; but also, this study focused on obtaining an overview of addressing gender in textbooks. Finally, this chapter introduces the qualitative research perspective, and describes the use of content analysis. The overarching objective was for this thesis is an examination of gender stereotypes and male and female representations in Algerian textbooks.

### 3.2. Description of the Target Textbook ‘My Book of English’

#### 3.2.1. “My Book of English” Structure

The Ministry of Education presented a new textbook MY BOOK OF ENGLISH (2017) within the framework of General Education Reform (Second Generation) to replace the previous textbook of English for the third year of middle school. A competency-based approach is the new textbook paradigm aimed at implementation. The first page of the textbook features four pictures, the first image of a father and son looking at the sky through a telescope, the second image of two children, a boy and a girl in traditional Algerian clothes playing dice, and the third image of a Sahrawi woman. Playing with desert clothes on a traditional instrument, the fourth image of nature. We read the name of the country, "The People's Democratic Republic of Algeria," and the name of the Ministry of National Education in the Arabic language at the top of the page. The textbook name is located directly above the image in bold letters. "MIDDLE SCHOOL YEAR THREE" is written below in English. The background of both the front and back pages is striped. The

back page is blank containing only the logo of the printing office, the textbook price, and copies of the correct information at the bottom of the page, written in small Arabic (see picture 1).

### 3.2.2. “My Book of English” Covers ‘Front and Back photos’

The textbook contains 159 numbered pages. The first page contains general information about the textbook. In the middle of the page we read the name of the textbook, its level, and the second page contains the names of the textbook designers, Mr. TAMRABET Lounis the head of the project and the inspector of national education, the material writer Mr. CHENNI Abdelfetah, university teacher trainer Mr. BOUZID Tayeb, middle school teacher trainer Mr. SMARA Abdelhakim and Ms. BOUKRI Nabila. The textbook content is shown on pages 04 and 05. My book map and my coursebook presentation are the Hole to the Textbook followed by four sequences. The book is closed with "My second basic irregular verb list" and "My trilingual glossary". The Designer's Introduction is presented on page 03. It contains the goals the textbook aims to achieve. Then follows the map of the book and extends from pages 04 to 08, where we find a summary of each educational unit divided in terms of results: linguistic results that include functions, grammar, vocabulary and sound system; Skills outcomes and strategies that include listening, speaking, reading and writing; Learner outcomes. Intercultural results; and finally, the project results.

The four successive teaching sequences represent the body of 'MY BOOK OF ENGLISH' and they extend from page 11 to 146. Each sequence, deals with a main theme around which all the teaching and learning activities revolve. Moreover, all of the four sequences share the same sections following the same pattern.

At the end of the textbook, the section of Irregular Verbs that is located in pages 147 provides lists of irregular verbs classified into two different categories: irregular verbs with the same past and past participle forms, and with different past and past participle forms. Plus the trilingual glossary from page 148 to 159.

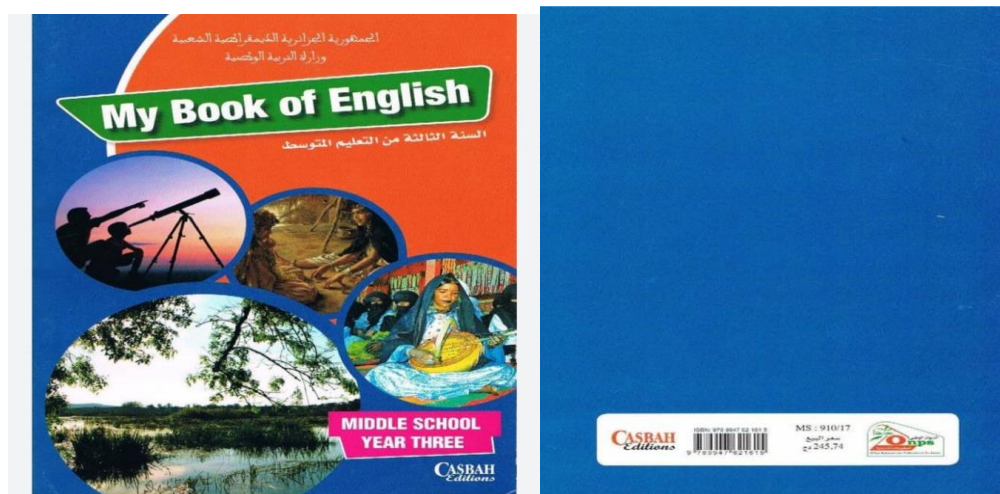


Figure 01: “My Book of English” covers front and back photos.

### 3.2.3. “My Book of English” Content

As mentioned previously, the units of the textbook are represented in the book map that provides a detailed description of the whole contents of the textbook. The following table contains the themes of the four sequences.

Teaching sequence	Theme
Sequence one	Me, my abilities, my interests and my personality.
Sequence two	Me and lifestyle
Sequence three	Me and the scientific world
Sequence four	Me and my environment

Table 1: Themes My Book of English

### 3.2.4. “My Book of English” Sequences

#### 1. Sequence One

sequence one entitled “Me, my abilities, my interests and my personality”, it start with a motivated sentence “yes, I can”, in page 14 they present profiles of two children a boy with black skin his name is Adamous and a girl with white skin her name is Maria, so they exclude the Algerian names. But in page 16 the names are Algerian they include Karim and Nadia with a Saharan background in the picture, moving to page 17 they

present a little girl who plays piano, they show that girls have the right to pursue their hobbies. In page 26 task 6 they ask the learners to underline the correct name of each musician they put pictures of players with Algerian traditional clothes four men and a woman, so here the learner will obtain two ideas, the first that Algeria has its own rich music culture, the second that even women share in this culture. In page 33 there is a picture of three children studying in library two boys and one girl this is show that even girls have the right to go to library. In page 36 there are 8 pictures for Saharan people 7 photos are only for woman some playing with music tools some are learning the most important photos are the one which show Saharan women with a book in a class room and the more important the other one which show some Saharan women in front a computer they are proofs that Algerian Saharan woman are able to do learn and be better and this is one of the sequence objectives. In page 43 in I read for pleasure they present wise quotes by wise people they are all neither Arab nor Algerian and no woman is included between them even in the part of poem they present a poem for Rudyard Kipling

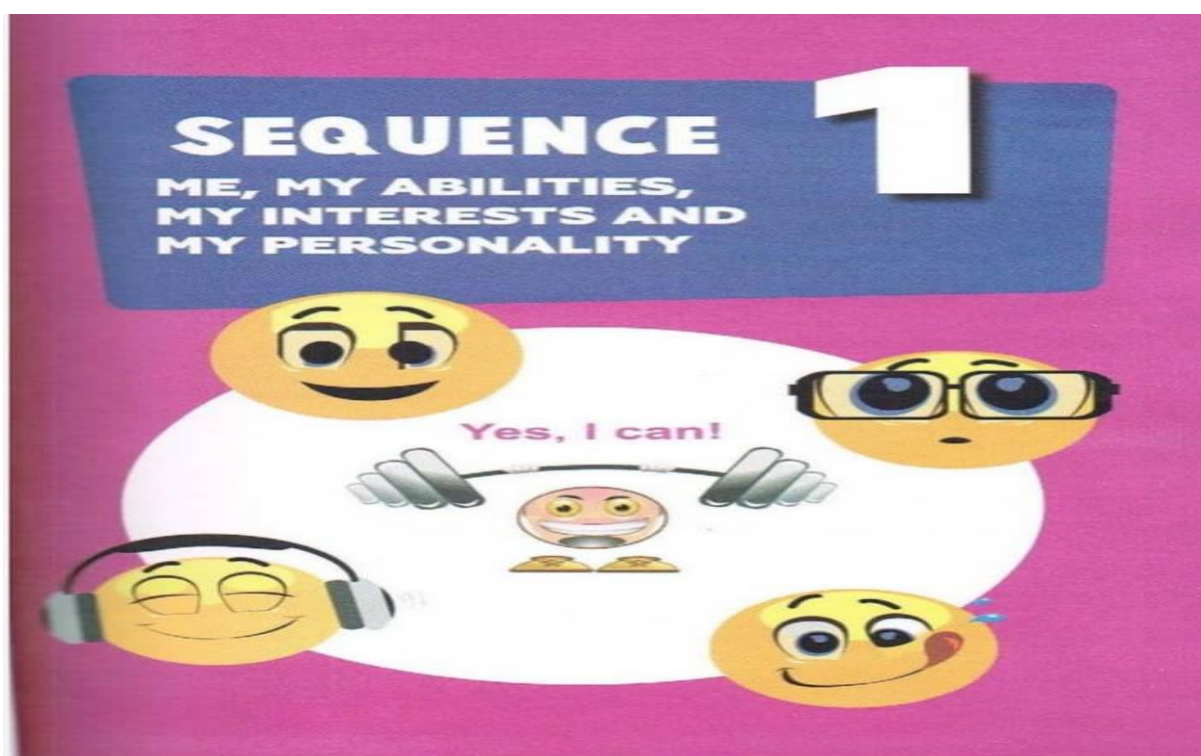


Figure 02: “My Book of English” Sequence one.

## 2. Sequence Two

Sequence two entitled “Me and lifestyle” the first page contains five small pictures around one big picture; all pictures show boys and girls wearing Algerian Sahara clothes and playing. The sequence started with a conversation in page 49 between a daughter and her grandma that is mean that two deferent ages they were talk about food and their habits in eating the grandma show that at her time her parents were strict in food time and habits and there were no pizza and hamburgers, then the daughter respond that even she and in her age dislike fast food she rarely eat cheeseburger when she get out with her friends and that what satisfied her grandma. The next page in task 11 they present two pictures for queen Elizabeth with two deferent style of clothes one looks old and more traditional style and the other picture she was in a modern style, so two deferent style on the same person, not a simple person but a queen. In page 69 they present Algerian pure traditional clothes in task 7 they asked the learners to match each woman’s traditional dress with its corresponding regional origin which show for the learners that their country is rich of deferent cultures. I n page 71 they present many types of food made by Algerian women this is proof the Algerian woman is a good housewife. In page 81 in "I play and enjoy" part they present six pictures for young Algerian girls playing deferent games, the next page they present a biography about Alphonse-Etienne Dinet who was fan of Algeria lifestyle, at the same page there are two pictures one for Algerian young boys whom were writing on a hand board and the other picture is also for young boys in front the teacher.

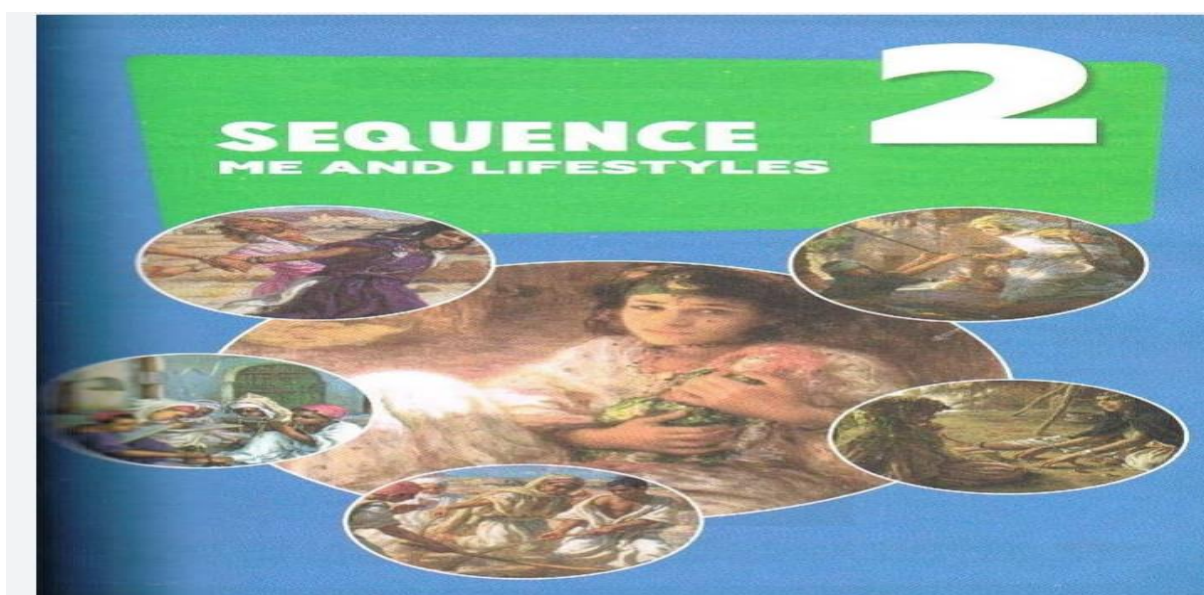


Figure 03: “My Book of English” Sequence Two.

### 3. Sequence Three

Sequence three entitled "I and the Wonderful World". On the first page there is one big picture of the Arab world. Surrounding the picture are four other small pictures, two of which are technical tools and two Arabs in traditional clothes. On pages 84 and 85, the famous Algerian scholars Dr. Borouis, Dr. Riad Al-Baghdadi and Professor Belkacem Heba, and this indicates that Algeria has scientists who have reached the world with their intelligence and innovation, and of course this is pride for the Arabs in general and Algeria in specific. In page 96 the talk about the scholar Al-Khawarizmi, he is from Baghdad. In page 98 they talked about the physicist Albert Einstein, the inventor of web pages "Google" and others Larry, Al-Khawarizmi who considered as the father of algorithm and algebra, Ladislao Biro was a Hungarian journalist who invented the ballpoint pen and Ibn-Sina who wrote "The Canon of Medicine", which it is among the most famous books in the history of medicine. In page 106 task 13 the picture shows the doctor Al-Zahrawi with his assistant and a nurse during an operation.

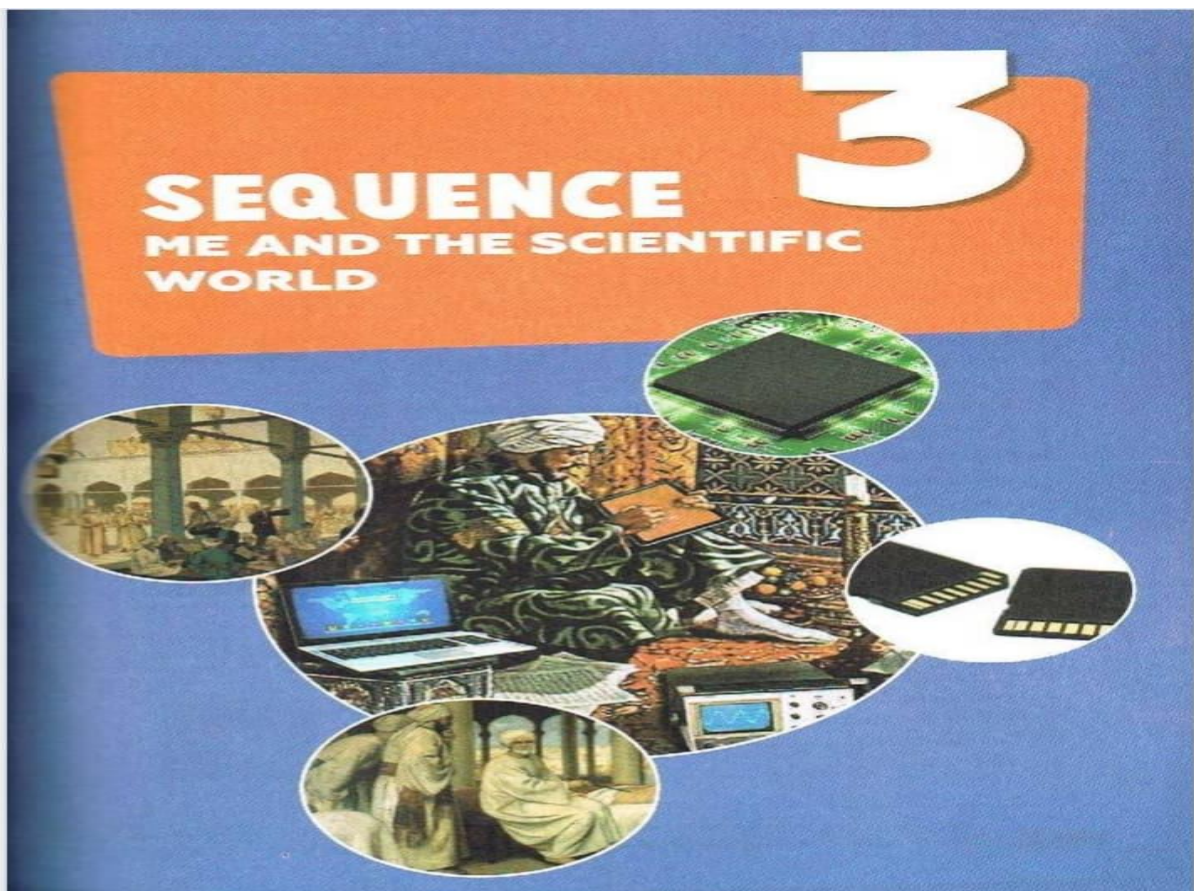


Figure 04: "My Book of English" Sequence Three.

#### 4. Sequence Four

Sequence four entitled "I and my environment" in this sequence they talked about nature and how man effects on it positively and negatively. They also talked about animals.

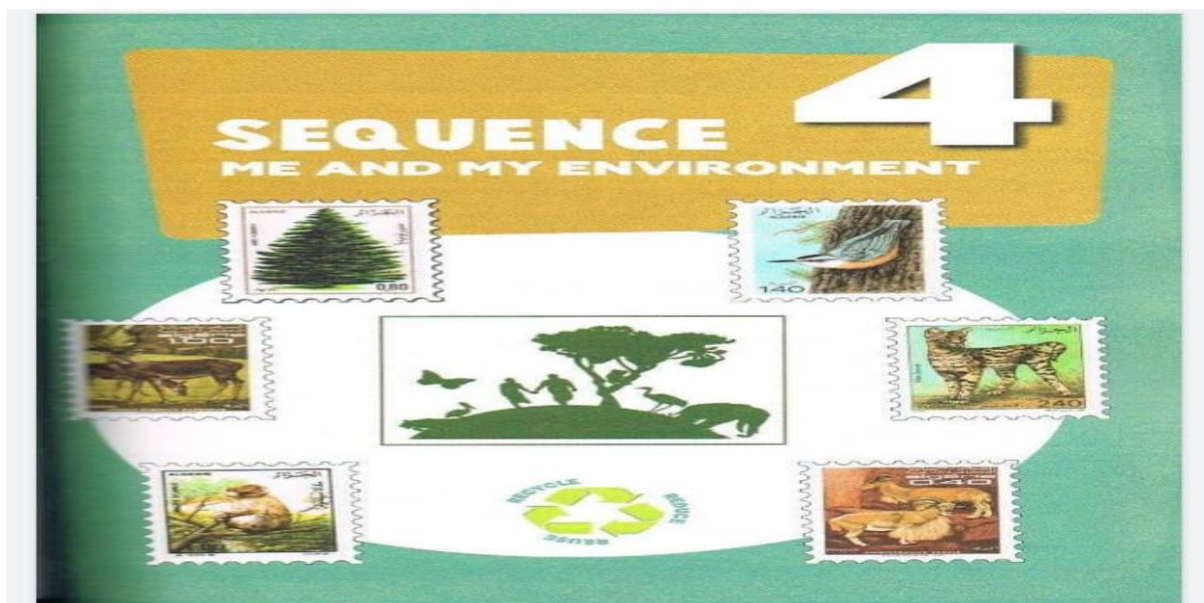


Figure 05: "My Book of English" Sequence Four.

#### 3.3.Culture in the Linguistic and Visual Components

Designed by Arab, Riche and Bensemmane, My Book of English (2017) includes educational modules that feature a rich visual design that includes lots of images with important cultural content in the form of colour photographs. A general assessment of the four teaching sequences reveals that each sequence represents culture differently from the others. The culture is presented as a historical fact, with the local culture serving as the vehicle for teaching the foreign language. In fact, the sequences deal explicitly with Algerian culture, which manifests itself on the linguistic and visual levels. The inclusion of the local culture invites pupils to value their own culture as part of the human culture.

Culture is presented as a set of common values, facts, traditions, and social behaviours and attitudes related to Algeria. Although the language is English, focusing on a foreign culture may endanger students' identity and create a desire that may lead them to introduce themselves to the original culture of the language, it is useful to remove some ideas on the stereotypes that make pupils perceive culture as a set of facts or behaviours common to all countries, especially English-speaking countries. Thus, creating a contrasting viewpoint between English-speaking countries and Algerian cultures helps

pupils accept cultural diversity. Moreover, this contradictory view will lead the learners to review their perceptions of culture and ultimately accept the diversity in their local culture to see it similar to the different cultures in the world.

### 3.4. Data Analysis

After choosing the data, we will analyze them based on the strategies used to represent man and woman in the book, and then, we will analyze the linguistic realizations used as tools in revealing those strategies and pictures. Finally, we will attempt to define the purpose and at the same time try to decode the hidden ideologies behind using those strategies.

#### 3.4.1. Van Leeuwen Inventory

##### 1. Inclusion

It can be defined as putting the actors in the center of attention and being presented in the study clearly through specific linguistic procurers. Van Leeuwen points out that (2008:23) “Inclusion has rightly been an important aspect of critical discourse analysis. At this level, we will try to explain how men and women are represented

All of the detail results of the inclusion strategy can be seen in the table 02

Page number	Selected data	Inclusion	Type of inclusion
16	Karim Nadia	Algerian proper nouns	Nomination
17	A girl playing on a piano	Hobbies	Activation
26	Four men musicians and one woman	Algerian art and culture	Functionalization



36	Sahara people	_Poet Boukiyass and last TuaregflentistBarka _Tifinagh class at darImzad	Categorization
36	AlamineKhoulen	One of the last Imzad players and teachers at darImzad	Specification
38	MohamedFarah Djeloud	An Algerian prodigy	Determination
43	_Aristole _Confucius _Albert Einstein	Wise quotes by wise people	Aggregation
49	A grandma and a daughter	Food tradition in the grandma's time and in the daughter's time	Differentiation
50	Queen Elizabeth	Clothes style	Specification
51	Young boys and girls	Games: Rang doll Skipping rope Hopscotch Marbbes Hide-and-seeK	Assimilation
69	Algerian traditional women clothes	JebbaNaili Katefamahrouja BenouarStaifi	Nomination
81	Algerian children	Children of Bou-Saada	Specification
82	Algerian young boys	Learning in a traditional way with simple tools	Specification

84	Dr. Bourouis	Algerian scholars	Symbolization
85	Dr. Riyadh Baghdadi Prof. BelgacemHaba		
102	Al-Zahrawi Assistant Nurse		

**Table 02: inclusion strategy.**

In page 26 there are four men and one woman, in page 33 there are two boys and one girl, always the number of men are more than women. In another part they did not mention any scholar woman neither Arabic nor from other nationalities even the Queen Elizabeth they present her as a model just in a style of clothes, this is contempt, she is the queen of a powerful kingdom. In page 81 all pictures are present only girls whom just playing unlike the page 81 which present only boys but there were studying this is may show that girls are not important as much as boys, the same think in page 102 they present a man as doctor and the assistant is also a man but the woman has presented as a nurse only, this represents the woman weak. Another important observation is the bias and regionalism they talk only about Sahara Algeria is huge it has the north and the south, the east and the west even in reality the important region in Algeria is the north.

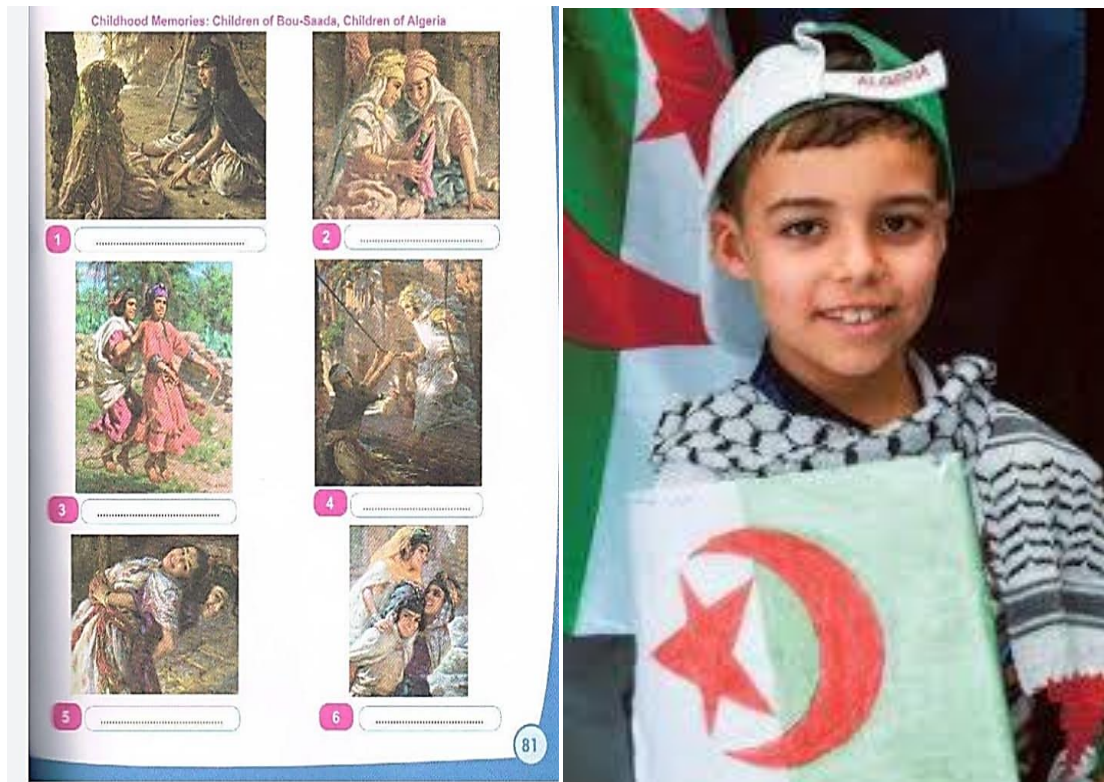
Some of representative data are analyzed as follows:

### **1. Generalization and Specification:**

The choice between generic and specific reference is another important factor in the representation of gender stereotypes; they can be represented as classes or as specific, identifiable individuals.

Examples:

- a. Generalization: children of Bou-Saada page81
- b. Specification: Mohamed Farah Djeloud



**Figure 06: Children of Bou-Saada page81.**

**Figure 07: Mohamed Farah Djeloud.**

The strategy of Generalization occurs in the example above in the expression “Children of Bou-Saada“. By using this technique, the book producer seeks to persuade the learners that the Algerian children have the right to play even girls even in Sahara because it is known that the Saharan people are conservative families. In this manner, it may reflect attitudes since it may contain some influence ideological substances.

Specification as a strategy manifested when the book producers insist to introduce the Algerian woman. Therefore, she has been represented as a specific individual as it shown in the previous pictures in page 36. By using Specification, the book producers try to guide the learner’s concentration with the women and their place in the society with different social actors.

## **2. Determination and Indetermination:**

Indetermination occurs when social actors are represented as specified and anonymous individuals or groups; determination occurs when their identity is, one way or another, specified. These are the examples of determined different social actors:

- a. Dr.Bourouis,
- b. Dr. Riyadh Baghdadi and Prof.BelgacemHaba.

- c. Children of Bou-Saada.
- d. Queen Elizabeth.

**Task 1.** I listen to the text and complete Dr. Bourouis' ID card. Some answers are given.

**Dr. Bourouis' ID card (PART 1)**

First Name: .....

Surname: .....

Date of Birth: .....


Place of Birth: .....

Father's occupation: .....


Mother's occupation: .....

Primary, Middle and High School: .....

Undergraduate Studies



**Task 6.** I listen to part (1) of the interview between the Algerian scientist and inventor Prof. Haba and the Algerian researcher Dr. Baghdadi, and complete the dialogue bubbles.



1. After graduating, I was contacted by a Japanese company. So, I went to ..... and stayed there for ..... years.

I was ..... in the application of laser technology to microelectronics while I ..... living there. Then, I moved on to work ..... miniaturisation.

2. The miniaturisation of electronics.

3. Yes. When I returned to the US, I joined a small company. Our aim was to miniaturise the ..... phone. Phones were big and we ..... that if we managed to make them smaller, they would ..... more.




Figure 08: Dr. Bourouis, and Prof. Belgacem Haba.

Figure 09: Dr. Riyadh Baghdadi

Childhood Memories: Children of Bou-Saada, Children of Algeria



1 .....



2 .....



3 .....



4 .....



5 .....



6 .....

81

Figure 10: Children of Bou-Saada.

**Task 11.** I match each item of clothing mentioned in the interview (Part 3) with its corresponding picture.

Queen Elizabeth II

Queen Elizabeth II

beret

blouse

shawl

cap

hat

headscarf

clogs

Old Modern

50

**Figure 11: -Queen Elizabeth.**

The idea that may stand behind the choice of determination that the author seeks to drive the learners attention concerning with the clash of different social actors (men and women) with the society.

### 3. Nomination and Categorization

Using proper nouns is the most usual way to realize nomination which indicates the unique identity of social actors (men and women). On the other hand, categorization takes place when the social actors are represented in terms of their identities and functions that are shared with other. In the textbook, the scholars as an example are represented by their proper noun "Dr.Bourouis", "Dr. Riyadh Baghdadi» and "Prof.BelgacemHaba ". By using Nomination strategy the social actor (male or female) is represented by a given surname, as example Karim and Nadia in page.

**Task 18.** I listen to the conversation and fill in each gap with the missing word.



**Karim:** Tell me, Nadia, do you always ..... your room?  
**Nadia:** Yes, of course! I'm not the ..... type of person at all.  
**Karim:** And do you always get ..... well with your classmates?  
**Nadia:** Sure. I'm very ..... and .....  
**Karim:** Are you ..... on chess?  
**Nadia:** No, not really. I ..... play such games. I get ..... very quickly.

Figure 12: Task 18: Karim and Nadia.

4. Differentiation

Differentiation explicitly differentiates an individual social actor or a group of social actors from a similar actor or group. In the textbook, the man has been taken as the principle social actor in which herepresented differently as it shown in page 102, the doctor is a man, the woman is only a nurse. The same case in pages 81/82 the girls presented playing while the boys studying.

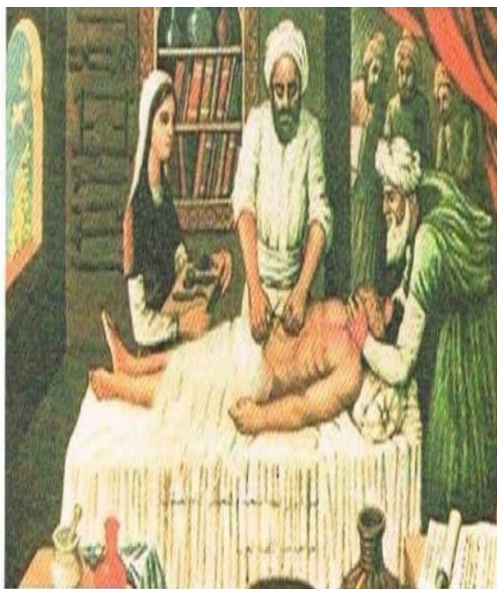
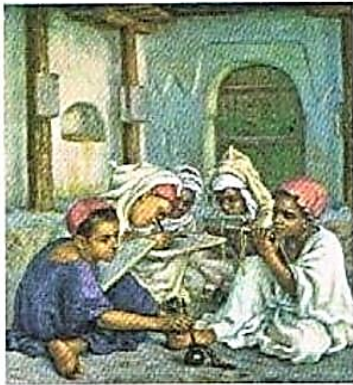


Figure 13: page 102



Figure 14: page 81.



Nasreddine Dinet, *Koranic school*

wife undertook the Hajj to Mecca. The respect he earned from the natives of Algeria was reflected by the 5,000 who attended his funeral on 12 January 1930 in Bou Saâda.

Adapted from:  
<http://www.goodreads.com>



Figure 15: page 82.

## 5. Fictionalization and Identification

Fictionalization occurs when men and women are referred to in terms of an activity, in terms of something they do, for instance, an occupation or a role. However, Identification occurs when men and women are defined not in terms of what they do, but rather in terms of what they, more or less permanently, or unavoidably.

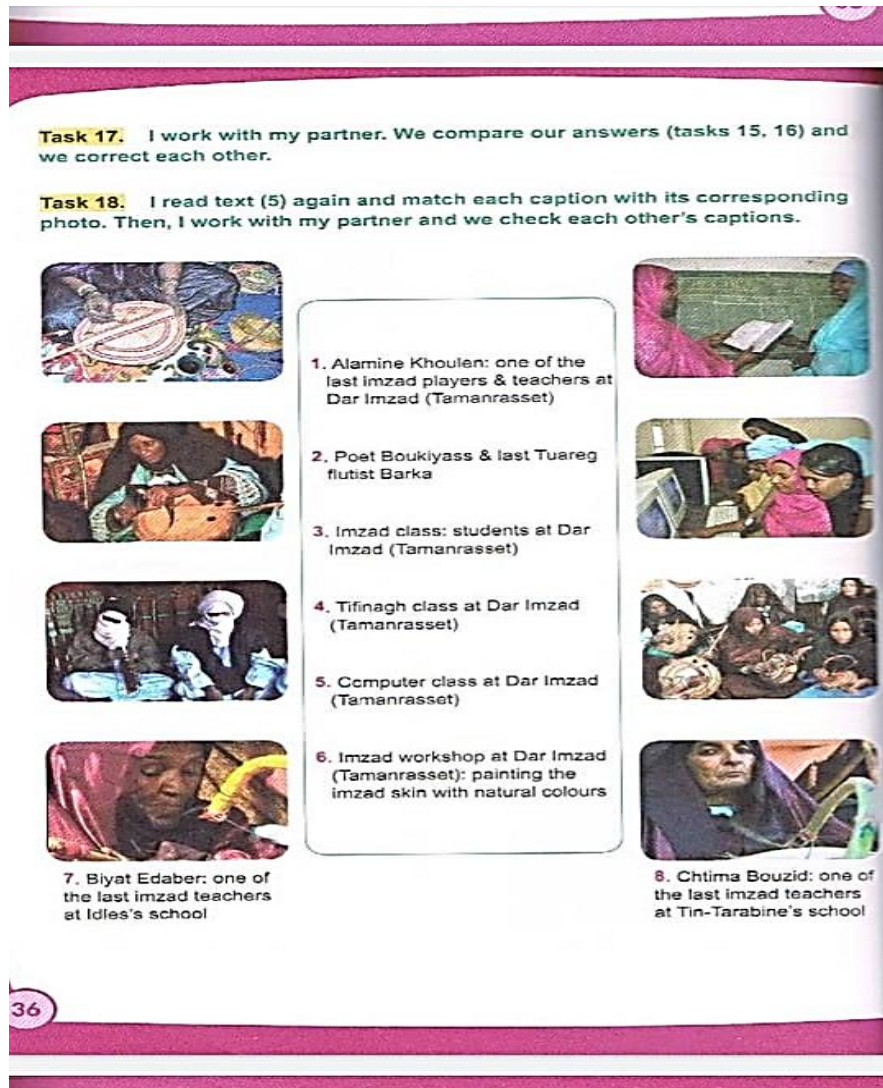
## 6. Assimilation

In using the assimilation strategy, man and woman can be referred to as individuals, in the case of individualization, or as groups. Thus, these categories are of primary significance in critical discourse analysis. Furthermore, there are two major kinds of assimilation: Aggregation and Collectivization. The former quantifies groups of participants, treating them as statistics, the latter does not. Aggregation plays a crucial role in many contexts through mechanisms such as opinion polls, surveys, marketing research, etc. Even legislative reform is increasingly based on “what most people consider legitimate.” For this reason, aggregation is often used to regulate practice and to manufacture consensus opinion, even though it presents itself as merely recording facts.

Example: pictures in page 36.

**Task 17.** I work with my partner. We compare our answers (tasks 15, 16) and we correct each other.

**Task 18.** I read text (5) again and match each caption with its corresponding photo. Then, I work with my partner and we check each other's captions.



1. Alamine Khoulén: one of the last imzad players & teachers at Dar Imzad (Tamanrasset)
2. Poet Boukiyass & last Tuareg flutist Barka
3. Imzad class: students at Dar Imzad (Tamanrasset)
4. Tifinagh class at Dar Imzad (Tamanrasset)
5. Computer class at Dar Imzad (Tamanrasset)
6. Imzad workshop at Dar Imzad (Tamanrasset): painting the imzad skin with natural colours
7. Biyat Edaber: one of the last imzad teachers at Idies's school
8. Chtima Bouzid: one of the last imzad teachers at Tin-Tarabine's school

Figure 16: page 36.

## 7. Aggregation

The use of this strategy may help in addressing some hidden ideologies in the idea that what the majority believe is the truth (legitimate). In spite the fact that Aggregation is presented as only recording truths, it is regularly used to affect and control learner's opinions. As a result, the learners may be driven to be convincing with that get from the textbook. In my book of English they focus only on the south of Algeria, so the learner will take the idea that the south is more important than the north.



## 8. Exclusion

Exclusion is the process of omitting actors by some linguistic mechanisms. It has two main subdivisions: suppression and backgrounding. The main difference between suppression and backgrounding is the point that they leave trace or not within representation van Leeuwen.

All of the detail results of the exclusion strategy can be seen in the table 03

Page number	Selected data	Exclusion	Type of exclusion
15	Adam Maria	Algerian proper nouns	Nomination
36	Sahara people	North people	Categorization
49	Grandma A daughter	Men opinion in food	Specification
50	Queen Elizabeth	Queen role	Functionalization
69	Women traditional clothes	Men traditional clothes	Assimilation
81/82	Girls playing Boys studying	Learning for girls	Differentiation
84/85	Algerian scholars	Woman scholars	Symbolization
98	Scholars and inventors from deferent nationalities	Woman	Determination

**Table 03: the exclusion strategy.**

## 9. Observations

The textbook reconsidered Algeria identity unlike the old book used to present international figures and information without focusing on Algeria. In the actual textbook, we notice the presence of Algerian names, customs and traditions, and the most important thing here is the strongly presence of Algerian women and they were represented in all fields: education, culture, art and even in childhood, but the negative side here is that they presented Saharan women only. Here it is possible to hypothesize that the author of the

book wanted to communicate the idea that the Saharan woman is no less important than the women of the North, but he completely neglected the North. He should at least compare the representation of both sides, on another hand, despite the presence of the woman was strongly, but it was biased it can be noticed in common examples, for example, the number of men is more than the number of women, and the man always appears as the holder of authority and is the most important. In preparing textbooks supervisors should avoid bias because the learner, especially at this age, is a blank page and is influenced by what he learns.

### 3.4.2. Frequency of Occurrence

At the linguistic level, females are usually less visible than males in texts. At the representation of women by counting the total number of sex-linked nouns (e.g. men, girls), proper nouns, titles, and non-generic pronouns in the reviewed EFL texts and found that male referents outnumbered the females in many cases. Taking the third sequence as an example, they talked about Dr.Bourouis, Dr. Riyadh Baghdadi, Prof.BelgacemHaba, Al-Zahrawi, Aristole, Confucius, Albert Einstein and Mohamed Farah Djeloud they did not mention women but only in one case and as a nurse not as a scholar.

### 3.4.3. Visual analysis

Visual analysis is a method for analyzing gender representation that has been used in many EFL textbook studies. Males are not only found to have higher visibility than females in written texts in textbooks but also in textbook visualizations. For example, in the third sequence, which is the sequence devoted to science and technology, they are not mentioned for one scholar woman although there are a lot of Women who have achieved titles in the field of science like:

- (1874-1972), British specialist in plant pathology.



**Figure 17: (1874-1972), British specialist in plant pathology.**

- John Almeida (1930-2007) British virologist.



**Figure 18: John Almeida (1930-2007) British virologist.**

- Jillian Bates, British geneticist (Huntington's disease).



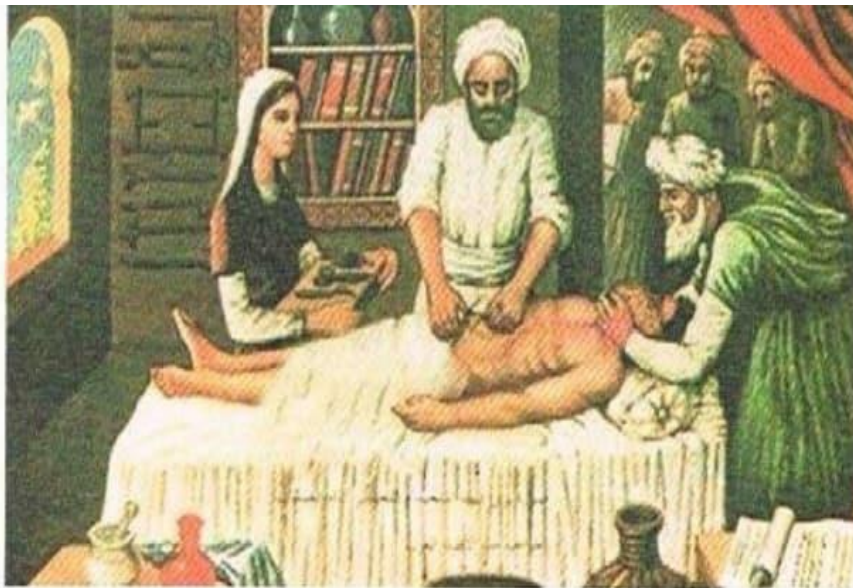
**Figure 19: Jillian Bates, British geneticist (Huntington's disease).**

- Grace Berlin (1897-1982), ecologist, ornithologist, and history specialist.



**Figure 20: Grace Berlin (1897-1982), ecologist, ornithologist, and history specialist.**

The only image in which a woman appears is only obeying orders in page 102.



**Figure 21: page 102.**

### **3.5. The importance of Illustrations**

Almost all language books include pictures because illustrations play an important role in textbooks, especially basic textbooks, and are presumed to enhance students' learning interests. Also, students can easily understand the text if the accompanying illustrations match the text. The visuals include line drawings drawn by illustrators and photos, and they can be

### 3.6. Linguistically Marked Gender Items in the EFL Textbooks

#### 3.6.1. Vocabulary used to define gender

The usage of a particular vocabulary to define gender reveals the attitudes and views which are incoded in the usage of a language towards males and females. While designing a textbook, authors attempt to present the most common and prevailing features of gender representation of the society. For the investigation of the vocabulary used to define gender in My Book of English, the verbs, nouns and adjectives were analyzed with reference to the third person singular masculine and feminine pronouns, i.e. he and she.

#### 3.6.2. Verbs

In “My Book of English”, the pronoun "he" used with the verb rule indicating that males are dominant and powerful. In addition, a number of material verbs or verbs of doing are used only with the pronoun she. For example, females look after and help. It demonstrates that females are responsible for keeping order or supervising something and they are helpful. The action of wearing something is common for both genders; however, the activity of dressing for a special occasion is associated with females.

Example:

Task 11 page 50: I match each item of clothing mentioned in the interview (part 3) with its corresponding picture.

- The clothes are only for women.
- The pictures are for Queen Elizabeth (woman).

#### 3.6.3. Adjectives

Interpreting the findings of the analysis of adjectives with regard to the feminine pronoun she in My Book of English. The analysis of the adjectives used to define appearance shows that females are viewed as sensitive, fragile, patient, explain their emotions which is the stereotypical attitude to the appearance of a woman.

Example:

- Task 26 page 55: Jenny said to her grandma: Thanks grandma, for being so patient with me and my questions.

The quite different results were acquired during the analysis of masculine pronoun he used with adjectives describing the level of knowledge, i.e. clever and good at something. Summarizing the findings it is obviously seen that males are presented as being good at something, they are seen as experts in certain fields. Taking into consideration the personality traits of males are seen as responsible.

Example: task 5 page 92:

➤ Al-Farabi .....was an Islamic philosopher. He was referred .....to in the Arab world as the “second teacher” (after ...The Greek philosopher ...Aristotle known as the first .....teacher. He invented and played a variety .....of musical instruments. He travelled .....to Egypt and visited .....Damascus. He wrote a lot of .....books.

### 3.6.4.Nouns

The examination of nouns used together with the pronouns he and she revealed that males are seen as those who are admired for doing something very brave or good and associated with certain occupations such as doctor and politician.

Examples: Task 13 page 98:

- Ibn-Sina (980-1037) wrote "The Canon of Medecine".
- Ladislao Biro (1899-1985) wah a Hungarian journalist who he invented the ballpoint pen in 1938.

In contrast, females are described as friend, girl, mother and person. The findings disclosed that females are described in several different ways. They are presented as mothers which is one of the most prevailing attributes of females. Also they are presented as friends which shows that females are those who are sociable and can be trusted.

Example: Task 22 page 54:

- An interview between Jenny (girl) and her grandma (woman), a best example that girls are sociable.

### 3.6.5.Generic man

The linguistic generic constructions in the English language are historically derived from words refer primarily to males or masculine linguistic items but are used to refer to both genders.

The frequent occurrence of the generically used word man shows that males still have prominence over women and it proves that males have dominance in the society.

Example: Task 22 page 138:

- Dustman: person who removes rubbish from outside houses.

### 3.6.6. Pronouns

The analysis of the usage of the pronouns revealed that the third person singular masculine pronouns prevailed in relation to third person singular feminine pronouns. The masculine pronoun he appeared more frequently in the examples, tasks or exercises. For instance, in Textbook and I the indirect speech is presented using only a masculine pronoun he.

Example: Task 01 page 60:

- He's such a fool to swim in a pool where the water is so cool.
- He heard birds chirping in the fir tree early in the morning.
- She took a lot of pictures of her grandparents with her digital camera.

They started with two examples for men, then one example for woman.

### 3.6.7. Titles

The common title used for men in English is the term 'Mr.' whether the man is married or not. However, the titles used for women are 'Miss' referring to unmarried women and 'Mrs'. But in case of occupation man and woman share the same title such Dr., Prof. According to Lakoff (1973, cited by Thorne & Henley, 1975) sexist language is the result of social inequality of the sexes and as long as the difference between a married and an unmarried woman exists in a society, the acceptance of the term Ms. seems to be difficult as Thorne & Henley (1975, p. 29) believe "... language and society cannot be easily separated".

Example:

- Dr. Bourouis. Page 84.
- Prof. BelgacemHaba. Page 85.
- (No example for women).

### 3.6.8. Firstness

By firstness in the present research we mean placing male terms before the female terms. The order of male terms coming before the terms referring to females is another aspect of the unequal treatment of women and men and this, in fact prioritizes men.

Examples:

- Dear Karim, Dear Nadia. Task 10 page 27.
- He/She has an outgoing personality. (Or: He/She's a sociable person). Task 16 page 29.

Found on nearly every page of a textbook.

### 3.7. Discussion of the Finding

The results of this study showed that, while great progress has been made toward gender egalitarianism beliefs in certain domains and the, this progress has not automatically led to an enhanced position for women as workers, citizens, or family members. This calls for further studies on gender nature of knowledge, and on the role of education in shaping and reproducing gender identities and gender hierarchies.

The results of the present study indicated that the some data served to reproduce and perpetuate Algerian ideologies including sexism, males' supremacy and dominance, as well as social inequity based on gender Profession and occupation seemed to be the topic that rendered the most stereotypical portrayals in both books, as men were illustrated according to the stereotypical view.

Women are more likely to be presented in masculine roles, than men in feminine roles. Women can possess traditionally masculine occupations, such as the doctor, but men are not found in feminine occupational roles. The scope of the roles for men are still narrow and limited, while female empowerment can be seen in the widening scope of female roles. With regard to leadership and power, men are clearly portrayed in the powerful and physically challenging roles, and they often hold the superior position to women.

The previous results indicate that “My Book of English” maintained the traditional stereotype for a woman who ignores the true potential of women and ignores her scientific, literary and struggle heritage and heroic, and dealt with the issue of women superficially,



and linked the factors of progress of society with men. So our hypothesis have been confirmed.

### **3.8. Conclusion**

This study makes significant contributions on gender representation and its role in educational settings in Algeria, the investigation shows that scarcity of research on these issues. However, in order to make the teaching truly egalitarian, the authors must be more aware about gender and gender role stereotyping and there must be more focus on the education curriculum. Although merely possessing egalitarian beliefs with regard to gender role stereotypes does not guarantee that issues of inequality in society as a whole, and in the education system in particular, will change, gender issues should be explored in all education areas. . “Changing the attitudes of both men and women in society is a slow process” (Slater, 1996), but it is vital that resources be invested in equal socialization to release future generations from traditional gender roles so that they become global citizens of the world.

## General Conclusion

---

### General Conclusion

This study investigated the men and women are manifested in Algerian EFL textbooks. It has also attempted to uncover the hidden ideologies and their effects on the learners. Van Leeuwen's approach to critical discourse analysis has been useful in the analysis of the data by offering interpretation of the meanings derived from the sample. In this analysis, we have attempted to account for two main strategies related to van Leeuwen's inventory; inclusion and exclusion in order to disclose the position of men and women in the textbook, in terms of their presentation in "My Book of English", and its impact on the readers.

The perception of gender is developed through observation and is predetermined by "gender agents" among which the mostly influential are textbooks. Stereotypical gender representation and gender-biased use of language in textbooks may cause long term drawbacks on students' performances and social behaviour. The results of our research demonstrated that gender roles, attributes and occupations ascribed to male and female characters are stereotyped. Algerian EFL textbooks are not designed to promote gender-bias, however, certain stereotypical attitudes towards gender that can be interpreted as being based on culture and traditions are evident. The values and norms of the particular society influence stereotypical representation of gender in EFL textbooks. Also, as it was stated in the theory section, the present analysis is limited to the contents of the textbook, and there are a variety of other factors present in the learning situation, such as the teacher, the pupils and the physical space for example. The teacher possesses the power to include and omit contents, as well as conveying his or her own ideas, which can change the meanings of the contents of the learning material to a great degree.

In addition, little attention is paid to evaluating textbooks based on their cultural content or cultural issues, and since culture is one of the most important factors in the teaching of a foreign language, this situation has urged us to do this research. Through this research, we attempted to evaluate the cultural content of the Middle school 3rd year textbook My Book of English.

To sum up, the principal aim of this research was to find out how gender is represented in EFL textbooks, and examine if they meet the goals of gender. Gender stereotyping was specifically established as a hindrance to the goals of equality and it should therefore be avoided both in classroom environments as in learning materials. On

## General Conclusion

---

the basis of this study, neither one of the textbooks can be considered completely free of gender stereotypes. It can be argued however that avoiding stereotypes altogether is not possible, and they are indeed an important factor in the development of gender identity, and in order to support the development, the roles and representations should be as varied as possible rather than straightforwardly aspiring to erase them.

### Limitation of the Study

Before we proceed to conclude this chapter, it is conveniently pertinent to stop at the limitations of our analysis and thus the limitations of the study as a whole. The present research work has its limitations. In order to investigate the gender representation in EFL textbook of middle school year three, this current study as any other research faced some problems and limitations that affect the work:

- ❖ The first and the foremost limitations as we all know was the covid-19. We were obliged to work online due to this pandemic.
- ❖ the difficulties in obtaining sources, due to the closure of public and university libraries under these circumstances.
- ❖ The content analysis in this study is only based on examining illustrations, the dialogues, reading texts, exercises and activities.
- ❖ our corpus is very small; an analysis of the data pertaining to this issue should not be enough in order to precisely determine the way My Book of English uses language to represent gender.

### Recommendations:

- ❖ In the current study, we only examined the gender representation in EFL Algerian textbooks. Future research may duplicate this study with a larger number of textbooks and probably in other subjects to examine to what extent the content of other textbooks support or challenge my analysis and interpretation of the current findings and conclusions.
- ❖ we primarily focused in this study on gender and language. Future research may explore how the intersections between gender and culture with respect to other factors such as social class or traditions and beliefs are discursively portrayed in EFL textbooks.

## General Conclusion

---

- ❖ Methodologically, we recommend researchers of future studies about gender and EFL textbooks implement critical discourse analysis (CDA) as a research method. This may provide them with a practical method to systematically and critically uncover subtle issues such as language ideology in texts, which may be harder to be unmasked through other research methods.
- ❖ In a nutshell, this theme is valuable and it deserves a much more concise compilation and our attempt was to open the door for further researches.

## Bibliography

---

### Bibliography

#### References:

- # The general source of the data is the third year middle school textbook « My Book of English ».
- # Anthony Elliott (2009), *Critical theory*" The Routledge Companion to Social Theory. Routledge.
- # Fairclough, N. (1992). *Discourse and Social Change*. Cambridge: Policy Press.
- # Fairclough, N. (1989). *Language and power*. London: Longman.
- # Fairclough, N. (2001). *Language and power* (2nd ed.).
- # Fairclough, N. (2013). *Language and power* (3rd ed.). NY: Routledge.
- # Hoomes, E.W. (1978) 'Sexism in high school literature anthologies'. Ph.Ddissertation.Georgia State University
- # Holmes, J. (2001) *An Introduction to Sociolinguistics* (2nd edition). Pearson Education Limited.
- # Maltz, D. and Borker, R. (1982) 'A cultural approach to male-female miscommunication'. In Gumperz, J. (Ed.) *Language and Social Identity*. Cambridge University Press.
- # Lakoff, R. (1975) *Language and Woman's Place*. Harper Colophon.
- # Montgomery, M. (1986) *An Introduction to Language and Society*. Routledge.
- # Norman Fairclough(1996). *Language and power* .British Library Cataloguing in Publication Data:P.24
- # Porreca, K. L. (1984) 'Sexism in Current ESL Textbooks'. *TESOL Quarterly* 18(4):705-724
- # Teun A. van Dijk(1996) . *Opinions and Ideologies in Editorials*. Paper for the 4th International Symposium of Critical Discourse Analysis.
- # Teun A. Van Dijk(1998).*Ideology A Multidisciplinary Approach*. British Library Cataloguing in Publication data:P.8.
- # Teun A. van Dijk1995 .*Ideology and discourse, A Multidisciplinary Introduction* PompeuFabra University, Barcelona .:P. 12.
- # Saarikivi, K. 2012. *Gender Representation in the Finnish EFL Textbook Series: The News Headlines and Smart Moves*. Pro Gradu Thesis. University of Tampere.

## Bibliography

---

- ✚ Skliar, O.S. 2007. Gender Representations and Gender Bias in ELT Textbooks Published in the Middle East: A Case Study of ELT Textbooks Published in Turkey and Iran. MA thesis. Middle East Technical University.
- ✚ Sudo, J. 2007. Oxford Teaching New Tendencies in Gender in Modern English, *ELT Journal*, 61/1: 12 -19.
- ✚ Stockdale, D.A. 2006. Gender Representation in an EFL Textbook. MA paper. The UK: The School of Humanities of the University of Birmingham.
- ✚ Sunderland, J. 1992. Gender in the EFL Classroom, *ELT Journal*, 46/1: 81 – 91.
- ✚ Wodak, R. & Fairclough, N. (1997). *Discourse as Social Interaction*. London: Sage, P.258.
- ✚ Wodak, R and Meyer, M (1998). *Critical Discourse Analysis: History, Agenda, Theory, and Methodology*. London: Routledge P.8.

## ملخص:

يتعلق هذا العمل بتقييم كتاب السنة الثالثة متوسط للغة الإنجليزية "كتابي للغة الإنجليزية" الذي قدمته وزارة التربية والتعليم في إطار الإصلاح العام للتعليم في 2017. ركزت الدراسة على السياق الثقافي للكتاب، سواء على المستوى اللغوي (النصوص) أو المستوى البصري (الصور)، وهو أمر مهم للغاية لتطوير كفاءة الطلاب. لقد درسنا مدى القوالب النمطية الجنسانية الواضحة في الصور الموجودة في هذا الدليل، وأنواع الأدوار المهنية للرجال والنساء تم تصويرها في نموذجنا "كتابي الإنجليزي". من أجل تحقيق هذا الهدف، يتم تحليل البيانات المختارة من منظور تحليل الخطاب النقدي باستخدام نموذج فان ليوين للتحليل الذي يسلط الضوء على الرابط بين الممارسات اللغوية والاجتماعية. يسمح لنا مخزون Van Leeuwen بتحليل البيانات المختارة من بعدين مختلفين؛ الشمول والاستبعاد. أشارت النتائج الرئيسية إلى الحاجة إلى دراسة الطبيعة الجندرية للمعرفة ودور التعليم في إنشاء الهويات والتسلسلات الهرمية بين الجنسين. باختصار، كشفت النتائج أن ظهور النساء والرجال في كتابي الإنجليزي لم يكن عادلاً. بمعنى آخر، كان وجود الرجال أكثر وضوحاً من وجود النساء عندما يتعلق الأمر بالصور والأسماء والأسماء والضمائر والصفات المخصصة لهم.

**الكلمات المفتاحية:** دور الجنسين، الصورة النمطية، الكتاب المدرسي، تحليل الخطاب النقدي؛ الأدوية الجنسية للذكور نساء؛ مخزون فان ليوين النسائي.

## Résumé :

Ce travail porte sur l'évaluation du manuel de troisième année moyen algérien pour l'anglais, "My Book of English", qui a été introduit par le Ministère de l'éducation dans le cadre de la réforme générale de l'éducation en 2017. L'étude portait sur la contextualisation culturelle du livre, tant sur le niveau linguistique (textes) que sur le niveau visuel (images), qui est très important pour développer la compétence des élèves. Nous avons examiné l'étendue des stéréotypes de genre évidents dans les images de ce manuel, et les types de rôles professionnels des hommes et des femmes ont été représentés dans notre échantillon "My Book of English". Afin d'atteindre cet objectif, les données sélectionnées ont été analysées dans la perspective de l'analyse critique du discours à l'aide du modèle d'analyse de van Leeuwen qui met en évidence le lien entre les pratiques linguistiques et sociales. L'inventaire de Van Leeuwen nous permet d'analyser les données sélectionnées à partir de deux dimensions distinctes ; inclusion et exclusion. Les principaux résultats indiquaient la nécessité d'étudier la nature sexospécifique des connaissances et le rôle de l'éducation dans l'établissement des identités et des hiérarchies des sexes. En résumé, les résultats ont révélé que la manifestation des femmes et des hommes dans "My Book of English" n'était pas juste. En d'autres termes, la présence des hommes était plus marquée que celle des femmes en ce qui concerne les images, les noms, les pronoms et les adjectifs qui leur étaient attribués.

**Mots clés :** Rôle de genre, stéréotype, manuel, analyse des discours critiques, génériques masculins, femmes, inventaire des femmes de Van Leeuwen.