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Ibn Khaldoun University of Tiaret

Faculty of Letters and Languages

Department of English



**Gender Representation in the EFL Textbook 'My Book of English'
Used in the Algerian Primary Schools: A Content Analysis**

A Dissertation Submitted in Partial Fulfilment of the Requirements for the Degree of Master
in Linguistics

Submitted by:

Hind Ferradji
Hanane Arbaoui

Supervised by:

Dr. Naima Boukhelif

Board of Examiners

Dr. Louiza Belaid

Chairwoman

Ibn Khaldoun University-Tiaret

Dr. Naima Boukhelif

Supervisor

Ibn Khaldoun University-Tiaret

Dr. Sahli Naima

Examiner

Ibn Khaldoun University-Tiaret

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Dedication

I owe a tremendous debt of gratitude to my mother, **Messaouda Chaoune**, who has been my real hero for her sacrifices, enduring love, and motivation. She has been the driving force behind my achievements. Moreover, I extend my deepest appreciation to my friends, and relatives who have believed in me, supported me, and inspired me in their own unique ways.

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List of Abbreviations and Acronyms

CA: Content Analysis

CD: Compact Disc

EFL: English as a Foreign Language

ND: Non Determined

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Abstract

The study at hand aims to examine the representation of gender in the new Algerian English textbook, officially approved by the Ministry of Education and compulsory for third year primary school pupils. The study seeks to determine the number, the occupation (s), and the location (s) of the male and the female characters used in this EFL textbook, and identify their way of dressing, the colour (s) used to present them, their societal behaviours, and the language they used to communicate. To conduct this study, a content analysis is used. Moreover, an interview with 10 EFL teachers is employed. Concerning the number of the characters and the language used in this EFL textbook, the results of the study reveals that there is a departure from the traditional norm of male dominance, as the analysis indicates a deliberate and unconventional emphasis on the female characters. However, it seems that the same traditional gender stereotypes are observed regarding the occupations of the two gender characters, their locations, their way of dressing, and their societal behaviours.

Keywords: Content analysis, EFL textbook, gender representation, stereotypical gender roles

General Introduction

1. Introduction

Like any educational system in this world, the Algerian educational system is based on textbooks which are considered the focal point in the teaching and learning process. Textbooks play an important role in shaping pupil's mindsets. They are transmitting modals of our norms, traditions, and social behaviours in a way or another (Brugeilles and Crome, 2009).By the beginning of school year 20022/2023, the Algerian Ministry of Education has introduced the English language in the primary schools, as a second foreign language, in addition to French, which is considered as the first foreign language. To this end, a new EFL textbook entitled 'My Book of English' has been designed for both the pupils and the teachers of the third-year grade. This textbook conveys, in addition to the linguistic knowledge, very essential ideas that construct one's identity like gender norms.

2. Research Problematic

Being fully aware that primary school pupils are in their sensitive age, they can be influenced by anything that is around them. They have every confidence in what they see and learn through the educational materials. One of the main elements presented in the EFL textbook used in the Algerian primary schools is the representation of gender. Thus, a thorough analysis is required to examine the extent to which the traditional gender stereotypes are presented in this EFL textbook.

3. Research Motivation

Numerous studies have been conducted to investigate the way gender is depicted in the Algerian EFL textbooks used in middle and secondary schools. However, how gender is presented in the EFL textbook 'MY book of English' which is used in the Algerian primary

schools has not been examined yet. This motivates use to examine how males and females are portrayed in this new material.

4. Research Aim

The primary aim of this study is to examine the representation of gender in the EFL textbook used in the Algerian primary schools. The study seeks to:

- Determine the number of the male and the female characters in the EFL textbook 'My Book of English' which is used in the Algerian primary schools.
- Determine the occupation (s) of these male and female characters in this EFL textbook.
- Identify the locations where these male and female characters are portrayed in this EFL textbook.
- Find out the gender roles of these male and female characters in this EFL textbook.
- Examine the language used by these male and the female characters in this EFL textbook.

5. Research Questions

In the light of the above, the core objective of this research is to explore the following research question: How are male, female, and non-human characters pictured in the English textbook of the Algerian primary schools?

The sub-questions:

1. How are the male and female characters portrayed in terms of their occupations and locations?

2. What kind of linguistic behaviours and gender roles do the male and female characters exhibit?

1. Research Hypotheses

The following hypotheses have been put forth as anticipated answers to the research questions above:

1. The male and the female characters in this EFL textbook may be depicted in stereotypical occupations, and locations in a way that aligns with traditional societal expectations and stereotypes.
2. The male and the female characters in the Algerian textbook may exhibit stereotypical linguistic behaviours and gender roles align with traditional gender stereotypes and societal expectations.

2. Significance of the Study

The current study could be significant for both textbook designers and authors. By highlighting the importance of gender representation, this study aims to raise awareness among educational material creators regarding the need for more diverse and non-stereotypical portrayals of both male and female characters. The insights gained from this research can inform the development of future textbooks, fostering inclusivity and promoting a balanced representation of genders.

Moreover, this study holds relevance for readers by providing valuable insights into the portrayal of gender within the context of English language learning in the Algerian primary schools. Readers, including students, teachers, and parents, will gain a better understanding of the ways in which gender is depicted in educational materials, enabling them to analyze and engage with the content.

Furthermore, this research serves as a foundation for future investigations in the field of gender representation in educational materials. By focusing on the portrayal of gender in English textbooks, it paves the way for further exploration of related topics. The study's findings and methodologies can serve as a valuable reference for researchers interested in delving deeper into the subject matter.

Besides, the study at hands is significant because it is the first scientific work that attempts to examine how gender is portrayed in the EFL textbook 'My Book of English' which is used in the Algerian primary schools. Finally, the results of the study can be used to enrich the literature that deals with gender representation in EFL textbooks.

3. Research Methodology

To conduct the present study, two research methods were used: A content analysis and an interview. The first method was used to analyse the way gender is depicted in the EFL textbook used in the Algerian primary schools. To do this, the contents of the textbook under examination were classified into four main categories which are vignettes, dialogues, stories, and pictures. Then, a thorough analysis of the number, the occupation (s), the location (s), the gender roles, and the language of the male and the female characters was carried out in each coding unit. The second method was used with ten EFL teachers who work in primary schools.

4. The Structure of the Dissertation

To conduct this research three chapters are used. The first chapter is theoretical. It presents necessary information about textbook and gender and reviews the previous studies that have tackled the issue of the representation of gender in EFL textbooks. The second chapter is practical. It details the steps used to analyse the EFL text book under examination,

and describes the design of the interview used with the EFL teachers. The third chapter is devoted to present and analyse the data obtained from the EFL textbook and the interview.

Chapter One
Textbook and Gender

Introduction

Textbooks play a crucial role in shaping society, because they are the direct link between education and students. They provide a resource for students to learn from, and teachers to rely on in order to evaluate knowledge and skills that students have learned. Textbooks are used to teach students about several topics like history, mathematics, science, and many other topics that a learner needs.

This chapter presents a detailed definition of a textbook, its function, and its criteria. Moreover, it identifies the relationship between gender and textbook in education. Furthermore, it gives more attention to gender representation in learning materials i.e. textbooks. The chapter also highlights the role of EFL textbooks with other related concepts, such as EFL textbook evaluation and EFL textbook in Algeria. Besides, it reviews the former studies done in this area.

Textbook

Definition

A textbook is one of the tools that teachers can utilize to accomplish goals and objectives that have been established to meet the needs of the students, it serves as an authoritative source of information to them (Bateman & Mattos, 2006). It is a guide used by teacher to deliver, and for learner to examine knowledge. Poljak (1983) considered the textbook to be the basic teaching and learning material that enables students to acquire the necessary knowledge, develop critical, creative, and dialectical thinking, and develop their mental skills. Moreover, it is considered as a record for teacher to evaluate what has been taught (Hutchinson & Torres, 1994). According to Cunningsworth (1995), a textbook is as an effective source to present materials, a large source of ideas and exercises, a reference source

to use by students, and finally a syllabus used by teachers that can be a good support for less experienced ones who have yet to obtain confidence.

Oxford dictionary defined a textbook as “a book used as a standard work for the study of a particular subject” (OALD, 2000, p.1238). Kovač and his colleagues argued that “a textbook is a textual teaching medium and part of educational tools that aid both the efficiency of teaching and individual learning” (2005, p. 20). According to Awasti (2006) and Tomlison (2011) textbook is a teaching and learning material for both students and teachers to rely on in the learning process, it is presumed to be the most important teaching-learning resource (Cunningsworth, 1995). According to Graves (2003), a textbook can be defined as an intentionally designed and meticulously structured educational resource that encompasses a deliberate selection and organization of content. Its primary objective is to accomplish predetermined educational goals. Similarly, Brown and Abeywickrama (2010) characterize textbooks as comprehensive written or printed publications that provide a methodical and organized exploration of a specific subject. Typically written by experts, their fundamental purpose lies in serving as invaluable instructional tools within classrooms or other educational environments.

Furthermore, Hafner and Miller (2011) claimed that textbooks embody a structured and methodical approach to a particular subject matter. They are recognized as written or printed educational resources, specifically crafted to fulfil the role of the primary source of instruction or study within a given course or curriculum.

Textbook's Function

A textbook is one of the vital tools in the teaching-learning procedure (Kovač et al, 2005), it has and still been the most trusted source of education among the other learning materials. As determined by Fahrinary Alek and Ismail Suardiwekke, a textbook is the key

element in most foreign language programs, almost every English teacher relies on a textbook, and the majority of pupils say that their lessons go along with the organization of the provided textbooks (Lundahl, 2014).

Following the same line of thought, Kukanja-Gabrijelčič, (2015) argued that a textbook functions both as an informative as well as a formative instrument because; it gives knowledge and concomitantly enables the development of competence, skills and values. This means that a textbook serves as didactic as well as educational instrument (Jurman, 1999). In addition, it is significant as an educational tool for autonomous learning, and it strengthens the learned content (Kovač et al., 2005).

Cunningsworth (1995) listed several functions of a textbook. For him, a textbook is:

1. A repository of presenting materials (spoken and written)
2. An activity source for learner practice and communication interaction
3. Grammar, vocabulary, and pronunciation guide for students
4. A source of simulations and ideas for language exercises in the classroom
5. A syllabus (when they match previously defined learning goals)
6. Resource for autonomous learning
7. A resource for unskilled teachers who are still building their confidence

Similarly, Penny (2009) (as is cited in Kartini, 2005) pointed out that textbooks play an essential role in teaching and learning. For her, a textbook functions as:

1. Framework

A textbook is a framework that helps teachers to structure and build their lessons. It is suitable for both outdoor and indoor education. It is designed in accordance with the

curriculum. As a result, instructors may arrange the content such that it corresponds to the learning objectives.

2. Guidance

A textbook can serve as an effective guide for teachers, especially for those teachers who lack experience in the teaching process. Teachers might become perplexed when explaining lessons. They may not be able of managing things on their own. In such cases, textbooks can be effectively used to overcome these problems.

3. Ready-made Texts and Tasks

A textbook contains texts and materials that are ready for use in teaching and learning. This means that teachers are assisted by a provided material which is the content of the textbook. They do not devote time organizing items. They just select the materials and activities based on the needs of the students.

4. Autonomy

In addition to teachers, a textbook assists students in their process of learning. Thanks to textbooks, students can learn without teachers' explanations. They can also go over the content again using the teacher's explanations. Moreover, they may be better familiar with the materials used in exams. Textbooks have witnessed significant development transforming into highly valuable learning materials for students.

EFL Textbooks in Algeria

Textbooks are the most used learning materials in almost all learning subjects across several countries such as Algeria. The Algerian Ministry of National Education provides information on the educational system in Algeria, including curriculum and assessment

policies. According to Report of the Special Rapporteur on the right to education, Kishore Singh (2015), the educational system in Algeria is segregated into three stages: Primary school, middle school, and secondary (i.e., high) school. Primary school consists of six grades from 5th to 11th. Middle school consists of four grades from 11th to 15th. Secondary school consists of three grades from 15th to 18th. In Algeria, English is taught as a foreign language. It was educated as a mandatory subject among eleven subjects in middle schools. In 2021, the Algerian Ministry of Education has introduced English in the Algerian primary schools. It has been presented as compulsory subject in the third year grade. This means that students in Algeria learn English from grades 6th to 19th. During each grade, EFL teachers and learners are expected to have one textbook and a compact disc (CD).

The textbooks used to teach English have seen great improvements in terms of content, objectives, and organization to better meet the needs of students. In the past, EFL textbooks was mostly reformulated as grammar textbooks (Mouloud, 2016), however, the situation is completely different today. EFL learners do not need only to memorize grammar, linguistic structures and translate phrases, but they also need to acquire the four language skills (reading, writing, speaking, and listening) in conjunction with communicative and cultural goals that are considered important in EFL teaching and learning, that is why EFL textbooks were modified.

It is crucial to ensure that English textbooks at each level are relevant and worthy, serving as effective tools to assist both EFL teachers and learners in achieving their pedagogical goals (Mouloud. 2016). By aligning the content and approach of the textbooks with the specific needs and objectives of EFL instruction, they can provide valuable support in the language learning process. This emphasis on relevance and quality enhances the learning experience, enabling teachers and learners to work together effectively and meet their educational goals.

EFL Textbook Evaluation

Tomlinson (2003) defined textbook evaluation as “a procedure that involves measuring the value (or potential value) of a set of learning materials” (p.15). Textbook evaluations help to compare what teachers use to teach and what learners use to learn. According to McGrath (2002), evaluating a textbook means figuring out what you as an evaluator did and didn't examine, and assigning a value to those results. Littlejohn (1998) sees textbook evaluation as an insight into textbook design and use. Cunningsworth (1995) argues that textbook evaluations help to make decisions about which new textbooks to adopt or the strengths and weaknesses of textbooks already in use.

An EFL textbook is a book that contains all of the essential resources and texts that a language learning course needs. It requires practicing the different factors and skills of the language: Vocabulary, grammar, functions, pronunciation, writing, reading, speaking, and listening (Hutchinson and Torres, 1994; Li, 2020; Tomlinson, 2011). Regardless of the world's technological advances, EFL learning and teaching programs cannot give up on textbooks due to their benefits that they offer to the learning subject. Richards (2014) confirmed that textbooks are the most common teaching material used by English teachers.

Criteria for Effective Textbook

The educational and learning processes heavily rely on textbooks. That is why it should be well formed with an honest quality. According to many scholars a good textbook should contain certain criteria. Campbell (1999) established minimal quality standards that can be used to design an effective textbook. For Campbell (1999), the learning materials should be neutral and non-stereotypical. Moreover, they ought to have a broad, full, and all-encompassing understanding of society and its history. The textbook should not be built on several perceptions. Clearly speaking textbook does not emphasize a certain group. Hence it

should broaden pupils' horizons. According to Hutchinson and Waters (1994) high-quality materials ought to meet three requirements. The first requirement is motivating students to learn. This can be achieved by using attractive texts with different concepts, entertaining exercises that challenge students' cognitive abilities, and clear content that both the student and the educator can understand, and by giving opportunities to learners to use the received knowledge and skills. The second requirement is creating a simple and logical unit structure that guides teachers and students through different activities in order to enhance the learning experience. The third and the final requirement is offering chances for both analysis and synthesis.

Textbook is the most crucial source of information for learners, because it improves their knowledge acquisition and personal growth (Cigler, 1997). One of the most crucial functions of a good textbook is to inspire students to learn on their own (Turk Škraba, 2005). Due to the ongoing changes and the technological developments in the world, textbook might face a hitch of getting outdated that is why it should be created in such a way that they may be utilized for several years (Šmit, 2011).

A textbook's cover design should be attractive and interesting with a clear appealing language; it should also include expressive abilities, skills, and characteristics of the learner, while enhancing their vocabulary (Zupanič, 2014). Moreover, it should have explicit description that persuades students to learn with comprehension; as opposed to memorizing material which they do not grasp. This may be achieved by making the content more clear, by boosting it with illustrations, images, and definitions. The textbook content should contain fundamental facts, concepts, and definitions. All examples, photos, and graphs should have captions that lead students to the core of the content (Cigler, 1997).

In addition to Campbell (1999), Turk kraba (2005) argued that to assess the quality of a textbook one have to take into consideration three important elements which are: The country that provides the education system and legally sets the goals that participants in the education process need achieve, the mediators, that is the teachers, who transfer the determined educational content to their students, and the users, that is the students, for whom the textbook is designed.

According to Kovač (2005) the following criteria and principles should be taken into consideration to design an excellent textbook:

1. While evaluating textbook content quality, it is important to take into account the principles of clarity, real-life and logical accuracy, as well as the teaching system and structure.
2. From the perspective of student attitude, it is important to look at the zone of proximal development, as well as the principles of individualization and education.
3. When it comes to student activity, the concepts of activity and difficulty should be observed.
4. Economic and rationality principles should be addressed while organizing the educational process.

Textbook Selection

At the present time, learners have become more sophisticated in comparison with the passing generations thanks to technology such as televisions, computers, smart phones, games etc. They seek for excellent production standards, especially where visuals are concerned. They anticipate that textbooks will make learning easier and enjoyable, in other words they are prone to lose interest in dry and uninteresting subject matter. Moreover, it should be

updated, long lasting for learning in the class, and most importantly available for all students (Richards, 2014). Cunningsworth (1995) sets a checklist for textbook selection. This list includes seven important elements:

1. Aims and Approaches

The aims of textbook should be appropriate with the learning objectives, and student's needs. In addition, the textbook should be appropriate for the class's learning environment. It should contain materials for the teaching and learning processes.

2. Design and Organizations

The textbook's condition, namely, structure, functions, topic, skills, and so on, should be effectively organized. The contents of textbook are integrated with each other such as difficulty levels, understanding levels, etc. Moreover, textbooks can evaluate the progress of the students. Furthermore, textbooks can evaluate the progress of the students. It should be easy to use when it comes to individual learning and the last thing it should include a clear layout.

3. Language Content

In EFL textbook, grammar, vocabulary, and pronunciation should meet the student's level and they should cover student's need. Concerning pronunciation work it should include sounds, word stress, sentence stress, and intonation. It should also include writing development especially how to get the main point in paragraphs.

4. Skills

Textbook should include the four skills which are listening, speaking, reading, and writing. For listening activity, the record should be authentic, the information should be real

and credible. Moreover, the record should be followed by questions on the provided topic. Concerning speaking skills, spoken English allows students to practice and use the acquired skills; teachers should do a speaking session from time to time. Paragraph reading is adapted based on student such as activities, interest etc. The last component is writing, it should provide detailed information on the writing activity, level accuracy, and appropriateness style of writing.

5. Topics

The discussion topics should be relevant to the course subject and the students' interests. a good topic can broaden students' knowledge and experiences, students also can draw social and cultural connections with the aid of the chosen topics.

6. Methodology

The type of approach used in the textbook is important. The involved method should be suited for the student's activeness. In addition, the approach used should convey new language components based on student's competence. Because a method with a high standard can be a good guidance for the students in their learning process and it can also develop their communicative abilities.

7. Teacher's book

The teacher's book has to be supportive and comprehensive. Additionally, the learning strategy in their book should contain grammar rules as well as cultural information.

Gender

Definition

Gender in daily life has long been a term that human encountered, it is crucial to understand that gender is not something we inherit. In other words, it is not something innate; it changes according to the social attitude of a person (Tabeje, 2004). As stated by Butler (2004) it is something that human performs. Moreover, this type of performance is flexible and changes depending on the situation (Milis & Mullany, 2011). Gender is a social connection, function, and suitable conduct concept that society establishes for both men and women concerning the cultural system (Azmat & Dantake, 2012). It affects how individuals behave and interact, how they see themselves and others, and how power and resources are distributed in society. Gender is the key and image of identity that the person has, that identity portrays the personality of the human being. The character of a person is reflected in the determination of sex, thus gender identity carries with it several elements including self personality, other perception, and finally biological and social influences.

Gender is utilized to distinguish between men and women in a non-biological way. It is the social perception of an individual's functions, expression, and identity. In brief, Gender is the social and culturally defined role of men and women, People unconsciously behave as females and males. It has an impact on the characteristics of being male or female, yet they can choose to behave differently based on their social role, regardless of their gender identity (Butler, 2004).

Sex and Gender

Most people frequently consider gender and sex as two terms with the same meaning used interchangeably, same goes with gender identity. However, in fact they are not similar at all. Regardless of their proximity gender and sex are totally two different concepts with two

different meanings. In a broad clearly way, Sex refers to the biology of human subjects (Brita & Christopher, 2005). It can be defined as the biological state of being male or female; it is determined by physical, reproductive, and chromosomal variables (Marchbank & Letherby, 2007). Unlike gender which is associated with one sex it refers to numerous aspects namely behavioural, cultural, and psychological one (Akay Sahin & Acikalin, 2021). Sex is the biological concept while gender is the social concept. Male and female differ anatomically and biologically. These fundamental biological distinctions have an impact on how people perceive what it means to be male or female in any community for worse or better (LoMauro & Aliverti, 2021). According to Healy (2009), gender is the basic anatomical difference between the two sexes, not only the differences between having one X and one Y chromosome or two X chromosomes. This means that gender and sex are not the same thing, they serve different purposes in discussions.

Thiyagu (2015) argued that gender refers to the roles and responsibilities assigned to males and females by families, societies, and cultures. Naturally, each community believes that its own notions of gender correspond to the biological duality of sex. Genes are the primary determinant of an individual's biological sex, and can be used to determine the sex of a newborn human with a high degree of accuracy. However, it is important to note that biological sex is distinct from gender, which is a social and cultural construct that encompasses a wide range of roles, behaviours, and identities associated with being male or female (Connell, 2005). It seems clear that gender is influenced by social characteristics such as masculinity and femininity, whereas sex is determined by variations in the genitalia i.e. humans acquire their gender through cultural beliefs and role behaviours; while sex is something inherited (Oakley, 1972).

Both gender and sex are assimilated with each other since they determine the social and the biological aspect of the human being. Yet, the researchers are still particularly stressed out about these two terms because of their overlap and which concept emerged first.

Gender Stereotypes

Stereotypes are assumptions made about someone based on their membership with a certain group, which can be neutral, negative, or positive. Societies often use stereotypes based on gender, ethnicity, or occupations (Shelley, Letitia & David, 2006). In addition, stereotypes are learned, maintained, and potentially changed through the language and communication of a culture. A stereotype is used as typical picture that comes to mind towards a group of people, it could be on an individual or collective level, justified or unjustified, and accurate or inaccurate Lippman (1922) maintained that, certain people are categorized into groups based on similar characteristics, and the group's stereotypes might include both negative and positive traits. For instance, women are frequently described as passive and dependent. In addition, they are interested in fashion, gossip and shopping, Men, on the other hand, refer to the opposite attributes of women, such as independence and energy. These views are subsequently referred to as gender stereotypes.

People frequently portray men and women differently, though they are both human beings. Gender roles are presumed throughout different settings such as jobs, family roles, passions, and activities (Mechouat, 2017). The social image of men and women reflects and describes their beliefs and behaviours. Gender stereotypes are about people based on their sex and gender, according to Nadal (2017), they are exaggerated ideas about an individual's qualities based only on their gender, regardless of the real variation among people from different gender groups.

Gender stereotypes come in many forms. They can be positive or negative, explicit or implicit (Robert, Baron, Nayla, & Byrne, 2008); it may be good in the sense that they confer positive characteristics on a certain gender group, such as women being warm, pleasant, and caring, whereas men are competent, confident, and forceful. On the surface, this may not appear to be an issue; yet, these positive stereotypes imply that all women and men should have these characteristics. It is possible for women to have some characteristics associated with men, and for men to have some characteristics associated with women, or to lack characteristics connected with their gender group. Hence, strict classifications, although appearing to be beneficial, they constrain how individuals of gender groups show their personalities and actions. Individuals make judgments based on preconceptions, and members of gender groups who do not comply with these expectations risk unfavourable effects (Rudman & Glick, 2010).

Negative stereotypes have received the most attention because they are easy to identify as harmful and problematic. Women are too emotional, illogical, and inept, whereas men are irritable, aggressive, and they lack empathy. If these negative expectations are extended to all women and all men, the gender expectancies of men and women are excessively exaggerated. Moreover, gender stereotypes ignore environmental impacts on behaviour and instead depict these psychological traits as fundamental features of one's gender (Kevin, 2017). The general perception in society about gender is that men are superior and women are submissive. Gender stereotypes are connected with gender ideology, as Talbot (2003) points out, sustain naturalized gender disparities. They do so by maintaining hegemonic male dominance and female subordination (Holmes & Meyerhoff, 2003).

Crawford & Unger 2004 identifies some characteristics of gender stereotype. They argued that:

1. Stereotyped groups are easily recognised, and relatively have no power.
2. A large number of people believe in the characteristics of a stereotyped group.
3. Stereotypes entail an implicit comparison across communities, which is damaging to the stereotyped group.
4. Stereotypes are difficult to overcome, even when the person who retains them is confronted with several conflicting examples.
5. The majority of people are unaware that they stereotype others, and they dislike having their group's stereotyped features ascribed to them.

Likewise, Lips (2014) assumed that gender stereotypes involve four main features which are: personal traits, roles in society (jobs), behaviours, and physical characteristics (appearance).

1. Personal Traits

The personal features of men and women typically refer to opposite adjectives; these features are categorized into two types: Emotional and instrumental attributes. Men's instrumentality is characterized as being proactive, objective, competent, forceful, direct, unemotional, and dominating. However, emotional features are related with feminine features like expressiveness, warmth, sensitivity, and compassionate. It illustrates how two sexes are depicted as having completely different characteristics (Richardson, 2007)

2. Roles in Society

According to Law and Chan (2004) social roles of both sexes also differ. Women's job is related with household tasks such as buying food, preparing meals, laundry, ironing, and child-raising. Although men do the housework from time to time they prefer to work with tools or machines. Lips (2014) also stated that males often perform housework linked to repair

and maintenance. What men do seems to be masculine work and women tend to do the feminine one.

Furthermore, women are often responsible for caring communication among family members, friends, and doing something for others. For example; they are responsible for visiting others, planning family reunions and holidays, organizing weddings, resolving problems, distributing responsibilities, and keeping connection with distant family members. What women do at home, on the other hand, is not regarded as work rather than natural thing they perform. People think that women do such work because they are women, it prone to be a social norm. And even if they work outside, women are still expected to perform housework (Crawford&Unger, 2004 & Lee and Collins, 2006).

When women work in public, their jobs are often linked with features such as gentleness, nurturing, and other feminine characteristics. According to Crawford and Unger (2004), most women work as secretaries, nurses, and school teachers, whereas men work mostly as mechanics, engineers, and computer scientists.

Moreover, the choice of pronouns in English might reflect gender stereotypes about women and men's occupations. Elementary school teachers, nurses, and secretaries are represented by the pronoun she, while doctors, president, electrician and engineers are represented by the pronoun 'he' (Richardson, 2007).

3. Behaviours

Some of female and male's personality features lead people to assume men and women's behaviours. Many believe that because women are characterized as soft, patient, nurturing, gorgeous, and so forth, they will behave accordingly. Women often shop for food, make meals, do dishes, clean the house, and take care of their children. In contrast, males are characterized as strong, competent, powerful, energetic, and work only in public, and

when it comes to the housework they only undertake tasks such as fixing machines, washing cars, and other maintenance tasks. Such gender stereotype components are linked to one another. According to Lips (2014), one component of gender stereotypes influences people's beliefs about others.

4. Physical Characteristics

This category refers to women and men's physical appearance. Women are represented as pretty, feminine, and intelligent, whereas men are regarded as powerful, masculine, attractive, and strong. Moreover men have distinct characteristics, although women most frequently resemble males in appearance, both of them have masculinity, but men have their own traits. Gender stereotypes show that women and men are represented differently in society. This is all due to individual features, societal roles, behaviours, and physical characteristics, which are all part of gender stereotypes (Crawford&Unger, 2004).

Gender and Textbook in Education

According to Lloyd (2005) and Nyagah (2012), gender representation in children's textbooks influences social views and values about sexual identity behaviour. Gender disparity in courses will have a negative influence on students' perspectives. Despite the enforcement of gender equity regulations, gender bias remains a big problem all over the world.

Currently, there is an increasing awareness about sexual equality, especially in textbooks. Several experts such as Ward, & Friedman, (2008) in their work intituled Gender Representation in Children's Literature: A Content Analysis Approach, and the Council of Europe (2018) in Gender Bias and Stereotyping in Textbooks: How to Promote Equality, meanwhile the government has implemented some laws designed to close the gender gap in textbooks. Such as the law implemented in the United States: title IX of the Education Amendments of 1972 prohibits sex discrimination in educational programs, including

textbooks (United States, 2023). And in Germany: The General Equal Treatment Act (Allgemeines Gleichbehandlungsgesetz) prohibits discrimination based on gender, including in educational materials (The Federal Ministry of Justice and Consumer Protection, 2023). The National Education Standards Board and the Centre for Curriculum and Book Development were founded by the government in an effort to prevent gender discrimination in education (Lloyd, 2005).

Gender stereotypes are widespread in education. They can develop through interaction and the usage of textbooks in the classroom. Chafetz (2006) stated that boys spend more time outside and they know how to make advantage of the available area while girls tend to play in smaller groups and they emphasize teamwork more. School rebellion is frequently seen among boys rather than girls. According to the National Directorate for Education in Rachmijati & Cahyati (2018), there is a significant disparity between boys and girls achievements, girls perform better on academic exams than boys and they are more engaged in discussing issues of human rights, lifestyle, and moral attitudes.

It might be challenging to deal with gender stereotypes matter in textbooks. The popularity of several books has increased; however, handbook sorting is a challenge (Lee and Collins, 2006). For the reason that not all teachers have the capacity or the necessary standards to choose the textbook that best suits the needs of their students. Furthermore, gender stereotypes may have a negative impact on pupils. The inaccurate representation of the two genders in textbooks may have an impact on how students learn and behave. Lloyd (2005) states that the way gender is represented in children's textbooks influences their perceptions and attitudes of gender-appropriate behaviour in society. Frasher & Walker (2006) argued that gender depiction in textbooks covers societal behaviours and beliefs

At school, social construction happens through contact and texts, and teachers are frequently oblivious of their own prejudiced teaching habits. Minority gender discrepancies in course resources are frequently overlooked. As previously said, the teacher has a role in social construction in schools through interactions and texts. (Fahriany, Alek, Wekke, 2018).

From the above statements, it is clear that it is very important to highlight the awareness of equal treatment and equity between the two genders in education. The teaching materials should show a wide range of male and female pupils of different ages taking an active role; this must promote gender equity and eliminate prejudice. Mukundan and Nimehchisalem (2008) set three methods to prevent gender inequality in education. The first is to designate gender-equitable material in textbooks, the second is to consider criteria for material selection, and the third is to change the material to match the textbook's intended

Gender Representation in Textbooks

Gender representation explains the qualities, abilities, responsibilities, and roles of men and women in a specific situation (Brugeilles & Cromer, 2009). According to Yang (2014) representation “occurs 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” (Yang, 2014, p.43). Gender representation in visuals refers to how males and females are depicted, as well as the amount of representations associated with each gender. Gender stereotypes are frequently used in gender representation Sunderland (2004, 2006), as cited in Yang (2014), which are usually thoughts and beliefs on how male and female should perform and behave (Blaine, 2007) (Muñoz López et al, 2014).

Numerous studies have been conducted on gender representation in textbooks. Damien (2009) examines gender through a variety of categories, including firstness, occupations, and interactions. According to Lee and Collins (2009), gender representations in textbooks can be

divided into categories, which are both male and female's characters, social and domestic duties; conceptual roles, masculine formulaic structures, labels, and the sequence of appearance. In addition, Logsdon (1985) stated that gender representation in textbooks has six components:

1. Number of male and female pictures

Brugeilles and Cromer (2009) suggest that a person may be categorized based on their outward appearance, including their hairstyle and clothing. Men often have beards and moustaches, but women typically sport shorter hairstyles. Women often wear skirts or dresses, whereas males typically wear pants, further, this aspect is about the number of how many female, and male pictures are found in the textbook.

2. The names and the pronoun used to refer to males and females

This demonstrates how frequently names and pronouns associated with male and female are used in textbooks. Damien (2009) explains that, proper nouns, pronouns, common nouns, and titles are used when mentioning either a female or a male. There may be proper nouns, pronouns, common nouns, and titles that refer to men or women (Brugeilles and Cromer 2009). A proper nouns consist of a name (like Lily or Jams) and a surname with a polite and courtesy title (like Mrs. Jessi or Mr. Bram). Lily, Jams, and other names, as well as surnames and courtesy titles like Mrs. Jessi and Mr. Bram, are examples of proper nouns. There are four types of pronouns: possessive pronouns (such as his, hers), object pronouns (such as him, his), and subject pronouns (such as he, she) (e.g. his, her). Then there are common nouns like father, mother, husband, wife, son, or daughter. In addition, sir and madam are included in the title.

3. Male or female roles

Male and female roles are depicted in textbooks using texts, illustrations, or activities, in addition to many more occupations which can be performed by either men or women such as that of a teacher, student, police officer, actor, actress, dancer, or composer (Sadker & Sadker, 1994).

4. Male and female games

It refers to the number of games played by both men and women that are described in the textbooks. In textbooks, activities like shopping, swimming, playing basketball, and working are all represented as female or male-performed games (Sadker & Sadker, 1994).

5. Male and female role models

It is the ratio of male and female role models that are present in sentences, images, and texts. Female and male role models were identified in texts, pictures, or activities. Moreover, public characters such as popular singers and historical individuals serve as role models (Sadker & Sadker, 1994)

6. Pattern of mentioning female or male names

It indicates whether a phrase or sentence starts with noun or pronoun of men or women. Using both male and female pronouns in the same phrase is referred to as pattern. When two gender-specific nouns or pronouns appear in pairs in a phrase, such as mother and father or he/she, the one that comes first may be interpreted as holding a higher position (Stockdale, 2006).

Gender and Language

Gender and language are two different yet interconnected notions. Men and women social roles influence their use of language. According to Weatherall (2002), gender influences

linguistic variations, which cover vocabulary, pronunciation, grammar, and communication style. According to Wardhaugh (2006), the social responsibilities of both men and women are associated with language and gender.

Furthermore, Weatherall (2002) cites that women tend to use colour adjectives such as lavender, khaki, turquoise, violet, and fuchsia, while most men do not. Moreover, she states that women usually use the words darlings, lovely, amazing, stunning, and sweet, whereas men use them very occasionally. Women are thought to possess a unique vocabulary, which includes phrases and adjectives like exquisite, lovely, heavenly, gorgeous, charming, adorable, and incredible (Weatherall, 2002).

There are also linguistic disparities between men and women. Women use specific intonation patterns related to surprise and politeness more commonly than men, and their intonation patterns are different from those of men (Wardhaugh, 2002). Female use methods of inquiry, one of these methods are the indirect questions. A question mark is used for the purpose of obtaining more information for instance it is cloudy today, isn't it? This statement seeks out further information even if it is not an interrogative sentence; the speaker is in a situation where the addressee is more likely to know something than them, and this happens when women are unsure of themselves than males.

Furthermore, language represents power and position in a society. Weatherall (2002) believes that language represents men's power and social advantages, as well as women's lack of power and social disadvantages. In the English language, for example, masculine words such as chairman, mankind, fireman, and dudes are used to refer to both genders. Those forms are known as masculine generics, they can typically refer to both men and women. However, it can be perceived as excluding women. Furthermore, masculine domination in language can be found in the feature of naming convention that defines women in terms of their connection

with males. When a woman marries, she takes her husband's family name. Furthermore, the titles preceding women's names have usually differed depending on whether they are married or not (Mrs or Miss). However, Men's title (Mr) that comes before their names are not considered as their personal status.

The difference of utterance between men and women can be illustrated in the following five points:

1. Both sexes develop district-specific language usage patterns(Eckert & McConnell-Ginet, 2013)
2. Women tend to use linguistic techniques stressing solidarity, (Lakoff, 1975 & Tannen, 1990).
3. Women interact with ways that support solidarity while men tend to interact with ways that support their authority (Holmes 2006).
4. Women appear to be more adaptive than men (Coates 1993).
5. Women connect using the emotional side more than men do (Fischer & Manstead, 2000)

Another factor that has been criticized for trivializing women is English figurative language. Metaphors such as immaturity, animals, clothing or food, automobiles or furniture are all included. Domesticated or hunted animals such as foxes including cats, kittens, and chickadees are also used to symbolise women (Weatherall, 2002).

In conclusion, gender and language are interconnected terms. Gender influences how men and women use language. In linguistics, men and women can be divided into different roles based on their vocabulary, grammar, pronunciation, and communication style. Furthermore, language also reflects power and position in society.

Previous Studies

Gender representation in English textbooks was the subject of several of previous research investigations that have been linked to this study. For instance in analyzing gender representation in ELT textbooks used in Hong Kong's primary schools (Lee, 2014) the researcher conducted a study on English textbooks that was published in 2005 with the same series published in 1988 (12 books in general) to gain insight into the gender equity in current materials, such as increasing interest in women's textual and visual representation. The results of his study also showed that stereotyped pictures of the two genders and representations of women in a smaller range of social positions than those of males were still being used.

Moreover, Khan and Sultana (2012), conducted a research to identify the transformative component of information found in school textbooks in the context of gender, ultimately reached the same result. Both studies had a distinct goal, time frame, and place. Though this study only concentrates on knowledge transformative introduced in English textbooks, the researcher refers to gender in English textbooks as the primary focus of analysis.

Furthermore, gender representation in EFL materials used in Iranian high schools is a study conducted by Mohammadi in 2010 to examine different areas of gender bias in representation of women and men in 3 volumes of English textbooks taught in the high schools of Iran. Chi-squares were used to determine the frequency of names, nouns, pronouns, and adjectives related to men and women. They were also used to investigate the equality of men and women occurrences in instructions, sentences, and exercises. The results showed that the representation of men and women in those materials was unfair. The presence of men was more spotlighted than that of women in terms of names, nouns, pronouns, and adjectives related to them. There were more male characters than female characters. Moreover, these

textbooks had numerous male-generics in which women were hardly noticeable. Furthermore, sexism has been identified in regard to animal representations.

Conclusion

This chapter has provided a comprehensive exploration of textbooks, encompassing their definition, function, evaluation, criteria, and selection process. It has focused also on EFL textbook in Algeria and EFL evaluation. Furthermore, the chapter has elucidated the concepts of sex and gender, passing by gender stereotypes. It has also noted the relationship between gender and textbooks in education as well as language and gender. Finally, this chapter provided a collection of relevant previous studies conducted on the topic in hand.

Chapter Two
Research Methodology

Introduction

Education plays a major role in shaping children and young adults' mind set, and their perception regarding society. Teaching materials present a microcosm of ideologies, values, and beliefs from the dominant culture including gender ideology and scripts. There are various types of teaching and learning materials, textbooks have been crucial specific tools, and the most used ones in the Algerian educational system. Gender representation in learning materials conveys an implicit message to students about attitudes towards culturally appropriate gender roles for men and women.

This chapter presents the research protocol used in this study. First, it restates the research aim and the research questions. Then it describes the research design. Moreover, it presents the textbook examined in this study, and explains the design of the content analysis used to analyse the textbook. The chapter also illustrates the structure of the second method 'interview'.

Research Aim

As stated in the general introduction, the aim of this research is to find out how gender is represented in the English textbook used in the Algerian primary schools. It seeks to investigate how male and female characters are depicted in illustrative texts, stories, and pictures. More precisely, this study examines the number of the male and the female characters, their occupations, locations, behaviours, and the language used in each coding unit.

Research Questions

In the light of the above, the core objective of this research is to explore the following research question: How are male, female, and non-human characters pictured in the English textbook of the Algerian primary schools?

The sub-questions:

1. How are the male and female characters portrayed in terms of their occupations and locations?
2. What kind of linguistic behaviours and gender roles do the male and female characters exhibit?

Research Design

This research study was carried out employing both a quantitative and qualitative design. Bryman (2012, p.35) defined quantitative research as, “A research strategy that emphasises quantification in the collection and analysis of data”. According to Smith (2017), Quantitative research design entails gathering and analysing numerical data to reveal statistical connections and draw unbiased conclusions. It offers researchers a powerful framework to quantify phenomena, and assess variables. Flick (2014, p.542) claimed that, “Qualitative research interested in analysing subjective meaning or the social production of issues, events, or practices by collecting on-standardised data and analysing texts and images rather than number and statistics.”

Research Methods

To conduct the study, two research methods were used: Content analysis and interview.

Content Analysis

Content analysis is described as “a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use” (Neuendorf, 2002, p.9). It is used to identify the presence of particular concepts, words, phrases, themes, pictures, characters, or even words inside a specific text or texts in order to count their occurrence for data analysis purposes (Krippendorff, 2018). Content analysis is a research method which employs texts to draw reproducible and reliable judgments about the context in which it is used (Krippendorff, 2014). James and Tina (2015) asserted that content analysis is a family of research techniques to make it systematic, credible, or valid and replicable inferences from texts and other form of communication, it means the researchers use inference to make source texts more understandable to readers. Moreover, Palmquist, Al-Ghazo and Samadi (as cited in Setiawati’s paper, 2015, p. 40), confirmed that content analysis is a research tool which concentrates on the actual content and internal aspects of media. Lapainanen (2013) stated that the distinction between content analysis and discourse analysis is that content analysis searches for meaning whereas discourse analysis seeks to understand how meaning is formed

A content analysis (CA) is also a systematic and objective method of describing and measuring data. For many scholars, it is frequently used as a technique in analysing data. CA permits the researcher to investigate hypothetical claims to better understand the gathered data. Throughout content analysis, replicable and applicable conclusions can be drawn out from the data by providing information, viewpoints, and new facts.

EFL Textbook ‘My book of English’

The text book used in this study is (My book of English) a new book presented to primary school third year students as a first experience to teach English in primary schools. It

was released by the beginning of the current school year (2022/2023), by Lounis Tamrabet who is the head of project and curriculum designer, and Abdelfetah Chenni who is a teacher trainer and material writer. The book is composed of 62 pages reinforced by a CD which contains 88 audios related to the content of the book. Once you open the book the first thing you notice is a girl named Meriem Sidou presenting the book. The book is about her and her family which consists of her father Mr Sidou, her mother Mrs Sidou, her brother Yassine, and her little sister Lilia, in addition to her best friend Tinhinan.

The textbook is composed of six units, each of which includes suggested readings, activities, and exercises of varying lengths. All the units have more or less the same structure and layout. Table (1) below describe the organization of each unit.

Table (1): *Textbook's units*

Unit	Name of the unit	Page number
Unit 1	Me, my family, and my friend	8-18
Unit 2	My school	19-29
Unit 3	My home	30-37
Unit 4	My playtime	38-44
Unit 5	My fancy birthday	45-51
Unit 6	My pets	52-62

Content Analysis's Design

The content analysis used in this study was designed in relation to the research aim. To this end, four main steps were followed. These steps were developed based on the work of Hamilton, Anderson, Broaddus, and Young (2006).

➤ Step 01: Reading the Material

The researchers engaged in repeated readings of the textbook, initially they skimmed through the entire content to gain an overview, then they went through a more detailed and focused readings, paying a close attention to the representation of gender in the material. They have also listened to the provided audios since they complete the textbook.

➤ Step 02: Determining the Content Categories

After reading the textbook, the researchers classified its content into four main categories, namely: Vignettes, dialogues, stories, and images.

1. Vignettes

A vignette is a small illustration or portrait photograph which fades into its background without a definite border. The vignettes used in the EFL textbook are small images that illustrate actions, behaviours, scenes, with short illustrative texts, as in picture (1) below:

Picture (1): *Vignette (from My Book of English- page: 08)*



2. Stories

Stories are narratives that typically involve a sequence of events and characters. They often have plot, setting, and a development of themes or messages. In this analysis, stories are meant to be the short narratives pictured in images without text, attached with an audio for each story, as picture (2) below:

Picture (2): *Story (from My Book of English- page: 22)*



3. Dialogues

Dialogues refer to conversations or speech exchanges between characters; they can be direct or indirect speech. In this, dialogues are pictures with conversations in dialogue shapes, as picture (3) below.

Picture (3): *Dialogue (from My Book of English- page: 09)*



4. Images

Images are paintings, sketches, pictures, or other visual depiction of a person, object, or situation. In this analysis, images are pictures without any illustrative text or a story (audio), as in picture (4) below

Picture (4): *Image (from My Book of English- page: 28)*



➤ **Step 03: Identifying the Coding Units**

After reading the book and classifying its content, the next step is to determine the coding units. Coding units refer to the specific elements that are analyzed in order to examine gender representation in the textbook. The coding units examined in this research are: **Number of the characters, the characters' occupation, characters' locations, gender roles, and the language used by the characters.**

➤ **Step 04: Data extraction**

Data extraction refers to the process of gathering specific information from a source or dataset. In the present study data extraction would involve systematically examining the coding units within the content categories of the textbook and the provided audio to collect relevant information.

- **Number of the Characters**

The researchers counted the number of the characters (males, females, non human) in each content category (vignettes, stories, dialogues, and images).

- **Occupation (s)**

The researchers determined the occupations of the characters (male, female, nonhuman) in each content category (vignettes, stories, dialogues, and images).

- **Location (s)**

In addition to occupations, the researchers determined the locations of the characters (male, female, and nonhuman) in each content category (vignettes, stories, dialogues, and images).

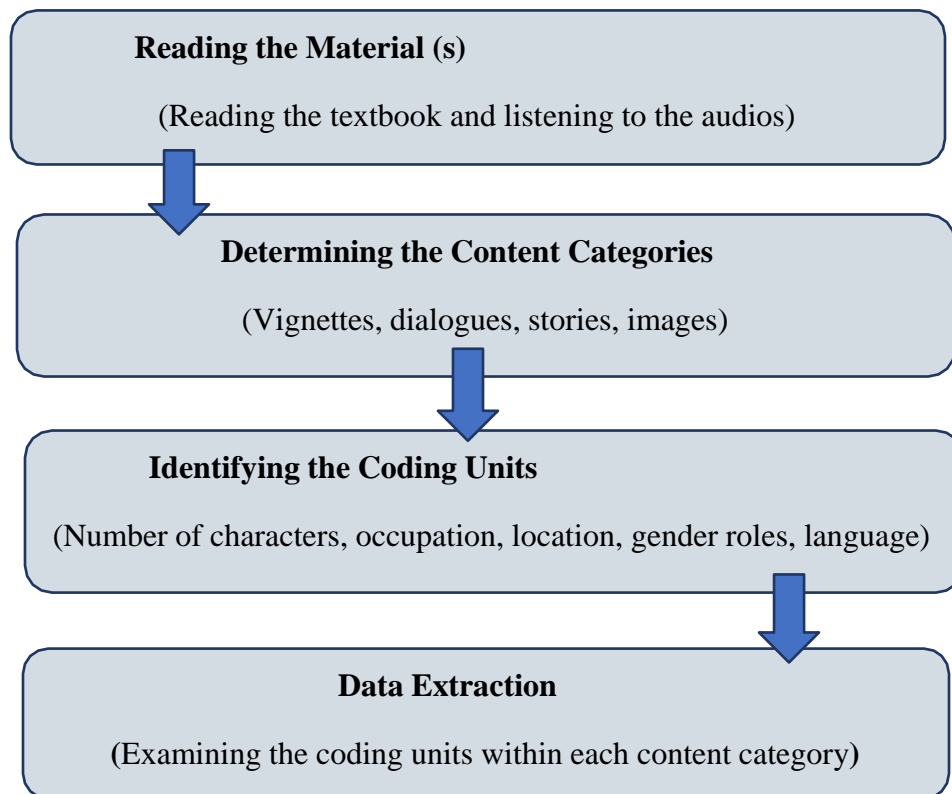
- **Gender roles**

The researchers examined also the gender roles portrayed within the coding units. They analysed the distribution of roles, the way of dressing, and the colour used to dress the characters.

- **Language**

Finally, the researchers analysed the language used within the coding units. This step involves examining the choice of words, phrases, adjectives, questions, interruptions and hesitations, to identify any gendered language or biased linguistic patterns that may influence gender representation. The steps of the content analysis can be summarized in figure (1) below:

Figure (1): *Steps of Content Analysis*



Interview

To support the results obtained from the first method, an interview was conducted with ten EFL teachers who teach English in primary schools. An interview is a data collection technique that entails direct engagement and communication between the researcher and participants, with the objective of obtaining information, opinions, and experiences pertaining to the research subject (Bryman, 2015). By conducting interviews, researchers can acquire a comprehension of individuals' thoughts, emotions, and motivations, facilitating a detailed examination of the research subject (Anderson, 2019)

The interview was devised in relation to the content analysis data. It consisted of a structured set of eleven WH questions. During the interview sessions, various points were discussed, including the occurrence of gender representation, and the portrayal of nonhuman

characters within the book. Furthermore, participants were asked about their choice of personal pronouns when referring to nonhuman characters, aligning with the pronouns used by their students. Additionally, participants were specifically questioned about the presence of any gender bias or stereotypes regarding various aspects, such as occupation, location, dressing, hairstyle, behaviour, and language used in the textbook.

Conclusion

The chapter detailed the research protocol followed to conduct the present study. It presented the research aim, the research questions, and the research approach. The chapter also detailed the methods used to collect the data. It explained the steps of the content analysis, and described the design of the interview.

Chapter Three
Results and Discussion

Introduction

This chapter serves as the concluding section of our comprehensive research study, which has aimed to analyse the gender representation within the Algerian primary school English textbook. Throughout this investigation, we have delved into the content, and the language used in this textbook, to examine the ways in which gender roles, stereotypes, and biases are portrayed. Our findings will provide valuable insights into the current state of gender representation within these educational resources and offer recommendations for enhancing gender inclusivity and equality in Algerian primary education.

Data analysis

To analyse the data two sections are used. Section one is devoted to the textbook's content analysis, while section two is dedicated to present and examine the data obtained from the interview.

Content Analysis

To analyse the EFL textbook used in the Algerian primary schools, the number of the characters in each content category (vignettes, stories, dialogues, and images) is manually counted, by taking into consideration the gender of each character (male, female, or non-human) and its age (child or adult). Then, the occupation and the location of each character in each coding unit are determined. The gender roles of the characters (distribution of roles, the way of dressing, and the colour used to dress the characters) and the language used in the textbook are also examined.

1. Number of the Characters

The content of the textbook under scrutiny is presented using human male and female characters. Some of these characters are children, while, others are adults. The textbook also

uses two nonhuman characters: A robot and an animal. The first one is called Robotkid; while the second is named Fennec. The number of the characters used in the textbook, their gender, and their age differ from one coding unit (vignettes, stories, dialogues, images) to another.

➤ **Vignettes**

The textbook under examination includes 123 vignettes (picture+ illustrative text). The number of the characters used in this coding unit differs from one vignette to another. The gender and the age of these characters also vary. Table (2) presents the number, the gender, and the age, of the characters in each vignette.

Table (2): *Characters' number, gender, and age in each vignette*

Unit	Page	Vignette	Male		Female		Nonhuman	
			Adult	Child	Adult	Child	Robot	Fennec
Presentation	04	01	00	00	00	01	00	00
	05	02	00	00	00	00	00	01
My first English class	06	03-16	00	08	00	06	00	00
	07	17-18	00	01	00	01	00	00
Unit 01	08	19	01	01	01	02	00	00
	10	20	02	01	02	02	00	00
	11	21-26	02	01	02	01	00	00
	12	27-37	00	08	00	04	00	00
	14	38-41	00	01	00	03	00	00
	15	42-45	00	02	00	02	00	00
	16	46-47	00	00	00	12	00	00
	17	48	01	01	01	02	00	00
18	49-56	00	04	00	04	00	00	
	19	57	00	00	00	02	00	00

Unit 02	21	58	00	02	01	02	00	00
	29	59-69	00	01	00	09	00	00
Unit 03	30	70-76	02	01	02	03	00	00
	31	77-78	00	02	00	02	00	00
	32	79-81	00	01	01	01	00	00
	37	82-87	00	02	00	04	00	00
Unit 04	38	88	00	00	00	02	00	00
	39	89-91	00	01	00	02	00	00
	42	92-93	01	00	01	00	00	00
	44	94-101	00	03	00	05	00	00
Unit 05	50	102	00	00	00	01	00	00
	51	103-109	00	04	00	03	00	00
Unit 06	52	110	00	00	01	02	00	00
	53	111-112	00	01	00	01	00	00
	62	113-122	00	05	00	05	00	00
Concluding page	-	123	00	00	00	00	00	01
Total	30	123	09	50	11	82	00	02

A comprehensive look at table (2) above shows that 93 female characters are used in the vignettes. While 82 of them are children; only 11 characters are adults. Regarding the male characters, the table displays that 59 characters are used, 50 of them are children, whereas only 9 male characters are adults. The results also reveal that the female characters are more presented in (my presentation) page and all the textbook's units than the male characters who outnumber females only in (My first English class) page.

The main female children characters used in the vignettes are Meriam Sidou (picture 05) and Lilia Sidou (picture 06). Yassine Sidou (picture 07) is the main male children. Regarding

the adult characters, Mr Sidou (picture 08) and Mrs Sidou (picture 09) are the main characters. In addition to human characters, the vignettes contain one nonhuman character Fennec (picture 10). This character is used in the textbook's vignettes in the presentation page and the concluding page.

Picture (05): *Meriem Sidou* (page 14)



Picture (06): *Lilia Sidou* (page 14)



Picture (07): *Yassine Sidou* (page 14)



Picture (08): *Mr. Sidou* (page 11)



Picture (09): *Mrs Sidou* (page 11)



Picture (10): *Fennec* (page 47)



➤ **Stories**

The number of the stories used in the textbook is six. Each story contains a number of characters which can be human male, human female, or nonhuman. Table (3) presents the number, the gender, and the age, of the characters in each story.

Table (3): *Characters' number, gender, and age in each story*

Unit	Page	Story	Male		Female		Non-human	
			Adult	Child	Adult	Child	Robot	Fennec
Unit 01	13	01	01	01	01	03	00	00
Unit 02	22	02	00	00	01	01	01	01
	26	03	00	01	00	01	00	01
Unit 05	45	04	02	00	00	01	00	00
	47	05	00	03	01	02	01	01
Unit 06	54	06	00	01	00	03	01	01
Total	06	06	03	06	03	11	03	04

The results in table (3) above reveal that 14 female characters are used in the textbook's stories, 11 of them are children; while only 3 characters are adults. The table also displays that 9 male characters are used, 6 of them are children, whereas only 3 male characters are adults. Regarding the nonhuman characters, the stories include 7 characters, 3 of them are robots, and 4 of them are fennecs. Furthermore, the findings show that female characters are more present in the (my presentation) page and throughout all units of the textbook compared to male characters

The main female children characters used in the stories are Meriam Sidou and Lilia Sidou. Yassine Sidou is the main male children. Regarding the adult characters, Mr Sidou and Miss Hind (picture 11) are the main characters. In addition to nonhuman characters, the stories contain two nonhuman characters fennec and Robotkid (picture 12).

Picture (11): *Miss Hind* (page 11)



Picture (12): *Robotkid* (page 47)



➤ Dialogue

There are 9 dialogues in the examined textbook. The number of the characters employed in this coding unit differs from one dialogue to another. The gender and the age of these characters also vary. Table (4) presents the number, the gender, and the age, of the characters in each dialogue.

Table (4): *Characters' number, gender, and age in each dialogue*

Unit	Page	Dialogue	Male		Female		Non-human	
			Adult	Child	Adult	Child	Robot	Fennec
Cover page	-	01	00	01	00	01	00	00
Unit 01	09	02	00	00	00	03	00	00
	11	03	00	01	01	01	01	01
	12	04	00	01	00	00	01	00
	14	05-06	00	02	00	04	00	00
	15	07	00	01	00	00	02	00
Unit 02	23	08	00	00	00	00	01	01
Unit 03	34	09	00	01	00	00	01	00
Total	08	09	00	07	01	09	06	02

Upon a comprehensive analysis of Table (4) above, it shows that the dialogues included in the textbook feature a total of 10 female characters, 9 of them are depicted as children, only one character is portrayed as an adult. Conversely, the table indicates the presence of 7 male characters; all of them are represented as children. In terms of nonhuman characters, the table presents a total of 7 characters 3 of them are robots and 4 are fennecs. Furthermore, the findings indicate that on (my presentation) page, there is an equal presence of female and male children. In the remaining units of the textbook, the representation of both genders is balanced, indicating an equitable distribution of male and female characters.

Tinhinan (picture13) is the main female child character used in the dialogues. Yassine Sidou is the main male children. Regarding adult characters Miss Hind is the main female adult character. In addition to nonhuman characters, the dialogues contain two nonhuman characters ‘Fennec’ and ‘Robotkid’

Picture (13): *Tinhinan* (page 14)



➤ Images

The textbook that has been reviewed contains a total of 11 images. The number of characters portrayed in each image varies, as does their gender and age. Table (5) provides a comprehensive breakdown of the character number, gender, and age representation for each individual image.

Table (5): *Characters' number, gender, and age in each image*

Unit	Page	Image	Male		Female		Non-human	
			Adult	Child	Adult	Child	Robot	Fennec
Unit 01	10	01-02	00	02	00	01	01	00
	17	03	00	00	00	00	01	00
	21	04	00	00	00	00	01	00
	28	05-06	00	03	00	03	01	00
Unit 03	37	07	00	00	00	00	01	00
Unit 04	43	08	00	00	00	00	01	00
Unit 05	50	09	00	00	00	00	01	00
Unit 06	61	10-11	01	00	00	00	01	00
Total	08	11	01	05	00	04	08	00

Table (5) shows that the textbook exhibits a total of 4 female characters, all of them are children (picture 14). In contrast, the table illustrates the presence of 6 male characters, with 5 of them portrayed as children (picture 15) and 1 as an adult (picture 16). Furthermore, the table demonstrates the presence of 8 nonhuman characters; all of them are depicted as robots (picture 17), while no fennec characters are presented.

Moreover, the findings reveal that in the first unit, the number of female children is high compared to that of male children. However, in the remaining units, there are no depictions of either female or male children.

Picture (14): *Female child character (page 10)*



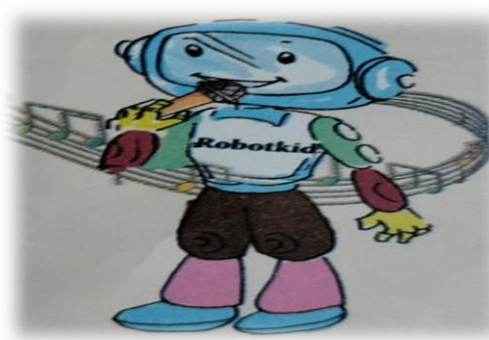
Picture (15): *Male child character (page 10)*



Picture (16): *Male adult character* (page 17)



Picture (17): *Robotkid* (page 17)



2. Characters Occupation

The characters used in the textbook are portrayed as performing several occupation activities such as student, teacher, seller, and housekeeper. Interestingly, these activities differ based on the character's gender and age. It is worth mentioning that some characters' occupations are not determined (ND).

➤ Vignettes

The textbook under examination includes 123 vignettes. The occupations of the characters in this coding unit differ from one vignette to another; some of the occupations are not determined (ND). The gender and the age of these characters also vary. Table (6) presents the occupations, the gender, and the age, of the characters in each vignette.

Table (6): *Characters' occupations, gender, and age in each vignette*

Unit	Page	Vignette	Male		Female		Non-human	
			Adult	Child	Adult	Child	Robot	Fennec
Presentation	04	01	-	-	-	Student	-	-
	05	02	-	-	-	-	-	Student
My first English class	06	03-16	-	Students	-	Students	-	-
	07	17-18	-	Student	-	Student	-	-
	08	19	ND	Student	housewife	Students	-	-
	10	20	ND	Student	housewives	Students	-	-
	11	21-26	ND	Student	housewives	Student	-	-

Unit 01	12	27-37	-	Students	-	Students	-	-
	14	38-41	-	Student	-	Students	-	-
	15	42-45	-	Students	-	Students	-	-
	16	46-47	-	-	-	Students	-	-
	17	48	ND	ND	ND	ND	-	-
	18	49-56	-	Students	-	Students	-	-
Unit 02	19	57	-	-	-	Students	-	-
	21	58	-	Students	Teacher	Students	-	-
	29	59-69	-	Student	-	Student	-	-
Unit 03	30	70-76	ND	Student	housewives	Students	-	-
	31	77-78	-	Students	-	Students	-	-
	32	79-81	-	Student	housewife	Student	-	-
	37	82-87	-	Students	-	Students	-	-
Unit 04	38	88	-	-	-	Students	-	-
	39	89-91	-	Student	-	Students	-	-
	42	92-93	ND	-	housewife	-	-	-
	44	94-101	-	Students	-	Students	-	-
Unit 05	50	102	-	-	-	ND	-	-
	51	103-109	-	Students	-	Students	-	-
Unit 06	52	110	-	-	housewife	Students	-	-
	53	111-112	-	Student	-	Student	-	-
	62	113-122	-	Students	-	Students	-	-
Concluding page	-	123	-	-	-	-	-	Student

Table (6) above shows that the majority of the male and the female children are portrayed as students; The occupation of only three female children (page 17) and one male child (page 17) is not determined (ND). Regarding the adults, the table displays that all the male characters (9 characters) are presented without specific jobs (ND); while 11 females are depicted as housewives and one female is portrayed as a teacher (page 21). In the case of nonhuman character Fennec, the results reveal that it is portrayed twice in the vignettes as a student (Presentation page and concluding page).

➤ Stories

The characters in this coding unit possess different occupations that vary across each story. The gender and the age of these characters also vary. Table (7) presents the occupation, the gender, and the age, of the characters in each story.

Table (7): *Characters' occupations, gender, and age in each story*

Unit	Page	Story	Male		Female		Non-human	
			Adult	Child	Adult	Child	Robot	Fennec
Unit 01	13	01	ND	Student	Housewife	Students	-	-
Unit 02	22	02	-	-	Teacher	Students	ND	Student
	26	03	-	Student	-	Student	-	Student
Unit 05	45	04	seller	-	-	Student	-	-
	47	05	-	Students	Teacher	Students	student	Student
Unit 06	54	06	-	Student	-	Students	student	Student

The results in Table (7) show that all the male (6 characters) and the female (11 characters) children are portrayed in the stories as students. However, when it comes to the adults, the findings reveal that the occupations of the male and the female characters within this coding unit exhibit considerable variations. Table (6) clearly displays that only one male adult is depicted as a seller in the fourth story (page 45); while the two remaining male adults' occupations are not determined (ND). Concerning the female adults, one is portrayed as a housewife in the first story (page 13), and two are depicted as teachers in the second and the fifth story (page 22 and 47 respectively).

Regarding the nonhuman characters, the table presents that a robot (Robotkid) is used in the fifth and the sixth story (page 47 and 54 respectively); while an animal (Fennec) is used in story three (page 26), story five (47), and story six (page54). These nonhuman characters are depicted as students in all these stories.

➤ **Dialogues**

The analysed textbook includes a total number of nine dialogues. The occupations of the characters in this coding unit differ from one dialogue to another. The gender and the age of these characters also vary. Table (8) presents the occupation, the gender, and the age, of the characters in each dialogue.

Table (8): *Characters' occupations, gender, and age in each dialogue*

Units	Pages	Dialogues	Male		Female		Non-human	
			Adult	Child	Adult	Child	Robot	Fennec
Cover page	-	01	-	Student	-	Student	-	-
Unit 01	09	02	-	-	-	Students	-	-
	11	03	-	Student	teacher	Student	student	Student
	12	04	-	Students	-	-	ND	-
	14	05-06	-	Students	-	Students	-	-
	15	07	-	Student	-	-	students	-
Unit 02	23	08	-	-	-	-	student	Student
Unit 03	34	09	-	Student	-	-	student	-

A comprehensive look at table (8) above shows that all the male (7characters) and the female (9 characters) children are portrayed in the textbook's dialogue as students. Regarding the adults, the dialogues contain only one female character (page 11) which is portrayed as a teacher. Shifting focus to the nonhuman characters, the results reveal that four robots (page 15, 23, and 34) and two fennecs (page 11 and 23) are depicted as students.

➤ Images

The examined textbook is made up of 11 images. Within this coding unit, characters' occupations vary from one image to another. The gender and the age of these characters also vary. Table (9) presents the occupation, the gender, and the age, of the characters in each image.

Table (9): *Characters' occupations, gender, and age in each image*

Unit	Page	Image	Male		Female		Non-human	
			Adult	Child	Adult	Child	Robot	Fennec
Unit 01	10	01-02	-	ND	-	ND	Student	-
	17	03	-	-	-	-	Student	-
	21	04	-	-	-	-	Student	-
	28	05-06	-	Students	-	Students	Student	-
Unit 03	37	07	-	-	-	-	Student	-
Unit 04	43	08	-	-	-	-	Student	-
Unit 05	50	09	-	-	-	-	Student	-

Unit 06	61	10-11	Clown	-	-	-	Student	-
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Based on the analysis of the table above it reveals that the three male children and the three female children used in image 5 and 6 (page 28) are portrayed as students; while occupation of the male and the female children in image 1 and 2 (page 10) is not determined (ND). The table also shows that the only male adult used in the textbook’s images is portrayed as a clown (page 61). Regarding the nonhuman characters, the findings display that all the robots used are depicted as students.

3. Location

The characters presented above are depicted in various places in the textbook, such as classroom, bedroom, Livingroom, backyard, street, public garden, school yard, kitchen, bathroom, and pet shop. Interestingly, it seems that the places where the male characters are portrayed in the four coding units (vignettes, stories, dialogues, and images) are different from those locations where the females are presented. It is worth noting that some characters’ locations are not determined (ND).

➤ Vignettes

As mentioned earlier, the textbook includes 123 vignettes, the locations of the characters in this coding unit differ from one vignette to another, some of the locations are not determined (ND).Table (10) presents the locations, the gender, and the age, of the characters in each vignette.

Table (10): *Characters’ locations, gender, and age in each vignette*

Unit	Page	Vignette	Male		Female		Non-human	
			Adult	Child	Adult	Child	Robot	Fennec
Presenta tion	04	01	-	-	-	ND	-	-
	05	02	-	-	-	-	-	ND

My first English class	06	03-16	-	Classroom	-	Classroom	-	-
	07	17-18	-	ND	-	ND	-	-
Unit 01	08	19	Backyard	Backyard	Backyard	Backyard	-	-
	10	20	House	House	House	House	-	-
	11	21-26	-	ND	-	ND	-	-
	12	27-37	-	ND	-	ND	-	-
	14	38-41	-	ND	-	ND	-	-
	15	42-45	-	ND	-	ND	-	-
	16	46-47	-	-	-	ND	-	-
	17	48	ND	ND	ND	ND	-	-
Unit 02	18	49-56	-	ND	-	ND	-	-
	19	57	-	-	-	Bedroom	-	-
	21	58	-	Classroom	Classroom	Classroom	-	-
Unit 03	29	59-69	-	ND	ND	ND	-	-
	30	70-76	Bedroom	Bedroom	Kitchen	Garden, Bathroom	-	-
	31	77-78	-	ND	-	ND	-	-
	32	79-81	-	ND	ND	ND	-	-
Unit 04	37	82-87	-	ND	-	ND	-	-
	38	88	-	-	-	Playroom	-	-
	39	89-91	-	ND	-	ND	-	-
	42	92-93	ND	-	ND	-	-	-
Unit 05	44	94-101	-	ND	-	ND	-	-
	50	102	-	-	-	ND	-	-
	51	103-109	-	ND	-	ND	-	-
Unit 06	52	110	-	-	Living room	Living room	-	-
	53	111-112	-	ND	-	ND	-	-
	62	113-122	-	ND	-	ND	-	-
Concluding page	-	123	-	-	-	-	ND	

The data presented in the aforementioned table reveal that all the male and female adult whose occupations are not determined in the vignettes are depicted in the house or the backyard; except for vignette 70 and 76 (page 30) in which the male is portrayed in the bedroom (picture 18) and the female character who is a housewife is presented in the kitchen, this can be seen in picture (19) below.

In addition to the locations mentioned above, the female adults are also portrayed in the classroom and the living room. This can be seen in vignette 58 (page 21) and vignette 110 (page 52). It is worth noting that in these two vignettes, the two female characters are depicted

as a teacher and housewife, respectively (see table 5 above). The locations of these two female characters are presented in picture (20) and (21).

Picture (18): *Male adult in the bedroom*
(page 30)



Picture (19): *Female adult in the kitchen*
(page 30)



Picture (20): *Female adult in the classroom*
(page 11)



Picture (21): *Female Adult in the livingroom*
(page 52)



Regarding the children characters, the table shows that both the male and the female characters are portrayed in the classroom, backyard, and house. This can be seen in vignettes 3-16 page (06), vignette 19 (page 08), vignette 20 (page 10), and vignette 58 (page 21). In addition to these places, other locations are used to portrayed only the female children such as bedroom, garden, bathroom, playroom, and livingroom. This can be in picture (22), (23), (24), (25), (26) below. Concerning the nonhuman characters, the findings suggest that the location of the robot (Robotkid) and the animal (Fennec) in the vignettes is not determined (ND).

Picture (22): *Female Child in the bedroom*
(page 19)



Picture (23): *Female Child in the garden*
(page 11)



Picture (24): *Female child in the bathroom*
(page 30)



Picture (25): *Female child in the playroom*
(page 38)



Picture (26): *Female child in the livingroom* (page 54)



➤ **Stories**

The characters used in the six stories are portrayed in four different places, including public garden, school, pet shop, and classroom. The locations of the characters as well as their gender and age in each story are presented in table (11) below.

Table (11): *Characters' locations, gender, and age in each story*

Unit	Page	Story	Male		Female		Non-human	
			Adult	Child	Adult	Child	Robot	Fennec
Unit 01	13	01	Public garden	Public garden	Public garden	Public garden	-	-
Unit 02	22	02	-	-	Classroom	Classroom	Classroom	Classroom
	26	03	-	School	-	ND	ND	ND
Unit 05	45	04	Pet shop	-	-	Pet shop	ND	-
	47	05	-	Classroom	Classroom	Classroom	Classroom	Classroom
Unit 06	54	06	-	Living room, School yard	-	Living room, School yard	Living room, School yard	Living room, School yard

A thorough examination of table (11) reveals that the male adult characters are portrayed either in a public garden, as in story one (page13), or in a pet shop, as in story four (page 45). Similarly, the male children are also presented in a public garden, as in story one (page 13); but they are also depicted in other places like school (story 03, page 26), classroom (story 05, page 47), living room (story 06, page 54), and school yard (story 06, page 54).

Regarding the females, the table shows that both the adult and the children characters are portrayed in a public garden and classroom in story 01 (page 13) and story 02 (page 22), respectively. The table also displays that, the female children are also portrayed in a pet shop (story 04, page 45), living room (story 06, page 54), and school yard (story 06, page 54).

Concerning the nonhuman characters, the results demonstrate that both the robot and the fennec are depicted in a classroom in story 02 (page22) and story 05 (page 47). They are also

portrayed in a living room and a school yard in story 06 (page 54). The locations of the male and the female characters in the six stories can be seen in picture (27), (28), (29), (30), 31), and (32).

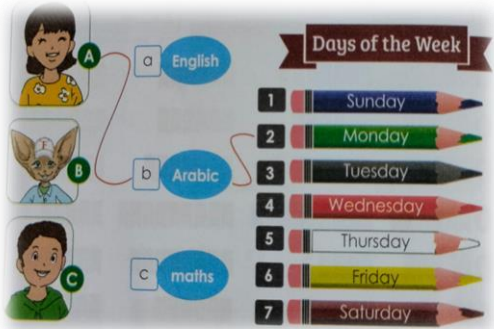
Picture (27): *Story 01* (page 13)



Picture (28): *Story 02* (page 22)



Picture (29): *Story 03* (page 26)



Picture (30): *Story 04* (page 45)



Picture (31): *Story 05* (page 47)



Picture (32): *Story 06* (page 54)



➤ **Dialogue**

Two main locations are used in the dialogues to portray the characters. These two locations are classroom and street. Table (12) presents the locations of the characters in each dialogue by taking into consideration the characters' gender and age.

Table (12): *Characters' locations, gender, and age in each dialogue*

Unit	Page	Dialogue	Male		Female		Nonhuman	
			Adult	Child	Adult	Child	Robot	Fennec
Cover page	-	01	-	ND	-	ND	-	-
Unit 01	09	02	-	-	-	ND	-	-
	11	03	-	Classroom	Classroom	Classroom	Classroom	Classroom
	12	04	-	Street	-	-	Street	-
	14	05-06	-	ND	-	ND	-	-
	15	07	-	ND	-	-	ND	-
Unit 02	23	08	-	-	-	-	Classroom	Classroom
Unit 03	34	09	-	ND	-	-	ND	-

The data in table (12) above show that the female characters in dialogue 03 (page 11) (adult and child) are depicted in the classroom; while in the remaining dialogues, their locations are not determined (ND). The table also reveals that the locations of male adult characters are not determined in all the dialogues used in the textbook. Concerning the male children, the findings display that these characters, together with the robot, (nonhuman character) are portrayed in the classroom and street in dialogue 03 (page 11) and dialogue 04 (page 12), respectively. Regarding the nonhuman fennec, the table indicates that it is presented in classroom in dialogue 3 (page 11) and dialogue 8 (page 23). The locations of the male and the female characters can be seen in picture (33) and (34)

Picture (33): Location 01-Calsroom (page 23)



Picture (34): Location 02-Street (page 12)



➤ Images

As stated earlier, the textbook under examination includes 11 images. The locations of these male and female characters are not determined in all the images. This can be seen in table (13) which presents the places of the characters in each image.

Table (13): Characters' locations, gender, and age in each image

Unit	Page	Image	Male		Female		Non-human	
			Adult	Child	Adult	Child	Robot	Fennec
Unit 01	10	01-02	-	ND	-	ND	ND	-
	17	03	-	-	-	-	ND	-
	21	04	-	-	-	-	ND	-
	28	05-06	-	ND	-	ND	ND	-
Unit 03	37	07	-	-	-	-	ND	-
Unit 04	43	08	-	-	-	-	ND	-
Unit 05	50	09	-	-	-	-	ND	-
Unit 06	61	10-11	ND	-	-	-	ND	-

3. Gender Roles

In addition to occupations and locations, the male and the female characters are depicted in different gender roles. This can be seen in the way the two gender characters are dressed, the colour of their clothes, their hairstyles, and their behaviours.

➤ **Dressing**

Upon careful scrutiny, the findings show that there is a consistent pattern observed in the representation of dressing, reinforcing traditional gender stereotypes. In the four coding units (vignettes, stories, dialogues, images), female characters, adults and children, are predominantly depicted wearing dresses or skirts, as in picture (35) and (36); while male characters, adults and children, are consistently shown in formal attire, such as pants and suits, as it can be clearly seen in picture (37) and (38).

Picture (35): *Female Adults wearing Dresses*

(page 10)



Picture (36): *Female Children wearing Skirt*

(page 09)



Picture (37): *Male Adults wearing Suits*

(page 08)



Picture (38): *Male children wearing pants*

(page 14)



Regarding the nonhuman characters, it appears that they are more commonly depicted as males; they possess noticeable male characteristics as it is shown in picture (39) and (40).

Picture(39): *Robot's way of dressing* (page 47)



Picture (40): *Fennec's way of dressing* (page 23)



➤ Colours

Colours play a significant role in visual communication and can indirectly convey messages and associations that impact young learners' perceptions regarding gender. Through the analysis of colour usage, we can gain insights into the potential messages conveyed and their influence on students' understanding of gender. The findings of the analysis reveal a consistent pattern, in which girls are associated with the pink colour and other light shades in all the coding units examined earlier; while boys are associated with the blue colour and darker shades. This consistent colour association reinforces traditional gender norms. Concerning the nonhuman characters, it is noteworthy that both Robotkid and Fennec exhibit a predominant association with the colour blue, accompanied by occasional appearances in shades such as green and red. However, it is particularly notable that their clothes predominantly consist of the blue colour.

➤ Hairstyle

Hairstyles are connected to our identities, expressing cultural, social, and personal aspects while serving as non-verbal communication. The analysis reveals that females' hairstyle differs from one character to another. Some females, especially the children, are portrayed as having short hair, as in picture (42); while the adults are depicted with long hair, as in picture (41). The females are also presented wearing scarves, as in picture (43). However, all the male

characters used in this textbook, either adults or children, are portrayed with the same haircut (regular haircut) with different colours (black, brown, orange, and yellow). This can be seen in picture (44).

Picture (41): *Female adult with short long* (page 11)



Picture (42): *Female child with short hair* (page 11)



Picture (43): *Females with scarves* (page 21)



Picture (44): *Male with regular haircut* (page 15)



➤ Behaviour

The behaviour of gender plays a crucial role in forming and reinforcing societal expectations and norms associated with gender roles. The examination of the four coding units reveals that girls (female children) are apparently depicted as being more cooperative, actively engaging in group activities and collaborative efforts, as it can be clearly seen in story number 01 (page 13). On the other hand, boys (male children) are likely depicted to be less cooperative compared to girls, they are shy, and they hardly engage in group activities,

as it is clear in story number 01 (page 13) and dialogue number 05 and 06 (page 14). Shifting the focus towards more tangible objects, it is evident that the characters possess preferred toys. Lilia enjoys playing with her doll , Meriem likes playing with a kite, while, Yassine prefers spending his playtime on the computer, as it is evident in vignettes number 89, 90, and 91 page 39.

4. The Language Used

A comprehensive examination of the language used by the male and the female characters in the stories and the dialogues reveals that boys (male children) are often portrayed as hesitant when participating in conversations, displaying a tendency to pause or hesitate before speaking. By contrast, girls (female children) are frequently portrayed as initiators in conversations. Additionally, they are depicted as demonstrating a tendency to answer questions swiftly, showing their quick thinking, and responsiveness. Furthermore, it seems that the female children are more cooperative and ask more questions than do the male children. Furthermore, it is worth noting that females are more dominant when it comes to conversations as it is clear in story 01 (page 13) girls open the conversation and they even answer questions without even being asked.

When it comes to the type of the questions used by the two gender characters, it seems that the boys intend to use indirect questions; while the girls ask directly, and they sometimes provide answers without even being asked.

Interview

To confirm the finding an interview was conducted with a group of ten primary school EFL teachers. They were questioned about the same points that were addressed in the content analysis to see if their responses support or provide different insights to the findings.

Upon analyzing the responses provided by the teachers, the majority of them said that female characters are highly present than male characters and non human characters are portrayed to be males because, they dress and behave like them. Concerning the personal pronoun they use to refer to nonhuman characters the majority said they use the personal pronoun (He) to address them while only 3 teachers said they use the personal pronoun (It) because it is a nonhuman, these later said also that they sometimes use the Arabic pronoun (Howa), and concerning the pupils they address the characters by their names, sometimes they use (He) or (Howa) according to the majority of the teachers. Moving to the next point, the greater part said that there are specific gender serotypes regarding the occupations of the characters, males are portrayed as sellers and students: while the females are depicted as teachers, students, housewives. They confirmed the existing of gender stereotypes also in the locations; they said that males are present most of the time in places outside home, like public garden; while the females are depicted usually inside the house, kitchen, Livingroom, and bedroom. Shifting to the five last questions they were about gender roles and the language used the interview reveal the same results as does the content analysis.

Discussion

The findings of this research revealed an important result to discuss. From the analysis, and as it confirmed by the conducted interview, it can be concluded that the textbook deviated from the conventional pattern that exhibits bias towards males. However, despite this deviation, it is evident that the portrayal of characters in the textbook did not achieve a balanced and equitable representation. In an unconventional manner, the textbook attempted to challenge the traditional gender representation by giving greater prominence to female characters. The deliberate emphasis on female characters in (My Book of English) signifies a departure from the prevailing norm where male characters are dominant.

However, the textbook has retained certain traditional stereotypes, particularly in relation to occupations. Females are predominantly depicted as teachers or housewives, serving to reinforce the societal expectation of women in nurturing or domestic roles, as it is evidenced by characters such as Mrs. Sidou, the housewife, and Miss Hind, the teacher. Conversely, male characters in the textbook are often depicted as doctors or sellers, aligning with the embedded perception of men in positions of authority or commerce. For instance, the presence of a male seller in story number 04 reinforces the notion that men primarily engage in professions related to trade or entrepreneurship. Moreover, the textbook has also involved traditional stereotypes when it comes to locations. Females are predominantly situated in domestic environments, such as kitchens or classrooms, this positioning reinforces the societal notion that women primarily belong within the home or educational settings. On the other hand, male characters are depicted in public spaces like gardens, streets, or shops, showcasing their freedom of movement and engagement with the external world. Turning our focus to dressing and colours, the textbook kept using the same traditional stereotypes in which, males are typically portrayed wearing pants and suits with dark colour shades while, females are more likely to be depicted in skirts and dresses with light colour shades. Shifting the attention to the toys that were depicted in the book, in traditional stereotypes very few toys are free of gender packaging and most toys are either associated with girls or boys. It is clearly seen that girls in the book prefer to play with girly toys such as dolls and kites while boys tend to play with electronic toys such as computers and robots.

Conclusion

This chapter has provided an overview of the conducted analysis, and a discussion of the resulted findings. Based on the evidence presented, it can be concluded that the textbook exhibits a departure from the conventional stereotypes, particularly in the representation of gender. The data indicates a higher ratio of female characters compared to male characters.

However, when considering other content categories such as locations, occupations, and gender roles, it becomes apparent that traditional stereotypes are still present in the book.

General Conclusion

This study investigated gender representation in the Algerian primary school English textbook. It aims to analyse the portrayal of male and female characters, their roles, behaviours, and language usage within the coding units in order to understand how gender is depicted in this educational material. This research study employed both quantitative and qualitative research designs. Quantitative research focuses on gathering and analyzing numerical data, while, qualitative research analyzes standardized data, such as the interview texts and images, to understand subjective meaning. The research findings highlight an important observation regarding the gender representation in the textbook. Although it deviates from the conventional bias towards males by giving greater prominence to female characters, it falls short of achieving a balanced and equitable portrayal. Traditional stereotypes persist in terms of occupations, with females depicted primarily as teachers or housewives, while males are shown as doctors or sellers, reinforcing societal expectations. The same thing is applied to the stereotypes of locations, clothing, and toys, with females depicted in domestic settings, and engaged in feminine activities, while males are portrayed in public spaces and associated with technology-related toys.

The book under examination shows a noticeable prevalence of female characters compared to male characters. Throughout the text, female characters are presented in greater numbers, indicating a deliberate effort to highlight their presence and significance. This portrayal challenges the conventional pattern where male characters tend to dominate the narrative.

The book under scrutiny portrays both male and female characters align with traditional stereotypes in occupational roles. Women are predominantly depicted in nurturing or domestic occupations, such as teachers or housewives. In contrast, men are portrayed in

positions of authority or commerce, often depicted as doctors or sellers, perpetuating the belief that men are more suited for positions of power and economic pursuits. This representation of gendered occupations adheres to longstanding societal norms and fails to challenge or transcend traditional stereotypes.

Female and male characters are portrayed in distinct settings that align with traditional gender roles and societal expectations. Female characters are often depicted in domestic environments, such as the house, kitchen, living room, or bedroom. In contrast, male characters are portrayed in more diverse and public settings, such as the backyard, classrooms, or even public spaces like parks or streets.

Male and the female characters performed different gender roles, which can be observed through various aspects such as their attire, behaviour, hairstyle, and the colours of their clothing. Female characters are often depicted wearing skirts, dresses, or feminine clothing, while male characters are shown wearing pants or suits. Additionally, the behaviour of male and female characters may also differ, with females often portrayed in nurturing or supportive roles, while males are depicted as assertive or dominant. Hairstyles further contribute to the differentiation, with female characters often portrayed with long hair, while male characters have shorter haircuts. Furthermore, the colours associated with male and female characters' clothing tend to follow gender stereotypes, with females depicted in lighter and pastel shades, while males are shown in darker and more muted colours.

Both male and female characters in the book exhibit linguistic behaviours that follow the traditional gender stereotypes, although these behaviours deviate from conventional expectations. Boys are portrayed as hesitant when participating in conversations, displaying a tendency to pause or hesitate before speaking. By contrast, girls are frequently portrayed as initiators in conversations.

The research outcomes have practical and theoretical implications. For textbook writers, the findings highlight the importance of creating diverse and non-stereotypical portrayals of male and female characters, promoting inclusivity in educational materials. It also raises awareness towards gender representation and informs future textbook development. As for readers, including teachers, and parents, the research provides valuable insights into the portrayal of gender in English language learning, enabling a better understanding and analysis of educational content. Finally, this research establishes a foundation for future investigations in the field of gender representation in educational materials, offering a reference for researchers interested in exploring this topic further.

As we approach the conclusion of this research, it is both relevant and essential to pause and address the limitations inherent in our analysis. It is important to recognize that this research has its own limitations. Just like any other study, we faced challenges and limitations that affected how we conducted the research and the results we obtained:

The main challenge we encountered was the scarcity of sources. This is primarily due to the fact that the topic of gender representation in Algerian primary school textbooks is relatively new and has not been extensively explored in the Algerian context. As textbooks are a recently introduced material in primary schools, there is a limited body of research and literature available on this specific subject.

Another challenge that we encountered was in classifying the content categories into coding units. It was hard for us to differentiate between them, due to the fact that many of the elements in the textbook consisted of pictures accompanying with short texts. This lack of clear distinction made it difficult to classify them into coding units.

The lack of linguistic aspect, and the limited occupational representation impeded our ability to thoroughly analyze and make comprehensive conclusions about the gender representation in the textbook.

Further research

In this research we have examined gender representation, gender roles, and the language used in the Algerian English primary school textbook. However, there is scope for future research to explore how gender and culture meet with other factors, such as social class, traditions, and beliefs, in the portrayal found in EFL textbooks.

The textbook designers are encouraged to adopt a realistic approach when representing both genders in Algerian English primary school textbooks. It is important to note that the underrepresentation of women does not necessarily reflect the reality in Algeria, as some researchers argue. Since English textbooks are typically designed for English-speaking communities, primarily in countries like the United States, United Kingdom, and Australia, it is crucial to consider the broader global context.

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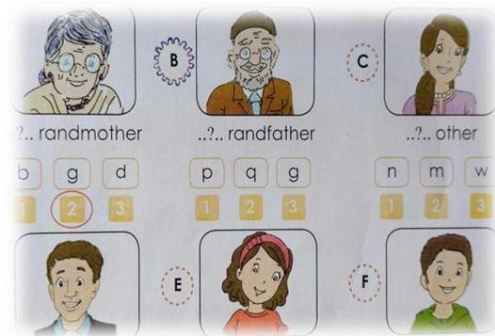
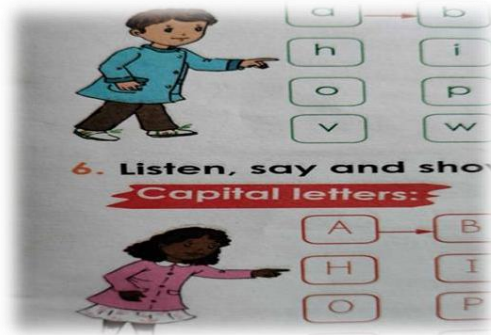
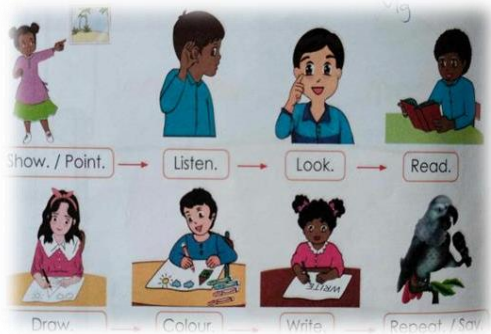
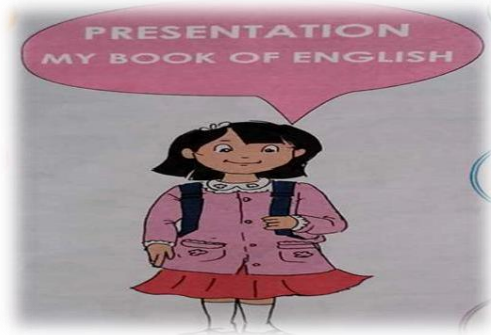
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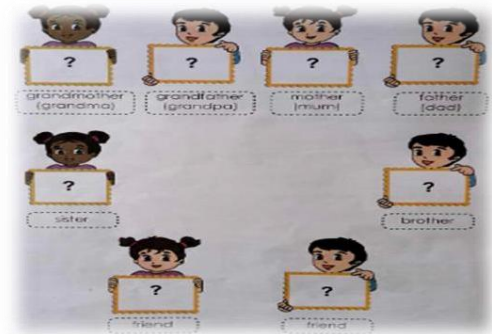
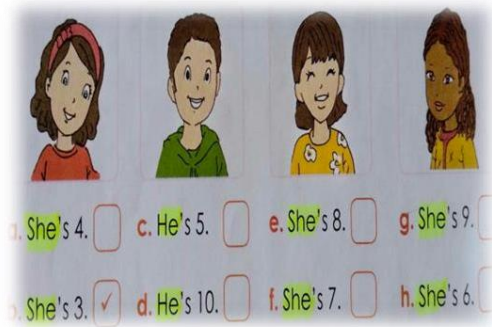
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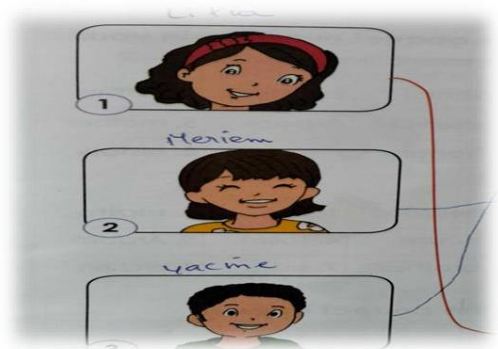
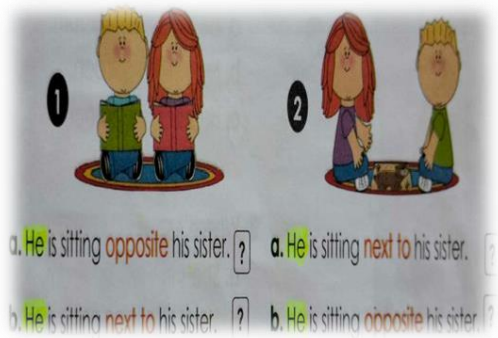
Appendices

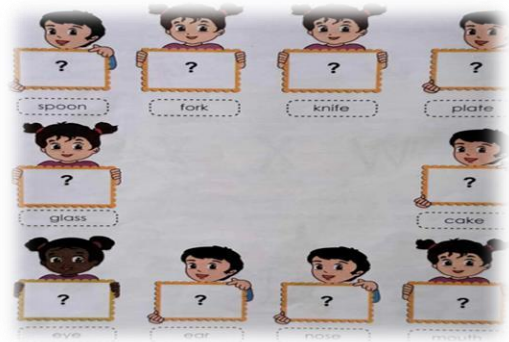
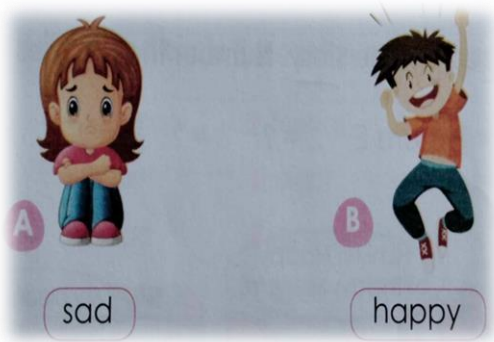
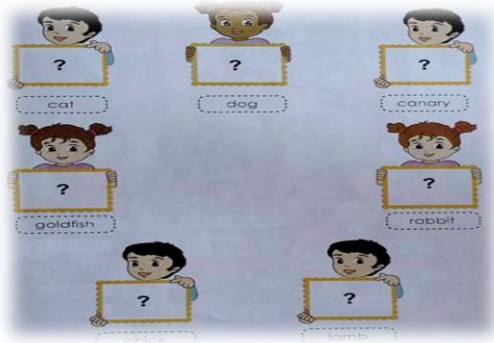
Appendix 01

1. Vignettes









2. Stories



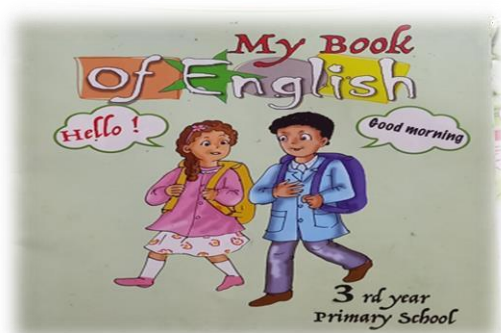
Days of the Week

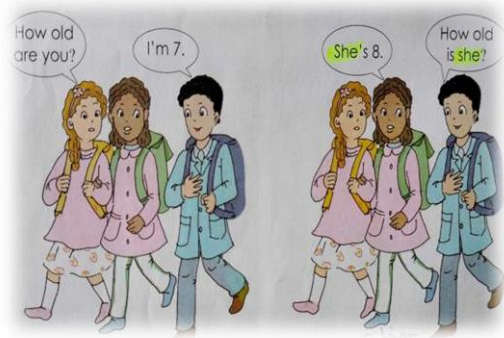
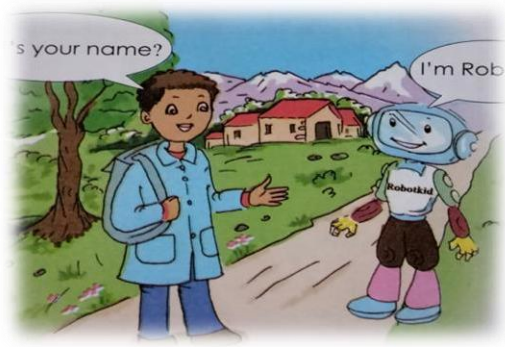
1	Sunday
2	Monday
3	Tuesday
4	Wednesday
5	Thursday
6	Friday
7	Saturday

A English
 B Arabic
 C maths

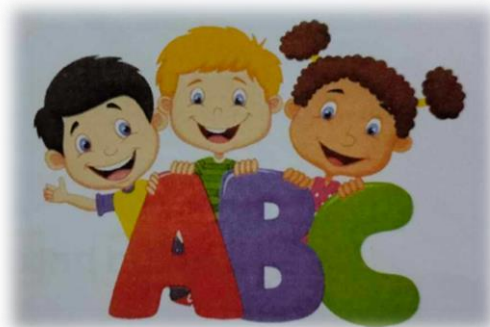


3. Dialogues





4. Images





Appendix 02

Interview to EFL teachers in the Algerian primary schools

Dear teachers,

This interview is part of an academic research. It is about gender representation in the EFL textbook used in the Algerian primary schools. We would be very grateful if you answer the following questions. Thank you in advance for your collaboration.

1. Which gender is frequently employed in the EFL textbook?

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2. The textbook includes two nonhuman characters a robot, and fennec. How are these characters portrayed in terms of gender? Would you please explain?

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3. When you communicate with your students, what is the personal pronoun you usually use to refer to each nonhuman character? Why?

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4. How do your students refer to these two characters? Would you please explain?

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5. Have you noticed any specific gender biases or stereotypes regarding the occupations of the male (adult and children) and the female (adult and children) characters in the EFL textbook? If yes, would you please explain?

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6. Have you noticed any specific gender biases or stereotypes regarding the locations of the male (adult and children) and the female (adult and children) characters in the EFL textbook? If yes, would you please explain?

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7. Have you noticed any specific gender biases or stereotypes regarding the way of dressing of the male (adult and children) and the female (adult and children) characters in the EFL textbook? If yes, would you please explain?

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8. Have you noticed any specific gender biases or stereotypes regarding the colours used to dress the male (adult and children) and the female (adult and children) characters in the EFL textbook? If yes, would you please explain?

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9. Have you noticed any specific gender biases or stereotypes regarding the hairstyles of the male (adult and children) and the female (adult and children) characters in the EFL textbook? If yes, would you please explain?

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10. Have you noticed any specific gender biases or stereotypes regarding the behaviour of the male (adult and children) and the female (adult and children) characters in the stories used in the EFL textbook? If yes, would you please explain?

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11. Have you noticed any specific gender biases or stereotypes regarding the language used by the male (adult and children) and the female (adult and children) characters in the EFL textbook? If yes, would you please explain?

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الملخص

تهدف هذه الدراسة إلى فحص تمثيل النوع الاجتماعي في كتاب اللغة الإنجليزية الجزائري الجديد، الموافق عليه رسمياً من قبل وزارة التربية والتعليم والذي هو إلزامي على طالب السنة الثالثة ابتدائي. يهدف هذا البحث إلى تحليل عدد الشخصيات الذكور والإناث في الكتاب، منهن ومواقعهم، بالإضافة إلى أدوارهم الجنسية واستخدامهم للغة. تم استخدام تحليل المحتوى بالإضافة إلى مقابلة أجريت مع مجموعة من أساتذة التعليم الابتدائي متكونة من عشرة أساتذة، استعمل هذان الأخيران كوسائل لجمع البيانات. تشير النتائج إلى انحراف عن المعيار فيما يتعلق بأهل من عدد الشخصيات واللغة المستخدمة. مع ذلك، لا يزال التحيز الجنسي التوليدي لا يزال موجوداً عندما يتعلق الأمر بأزواج المهن والمواقع والأدوار الجنسية المخصصة للشخصيات.

Résumé

Cette étude examine la représentation du genre dans le nouveau livre algérien d'anglais, approuvé par le ministère de l'Éducation, qui est obligatoire pour les élèves de troisième année primaire. La recherche vise à analyser le nombre, les professions et les emplacements des personnages masculins et féminins dans le livre, ainsi que leurs rôles de genre et l'utilisation de la langue. Une analyse de contenu et un entretien a été réalisé avec un groupe de dix enseignants d'école primaire, qui ont servi d'outils de collecte de données. Les résultats indiquent un écart par rapport à la norme traditionnelle de la domination masculine en termes à la fois du nombre de personnages et de la langue utilisée. Cependant, des préjugés de genre traditionnels persistent en ce qui concerne les types de professions, les emplacements et les rôles de genre attribués aux personnages.

Summary

This study examines the representation of gender in the new Algerian English textbook, approved by the Ministry of Education, which is compulsory for third-year primary school pupils. The research aims to analyze the number, occupations and the locations of male and female characters in the textbook, as well as their gender roles and the language use. A content analysis and interview which is done with of a group of primary school teachers consists of ten teachers. These later were used as data collection tools. The findings indicate a departure from the traditional norm of male dominance in terms of both the number of characters and the language used. However, traditional gender biases still exist when it comes to the types of occupations, locations, and gender roles assigned to the characters.