

Gender Representation in English Textbooks: A Quantitative and Qualitative Content Analysis

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Abstract

This study aims at investigating representation of gender in English Textbooks used at Secondary Level in Punjab. Content Analysis is chosen as method of data analysis. The data is collected and interpreted through quantitative and qualitative approaches. Categories of content analysis such as gender visibility, occupational roles, gender marked language, generic man, generic he, titles, firstness and gender attributes are set in the light of Framework of National Council of Teachers of English (2002) and Porecca's Framework (1984) to analyze various aspects of gender representation in two English textbooks. The analysis of the textbooks has revealed that female characters are suffering from underrepresentation with respect to socially marked gender items and gender marked linguistic items.

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Introduction

Textbooks not only transmit a specific content of a subject to the learners but also inculcate knowledge of a specific culture and society (Gillborn, 1990). Textbooks help the students in the process of socialization. In this way, the students start to realize their social identity. This realization enables the students to develop communal relationship with their peers and institutions (US Education Department, 2004).

Textbooks help learners to learn about the habits, attitudes and behaviours of other members of society (Kabira & Masinjila, 1997). The individuals of a society express their cultural attitudes and values through language. Social relations can be established and maintained through language (Mills & Mullany, 2011).

Language learning materials have an impact to guide the thought process of a learner. The perception of learners about certain roles of male members of a society and female members of a society, in the real society is governed by these learning materials. The behaviours, attitudes and thinking of young learners, towards other members of society are affected by text and illustration delineated in textbooks (Ndura, 2004). In this situation, if learning materials have traces of unequal representation of gender then unintentionally these gender biases are be inculcated among the young learners. During the process of instruction, learners learn some of foreign languages. So far as the instruction of a second language in educational institutions is concerned, learners and educators have to learn another culture through textbooks. Hence, gender prioritized portrayal may reinforce gender biasness among the learners (Mineshima, 2008).

Studies (Hartman & Judd, 1978; Ansary & Babii, 2003) conducted on gender representation in language textbooks have highlighted that the textbooks are gender prioritized for the portrayal of women. Men have been overrepresented as compared to women. In some of the textbooks, stereotypical roles have been assigned to female characters. Furthermore, in some of the textbooks female characters have been shown performing indoor passive activities. This stereotypical portrayal of roles and activities strengthens the idea of Petrarch society wherein it is believed that it is only the right of men to work outside of home and women are supposed to stay in the four walls of house. In Pakistan, the problem of inequitable depiction of gender in curriculum has not been addressed properly.

A few of studies (Jafri, 1994; Mirza & Ranaa, 1999; Mirza, 2004) have highlighted gender prioritized portrayal in the curriculum. In order to bring reforms in education sector , various initiatives like Punjab Education Sector Reforms Program 2003-05, Education for All 2003-2015, and Chief Minister Road Map for Education 2011 have been launched by the government of Punjab but the problem of imbalanced portrayal of female gender has not been addressed properly. Gender prioritized curriculum is still being taught to young learners (Zafar, 2005).

In modern era, women have their diverse roles. Women are performing various roles rather than stereotypical roles in the society. So, the curriculum developers need to portray reality in the curriculum. Consequently, it will be possible to make students cognizant of real roles of men and women (Pierce, 1990). Learning materials selected to teach in the classroom by teachers and curriculum writers must be bias free. It is the responsibility of teachers and administration to monitor classroom materials so that gender bias free linguistic manifestations may be inculcated to young readers (Wolfson, 1989).

Literature Review

Generally, the words “sex” and “gender” are perceived in the same context and meaning. However, so far as their conceptual perspective is concerned, both the terms are different. The words “sex” and “gender” were first distinguished by British and American psychiatrists in 1950s and 1960s (Moi, 2005). Since then, the word “sex” is perceived as a “biological category” and “gender” as a “sociological category”.

Language is a social phenomenon as it enables members of a society to build their societal and organizational relationship (Moor, 2008). Language has changed the life of human beings because it is the repository of a universal culture, a tool to strengthen mutual interaction, a symbol of identity and a fundamental source of societal communication. In fact, the importance of language is very crucial in the lives of human beings. Language, either it is written or spoken it had some coded meaning and inferences that need to be derived through the process of written or oral communication. If traces of racism are found in language then it is “racially coded language” that is lying in the context of that language (Collins, 1990). Language was not only limited to the process of communication but also a mirror that reflected political, cultural and social attitudes of individuals of a society. A language might perpetuate male centeredness and female demeaning. “Sexist language” showed male dominance and superiority. “Sexist language” expressed biasness by neglecting one gender and exaggerating another discriminatory manner (Amini & Birjandi, 2012). Montgomery (1995) defines representation to talk or write about something by using language. Hall (1997) suggested three approaches to explain the phenomenon that how representation works through language in the derivation of meaning. According to reflective approach, meanings are reflected through language that already exists. The intentional approach says that the language expresses the intention of speaker or writer. The constructionist approach lays stress on the co-construction of meanings through language. The first two approaches are problematic, as the function of derivation of meaning is mainly performed by the speaker or writer. Hence, the third approach actually manifests the role of language in the derivation of meaning.

Representation can occur in all the forms of communication ranging from spoken to written and visual texts. Gender can be represented in the written and spoken texts through vocabulary and transitivity. Vocabulary refers to the choice of words. Transitivity is the act to assign the role of an agent or a patient to an individual in the construction of clauses or sentences. Most of the times, representations have the traces of stereotypes and in return stereotypical gender representations come to be seen in the textbooks (Sunderland, 2006).

Gender marked portrayal of men and women in leaning materials had been a great concern for scholars since the 1970s. Hence, a number of efforts had been made to explore the problem of gender representation in English Textbooks that were being taught at various levels of education. In 1971, U'Ren analyzed the content of Californian school textbooks. She analyzed thirteen up-to-date textbooks, prescribed for the students of grade two to grade 6th. She concluded that in all the analysed textbooks female characters had been shown in traditional roles such as cook and cleaner. On the other hand, the male characters had been depicted as performing joyful and adventurous activities.

In 1975, Graham compiled a non sexist dictionary. He selected five million phrases from the textbooks taught to the students in the schools of the U.S.A. He found that number of male characters was greater than that of female characters. He claimed that male references were seven times greater than female references. In the same way, the stereotypical character of wife was three times frequent as compared to the character of husband.

Through the analysis of five sets of books used in adult basic education materials, Coles (1977) found gender disparity. Through the analysis of 150 stories, he concluded that the male characters were three times more represented as compared to female characters. He observed that the total female characters were 61 whereas 192 characters were male. Out of 61 female characters, 39 characters were shown as housewives. Out of which 106 male characters were depicted as performing 73 different occupations. He also observed that the male characters were occupying the skilled and managerial jobs while the female characters were shown to have less skilled jobs. In 1977, Nilsen analysed Standard English dictionary. He concluded that the tendency of naming the things was gender biased. Ratio of naming things from men to women was 5:1. He also claimed that the words used for women indicate passive roles whereas words used for men indicate active roles.

In 1977, Britton and Lumpkin conducted a study to compare the textbooks published in pre 1970 and after 1970. The findings revealed that 2% more representation is given to female characters in early editions and 16% more representation is given to female characters in much later editions. In 1978, Arnold-Gerrity analysed the content of nine textbooks used at primary level. She examined the ratio of gender visibility in

analysed textbooks. She found that male characters were two times more visible as compared to female characters. She claimed that the analysed textbooks had male centered stories. She claimed that in the remaining two textbooks male characters were three times more visible than female characters. While performing qualitative analysis, she discovered that the male characters were portrayed in the textbooks to enjoy occupational roles of wider range while the female characters were shown to have restricted and less prestigious occupational roles.

In 1978, Hartman and Judd analyzed various textbooks and found that the women were less visible in the written content of the textbooks; and men were frequent visible. The frequency of male characters was 63% and the frequency of female characters was 37%. Furthermore, stereotypical roles of caretaking of children and housekeeping were assigned to female characters mentioned in the analysed textbooks. Contrary to this, men were shown to have the most active and prestigious roles of car driving, electricity works and gardening. Thus, they asserted that "since sexist usage is built into our language habits, it is a little wonder that textbooks, including ESL texts, model this usage to their students" (p. 390). In 1980, Hellinger analysed three English Textbooks prescribed and taught in German schools. He delimited his analysis to 131 reading passages of these three textbooks. He observed that men occurrences were 93% of the passages, while in 30% of the textbooks there was not a single female character or reference. He also asserted that men were depicted as performing high profile occupational roles while women had low profile occupational roles. In 1980, Kalia investigated the problem of gender bias in 41 English Textbooks that were being taught at Secondary, higher secondary and graduation level. Through the content analysis of these textbooks he found that textbooks in India were promoting gender bias by reinforcing the notion that men were superior to women in all the spheres of life.

In 1984, Porreca analysed 15 English textbooks to explore sexism. His analysis was mainly based on six dimensions of gender representation in textbooks such as omission, occupational roles, firstness, generic he, use of language, generic man and titles. The findings revealed that "sexism continued to flourish in ESL materials. Although females comprised slightly over half the population of the United States, they were depicted or mentioned only half as often as males in both texts and illustrations" (p 718). In addition to this, she asserted that "the role played by language in maintaining and strengthening sexist value is less widely understood or acknowledged because linguistic sexism is much more deeply rooted and far more subtle than other forms of sexism" (p 705).

In 1989, Zeenatunnisa analysed 122 Pakistani secondary school level textbooks and concluded that the educational content aims only at males by maximizing their potentials and skills to take advantage of the opportunities around them. However, content does not represent the changing social status of Pakistani women from doing

unpaid housework to production, service, and wage work. In 1990, Gupta analysed English textbooks used in Singapore schools. The findings revealed that males were portrayed in a strikingly wider range of roles than females. The roles that seemed to be available to women centered on the nurturing professions (teacher, nurse). For example, only one female appeared in the academic domain compared to ten men.

In 1991, Sleeter and Grant examined forty seven textbooks used the United States. The findings revealed that although women were depicted in non-traditional roles in social studies, reading and language, arts, science, and mathematics textbooks, it was totally unacceptable for men to be depicted in traditionally female roles (e.g., nurse or secretary). In 1992, Peterson and Kroner conducted a content analysis of 27 textbooks for introductory psychology and 12 for human development courses to identify if there were any examples of gender bias in these textbooks. Their findings revealed that the females were depicted negatively and gender biased language was used for the female characters. In 1997, Poulou conducted a study on the textbooks of Greek as a foreign language. He analysed the discourse roles of men and women in the dialogues of these textbooks. He claimed that this disparity in discourse roles in dialogues had bad impact on pedagogical values.

In 2003, Ansary and Babaii investigated the problem of sexism in Iranian English textbooks and found that women were underrepresented. Through quantitative analysis they found that the ratio of females to males in text was 1:1.4 and in illustrations was 1:1.6. Through qualitative analysis they observed that the women were restricted to traditional occupations of nurse and student, whereas men were depicted as enjoying a variety of occupations like policeman, dentist, doctor, teacher and farmer. They also found that women were portrayed as performing indoor passive activities. Moreover, they examined that the language used in these textbooks was male centered. The authors of these books had used paired nouns i.e. uncle and aunt, brother and sister, boys and girls where the masculine noun always comes first.

In 2003, Shteivi conducted a study 96 primary school textbooks in Jordan. He investigated the representation of gender roles. The findings of the study revealed that 87% of public roles were occupied by the male characters, while female characters were portrayed in stereotypical roles.

In 2004, Mirza conducted a study on 194 textbooks in six different subjects that were being taught at various levels in Pakistan. She investigated the representation of gender through content analysis. She concluded that in all the analysed textbooks male references were frequent and female references were underrepresented in all the aspects of gender representation. In 2008, Lee and Collins investigated in Hong Kong, whether recent improvements in the status of women in the country were mirrored in patterns of gender representation in Hong Kong secondary English textbooks. They compared ten published books which were in use with ten published in the late 1980s and early 1990s

in order to examine changes in gender representation in secondary English language textbooks published and used in Hong Kong over the past two decades. Results revealed that although women enjoyed more frequent presence in the newer published books, some authors maintained the stereotyped image of women as weaker than men, and as operating primarily within domestic rather than social domains. In 2010, Hamdan examined a series of English language textbooks that are being taught in the schools at various levels in Jordan. His study explored that out of 78 jobs, 62 (79%) jobs were occupied by men which portrayed them as the dominant characters in the labour market. Despite of the fact that nowadays, Jordanian women hold diverse positions such as government ministers, members of parliament, police officers, and taxi drivers.

In 2011, Dikta analysed English textbooks published by Turkish Ministry of Education. His findings revealed that women are underrepresented in the illustrations and texts. Moreover, in the categories of occupation, family activities, amount of talk, spare time activities and the semiotic analysis of the illustrations, the presence of gender discrimination against women is apparent. Traditional gender stereotypes of masculinity and femininity are observed in terms of adjectives which qualify men and women. In 2014, Hall investigated the problem of gender portrayal in English textbooks that had been prescribed and taught at college level in Iranian colleges. Through quantitative analysis and qualitative analysis he found that the women were suffering from less representation in English Textbooks.

The Study

Women constitute half of the population of the world. Despite of this fact, curriculum being taught to young readers of nation is not portraying both the genders equally. In order to investigate this gender prioritized portrayal in curriculum, in present study, it has been focused to analyze English textbooks of grade 9th and 10th developed by Punjab Textbook Board Lahore. Studies (Otlowski, 2003; Liew, 2007; Abdul Hamid, 2008) have indicated that English textbooks do not portray both the genders equally. The present study has been designed to explore the same problem. The purpose of present study is to investigate the representation of gender in English Textbooks used at secondary level in the secondary schools of Punjab. It focuses to determine extent of gender prioritized portrayal in current English textbooks, to investigate underrepresentation of female gender in current English textbooks and to explore underlying pedagogical implications of gender stereotypical portrayal in current English textbooks. This study is significant as it explores the textbooks how the genders are being constructed, what type of roles are assigned to genders. This study is significant for all the stakeholders of Punjab Textbook Board Lahore since it may serve as a manual of guidelines in the process of content selection, content organization and textbook publication. The present study analyses only the content of English textbooks developed

for the students of grade 9th and 10th and prescribed by Punjab Textbook Board Lahore. The content of analysis is based mainly on text of the lessons and the poems, exercises given at the end of the lessons and the poems, titles of the lessons, images illustrated in the lessons and the poems and dialogues uttered by human characters of the lessons. In order to investigate the problem of underrepresentation of female gender in language textbooks of grade 9th and grade 10th, following research questions have been developed: Is the representation of gender in current English textbooks gender prioritized? To what extent the use of socially marked gender items and gender marked linguistic items in current English textbooks is gender biased? Does the representation of gender reinforce gender stereotypes?

Method

Materials

The latest edition of two English textbooks of grade 9th and grade 10th are selected to examine in this study. These textbooks have been developed by Punjab Textbook Board Lahore. These textbooks are taught in all the public and privately managed schools of Punjab as a compulsory subject. English textbook prescribed for grade 9th comprises 12 units. Out of which there are ten lessons and two poems. English textbook prescribed for grade 10th comprises 13 units. Out of which there are ten lessons and three poems. The authors of these two textbooks have included exercises at the end of each unit. These exercises consist of lexical items, comprehension passages, and punctuation drill passages and dialogues. These textbooks have images of human characters to fascinate the young readers and make the comprehension of the lessons easier.

Procedure

First of all, two textbooks were deeply studied through 'Mass Observation' (Gharbavi, 2012). Then the categories of analysis were set as per the criteria given by Framework of National Council of Teachers of English (2002) and Porecca's Framework (1984).

Then two textbooks were subjected to quantitative analysis. Quantitative analysis was based on gender visibility in the text, exercises, images and dialogues of two textbooks. The findings were presented in bar graphs. Then, the textbooks were analysed through qualitative analysis in the light of predetermined categories such as occupational roles, gender marked distribution of activities, gender marked language, generic man, generic he, firstness, gender marked titles,

RESULT AND DISCUSSION

The Quantitative Analysis

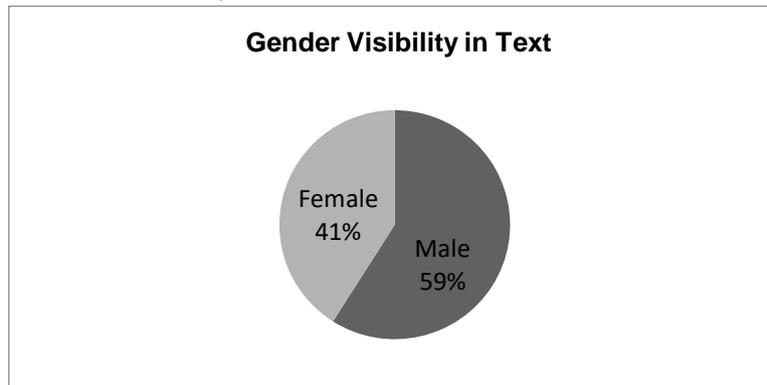


Figure.1 Gender Visibility in Text

As presented in (Figure 1) the results of gender visibility in text of English textbooks of grade 9th and grade 10th reveal that there are 448 human characters in the text of the lessons. The frequency of male characters is 263(59%) whereas the frequency of female characters is 185(41%).

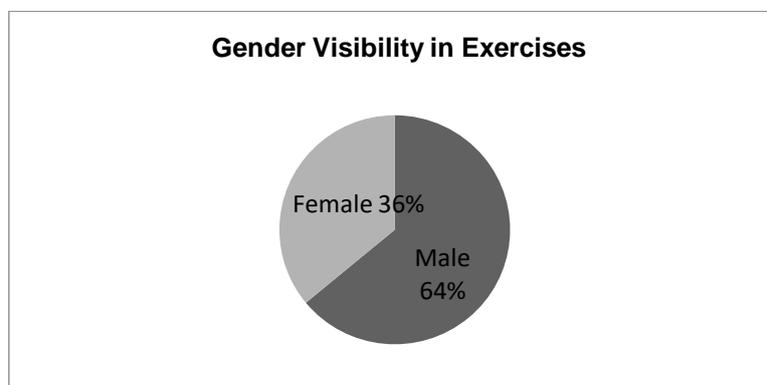


Figure.2 Gender Visibility in Exercises

As presented in (Figure 2) the results on gender visibility in exercises of English textbooks of grade 9th and grade 10th reveal that there are total 556 human occurrences in the exercises in the textbooks. Out of which 354 characters/references are male and 202 characters/references are female. The frequency of male characters is 64% whereas the frequency of female characters is 36%.

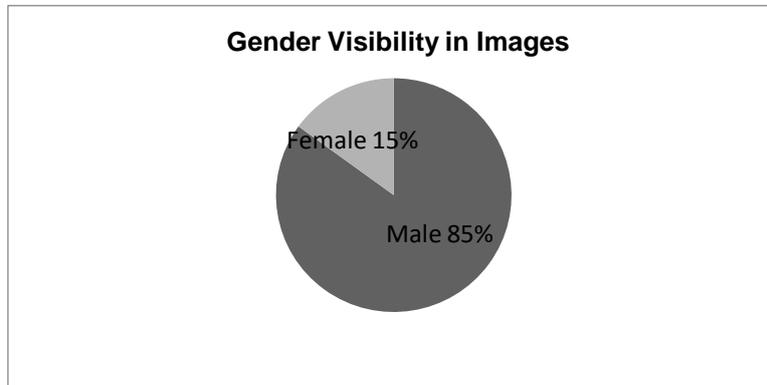


Figure.3 Gender Visibility in Images

As presented in (Figure 3) the results on gender visibility in images illustrated in English textbook for grade 9th and grade 10th reveal that there are total 46 human images in the analysed textbooks. Out of which 39 images are illustrated of male characters and only 7 images are illustrated of female characters. The frequency of male characters in images is 85% whereas the frequency of female characters in images is 15%.

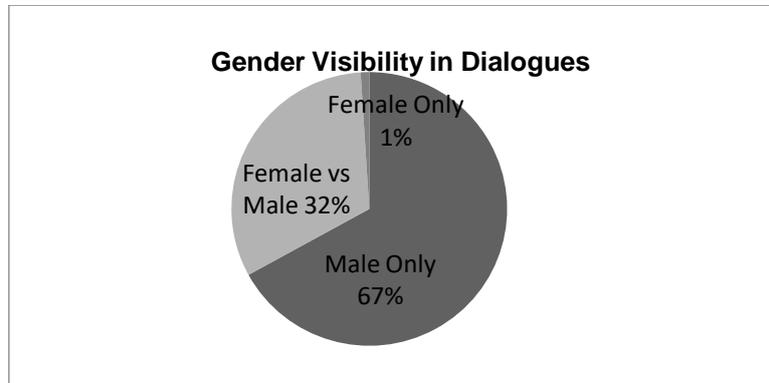


Figure.4 Gender Visibility in dialogues

As presented in (Figure 4), the findings on gender visibility in dialogues of English textbooks for grade 9th and grade 10th reveal that there are total 31 dialogues spoken by human characters. Out of which 21 (67%) dialogues are spoken between male characters and 1(32%) dialogues is spoken between female and male characters. There are 9 dialogues spoken between female characters.

5.2 The Qualitative Analysis

The findings through qualitative analysis regarding gender representation in English textbooks of grade 9th and grade 10th are presented here.

Table 1 Gender marked Occupational Roles

Male	Female
Poet, Traveler, Farmer, Doctor, Lawyer, King, Policeman, Architect, Chairman, President, Minister, Fisherman, Political activist, Executive Officer, Trader, Teacher, Driver, Student, Athlete Pilot, Engineer, Novelist, Soldier, Insurance Agent, Gardener, Judge, Research Director, Editor, Manager, Headmaster	Teacher, Student, Nurse, Author, Columnist, Student, Teacher, Painter

As presented in (Table No.1) the results on occupational roles of male characters and female characters in English textbooks of grade 9th and grade 10th reveal that male characters have been shown enjoying a variety of occupational roles as compared to female characters. Stereotypical occupational roles have been assigned to female characters such as teacher, student, and nurse with an exception of two occupational roles of author and columnist. Male characters have been depicted as performing manifold occupational roles like “farmer”, “fisherman” “doctor”, “king”, “president”, “lawyer”, “minister”, “chairman”. Male characters have been shown performing more dignified occupational roles as compared to female characters. Female characters have been presented as performing the occupational role of student, teacher and with an exception the role of a painter.

Table 2 Gender marked Distribution of activities

Male	Female
Selling Fruits, Going to market, Running quickly, Playing cricket, Playing tennis, Playing football, Eating Pizza, Jogging, Driving a car, Walking Gardening, Mowing the lawn, Consoling,	Cooking food, Writing, Singing a song, Taking lunch, Watching a film, Studying, Doing Homework, Hanging Painting, Reading a story, Watching T.V, Scolding

As presented in (Table 2) the results on gender marked distribution of activities in English textbooks of grade 9th and grade 10th reveal that all the activities that involve physical strength and power are assigned to male characters and activities that involve less physical strength are assigned to female characters.

Gender marked language

The finding on gender marked language are presented here.

1. "Ashfaq Ahmed was a famous poet" (English SSC-I, p 9).
2. "My mother becomes anxious if I get home late" (English SSC-I, p 9).
3. "Quaid-e- Azam Muhammad Ali Jinnah was a nation builder and a great poet" (English SSC-I, p 13).
4. "Miss Ayesha enters the classroom with her usual smile, greets the students and takes the roll-call" (English SSC-I, p 22).
5. "She asks politely" (English SSC-I, p 22).
6. "In a state of excitement she cried loudly" (English SSC-I, p 26).
7. "She was in a state of hopelessness" (English SSC-I, p 26).
8. "He is the tallest in the class" (English SSC-I, p 41).
9. "Alizy is the most intelligent girl in the class" (English SSC-I, p 41).
10. "He proved a lion in the fight" (English SSC-I, p 54).
11. "His heart is red, red rose" (English SSC-I, p 54).
12. "The laughing lady" (English SSC-I, p 58).
13. "Quaid-e-Azam was a man of strong faith and belief" (English SSC-I, p 64).
14. "He is a man of sense" (English SSC-I, p 87).
15. "He spoke eloquently" (English SSC-I, p 87).
16. "May wise men have proved it" (English SSC-I, p 99).
17. "The old lady we met in the shop was Amina's grandmother" (English SSC-I, p 109).
18. "Amjad is an excellent teacher" (English SSC-I, p 118).
19. "The injured woman is thirty five years old" (English SSC-I, p 131).
20. "Mr. Aziz is a well known person in town" (English SSC-I, p 132).
21. "He is as fast as horse" (English SSC-II, p 29).
22. "He works carefully" (English SSC-II, p 46).
23. "Have you got anything ----- these poor women could take for their children" (English SSC-II, p 123).
24. "She was very strict and hard with him" (English SSC-II, p 130).
25. "He was kind and warm -hearted" (English SSC-II, p 130).
26. "Pip's sister scolding him" (English SSC-II, p 136).
27. "Joe consoling him" (English SSC-II, p 136).
28. "Pip as a successful person" (English SSC-II, p 136).

Generic Man

The findings of analysed data reveal that there are instances of use of generic man in all two textbooks wherein the writers had used the word man to make new words e.g. Mankind, Youngman, policeman, chairman, businessman and countryman.

Generic he

The findings of analysed data reveal that there is persistent use of "Generic he" in the two textbooks. The findings regarding "generic he" are presented here.

"If he works hard, he will pass the examination" (English SSC-I, p 10).

“A patriot loves his country and his willing to sacrifice when the need arise” (English SSC-I, p 13).

“Breathes the man with soul so dead, who never to himself hath said, this is my own, my native land” (English SSC-I, p 14).

“Write an email to your friend telling him about sports event held in your school” (English SSC-I, p 30).

“He ran fast but he missed the train” (English SSC-I, p 57).

“He was so shocked after the accident that he could not speak” (English SSC-I, p 58).

“He could not attend the seminar because of his brother’s marriage” (English SSC-I, p100).

“He will pass if he works hard” (English SSC-I, p 118).

“He failed because he did not work hard” (English SSC-I, p 120).

“He is rich yet he is not happy” (English SSC-I, p 130).

“If he stopped smoking, he would have physically fit” (English SSC-I, p 130).

“Someone has his own thoughts” (English SSC-II, p 85).

“He could not decide whom he should address first” (English SSC-II, p 112).

“The child did not know how he can reach home” (English SSC-II, p 112).

“The speaker was so absorbed in his speech that he forgot the time” (English SSC-II, p 147).

“He acted as if he owned the car” (English SSC-II, p 147).

“He will get a good job when he graduates” (English SSC-II, p 147).

“Whose woods these are I think I know,

His house is in the village though;

He will not see me stopping here,

To watch his woods fill up the snow” (English SSC-I, p 82).

Titles, names and Labels

The findings of analysed data shows that gender prioritized titles, names and labels have been used by the writers of these textbooks. Some of the instances are presented here.

“Miss Ayesha is the favourite teacher of class IX” (English SSC-I, p 22).

“Miss Ayesha enters the classroom with her usual smile, greets the students and takes the roll-call” (English SSC-I, p 22).

“Miss Ayesha points to the student sitting in the end” (English SSC-I, p 23).

“The bell rings, Miss Ayesha says goodbye to the class and leaves” (English SSC-I, p 24).

“Dear sir/ Madam/ Mr. _____ to begin it or use a particular formula at the end” (English SSC-I, p 29).

“Although Mr. Arif was sick, he went to work” (English SSC-I, p 121).

“Hassan Raza is writing a letter of complaint to Mr. Haq Nawaz, the Chairman of the Lahore Development Authority” (English SSC-II, p 78).

“It’s a real mess! Just the other day old lady Mrs. Nasim, the woman who lives next door, got the back wheel of her car stuck in one of the huge great pot-holes outside my gate” (English SSC-II, p 78).

“Dear Dr. Hamid” (English SSC-II, p 88).

“Dear Mr. Rehman” (English SSC-II, p 117).

“If you had to guess, said Mr.Tariq, who would you say is my favourite author”? (English SSC-II, p 158)

Firstness

The findings of analysed data regarding firstness are presented here.

“The doctor will see Alizay in the evening” (English SSC-I, p 43).

“A new student has joined your class. Use the phrases from above and greet new friend formally and informally. Also, introduce yourself and ask for his/her introduction” (English SSC-II, p 45).

“Waqar disagreed Nazish” (English SSC-II, p 143).

Discussion

The analysis of findings shows that English textbooks of grade 9th and grade 10th do not portray both the genders equally. These findings confirm the results of several studies of past decades such as Coles, 1977; Arnold Gerrity, 1978; Hartman & Judd, 1978; Hellinger, 1980; Porreca, 1984; Poulou, 1997; Ansari and Babaii, 2003; Mirza, 2004; Lee & Collins, 2006; Hall 2014. Gender visibility in text of the lessons and the poems is an area of analysis intended to determine the extent of gender prioritized representation in learning materials. The findings of previous studies (Hartman & Judd, 1978; Hellinger, 1980; Sunderland, 1994; Ansari & Babii 2003; Mirza 2004; Hall 2014) have revealed that male characters are more visible in the text of lessons as compared to female characters. The results obtained from the analysed data of the present study verify the results of previous studies. The findings revealed that the frequency of male characters is 263(59%) and the frequency of female characters is 185(41%). This overrepresentation of male characters in the text of lessons and poems of analysed textbooks shows that our current English textbooks are gender prioritized. If this imbalanced portrayal of gender in textbooks is not addressed by the stake holders of textbook board, consequently it will affect the thought process of young learners of these textbooks. It will develop gender biasness governed through learning materials.

Gender visibility in exercises given at the end of lessons and poems is another aspect of gender representation in textbooks. The findings of analysed textbooks reveal that there are total 556 references or occurrences of human characters in exercises given at the end of lessons and poems of English textbooks of grade 9th and grade 10th. These

exercises also have traces of gender biasness as 354 references have been delineated of male characters. On the other hand, 202 references are delineated of female characters.

When a reader starts to read a textbook, he is fascinated by images illustrated in textbooks. Images illustrated in textbooks, attract the attention of young readers. Images affect the thought process of young learners. So the analysis of gender visibility in images helps to determine the extent of gender prioritized portrayal in textbooks. The findings of analyzed data reveal that total 46 human images have been illustrated in English textbook of grade 9th and grade 10th. Out of which 39 images have been portrayed of male characters and 7 images have been portrayed of female characters. These findings confirm the results of previous studies (Mirza, 2004; Hall, 2014) conducted on gender representation in English language textbooks.

Dialogues are an important component in discourse analysis in terms of gender representation. The findings reveal that the frequency of dialogues spoken between male characters was 67%. The frequency of dialogues spoken between male characters and female characters was 32%. The frequency of dialogues spoken between female characters is 1%. There is conformity between the findings of previously conducted studies (Hellinger, 1980; Poulou, 1997; Hamdan, 2010) and the present study. This imbalanced portrayal of female gender in analysed textbooks indicate that our current textbooks are gender prioritized. The findings on gender representation in dialogues lead to the fact that English language textbooks taught to the students of grade 9th and 10th are inculcating the notion of communicative and social prominence. These findings are similar to the results of previous study like (Kim, 2012).

The findings of analyzed data on gender visibility in occupational roles indicate that the female characters had been depicted as performing less public roles with an exception of balanced portrayal where the occupational role of a column writer had been assigned to a female character. Except this one instance of balanced portrayal of gender all other units of the analysed textbooks other are gender prioritized. The findings of previous studies on portrayal of gender in occupational roles (Colles, 1977; Arnold Gerrity 1978; Hellinger, 1980; Lee & Collins, 2006; Hartman & Judd, 1978) show that female characters often appear in stereotypical roles of nurse, teacher and housewife. The findings of present study correspond with the previous studies. Textbooks, being a tool of socialization, inculcate norms and traditions in young readers. Therefore, stereotypical portrayal of occupational roles may perpetuate the idea that only men are productive citizen of society.

The findings on use of language indicate that the authors of two analyzed textbooks have used male centered language. The qualitative analysis of the analyzed textbooks demonstrates that the adjectives and verbs used to describe the male characters have positive connotation whereas the adjectives and verbs used to describe female characters have negative connotation. The results of present study are similar with the

previous study conducted by Saarikivi (2012). This gender marked use of language in textbooks may perpetuate the idea among young learners that sentence construction in the English language is male centered.

The use of masculine generic construction in English textbooks is an important area of gender representation. The findings of analyzed data reveal that the writers of analyzed textbooks have persistently used generic he. The findings of present study agreed with the results of studies conducted by (Weatherall, 2002).

The findings of analyzed data regarding use of generic man reveal that the writers of the analyzed English textbooks have used generic man for example policeman, chairman, businessman and countryman. The findings of present study confirm the results of previous studies conducted by (Festante, 2004).

The findings of previous studies (Porreca, 1984) regarding gender representation in order of mention in the text of English textbooks agree with the results of the present study. The findings of two analyzed textbooks indicate that the male characters are more often mentioned first. It has been found that in two textbooks the male gendered words have been mentioned first in the text of the textbooks. In contrast, female gendered words have been mentioned after male gendered words.

The findings on gender representation in titles show that in two analysed textbooks discriminatory titles have been used for female characters. The findings indicate that the title Miss has been used for young female characters portrayed in three textbooks. The title Ms was used for unmarried female characters portrayed in the textbooks. The title Mrs. was used for all married female characters portrayed in three textbooks. It has been found that the authors of current textbook are trying to present women in the society according to their marital status. In contrast, the title Mr. has been used for male characters portrayed in all three textbooks. It was not used to indicate the marital status of the male characters. It was used to address the male characters portrayed in three textbooks politely. The findings of present study confirm the findings of previous study conducted by (Eckert, 2003). In case of this discriminatory use of titles in the textbooks, young readers may start to perceive women in accordance with their marital status.

The analyzed data regarding gender attributes given by the society to female gender demonstrates that all the outdoor activities are assigned to male characters in analysed textbooks. The female characters have been shown in indoor and passive activities. The male characters have been shown performing more public domain activities such as selling fruits, shopping, running, playing cricket, playing tennis, playing basket ball, eating pizza, jogging, car driving, walking, gardening, mowing the lawn and consoling. The activities performed by female characters have been restricted to the four walls of the house such as cooking food, singing a song, taking lunch, watching film, reading, doing homework, hanging a painting, reading a story, listening

news and scolding. These results agree with the previous studies conducted by (Ansari & Babaii, 2003). This stereotypical portrayal of female gender may reinforce the notion among young readers that the public domain activities are only a male specific attribute.

Conclusions

The findings of present study has indicated that female characters are suffering from underrepresentation in text, exercises, lesson titles, images and dialogues of the analyzed textbooks. Thus, current English textbooks are gender prioritized in terms of gender representation. The use of socially marked gender items and gender marked linguistic items in current English textbooks is gender biased. The occupational roles, gender marked language, generic man, generic he, titles, firstness and gender attributes in current English textbooks have deeply entrenched traces of gender bias. Through qualitative analysis, it has been found that English textbooks prescribed for the students of grade 9th and grade 10th are promoting gender disparity. Women are being depicted stereotypically. Hence, current English textbooks are reinforcing gender stereotypes among the young readers.

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