

Amman Arab University For Graduate Studies

**Graduate College of Educational and Psychological
Studies**

**Analyzing Aspects of Gender in English Language
Jordanian Basic Stage Curriculum from
A Socio-Cultural Perspective**

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Thesis Submitted in Partial Fulfillment of the Requirements for
the Degree of
Doctor of Philosophy in Curricula and Methods of TEFL

October, 2008

Acknowledgement

I would like to express my sincere and deepest appreciation to all who contributed in a way or another to enhance and facilitate the completion of this piece of work. I owe a lot of thanks to my professor Awatef Sheir whose invaluable guidance, patience and extraordinary advice throughout the process of writing this dissertation, encouraged me to keep alert to continue this study.

I would like to express thanks to the advisory committee Professor Adnan Aljaderi, the head of the Department and the acting dean of the faculty at Amman Arab University and Professor Fawwaz Al-Abed Al Haq, the dean of Art College at Al – al-Bayt University and Dr Ahmad Al-Khawaldeh, who with their valuable and constructive comments enriched the body of this research. I wish to thank my brother professor Jihad Hamdan who paved the road for me to taste the flavour of linguistics. My thanks are also due to Mr. Zuhdi Al Khatib, the Cultural Attaché Officer of UAE, for facilitating the completion of this study.

Finally, special appreciation and gratitude to my wife, Tamam Hamdan, who sacrificed a lot and without her help and encouragement, this dissertation would have never been accomplished. Thanks are also extended to the members of my family Reema, Qais, Nazim , Mohammad and Farah .

DEDICATION

This dissertation is dedicated

To my family

Tamam, Reema, Qais, Nazim, Mohamad and Farah

Without

Their love, encouragement and sacrifice

I wouldn't be the person I am today

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ABSTRACT

This study was carried out to investigate and explore aspects of gender as presented and represented in one of the currently used English language instructional materials “Action Pack Series from grade one to nine”, in the basic stage schools in Jordan. The study aimed at answering one major question:

How are gender aspects presented and represented in English Language Jordanian Basic School Curriculum (Action Pack Series) from grade 1-9 ?

The study analyzed nine textbooks to investigate nine major aspects of gender (visibility in photos and illustrations, visibility in the text at the level of word and sentence, topic domination, jobs and occupations, firstness, grammatical function(subject), attributed personal traits (adjectives), leisure- activity types and masculine generic conception.

This descriptive study employed two frameworks of analysis, starting with a systematic quantitative count of the visual images to a qualitative analysis of lexis and sentences. Both content and discourse analysis techniques were adopted to reveal and verify the needed data.

The results of the study revealed that the percentages of males outnumbered females in the nine investigated aspects and in the Series as a unit. Moreover, they showed some gender stereotyping especially in the aspects of occupations, personal traits and activity types. These plain results, assured that, the authors of the Action Pack Series were not guided by any specific gender checklist in the production of these instructional materials. The upper stage textbooks (7,8,9), for example, appeared as if they were designed to address male learners only .

Chapter One

Significance and Background of the Study

Introduction

Language is not only a means of communicating pure linguistic information. Rather, it is an important humanistic tool for establishing and maintaining social relationships amongst participants of speech in all communities. Gender-based linguistic variation is a fundamental example of the sort of social function that is fulfilled by language. Gender differences are, in reality, a prime fact of the sociolinguistic life and it is unexpected that they are reflected in language as well as in school textbooks. That is to say, gender linguistics is concerned with various aspects of the representation and presentation of gender through language. They can be divided into two categories: how the genders speak or write, and how they are spoken or written about. As an example of the first category, there exist certain forms of language which are appropriate only for use of men and other forms which only women can use.

In a word, gender-linked linguistic variation involves the different use of certain status –marking forms by sex (Fasold,1990). But the second category which will be the focus of this study, applies to women's and men's representation in language, which has become a sociolinguistic target. For example, to be sociolinguistically correct when you talk about

both males and females, you have to use the construction he/she to substitute the generic masculine pronoun “he” (Bondine,1990).

The investigation of language and gender did not originate in 1970s as is often reported; for some linguists, it goes back to 1582 (Key, 1982). In the 1970s, a number of prominent sociolinguists investigated these issues in details (Labov 1966, 1972, 1994, Trudgill, 1974, Lakoff, 1975). This social trend emerged as a major topic in sociolinguistics as it particularly deals with the connection between structures, vocabularies, phonology, morphology and lexicon used by men and women who speak and write the same language. In the last two decades, however, much of the research on language and gender correlates has been mainly concerned with reducing the bias in locating male and female positions in society through the role that language plays.

In this respect, sociolinguists and educationalists look at schools as sources of experience by which social values and attitudes are transmitted with textbooks acting as agents of this transmission. School textbooks constitute an important tool that presents educational materials of schools as the primary socializing institutions where students start to understand their social identity relative to each other and to institutions. (Freeman and McElhinny, 1996). Students also learn the concepts, values, and attitudes from textbooks. Moreover, the most convincing reason would be that the representation and the presentation of gender in school textbooks potentially affect students as language learners and users. Sunderland

(1992: 86) concluded that such effect could happen in three ways:

“First, films, videos, and newspapers have unconscious influence on audience, so presumably can EFL materials on students. Second, if female learners are conscious of the female characters in their course books as relatively few, with limited roles, and are offended, alienated or made to feel marginalized, this is more likely to hinder than facilitate their learning.

Third, models of language usually become classroom practice. So textbooks that have males always initiate speech in dialogues and pair work practice, give the whole class a model of a conversational discourse characterized by “ male firstness”.

In harmony with Sunderland’s conclusions, textbook authors and educationalists must pay attention to their instructional materials to be sure that their texts present and represent male and female characters in a way that mirrors their actual and true images and roles in the society. This study attempts to explore from a socio-cultural perspective aspects of gender in EFL textbooks used in basic stage in the Jordanian school curriculum (Action Pack Series currently used by grades one to nine) that are designed to cater for and respond to the English Language needs of students in Jordan. The study will examine the manifestations of gender aspects with reference to (1) Visibility in photos and illustration , (2) Visibility in the text (discourse) (3) Topic domination ,(4) Distribution of occupations, (5) Firstness (order of appearance), (6) Grammatical function (acting as an actor) , (7) The attributed personality traits or qualities, (8) Activity types

and (9) Generic conception . This study aimed at emphasizing the role of textbooks designers, educators, teachers and community members in considering gender in EFL school textbooks that present students in their early exposure to the English language with an unfair and inexcusable picture of males and females.

Labov (1966), Tannen (1990), and Trudgill (1974) paved the way for the study of gender linguistic variations in western societies and encouraged other sociolinguists to investigate the same topic in other societies. Language variation and the role assigned to gender in school textbooks written material are regarded as sociolinguistic factors or variables, authors have to consider, when writing textbooks. Textbooks as major educational tools, occupy a central place in the curriculum. They can be powerful instruments for influencing ways in which both children and adults think about core human concepts and values such as the image of male-female and the concept of gender equality and equity. Publishers and researchers have noted the importance of displaying positive characteristics for both males and females in textbooks. Scholars who examined textbooks published all over the world found little equity in the portrayal of males and females and the “ hidden curriculum” continues the underrepresentation of girls and women as main characters, and extreme stereotyping of females when shown in occupational roles, practicing leisure activities and other aspects.

The study intended to examine what English school textbooks used in the basic stage in the Jordanian schools (Action Pack Series from grade one to nine), had to say about gender in education . The Series was published in 1998, which means that, it is a latest product. So, one expects a fair treatment of aspects of gender ranging from visibility to functional roles. The researcher carried out a preliminary analysis of student's book grade nine as part of Action Pack Series, and found an imbalanced presentation and representation of gender distribution. The book is offered to male and female students, but the content is to some extent seemed to be male- dominated or oriented. This phenomenon contradicts the movement of struggle towards achieving more equity and equality in human rights for both males and females. Sunderland (1992) explained the negative impact of underrepresentation of females on their future development. From this view, this study was conducted to reveal out the treatment of some gender aspects as they appeared in the English Language basic stage curriculum (Action Pack Series from grade 1-9).

Statement of the Problem

The study aimed at examining (Action Pack Students' books from grade one to nine) used in the basic stage in the Jordanian schools to reveal out the presentation and representation of some aspects of gender.

Questions of the Study

This study aimed at answering the following question:

How are gender aspects presented and represented in English Language Jordanian Basic School Curriculum (Action Pack Series) from grade 1-9?

The researcher will interpret this major question into sub-nine questions to cater for each gender aspect under investigation.

Significance of the Study

Text Gender analysis proceeds on the assumption that each and every text and all learning materials tell a story about people; how they relate to one another and to the society within which they live. In this respect texts do not contain pure academic and technical knowledge about the subject and the world. Inevitably, text writers bring alive their texts by directly and indirectly creating dialogues, activities, and stories about how people relate and organize themselves to survive.

Goddard and Patterson (2001:6) submitted that when “we acquire a language; we acquire new ways of thinking”. In the light of this view, it naturally follows that when non-native speakers of English learn the language, they also acquire new ways of thinking that are rooted in the language itself. The first structured and scientific notions of the world and its inhabitants are acquired at primary schools which are formally charged by law as a legitimate agent of socializations to educate children.

Before the beginning of elementary schooling, children learn about the

world in accordance with their own interests, depending on natural curiosity and feedback from parents and the environment. Schools through compulsory and basic education, offer uniform knowledge, claimed to be true and scientific. School textbooks are one of the major powerful tools in the process of education and socialization. They convey important messages to the young on how social relations in a society are to be organized and which value system they should adopt. Gershuny (1977) stated that stereotypes limit behaviour and understanding by constructing a static image for both genders and also establish false impressions of males and females as an alternative to their socio-cultural origins. In the age of human rights and gender equality, school textbooks are expected to present and represent the two genders in a regular balanced manner by excluding all types of bias and stereotyping. In the last two decades, however, much research on language and gender has been concerned with the role language plays in locating and maintaining males and females in advantageous and disadvantageous positions in society (see e.g. O'Barr and Atkins,1980; Gomm, 1981; Holmes, 1986; Guy et al, 1986; Cameron and Coats, 1988; Eckert, 1989; Tannen, 1990; Macauly and Brice,1997). Moreover, recent trends in English language teaching research necessitates the study of course books and instructional materials from various perspectives (Kramsch, 2000). Gender as represented in course books is studied because teachers and students are exposed to many words, values, concepts, ideas and images that influence their knowledge, perceptions and world views. From

this perspective, this study can be

1. A step to accelerate and highlight the awareness of school textbook authors, educators, teachers, and community members of the status of gender identity and to reflect in their texts as much as possible what exists in reality.
2. An attempt to encourage linguists and sociolinguists, and the instructional material authors to exclude the old habit of using masculine generic nouns to refer to males and females and to replace them with neutral constructions.
3. A trial to minimizing the false image and discrimination that may affect school students, especially in the basic stage by presenting them with gender equal treatment and distribution.

Limitations of the Study

1. The study limited its analysis to the content of The Action Pack Students' textbooks from grade one to grade nine used by students in Jordanian public schools in the basic stage. Writing books were not included
2. The content analysis was based mainly on analyzing the dialogues, reading passages, illustrations, photos, activities and exercises included in students' course books only.

Operational Definitions

The study employed the following key terms:

Gender: refers to socially constructed roles of males and females and in what ways (EFL) school textbooks authors see the roles of men and women and what is expected from them.

Stereotypes: generalized beliefs and attitudes that males and females have toward each category based on contacts or images they internalize through upbringing and education.

EFL textbooks: textbooks that introduce English as a foreign language (outside its natural environment) as is the case in the schools of Jordan.

Socio-Cultural Perspective: is a method of investigating discourse on the level of words and sentences in order to reveal the relationship between language, culture and society. It is based on the concept that human activities take place in cultural contexts and are mediated by language.

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Chapter Two

Review of Literature and Related Studies

This chapter reviews the literature related to the present study. It is divided into three sections. The first includes the theoretical background which sheds light on the status of English in Jordan, the role of integrating culture in foreign language texts, and the role of textbooks as tools of education. The second includes both studies that investigated gender in school textbooks and that investigated gender in EFL texts. The third section presents the conclusion.

Section One: Theoretical Background

For students in countries where English is a foreign language (EFL), it can be argued that, the teacher and the textbook are the two most important and immediate linguistic and cultural links between the students' native language and culture and the target foreign language and culture. If the text and the teacher promote influential roles, then the way the teacher presents the text, and the way the text portrays the various people in the target society, and the way those people are shown to communicate will directly affect EFL students' choices of language when communicating with native speakers. Such ideas have important implications for text selection.

For this reason, there are various criteria and guidelines that must govern and guide textbook authors. Most of the language that students will acquire during their schooling in English will be mainly from the text.

Lakoff (1975) argued that society is reflected in the language with the values and assumptions held by society being mirrored in the language. She was concerned with the manner in which males and females are represented in written and spoken English and what conscious and unconscious values were being passed on because of this representation.

Halliday (1978) concluded that if textbooks fail to present the components of society, the language learned may be unsuitable and a cause of cross-cultural pragmatic failure. Pierce (1995) stated that the role which learners play for themselves in society is governed by their use of English; therefore, the language and the social roles the learners encounter are crucial components of the language and curriculum and as such should be carefully selected.

Recent writings on textbook content (Wolfson 1989; Pierce 1995; Kanemaru 1998; Beeble 1998; Ansary and Babaii 2003) suggested that EFL textbooks should manifest a balanced view of the image of males and females in society.

Wolfson (1989) argued that teachers and curriculum writers need to be aware of sexist language usage and also of sexist bias in materials they select for use in the classroom. The monitoring of classroom material for bias toward sexism as well as racism and other linguistic manifestations of prejudice is very much the responsibility of teachers and administrators.

Culture in Foreign Language Classrooms

The use of materials that mirror reality in an EFL classroom is what many textbooks authors, educationalists and teachers have discussed in recent years. English presented in the classroom should reflect societal values, customs and beliefs and not produced only for instructional purposes. Jordan (1997) referred to authentic texts as texts that are not written for language teaching purposes. He defined them as texts with materials which are designed for native speakers; they are real texts; designed not for language students, but for speakers of the language. These ideas emphasize the role of culture in foreign language classes because knowing a language goes beyond the knowledge of grammatical rules, vocabulary items and pronunciations of these items.

Shanahan (1997) stated that cultural content provides exposure to living language that a foreign language student lacks. Kramsch (1993) believed that foreign language learning is foreign culture learning. What is debatable is what is meant by culture and how to integrate it into language learning and teaching. Learning in this case serves as a mediating tool for both higher thinking processes and cultural understanding. Culture can not be separated from knowledge. Rather, it is in the heart of teaching and learning.

From this perspective, sociolinguists do not argue against excluding or including culture, but their focus is on the amount of culture to be integrated in each school textbook. Kramsch (1993:1) commented:

Culture in language learning is not an expandable fifth Skill tacked on, so to speak, to the teaching of speaking, listening, reading, and writing. It is always in the background, right from day one, ready to unsettle the good learners when they expect it least, making evident the limitations of their Hard-won communicative competence, challenging their ability to make sense of the world around them.

Culture is not something consisting of facts to be learnt, but a helpful tool to make learners feel the need to speak and use the target language. The reason for implementing cultural content in foreign language classrooms is that it will strengthen the learner's motivation (McKay, 2000). She suggested that there should be a variety of culture in the materials and not only an overload of the target culture. She identified three types of cultural materials: target culture, learner's own culture, and international culture materials. Pesola (1991) stated that without cultural insight and skills, even fluent speakers can seriously misinterpret the messages they hear or read, and the messages they intend to communicate can be misunderstood and deformed.

Valdes (1986:4) addressed the reason behind the concern of people with the communicative language teaching and the necessity for them to study people's customs, belief systems, and values in order to understand the people of the target culture, by saying that the first rationale behind teaching culture is:

In order to communicate successfully, language learners should have cultural knowledge because if they are not aware of the nonverbal aspects of communication, they are not able to communicate effectively in many face- to-face cultural contexts.

Gardner and Lambert (1972: 143) claimed that the success in mastering a foreign language depends not only on intellectual capacity but also on the learner's perceptions of the target language group. They concluded that attitudes are "stable personal characteristics which influence and determine one's progress in mastering a foreign language" (p, 143). The Rationale for teaching culture rises from the sociolinguistic understanding. Language has its life from its sociocultural context within which it operates. In this case, learning about culture could be a channel which provides opportunities for students to evaluate the similarities and the differences between the two cultures.

As noted above, current foreign language educators acknowledge the necessity of implementing diverse cultural contexts in foreign language classes in order to provide authentic and meaningful experiences for students. From this point of view, as gender constitutes a major component of any culture, it becomes vital to analyze EFL textbooks to map out the way gender in the target language has been presented to foreign learners and in our case to students at the basic stage in the Jordanian schools.

Gender as a Socio- Cultural Factor

Gender linguistics is concerned with various aspects of the representation and presentation of gender in language. Linguists divided gender studies into two categories: how genders speak and write, and how they are spoken or written about. This study echoes the second view that highlights the representation and presentation of gender in written discourse as conveyed by school textbooks.

How the genders are spoken or written about usually involves a feminist agenda and applies to women's representation in language which has become an important social topic. Spender (1990: 93) addressed the issue of how genders express themselves by emphasizing the idea that men being the ones "who have made the world of words, the world as it was named with language, and also who have made the world which women must inhabit. So it is not surprising to see frequent use of the gender- indefinite pronoun "he" compared to "she" ". what is astonishing is that the masculine "he", includes "she" in many cases. Bondine (1990) concluded that gender- specific nouns were created or reinforced (for example, actor/ actress).

During the last few decades ridged role patterns have changed and as a result gender notions have changed as well. The leaders of the feminist movement (Lakoff, 1975; Fishman, 1990; Coats, 1996; Tannen, 1990) played major roles in modifying the linguistic image of men compared to women. Men and women are increasingly becoming equal in areas of

education and profession. Women can now work in almost every profession they aspire to, and they can continue to work after having children without being regarded as unfaithful mothers. Even in third world countries, Jordan for example, it was uncommon for a woman to think to be a police thirty years ago, but in the last two years, it is natural to see policewomen organizing, guiding and controlling traffic. We can say that as language helps people to create their identity and their gender, it makes sense to assume that when people's ideas of masculinity and femininity change, their language changes as well. Beeble (1998:22) gave subtle examples taken from a text of English as a foreign language that showed language bias against women, and below they are:

Somebody forgets **his** note book

Doctors and their **wives** often go to expensive restaurants.

Look at the dolphin! **He** is jumping.

The park has a pretty **man**-made lake.

Jim is chairman of the Music Group and Mary is **chairperson** of the Art Group.

In order to escape the saying "Language is man made", Renner (1997) strongly advocated a systematic process to de-gendering of the English language, and particularly when it comes to material used in schools. He gave examples of masculine terms that can be de-gendered, for instance, the noun "man" is used to describe the masculine part of the human race as well as the entire human species, and it is also a suffix describing an

occupation (foreman, fireman, businessman, and policeman). Some words of this category seem to have been easily adapted in their gender neutral form (spokesperson).

Finally, the atmosphere in the classroom often mirrors and reflects what goes on in the outside world. A textbook, if well designed, can be the base for learners' exploration, learning and enjoyment. Therefore it is interesting to investigate gender representations in textbooks; as they may influence the learner's way of thinking about gender.

The Role of the School and the Textbook

Schools are universally considered to be the place where children start their learning of skills, concepts, values, techniques and ways of thinking in order to choose their life track (Harrison, 2004). They are also the most common place for students to interact with members outside their families.

Children encounter teachers for the first time at schools. They have to interact with a new heterogeneous society of peers. Most of knowledge transfer at schools comes from lecturing and lesson plans which direct interaction. Byrne (2001) concluded that schools and the textbooks are major components of the process of education. Textbooks are a reflection of the society and therefore, it is highly imperative that they don't improperly influence the learners in any way. So, it is not difficult to notice that textbooks still dominate the classroom environment despite the development of other instructional media. Yong and Riegeluth (1988)

found that textbooks are the source of knowledge for 75% to 90% percent of what students will learn on a given subject .Sadker and Zittleman (2007:104) concluded:

students spend as much as 80 to 95 percent of classroom time using textbooks and that teachers make a majority of their instructional decisions based on the textbooks.

Baldwin and Baldwin (1992) carried their study in Canada and found that the average teacher uses textbooks for 70 to 90 percent of classroom time. The findings of these studies emphasized the centrality of textbooks in the process of education. English language instruction has many components but the essential constituents to EFL learners' classrooms and programs are the textbooks and instruction materials that are widely applied by teachers. Hutchinson and Torres (1994: 315) suggested:

The textbook is an almost universal element of English language teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce them in various countries.....No teaching- learning situation, it seems, is complete until it has its relevant textbook.

Moreover, fortunately or unfortunately, authors or text publishers have the power to intentionally or unintentionally submit messages by their choice of pictures and words. Such conclusions reveal that the selection of the textbook in the foreign language classroom is an important act. The textbook with its content constitutes a vital societal factor that accelerates

the foreign language learning. Studies reveal that if textbooks fail to present cultural information, then it becomes not easy for teachers to convey accurate cultural knowledge to their students.

This lack of cultural information contributes to cross-cultural misunderstanding; moreover, it may promote false assumptions about the people of the target language. In the case of Jordanian schools, textbooks play an influential role in the schooling period. Teachers and students can not imagine starting a lesson without the company of the textbook. Even though, The Ministry of education in Jordan spent much effort in the last ten years to modernize education by introducing new resources of multimedia with some focus on Internet, but the situation confirms what Altbach (1987: 93) said “*The text is very frequently the only book that a student uses*”. EFL textbooks, in particular, must receive special attention because they are the main source of guidance for both students and teachers and authored totally or partly by native speakers of the target taught language. The cultural content should be analyzed and filtered in order to make a balance between the mother and the target culture. On the other hand, such analysis may prevent negative cultural aspects to pass. What I want to say is that, the way textbooks portray women and men will affect the attitudes of the students, and influence their ways of thinking about gender.

Unfortunately, the literature reviewed did not tackle the way the students in Jordanian schools perceive the image of males and females as presented

in their foreign language textbooks. Such aim is beyond the scope of this study and could be examined as a separate topic. To sum up, textbooks that haven't presented authentic and balanced cultural information, make it impossible for teachers to convey accurate cultural knowledge to students. So, it is important to ensure that careful selection is made, and that the materials selected reflect the needs of our students.

Section Two:

A. Studies Investigated Aspects of Gender in General Textbooks

U' Ren (1971) conducted one of the earlier content analysis studies "The Image of Women in Textbooks" . She analyzed thirteen of the newest textbooks adopted for use in second to sixth grade California schools. Her findings showed that at least seventy-five percent of the main characters were males. She also found that the books devoted only fifteen percent of their photos and illustrations to girls or women. Textbook writers reduced all females to a common denominator of cook, cleaner. Moreover, boys were depicted doing all sorts of adventurous and interesting activities.

Males of all ages were shown as strong, with greater mental perseverance as well as moral strength. In addition to women being shown as not receiving any public recognition, their pursuit of economic empowerment was portrayed negatively and in almost every story,

intended to be humorous, the butt of the joke was a female.

Graham (1975) discussed the development of the school children's nonsexist dictionary, with much focus on nouns used to describe women and men. The lexicographers analyzed five million words from American children's textbooks before compiling their dictionary. The researchers found that although there were actually more women than men in the real world, children's textbooks contained over seven times as many men as women and more than twice as many boys as girls. All in all, the main character or speaker in the text was a male.

Cloes (1977) examined five sets of popular adult basic education materials. The results showed that the total of 150 stories, men outnumbered women by a ratio of 3:1. He also found that thirty-nine of the totals of sixty-one females were engaged in only eleven occupations, and nineteen of those thirty-nine females worked as housewives. By contrast, he found that 106 out of 192 males had seventy-three different occupations, ranging from truck driver to medicine.

Nilsen (1977) analyzed words for females and males found in a standard dictionary. Her results revealed a number of attitudes toward women and men that reflected in the vocabulary. There were more than five times as many words for things named after men. Words named after women related to female anatomy. Moreover, words related to women reflected a passive role. Men were called by words such as Wolf, while words for women were restricted to weak creatures such as chick and kitten.

Briton and Lumpkin (1977) examined literature and social studies textbooks published before and after the year 1970 to determine whether guidelines to correct sexism had resulted in any positive changes. They found that females portrayed as major characters increased only by 2% up to 16% in the recent textbooks.

Hoomes (1978) examined twenty-eight high school literature anthologies used by grade nine and twelve. She found that the ratio of male characters to female ones was 3/1. Moreover, the mean ratio of the available occupations for females compared to males was 1/5 in textbooks and 1/7 in observable illustrations.

Gerrity (1978) analyzed the content of 1976 Series of primary reading textbooks. She examined the visibility of female characters. Her results showed that, in the first four texts for grades one to two, there were twice as many male-dominant stories compared to female ones. Concerning the frequency of occupations, she found that men were portrayed in four times as many varying occupations, but females were frequently seen as mothers and housewives.

Rabaa (1985) analyzed a total of twenty-eight Syrian textbooks used in grades 8-12 and found them male- biased in content and language. The analysis showed that in the area of prevalence males proved the leading characters in 75 percent of the 353 lessons analyzed; they also were 87 percent of those portrayed in fifty-four biographies. In the division of labor, a total of 463 occupations: 84 %(391) were filled by males while the other

(72) were filled by females. Males were presidents, kings, soldiers, writers, poets, scientists, and political leaders. On the opposite, females were seen as house wives, nurses, and teachers. Concerning images, males were brave, strong, innovative, adventurous, hardworking, generous and educated. The female list included kind, faithful, loving motherly and compassionate. Additional analysis found that male-centered language was used, specifically, masculine nouns such as “mankind”, and pronouns such as “he”. Male words served as all-inclusive constructions for both males and females.

Zeenatunnisa (1989) interpreted 122 Pakistani secondary school level textbooks. She concluded that the educational content aimed only at males by maximizing their potentials and skills to take advantage of the opportunities around them .Moreover, the content did not represent the changing social status of Pakistani women from doing unpaid housework to production.

Sleeter and Grant (1991) explored forty-seven American textbooks used in grades one through eight between 1980- 1988. Their study revealed interesting findings. When males compared to females, females were more likely to be depicted in nontraditional roles in social studies, reading and language arts, science and mathematics textbooks. For instance, chances for a woman being adventurous astronaut was more than for a man being a nurse

Peterson and Kroner (1992) reported a content analysis of twenty-seven current textbooks in introductory psychology and twelve for human development. They found that representation of work, theory, and behaviour of males significantly exceeds the representation of females. Females were frequently portrayed in negative and gender-biased ways.

Rabai (1994) examined the woman's image in Arabic language textbooks

In the basic stage used in the state schools in Jordan. She found that the texts presented and portrayed women in traditional roles. The female was mostly a wife or a mother.

He et al. (1997) explored a range of school subjects (except science, mathematics, and EFL texts) used in Hong Kong compulsory schools. They found that males were more visible than females. For example, in Chinese history textbooks, males occurred 2,125 times, and females ninety-nine. Males were usually portrayed as more active and dominant than women. Moreover, the pronoun "he" was used to refer to the whole human race and men's figures portrayed humankind.

Sanders et al. (1997) indicated that school texts still signify women's underrepresentation in careers in science, mathematics and technology. She concluded that underrepresentation came out because such occupations yield much higher income for the same amount of educational preparation.

Nsiarat (1997) analyzed women's image in Arabic language textbooks in the secondary stage used in the schools of Jordan. Her results emphasized the typical and traditional role of females. Even though, Jordan has

witnessed an observable development in all aspects of life and mainly in human rights, but the texts did not reflect this reality. The woman is still portrayed as a mother, a wife and a sister.

Poulou (1997) explored differences in the discourse roles of men and women in dialogues of textbooks for teaching Greek as a foreign language to adults. Her focus on whether sexist differences can affect negatively the pedagogical value and goals of textbook dialogues was quite revealing.

Macaulay and Brice (1997) carried out two case studies to explore gender bias and stereotyping in the example sentences of syntax textbooks. The results indicated that little has changed over the past twenty five years: virtually all of the authors favor male-gendered NPs as subjects and agents and regularly stereotyped both genders.

Jarbawi (2002) examined the image of woman in Palestinian school textbooks from grade one to grade six. She found that Palestinian women were presented as wives and housekeepers and the visibility of women compared to men was very rare (ratio 5:1), but in illustrations the ratio was greater (6:1). The language was male dominated; the verbs of order for example, address only females.

Ellis (2002) examined some school textbooks in the state of West Bengal Published in 1992 and 1996. He found that male pictures constituted 76% of the total appearance .In the chapter about “Main Ways of Earning a Living”. Nor, in any illustration, were any women shown as receiving land titles from a male government officer. Ellis claimed that it was a false view

of reality since in West Bengal; numerous households had women as their head who hold titles in their own name.

Shteivi (2003) conducted a study to examine and identify the representation of gender roles in primary school textbooks in Jordan. The study analyzed ninety-six textbooks out of 618 with the percentage 15.5%. The focus of the study was the size, type and stereotypes of gender roles in textbooks. He found that there were 6159 gender roles of which 87% were male roles and the rest were female ones. Males dominated 93% of the public roles which in turn constituted 65% of the total roles. Regarding females' roles it was found that the majority of their roles fall within the traditional female roles like teaching and almost there were no female roles in politics and professional sectors. Concerning the perceptions associated with gender roles the study revealed that males' roles were associated with independence, leadership, freedom and rationality. On the opposite, females' roles were associated with affection and kindness. The researcher concluded that the primary school textbooks in Jordan were still presenting gender roles in a traditional and imbalanced way.

Miroiu (2004) examined 106 school textbooks used in Romanian schools. In the area of illustrations, she found that the percentage of illustrating females in the first and second grade textbooks was 12.8% and the proportion dropped steadily to 10% with 12th grade books. From the 4,318 human images, 64.8% represented males and 33.2% represented females. In Romanian language and literature textbooks, the main characters were

all masculine; in history, women were wives and mothers of leaders, and in arts, there were only male composers and artists.

Chick (2006) evaluated k-12 American history textbooks for gender balance. Elementary, middle school, and high school texts were assessed for the number of male and female historical figures in text content and illustrations. All the three textbooks contained significantly more males than females in content and illustrations. Moreover, the range of pages on which males were included was significantly higher than the range on which females were included. For example, in *Growth of a Nation*, Abraham Lincoln was mentioned on twenty- two pages in the text while Sandra Day O'Connor was included on five pages.

B.Studies Investigated Aspects of Gender in EFL and ESL Textbooks

It is true to say that ESL (English as a Second Language) and EFL (English as a Foreign Language) textbooks have been analyzed regarding how males and females are shown and portrayed in many areas of language. From the early 1970's to the late 1980's, there were three major relevant studies of sexism and its manifestations in ESL and EFL textbooks.

The first pioneering study was carried out by Hartman and Judd (1978). They explored the treatment of women in currently used ESL materials, starting with an analysis of the portrayal of sexes in current textbooks. Some of their observations revealed that women were often less visible

than men, were often the butt of many jokes and were often placed in stereotypical roles and assigned stereotypical emotional reactions. Illustrations found in the texts reinforced the biased linguistic patterns previously mentioned. Concerning the images of women and men, Firstness, the visibility of males and females, and the stereotyped roles of both genders, they found that ELT materials reflected sexist attitudes and values. The roles assigned to women in some texts were the stereotypical roles of mother and home-maker which reinforced the second-place status of females. This representation of women in such stereotypical roles reinforced the old notion that “women stay at home and men go out to work”.

Hellinger (1980) examined 131 passages from three ELT textbooks used in German schools. She found that men participated in over 93% of the passages while not even 30% of the texts included women. Moreover, 80% of the speakers were males and females. Females were rarely engaged in any demanding, interesting or successful activities while male roles represented a broad range of occupations. She also found that females showed typical “female” behaviours such as emotionality, passivity, and limited intellectual ability.

De Shazer (1981) examined the way sexist language manifests itself in eighteen English freshmen composition courses published after 1972. She found that gender bias appeared in three areas: the wide spread of the generic *he* as the referent pronoun for writer, reader, student, etc.; the

preference of many handbook authors for the exclusive use of *he* with indefinite antecedents; and the continued though less frequent use of illustrative sentences and prose passages that reinforce sexual stereotypes. She gave different examples to show the exclusion of females by using generic terms such as (Man is a talking animal, Man is a laughing animal).

Porreca (1984) investigated how sexism is manifested in ESL textbooks and with what consequences five years after the Hartman and Judd study. She analyzed fifteen ESL textbooks which had been bought in the largest quantities by all the ESL centers and focused on (1) omission (the ratio of females to males) in texts and illustrations, (2) firstness, (3) occupations, (4) the frequency of male nouns to female ones, (5) female –exclusive masculine generic constructions, and (6) the types and frequency of adjectives for men and women. In each category in her study, she found that there is evidence that sexism continued to flourish in ESL textbooks. The high concentration of masculine generic created a very distinct masculine presence in these books. The ratio of total occupations for females to total occupations for males was 1:5 - 0.87. What was surprising is that one half of the occupations for women are mentioned in a single sentence. Concerning firstness, males always preceded females, except in one example, when a question is posed to reader about his or her “girlfriend/ boy friend”, the female firstness of girlfriend may occur only because the questioner (author) is thinking first and foremost of a male audience.

Kalia (1986) produced an apparently unique study by analyzing twenty-one English language textbooks used by students throughout five of the most populous places in Northern India. Her analysis showed that men were the dominant figures in (75%) percent of the lessons and fully (87%) percent of the biographies (47/54) were of men. Male-exclusive language was used to signify all of humanity. Moreover, men routinely abused and violently beat women in many lessons. Of 465 occupations in the texts, women were completely excluded from 344 (74%).

Gisnet (1988) found that in Israeli English textbook "Here we are", 89% out of all children in pictures were boys. Overall, women constituted less than 33% of all characters. The roles fulfilled by women included a mother, grandmother, singer, secretary, laundry clerk. Males, however, can be a doctor, owner of a large department store, film producer, detective, acrobat and salesman. Females were portrayed as unintelligent, careless, incompetent and gossipy.

Gupta et al. (1990) analyzed two Series of EFL textbooks used in the Singapore Primary schools. The results showed that in both Series the number of male characters was consistently higher than the number of females. Males accounted for 71% of all characters whose gender was identified in the first Series, and 70% of all gendered characters in the second Series. For male and female speech, the average male utterance was slightly longer than the average female utterance. In both Series 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.

Carroll and Kowitz (1994) emphasized the overtly presence of sexism in EFL/ESL texts. Their findings showed that male pronouns are more common than female ones ranging from 2.55-3.84. Husband was less common than wife, but the possessive form husband's was more common than wife's. They found also words such as rich, richest, poor, brave, famous, important, happy, pleased, and collocated exclusively with man/men. On the other hand, words as beautiful, pretty and busy collocated exclusively with woman/ women. They concluded that in the twenty-two adjectives they studied, eighteen were used for men while nine were used for women. Only six were used to describe both men and women.

Sakita (1995) surveyed ten EFL textbooks used in Japanese junior and senior high schools that were published between 1989 and 1992. She examined different aspects such as the visibility of males and females, the adjectives used with females and males, activities and topics, occupations and illustrations. Her findings revealed that males appeared more frequently as main characters. Males were given variety of occupations such as "mountaineer, reporter, engineer, writer, basketball player, artist, clerk in a big office, lecturer, physician, doctor, sailor, colonel, priest and carpenter", while females were given a limited number of jobs such as "student, maid, actress, mother ballet dancer". It is interesting to notice that

women were assigned to assisting jobs while men were assigned to independent jobs. For example, a clear stereotype was shown. A secretary was a position for females and a boss for males. Concerning adjectives, women were described as “clever”, when applied to imply a judgment only among women “ e.g. No other girl in her class is as clever as Jane ”.(page 57), but the negative adjective “foolish” when used to describe a female , contrasted with the cleverness of males. In addition, the people whose gender was not specified were referred to by the pronoun he, such as a Chinese diplomat, an American publisher, your neighbor, someone, and an Arab. Activities and topics in the exercises and model sentences were categorized in twenty- three features. Sport was a male dominant topic, but care giving and having pets, all instances, were dominated by females.

Hee-Jeong (1996) examined the cultural content of elementary school ESL and EFL textbooks that have been widely used in Korea and the United States by analyzing the illustrations appearing in the books. In the gender category, the overall ratio of male to female characters was 1.34: 1.00. Two textbook Series published in Korea presented male characters almost twice as frequent as female characters. Gender stereotypes were prevalent in that more male than female characters were assigned to play the role of main characters (61.65% 37.75%). Gender seemed to limit characters’ occupations. Among the characters identified as having manual occupations, (76.86%) were male characters. Females were limited to entertainment jobs such as actresses, teachers, office workers, including

secretaries.

Sunderland (1998) analyzed a dialogue from a textbook entitled “Functions of English” by Leo Jones, and found that in starting and finishing a communication only John does this. John always initiated and Sally complied. John’s utterances were longer. She concluded that the content analysis of the characters in dialogues of the fifteen units demonstrated gender asymmetry.

Rifkin (1998) applied twenty- six different criteria, for twelve different EFL textbooks used in high schools and college classroom, including first year and second year in Russia. The researcher selected the more recent editions of textbooks that were popular at the time of the survey. He applied the criteria to two chapters from each textbook. His findings emphasized the bias treatment of gender in all textbooks. For example, in one of the texts, there were sixty- nine images of males and only eleven images of females. In another textbook, males were considered “good doctors”, “good drivers”, “managers”, “supervisors”, or “serious students”, while women were considered “beautiful”, or “sweet”. Moreover, the first person singular pronoun when used with clearly defined human antecedent or with an adjective or verb form marked for gender, was far frequently male than female. Concerning the kinds of verbs, adverbs, and adjectives used with female and male subjects in the various textbooks was an interesting area. For example, males were twice likely to forget than were females, but with the verb “read” in one chapter, there were four

references for males and none to females.

Farooq (1999) selected the EFL text “Oral Communication” for the students of Aichi Women’s Junior College at Japan. Concerning the aspect of Firstness, males occupy (83%) while women (17%). Males initiated in the textbook dialogues in six instances (75%) and appeared first in double pronoun ordering as he or she (100%) and him/his or her (100%) and at other examples (60%). In occupations, far more occupations were assigned for males than females. Males were portrayed as having a variety of jobs including the ones that regarded responsible and respectable such as prime minister, employer, editor.

Otlowski (2000) examined the current English language textbook used in Japan, “Expressway A”, for gender presentation .He found that the text presented women in traditional roles. There were seventeen illustrations depicting working situations and of that twelve were of men and only five of women. Out of the five situations, only one was of a profession other than a teacher. In situations outside home, the dialogues were mostly modeled by males, but women used to model the conversations in scripts that deal with domestic issues such as laundry, kitchen, and shopping.

Filak (2001) reviewed EFL course books in Poland in order to reveal the status and treatment of gender. He showed that girls were trapped in passive and winy roles; boys and men were rarely described as people demonstrating emotions of sadness and fear. On the opposite, women portrayed as devoted mothers and wives who take care of the house,

children and husband. Filak's results emphasized the previous findings which suggested that there was an imbalance in the representation of genders in EFL/ELT textbooks as they appeared in reading passages, activities or visual materials.

Yakushi and Nishida (2003) examined Sexism in English Textbooks for Japanese high school students. They analyzed eighteen writing textbooks, nine first –edition and their revised textbooks. All books were published in 2001 to be used during the academic year of 2001. The analysis revealed that men appeared (24%) more than women did in the first editions and (20%) more in the revised editions. Among 211 occupations, 133(66%) of them were engaged by men and 78 (37%) by women. A teacher or a nurse was the most common female occupation while more varied professions were held by men. The researchers attributed gender- imbalance, partly, to the fact that the textbooks were written or edited by very few women (11%). They recommended promoting the adoption of well-balanced depiction of males and females in English writing textbooks for Japanese high school students to make females more visible.

Ansary and Babaii (2003) examined sexist manifestations in two EFL English textbooks (Right Path to English 1 and 2) used in Iranian secondary schools. Their findings showed a gross bias in the presentation of men and women in the textbooks. The roles assigned to women are the stereotypical roles of mother and home-maker. On the frequency of visibility, women suffered most obviously from low occurrence. The ratio of females to males

in texts was 1: 1.4. The inquiry into sex related activity types revealed that females shunted into indoor passive activities such as sitting in the classroom, watching TV at home or reading. The texts portrayed males in the outdoor active roles of playing football, driving a car, riding a bicycle. In the domain of female-male oriented topic presentation in dialogues and reading passages , the results demonstrated that of the total fourteen topics presented, twenty- seven (67.5%) topics were male- dominated. In terms of female-oriented themes presented in textbooks were clearly underrepresented although they comprised almost half the population of the world. They observed examples of Firstness. When given two nouns paired for sex such as uncle and aunt, brother and sister, boys and girls, the masculine word always came first. The texts mostly reflected males as the default or unmarked sex. For example, everyone was a male unless specified. They concluded that Right Path to English one and two could be considered sexist textbooks that present students in their early exposure to the English language with unfair and excusable picture of women.

Domingues (2003) analyzed the student ESL book “New Interchange Introduction”. The Series of this book recommended to be adopted by most of English as A Second Language program in Canadian multicultural schools. Her focus was on the representation of men and women. Concerning jobs, the results showed that the roles of men and women appeared to be interchangeable. The difference between male and female occupations was minimal in the text (males 13, females 11). It should be

pointed out that the author of the Series was aware of mentioning non-traditional occupations for both female and male characters (e.g., female – doctor, security guard, judge; male- receptionist, teacher and cook). In short, examples of sexism in occupational roles and illustrations were not discovered.

Zhao (2003) conducted an early EFL content analysis study in the republic of China. The focus of the study was gender roles in English language teaching materials for junior middle schools in China. The findings emphasized the fact that although both males and females were shown in self chosen activities, the subtle message is that “good girls” shine at home and at school.

Ndura (2004) selected six different ESL textbooks which were used in a school district in the Western USA, representative of the sort of textbooks commonly used to teach English as a Second Language in USA elementary, middle and high schools. She examined examples of stereotyping. In the text “Tools” for example, out of twenty-nine people pictured using a variety of tools, eighteen were males and eleven were females. Males were portrayed using more sophisticated tools, while females were shown using elementary tools and form less demanding work. In the text “Accelerating English Language Learning”, the nurse was female while the doctor was male.

Arikan (2005) analyzed two popular ELT course books used in schools in Turkey (The New Head Way and Think Ahead to First Certificate). Ten

years of difference in publication separated the first text from the second text. The researcher focused on the representation and portrayal of gender in these course books. The results showed that women were underrepresented in the visual materials (29.80% females versus 70.20% males). Men were portrayed as doing basketball, cycling, snow boarding, golfing, soccer, fishing, stretching and running whereas women were doing aerobics, running, volleyball, skiing and yoga. Furthermore, images showing telephone conversations, girls and women were portrayed as doing chatting casually by laughing, but in contrast boys and men were portrayed as doing serious business.

Taweel (2005) analyzed how women were portrayed and presented in 12th grade English textbooks studied by the eighteen year old students in Jordanian secondary schools, just in the last year of the secondary stage. Data analysis showed that the total coverage of males and male's issues outnumbered that of Females. The percentage of male references was more than 70% of the total marked words as a whole. The total counts of every single gender marked word in the two textbooks showed that the percentage of marked references was 51.4% and more than 70% of that marked references referred to males.

Sivasligil (2006) analyzed three EFL school textbooks (grade 6, 7, 8) Published by the Ministry of National Education and taught in the 2005-2006 year of education, in Turkish state primary schools. She found in terms of frequency of appearance that more male characters were portrayed

than female characters, which demonstrated an imbalance gender representation in favor of male characters. In relation to family roles and other social occupational roles her findings revealed also an imbalance representation. Adult female characters were represented more frequently as a family member which emphasized both motherhood and wifehood. In the case of occupational activities male characters as compared to female characters were shown to have more diverse occupational choices.

Holmqvist (2006) analyzed six EFL textbooks used in the secondary and upper schools in Swede. Two texts were in use since 1970s and the other four texts were published in 2004. Concerning the aspect of occupation, her findings showed that the majority of the occupations mentioned were held by men. Women were described either without an occupation or with a stereotypical one. In illustrations, the majority of pictures showed mainly males. One of her interesting findings demonstrated that the number of famous men mentioned were four times as big as the number of famous women. She was surprised from the results of her study because she believed that the gender and gender roles in English textbooks would reflect the development of her society (Swede) towards equality between men and women, but on the contrary, modern EFL textbooks still show a tendency to promote males and to diminish females.

Lee (2006) tried to determine whether there have been changes in the nature of gender representation in Hong Kong secondary English textbooks over the past decade. He selected Twenty English language textbooks from

the lists recommended for use by the Education and Manpower Bureau and the former Education Department in Hong Kong. Ten of the books referred to as “recent” were published in the last five years and all were in use at the time of the study, while the other ten referred to as “earlier”, were published in the 1980s or early 1990s and were no longer in use. The findings indicated that the total number of female characters to the total number of male characters was at the ratio 1: 1.26 for earlier texts and 1: 15 for the recent texts. Women occupied traditional roles such as secretaries, maid and typists. The designers seemed to avoid the use of masculine generics and adopted the use of paired nouns expressions such as him/her and him / her. Concerning the order of appearance, females were occasionally mentioned first.

Lie (2006) analyzed the three grades EFL English textbooks taught in senior high schools in Indonesia. She conducted a content analysis on all passages and supporting pictures and illustrations in the intended books. Her findings showed that the textbooks did not provide equal inclusion in terms of gender representation. The representation of males (644) in texts, and (791) in text supporting pictures) was more than that of females (297) and (386). As it is clear male representation was more than double female representation. Generic (they, he) represented in many examples males and females. Jobs and occupations that require strength, courage, leadership and reasoning always associated with male proper names. Bankers, sculptures, tellers, researchers, presidents were associated with males.

Section Three: Summary and Conclusion

As it is clear from the reviewed studies, EFL textbooks content analysis from 1970 to 2006 found evidence of gender unfair treatment. The unfairness was in three main senses: exclusion, subordination and distortion, and degradation. Sunderland (1998:2) summarized this gender-bias in three aspects:

1. Males were over represented (e.g. Hellinger, 1988), is an example of exclusion.
2. Men tended to occupy more powerful and greater range of occupational roles than women (e.g. Porreca, 1984). This is an example of subordination and distortion.
3. Women tended to be stereotypically emotional and were more likely than male characters to be the butt of jokes (e.g. Hartman and Judd study, 1978), is an example of degradation.

It is really surprising that all the surveyed studies that represent societies, from the East and the West, with constitutions emphasizing the equal rights of men and women in all aspects of life, fail in allocating and portraying males and females in their right and real positions. Some researchers attributed gender-bias to some factors such as the number of female text writers or editors. It is not easy to accept such argument on the bases of this view. The unrealistic portrayals of men and women, stereotypes involving social roles, occupations, relationships and actions as

well as invisibility of female characters in many EFL texts reflect the unequal power that still exists between genders in almost all human cultures through the history of humanity.

This study, within the main stream of the previous studies, aims to examine the EFL curriculum used in the Jordanian basic stage, taking into consideration some aspects of gender that have not been tackled by the previous studies. To be precise, this study differed from the previous ones in the following lines:

- 1- It analyzed one of the most recent EFL text books (Action Pack Series) published first in 1998 and used in the basic stage in the Jordanian public schools.
- 2- It examined intensively (9) students' textbooks (dialogues, reading passages, illustrations and the Exercises).
- 3- It analyzed nine major gender aspects.
- 4- It was the first to examine the syntactic function and the lexical choice assigned to gendered (nouns and noun phrases) in EFL Textbooks presented to primary stage students in Jordan.

Chapter Three

Method and Procedures

This study sought to answer two major questions about the way EFL texts (Action Pack Series) authors present and represent males and females in their instructional material. To answer the questions, the researcher created a checklist to collect the needed data. The researcher then examined the validity and the reliability of the tool. Moreover, the researcher discussed the types of analysis, the statistical treatments, and the criteria that have been adopted to govern each aspect.

Table 1. Description of the Nine Textbooks (content and authorship)

Title	Author	Copyright Publisher	Date of Publication	Grade	Pages	Units
Action Pack 1	Penny Hancock	Ministry of Education	2005	1	78	20
Action Pack 2	Penny Hancock	Ministry of Education	2006	2	84	16
Action Pack 3	Penny Hancock	Ministry of Education	2007	3	64	16
Action Pack 4	Dilys Brown	Ministry of Education	1998	4	79	18
Action Pack 5	Dilys Brown	Ministry of Education	2000	5	83	16
Action Pack 6	Dilys Brown	Ministry of Education	2004	6	95	16
Action Pack 7	Keddle and Hobbs	Ministry of Education	2005	7	88	12
Action Pack 8	Keddle and Hobbs	Ministry of Education	2006	8	88	12
Action Pack 9	Keddle and Hobbs	Ministry of Education	2007	9	96	12

Population and Sample of the Study

The students' books of "Action Pack Series" from grade one to nine used by the basic stage students in the Jordanian public schools served as the corpus of the present study. The nine textbooks constituted both the sample and the population of the study. The table below describes the textbooks:

All texts are divided into units. Each text has 12 to 20 units. The focus in the first six books is on letters and reading passages. The three books of the upper stage (7, 8, 9) started presenting dialogues in addition to the reading comprehension passages. For example book seven contains six dialogues and all of them under the title "Ahmad and the Hawk". Book eight contains also six dialogues and all of them under the title "The Boy from the Past". Book nine includes six dialogues under the title "The Buried City".

The Instrument of the Study

The following methods, techniques and measurements were used in the study.

a. Content Analysis

Content analysis can be defined as an approach, a method and an analytic strategy that entails the systematic examinations of forms of text contents or documents. It is generally applied to narrative texts such as literary texts to seek to generate through close examination of the content (e.g. Language) of these texts what can be learned about authors' view points

and consequently understanding the phenomenon under investigation. Mkuchu (2004) explained that content analysis involves analyzing the materials of course books by identifying and counting the characteristics and examining the hidden meanings of the underlying material. Weber (1990) emphasized that the core of content analysis is categorization. In this regard content analysis deals with data as a set of categories and of the number of examples counted in each category. The categories under investigation in this research are:

1. Visibility in Photos and Illustrations

To determine the frequencies and percentages of photos and illustrations that represent female and male characters as they are represented in the content of the course books counting, as a technique, will be followed according to the following guidelines:

- a. Every character in one illustration is investigated.
- b. An illustration is a picture, a cartoon, a drawing, or a photograph.
 - a. If the same character continued to appear through each book, each occurrence of the character is counted as a separate occurrence.
 - b. Personified animal characters are not counted.
 - c. The number of male and female characters is counted. Clothing and hair style are clues for determining the gender of the character. When the gender is not clear or ambiguous it is omitted.

2. Visibility in the Text

The researcher picked up and counted the frequency of physical appearance of male and female characters (nouns and pronouns) in the discourse of the text at the level of words and sentences as an important indication of gender balance in the textbooks. To determine the output frequencies and percentages have to be calculated and compared.

3. Topic Domination

The researcher analyzed the content of dialogues and reading passages qualitatively to determine the dominant character (male or female) of the target theme on the basis of the following criteria

- a. Who initiates and starts speech in mixed- gender dialogue and in pair work practice.
- b. The amount of talk or the number of speech turns.
- c. The main character in the dialogue or the reading passage. Main characters refer to the characters that guide the dialogue and solve the problems in the plot. Moreover (Sleeter & Grant, 1991) posited that the title of the text, the caption of an illustration, and the content of a story or a dialogue that goes with illustrations are the clues for ascertaining who the main character is.

The frequencies and the percentages have to be calculated and discussed.

4. Occupations

An occupation means the work done by a male or a female as a source of living. The focus of the study will be on the occupational activities and the portrayal of gender roles. The occupations are to be calculated and analyzed to determine the balance or the imbalance distribution of gender on economic bases. Moreover, to determine whether a certain gender has been presented in a wide range of economic occupational roles more than the other gender. The researcher considered in analysis the diversity of occupations rather than the frequent repetition of each job.

5. Firstness

This is one of the most important categories in content analysis because it includes a restricted set of asymmetric words in languages. From this point of view, the imbalance treatment of the representation of this category hides an unconscious feeling of one gender towards the other. There is no justification why males always precede females when given two paired nouns such as father/ mother or uncle / aunt. Examples will be taken from the texts in order to reveal out the percentages and to examine the environment of such location.

6. Grammatical Function (NPs subjects, Actors)

This category seeks to shed light on the position allocated to both genders and the way they act in discourse sentences. A careful examination of

sentences was carried out and the focus was on one position which is the role of the actor as a subject. This category was widely dealt with in analyzing grammatical examples in dictionaries. This time, the analysis will focus on all discourse sentences included in the nine texts.

7. Attributed Traits and Qualities

This category includes the adjectives that describe the male and female nouns. Studies reveal that EFL textbooks authors usually use certain frequent adjectives such as beautiful, fat, ugly to describe females. On the other hand they describe males as strong, faithful, and handsome. The study intends to analyze the discourse of the target material quantitatively, in order to determine the number and type of the adjectives that ascribed to both genders.

8. Activity Types

Leisure activities are usually performed by males and females as hobbies or acts of recreation to relax them. These activities include playing football, swimming. Skiing, picnics, chess, music, and chatting. The study seeks to examine the distribution of such activities to see whether these activities are related to one gender in away that differs from the other gender or being practiced by one gender more than the other.

9. Generic Conception

Generic terms are used to refer to both genders. However, they do not seem to act the way they are supposed to. They generally reflect males as the norm and exclude females from the scene. The study examined the availability of masculine nouns (e.g. fireman, businessman, mankind, policeman), generic (he, his) which refer to both males and females and neutral or inclusive nouns (children, doctors) when the gender of the speaker is not mentioned. Then the number and percentage of the first two categories will be calculated and discussed. Generic pronouns such as they, we, I, them. etc is beyond the scope of this study.

b. Discourse Analysis (Linguistic Analysis)

It is a general term for a number of approaches to analyze written and spoken language use. Discourse analysis can be characterized as a way of approaching and thinking about a problem. This technique enables researchers to interpret the text to reveal the hidden meaning behind its letters. It also enables us to understand the conditions behind a specific problem and make us realize the essence of that problem.

Gee (2005) commented on the advantages of discourse analysis by stressing its applicability to every situation and every subject. In addition, linguistic analysis shows how language use may reflect stereotyping and examines words, phrases, clauses, dialogues, and narratives. It is crucial to

research, not only providing qualitative information on how characters are referred to, but also allowing speculations on relationship between characters (who does what to whom). This study will use this technique to focus on the abstract structures of the written school textbooks.

In other words, the topic of interest will be the relations between text (discourse) and context. Such topic views the language as a social interaction and is concerned with the social contexts in which discourse is embedded. From this point of view, the grammatical function, the adjectives associated with the two genders, activity types and firstness will be analyzed qualitatively by using discourse analysis.

c. Content Instruments for Analyzing Aspects of Gender of Textbooks

The researcher started with reviewing the related literature in order to create the needed instrument. The researcher then produced content analysis instrument to cover the nine aspects of gender that are under investigation. The Instrument included nine aspects. Below is a summary of some studies that analyzed textbooks and derived from them some criteria to guide other researchers.

First: Text- Driven Studies

Studies of this type, such as (Clark, 1981, Harwood, 1992), were characterized by examining the textbooks in order to derive some list of criteria reflective of the textbooks examined. These studies yielded defects of the textbooks examined, because the criteria selected were those

highlighting imbalanced portraits of males and females.

Second: Stereotype-Driven Studies

Studies belonging to this category (Hartman and Judd, 1978, Holt, 1990) were characterized by establishing a Series of stereotyped images or attitudes in the textbooks they examined and then to count the frequency of such stereotypes. The problem with this approach is the difficulty in establishing such stereotypes beyond any particular context.

Third: Criteria-Driven Studies

These Studies (Porreca, 1984, Ferree and Hall, 1990) were characterized by establishing criteria for the examination of the data by means of classification system before target textbooks were examined.

In order to avoid the defects of the first two mentioned analytical approaches and the incompleteness of the third approach, the researcher created a comprehensive checklist that covers nine major aspects of gender to obtain the needed information from nine textbooks. The researcher studied in advance the textbooks in order to be acquainted with the procedures followed by the authors. That reading equipped the researcher with the vision that facilitated the production of the analysis instrument.

Instrument Validity

The instrument was judged by five specialist referees and modified according to their notices. For example, one of the referees suggested that the first two aspects (visibility in photos and illustrations and visibility in

the text) had to be examined in the whole instructional material and there was no need to examine the dialogues, reading passages, and the exercises only. For the aspect of topic domination, a referee suggested that the researcher better include only two variables (dialogues and reading passages) and because the authors did not follow a systematic approach in dividing the instructional material in the nine books into dialogues and reading passages, the researcher followed the division to facilitate collecting data. The results of the study included both who dominated the dialogues and the reading passages. For the remained aspects, the referees agreed with the researcher to take into account dialogues, reading passages and exercises. Appendix (1) shows the final draft of the checklist.

Instrument Reliability

The researcher applied the instrument to a sample of textbooks covering the nine gender aspects. Analysis had been done by the researcher. Two specialist teachers (male and female) who have been teaching English in public schools since 2000 cooperated with the researcher in analyzing data. For example, the two analysts took the first aspect which is “visibility in Photos and Illustrations” and analyzed separately the data included in book one. Then the researcher compared their results with his own. The researcher calculated the coefficient agreement among the three analysts, using the following equation:

$$\text{Gross Agreement} = \text{Variables agreed upon} / \text{Total variables}$$

The researcher accepted any percentage above 90%.

The results were as follows:

Table 2. Percentages of agreement among the three analysts

Aspect: Visibility in Photos and Illustrations (Book 1)					
Gender	Researcher	First Rater	Percentage of Agreement	Second Rater	Percentage of Agreement
Male	190	184	97%	181	95%
Female	242	240	99%	236	98%

Aspect: Visibility Nouns- Pronouns (Book 2)					
Gender	Researcher	First Rater	Percentage of Agreement	Second Rater	Percentage of Agreement
Male	19	18	95%	19	100%
Female	17	17	100%	16	94%

Aspect :Topic Domination (Book 3)					
Gender	Researcher	First Rater	Percentage of Agreement	Second Rater	Percentage Of Agreement
Male	5	5	100%	5	100%
Female	11	11	100%	11	100%

Aspect :Jobs & Occupation (Book 4)					
Gender	Researcher	First Rater	Percentage of Agreement	Second Rater	Percentage of Agreement
Male	8	8	100%	8	100%
Female	3	3	100%	3	100%

Aspect :Firstness (Book 5)					
Gender	Researcher	First Rater	Percentage of Agreement	Second Rater	Percentage of Agreement
Male	2	2	100%	2	100%
Female	4	4	100%	4	100%

Aspect: Grammatical Function (Book 6)					
Gender	Researcher	First Rater	Percentage Of Agreement	Second Rater	Percentage of Agreement
Male	146	145	99%	144	97%
Female	66	64	97%	65	98%

Aspect : Adjectives (Book 7)					
Gender	Researcher	First Rater	Percentage of Agreement	Second Rater	Percentage of Agreement
Male	10	10	100%	10	100%
Female	7	7	7	7	100%

Aspect :Leisure Activities (Book 8)					
Gender	Researcher	First Rater	Percentage of Agreement	Second Rater	Percentage of Agreement
Male	14	14	100%	13	93%
Female	5	5	100%	5	100%

Aspect: Masculine Generic Conception (Book 9)					
Gender	Researcher	First Rater	Percentage of Agreement	Second Rater	Percentage of Agreement
Male	3	3	100%	3	100%
Female	3	3	100%	3	100%

The results showed that the coefficient agreement among analysts was very high. The percentage of gross agreement on all aspects was between 93-100%.

Textbooks Content

All texts are divided into units and each unit has a certain topic. This division is clear in sixth, seventh, and eighth grade books. Topics are about authentic activities such as (diaries, planning a vacation, my routine, school

life, cities, hygiene, wishes and regrets). Each unit has certain functions of language and skills of reading, writing, listening and pronunciation. Each book has twelve-to-sixteen units which mean that teachers and students have to cover one unit per two weeks. Book one is the only book that combines both the pupil's and the activity book. The range of pages is from sixty - eight to ninety-six in each book.

Research Methodology

This is an exploratory analytical research based on the content analysis of nine students' English textbooks at the basic stage used by students in Jordanian public schools from grade one to nine.

Statistical treatment

The researcher manipulated data by applying the quantitative and the qualitative techniques in examining the manifestations of the target gender aspects.

1. Visibility in photos and illustrations
2. Visibility in the text
3. Topic domination
4. Grammatical function (subject)
5. Occupations and employment
6. Activity types
7. Attributed traits and qualities associated with gendered NPs
8. Firstness (order of appearance e.g. mother- father, uncle-aunt)
9. Generic conception (nouns as businessman, policeman, and the

For example the types of jobs for males and females will be identified. In addition, the type of portrayed activities in which females and males often participated is recorded. Then, all traditional female-inclusive counterparts. The instances of gender firstness – cases where males or females are presented first in texts, dialogues, examples, and exercises are also attended to. The researcher calculated the frequencies and percentages for each aspect in relation to males and females.

The Procedures of the Study

The researcher followed the following procedures:

1. Reviewed related literature to build the instrument of the study.
2. Examined the validity and the reliability of the instrument.
3. Analyzed EFL textbooks in order to reveal out the representation and presentation of nine aspects of gender.
4. The researcher then trained two EFL teachers (male and female) on the steps of analysis.

The researcher and the two analysts analyzed one unit as a sample from each book and for each gender aspect. After sample examination, the books were divided among the analysts. The first analyst took books (1, 2, 3, 4, 5). The second examined textbooks (6, 7, 8, 9). The researcher analyzed the nine texts. Each analyst examined the nine aspects.

5. Gathered the needed data, analyzed the information, then presented the findings and discussed them.

Chapter Four

Findings of the Study

This chapter reports the results of the analysis with illustrative tables. It also provides detailed information concerning the frequency and the percentages in order to answer the questions of the study. The number of gender aspects under investigation in this study is nine. They are gender visibility in photos and illustrations, visibility in the text, topic domination, distribution of occupations, firstness, grammatical function (subject), attributed traits and qualities, and generic conception. The researcher divided the textbooks into three stages for practical and statistical purpose. The lower basic stage consisted of three books (one, two, and three). The intermediate basic stage consisted of three books (four, five, and six). The upper basic stage also consisted of three books (seven, eight, and nine). It is interesting to mention that each stage had a separate author which in turn provided the researcher with logical insight that might shed light on the different approaches manipulated by the three different authors. The researcher started presenting the results of the study by addressing each question separately and each table represented the findings that were related to each question.

The First Question

To what extent do males and females appear in equal number in photos and illustrations?

Table 3. Total Visibility of Male and Female characters in the 1st, 2nd, and 3rd Grade Pupils' Books in Photos and Illustrations.

Pupils' Books	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1	190	44%	242	56%	432	100%
2	145	46%	171	54%	316	100%
3	246	51%	236	49%	482	100%
Total	581	47%	649	53%	1230	100%

Table three shows that males have been visible in photos and illustrations in the first grade pupils' book 190 times with the percentage 44% while females have appeared 242 times with the percentage 56%. In the second grade pupils' book males have appeared 145 times with the percentage 46%, while females have appeared 171 times with the percentage 54%. In the third grade pupils' book males have appeared 246 times with the percentage 51% while females have appeared 236 times with the percentage 49%. To sum up, males have appeared 582 times in the three books with the percentage 47%, while females have appeared 649 times with the percentage 53%. This means that the lower basic stage (Action Pack Series book one, two, three) present more women in photos and illustrations compared to men.

Table 4. Total Visibility of Male and Female characters in the 4th, 5th, and 6th Grade Pupils' Books in Photos and Illustrations.

Pupils' Books	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
4	292	54%	257	46%	549	100%
5	354	48%	411	52%	765	100%
6	425	59%	291	41%	716	100%
Total	1071	53%	959	47%	2030	100%

Table four shows that male characters presence in photos and illustrations in fourth grade pupils' book constitute the total number 292 with the percentage 54% while females have appeared 257 times with the percentage 46%. In fifth grade pupils' book males have been mentioned 354 times with the percentage 48%, while females have been mentioned 411 times with the percentage 52%. In pupils' book grade six, males have appeared 425 times with the percentage 59% while females have appeared 291 times with the percentage 41%. The total appearance of females in the intermediate stage (Action Pack Series book four, five, and six) is 959 times with the percentage 47%. On the other hand, the total appearance of males in the same three books which represent the intermediate basic is 1071 times with the percentage 53%. It is obvious that the percentages of males and females in the intermediate stage textbooks represent the opposite of what appeared in the introductory stage textbooks. Generally speaking, intermediate stage textbooks present fewer females than males.

Table 5. Total Visibility of Male and Female characters in the 7th,8th and 9th Grade Pupils' Books in Photos and Illustrations.

Pupils' Book	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
7	204	66%	104	34%	308	100%
8	130	71%	53	29%	183	100%
9	191	68%	88	32%	279	100%
Total	525	68%	245	32%	770	100%

Table five indicates that the total presence of males in photos and illustrations in pupils' book grade seven is 204 times with the percentage 66% while female's presence is 104 times with the percentage 34% which suggests that the book presents more males compared to females. In the eighth grade pupils' book males represent the number 130 with the percentage 71% while females appeared fifty-three times with the percentage 29% which means that the book presents males two times and a half more than females . In ninth grade pupils' book males appeared 191 times with the percentage 68% while females appeared 88 times with the percentage 32% which means that the book has more males than females. As a result, the total appearance of males in the upper basic stage (Acton Pack Series book seven, eight, nine) in photos and illustrations is 525 with the percentage 68% but females are mentioned 245 times with the percentage 32%. The upper stage textbooks present a significant difference, 36 % of males compared to females. This may lead the researcher to say that the authors were not systematic, because the percentages showed double appearance of males compared to females.

Table 6. Total Visibility of Male and Female characters in Photos and Illustrations in Pupils' Books Grade 1-9

Pupils' Books	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1-9	2177	54%	1853	46%	4030	100%

Table six shows that in the nine textbooks which represent the Action Pack Series taught in the basic stage in Jordanian schools from grade one to nine, males are shown in 2177 photos and illustrations out of 4030 with the percentage 54%. Females on the opposite appeared in photos and illustrations 1853 times with the percentage 46%. The results demonstrate that female characters appeared 8% less than male characters, which means that male characters are dominant in terms of appearance in photos and illustrations.

The Second Question

To what extent do males and females appear in equal number in the texts at the level of word and sentence?

Table 7. Total Visibility of Male and Female characters in the 1st, 2nd, and 3rd Grade Pupils' Books in the text .

Pupils' Book	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1	29	52%	27	48%	56	100%
2	19	53%	17	47%	36	100%
3	68	45%	84	55%	152	100%
Total	116	48%	128	52%	244	100%

Table seven shows that the presentation of males outnumbered females in

the text of the first grade pupils' book with the percentage 4%. Males occupying the position of nouns or pronouns appeared twenty-nine times while females appeared in the same entity twenty-seven times. In the second grade pupils' book, males' presence is nineteen times with the percentage 53% while female's presence is seventeen times with the percentage 47%. In third grade pupils' book males appeared in the text sixty-eight times with the percentage 45%, while females appeared eighty-four times with the percentage 55%. The three books as a Series present males 116 times with the percentage 48% and females 128 times with the percentage 52%

.Table 8. Total Visibility of Male and Female characters in the 4th, 5th, and 6th Grade Pupils' Books in the text.

Pupils' Book	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
4	62	52%	58	48%	120	100%
5	100	61%	64	39%	164	100%
6	101	49%	104	51%	205	100%
Total	263	54%	226	46%	489	100%

Table eight shows that the occurrence of males in the text in the 4th grade pupils' book is sixty-two times with the percentage 52%, but females occur fifty-eight times with the percentage 48%. In the 5th grade pupils' book, male's presence is 100 times with the percentage 61% while female's presence is sixty-four times with the percentage 39%. Males in the 6th grade pupils' book occur 101 times with the percentage 49%. On the opposite

females occur 104 times with the percentage 51%. The three books as a Series present males 263 times with the percentage 54% and females 226 times with the percentage 46%. The difference between males and females is 8%. The results show an increase in the number of males compared to females.

Table 9. Total Visibility of Male and Female characters in the 7th, 8th, and 9th Grade Pupils' Books in the text .

Pupils' Book	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
7	137	59%	94	41%	231	100%
8	136	76%	44	24%	180	100%
9	181	73%	68	27%	249	100%
Total	454	69%	206	31%	660	100%

Table nine presents males 137 times with the percentage 59% in the seventh grade pupils' book while females appeared ninety-four times with the percentage 41%. In the eighth grade pupils' book males appeared 136 times with the percentage 76% but females occurred forty-four times with the percentage 24%. In the ninth grade pupils' book male characters are shown 181 times with the percentage 73%, but females are shown sixty-eight times with the percentage 27%. In the three books as a Series, male characters outnumbered female characters by 248 times with the percentage 38%. This high number of males is in congruence with their high number of appearance in photos and illustrations. This is an indication of male dominance over females.

Table 10. Total Visibility of Male and Female characters in the text in Pupils' Books Grade 1-9 .

Pupils' Books	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1-9	833	60%	560	40%	1393	100%

Table ten shows that males in the nine textbooks which represent the Action Pack Series taught in the basic stage in the schools of Jordan from grade 1-9, appeared as nouns and pronouns 833 times out of 1393 with the percentage (60%). On the other hand females appeared 560 times with the percentage (40%). It is observed that male characters appeared (20%) more than female characters, which means that male characters are also dominant in terms of text visibility.

The Third Question

To what extent are conversational topics controlled equally by male and female characters?

Table 11. Distribution of Gender Topic Domination in the 1st, 2nd, and 3rd Grade pupils' books .

Pupils' Book	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1	6	33%	12	67%	18	100%
2	14	82%	3	18%	17	100%
3	5	31%	11	69%	16	100%
Total	25	49%	26	51%	51	100%

Table eleven presents the results of examining male-female topic domination in dialogues and reading passages. Pupils' book grade one demonstrates that out of eighteen topics, six topics are dominated by males

with the percentage 33% while females dominate twelve topics with the percentage 67%. In the second grade pupils' book out of seventeen topics, males dominate fourteen ones with the percentage 82% but females dominate only three topics with the percentage (18%). In the third grade pupils' book five topics out of sixteen are dominated by males with the percentage 31% while females dominate eleven topics with the percentage 69%. All in all, the three books for the lower elementary basic stage showed that out of fifty-one topics, males dominate twenty-five topics with the percentage 49%, while females dominate twenty-six topics with the percentage 51%.

Table 12. Distribution of Gender Topic Domination in the 4th, 5th, and 6th Grade pupils' books.

Pupils' Book	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
4	3	19%	13	81%	16	100%
5	3	19%	13	81%	16	100%
6	11	69%	5	31%	16	100%
Total	17	35%	31	65%	48	100%

Table twelve shows that out of sixteen topics in the fourth grade pupils' book, males dominate three topics only with the percentage 19% but females dominate thirteen topics with the percentage 81%. In the fifth grade pupils' book three topics out of sixteen also are dominated by males while on the opposite, females dominate thirteen topics with the percentage 81%. In the sixth grade pupils' book, out of sixteen topics males dominate

eleven topics with the percentage 69%, while females dominate five topics with the percentage 31%. The three books for intermediate basic stage show that males dominate seventeen topics out of forty- eight with the percentage 35% but females dominate thirty-one topics with the percentage 65%.

Table 13. Distribution of Gender Topic Domination in the 7th, 8th, and 9th Grade pupils' books.

Pupils' Book	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
7	10	83%	2	17%	12	100%
8	9	82%	2	18%	11	100%
9	11	92%	1	8%	12	100%
Total	30	86%	5	14%	35	100%

Table thirteen shows that males in the seventh grade pupils' book dominate ten topics out of twelve with the percentage 83% while females dominate only two topics with the percentage 17%. In the eighth grade pupils' book, males dominate nine topics out of eleven with the percentage 82%, but females dominate only two topics with the percentage 18%. Pupils' book grade nine shows that eleven topics out of twelve are dominated by males with the percentage 92% while females dominate one topic with the percentage 8%. The three books for the upper basic stage show that males dominate thirty topics out of thirty-five with the percentage 86%, but females dominate five topics with the percentage 14%.

Table 14. Distribution of Gender Topic Domination in Pupils' Books from Grade 1-9 .

Pupils' Books	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1-9	72	54%	62	46%	134	100%

Table fourteen shows that in the Action Pack Series from grade one-to-nine taught in the basic stage in the schools of Jordan, male characters frequency of topic domination is seventy-two times with the percentage 54%, whereas female characters dominate sixty-two topics with the percentage 46%. It is observed that female characters domination represents 8% less than males, which means that male characters are dominant in terms of spoken representation.

The Fourth Question

To what extent are numbers and types of occupations and jobs linked to male and female characters?

Table 15. Distribution of Gender-linked Jobs and Occupations in the 1st, 2nd, and 3rd Grade pupils' books.

Pupils' Book	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1	0	0	0	0	0	0
2	0	0	0	0	0	0
3	1	17%	5	83%	6	100%
Total	1	17%	5	83%	6	100%

Table fifteen shows that pupils' books grade one and two are free from presenting jobs overtly to both males and females. A careful reader can

guess from illustrations that there are two female teachers and one male acting as a zoo keeper. The representation is implicit rather than being explicit. Pupils' book grade three offers six different occupations. Males occupy only one position with the percentage 17%, while females occupy five jobs with the percentage 83%. The three books as a Series which represents the lower basic stage present six jobs. Males occupy only one job with the percentage 17%, while females are present in five jobs with the percentage 83%. This lack of gender representation and presentation in this stage is an indicator of not having a plan towards implementing gender diversity in school textbooks.

Table 16. Distribution of Gender-linked Jobs and Occupations in the 4th, 5th, and 6th Grade pupils' books.

Pupils'	Male		Female		Total	
	Frequenc	Percentage	Frequenc	Percentag	Frequenc	Percentag
4	8	73%	3	27%	11	100%
5	3	60%	2	40%	5	100%
6	5	100%	0	0	5	100%
Total	16	76%	5	24%	21	100%

Table sixteen indicates that pupils' book grade four includes eleven jobs. Males are presented in eight jobs with the percentage 83% while females occupy only three jobs with the percentage 27%. In the fifth grade pupils' book males are shown doing three jobs out of five with the percentage 60% but females do two jobs with the percentage 40%. The sixth grade pupils'

book presents five jobs and all of them are occupied by males with the percentage 100%. The three books which represent the intermediate basic stage present twenty-one jobs. Males are shown doing sixteen jobs with the percentage 76% while females are represented in five jobs with the percentage 24%. The texts presented males doing variety of jobs ((postman, baker, butcher, pilot, farmer, inventor, driver), but on the contrary, females were seen filling a limited number of vacancies such as ((teacher, nurse, professor).

Table 17. Distribution of Gender –Linked Jobs and Occupations in the 7th, 8th, and 9th grade Pupils' Books .

Pupils' Book	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
7	16	84%	3	16%	19	100%
8	11	92%	1	8%	12	100%
9	18	90%	2	10%	20	100%
Total	45	88%	6	12%	51	100%

Table seventeen shows that pupils' book grade seven includes nineteen different jobs. Males occupy sixteen out of nineteen with the total percentage 84% while females have appeared doing three jobs with the percentage 16%. The eighth grade pupils' book presents twelve jobs. Males have practiced eleven out of twelve with the percentage 92% but females have practiced only one job with the percentage 8%. On the other hand, the ninth grade pupils' book presents twenty jobs. Males are shown doing

eighteen out of twenty with the percentage 90% while females have occupied two jobs only with the percentage 10%. The three books as a Series which represent the upper basic stage present fifty-one jobs. Males are shown practicing forty-five with the percentage 88%. Females have practiced six jobs only with the percentage 12%. The upper stage textbooks in general present males and females doing various and more jobs compared to textbooks of both the introductory and the intermediate stages.

Table 18. Distribution of Gender- linked Jobs and Occupations in Pupils' Books from Grade 1-9 .

Pupils' Books	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1-9	62	79%	16	21%	78	100%

Table eighteen shows that Action Pack Series from grade one to nine present males in sixty-two jobs out of seventy-eight with the percentage 79%. Females are shown doing sixteen jobs only with the percentage 21%. The results indicate that males outnumbered females with (58%) which mean that males dominate the occupations and jobs presented in the course books.

The Fifth Question

Who appears first more frequently males or females when given two nouns paired for gender?

Table 19. Distribution of Gender Firstness Terms in the 1st, 2nd, and 3rd Grade Pupils' Books .

Pupils' Book	Male First		Female First		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1	0	0	1	100%	1	100%
2	0	0	0	0	0	0
3	3	100%	0	0	3	0
Total	3	75%	1	25%	4	100%

Table nineteen shows that pupils' book grade one has only one term which indicates female Firstness with the percentage 100%. The second grade Pupils' book is totally free from terms of male or female firstness . Book three, on the opposite includes three terms that show male firstness with the percentage 100%. The three books which represent the lower basic stage include four terms that represent the aspect of gender firstness. Males have appeared first in three terms with the percentage 75% while females have appeared first in one term with the percentage 25%. The terms included in these books belong to family relationships such as brother and sister, mum and dad, and father and mother.

Table 20. Distribution of Gender Firstness Terms in the 4th, 5th, and 6th grade Pupils' Books .

Pupils' Book	Male First		Female First		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
4	0	0	0	0	0	0
5	2	33%	4	67%	6	100
6	0	0	4	100%	4	100%
Total	2	20%	8	80%	10	100%

Table twenty indicates that pupils' book four is totally free from constructions that represent males or females firstness. In Book five we encounter six terms. Males have shown first in two terms out of six with the percentage 33% while females have appeared first in four terms with the percentage 67%. In book six we counted four terms. Males have not appeared first in any term, while females have appeared first in four terms with the percentage 100%. The three books which represent the intermediate basic stage include ten terms. Males are shown first in two terms with the percentage 20%. On the other hand, females have appeared first in eight terms with the percentage 80%. It is interesting to notice that the constructions of firstness appeared in the texts belonged to family domestic relationships.

Table 21. Distribution of Gender Firstness Terms in the 7th, 8th, and 9th Grade Pupils' Books.

Pupils' Book	Male First		Female First		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
7	10	67%	5	33%	15	100%
8	4	80%	1	20%	5	100%
9	4	67%	2	33%	6	100%
Total	18	69%	8	31%	26	100%

Table twenty-one indicates that Pupils' book grade seven contains fifteen terms. Males have appeared first in ten terms with the percentage 67%, while females are shown first in five terms with the percentage 33%. Pupils' book grade eight includes five terms. Males have appeared first in four out of five with the percentage 80% while females have appeared one time with the percentage 20%. The last text, grade nine presents males first in four terms out of six with the percentage 67%, while females have appeared first in two terms with the percentage 33%. The three books which represent the upper basic stage present males first in eighteen terms out of twenty-six with the percentage 69%, but they present females first in eight terms with the percentage 31%. The results show that males are the norm or the unmarked element while females are the marked.

Table 22. Distribution of Gender Firstness Terms in Pupils' Books from Grade 1-9

Pupils' Books	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1-9	23	57.5%	17	42.5%	40	100%

Table twenty-two shows that in the domain of first order of appearance

males in the Series text books from grade one to nine have appeared first twenty-three times out of forty with the percentage 57.5%. Females have appeared first seventeen times with the percentage 42.5%. The results indicate that males are shown in the domain of firstness 15% more than females which means that male characters are dominant.

The Sixth Question

Who plays more frequently the role of actor as syntactic and semantic entity males or females?

Table 23. Distribution of Gender – Grammatical Function (Actor) in 1st, 2nd, and 3rd Grade Pupils' Books .

Pupils' Book	Male (Actor)		Female (Actor)		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1	46	47%	51	53%	97	100%
2	51	59%	36	41%	87	100%
3	85	42%	116	58%	201	100%
Total	182	47%	203	53%	385	100%

Table twenty- three reveals that Pupils' book grade one presents males in the role of actor forty-six times out of ninety-seven with the percentage 47% while females act as actors fifty-one times with the percentage 53%. Pupils' book grade two presents males in the role of actor fifty-one times out of eighty-seven with the percentage 59% while females represent the percentage 41% with the total frequency thirty-six times. In the third grade Pupils' book, males have appeared as actors eighty-five times out of 201 with the percentage 42% while females occupy the actor position 116 times with the percentage 58%. The three books which represent the lower basic stage present males and females in the role of actor 385 times. Males have

appeared as actors 182 times with the percentage 47%. Females play the role of actor 203 times with the percentage 53%

Table 24. Distribution of Gender – Grammatical Function (Actor) in 4th, 5th and 6th Grade Pupils' Books .

Pupils' Book	Male (Actor)		Female (Actor)		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
4	79	45%	97	55%	176	100%
5	121	33%	244	67%	365	100%
6	146	69%	66	31%	212	100%
Total	346	46%	407	54%	753	100%

Table twenty-four indicates that Pupils' book grade four presents males playing the role of actor seventy-nine times out of 176 times with the percentage 45% while females have appeared in the same role ninety-seven times with the percentage 55%. Book five presents males functioning as actors 121 times out of 365 times with the percentage 33% while females are shown as actors 244 times with the percentage 67%. In Pupils' book grade six males have appeared in the position of actor 146 times out of 212 times with the percentage 69% while females have appeared in the same position sixty-six times with the percentage 31%. In the three books which represent the intermediate basic stage males play the actor role 346 times out of 753 with the percentage 46%. Females act the same role 407 times with the percentage 54%.

Table 25. Distribution of Gender – Grammatical Function (Actor) in 7th,8th and 9th Grade Pupils' Books .

Pupils' Book	Male (Actor)		Female (Actor)		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
7	377	79%	100	21%	477	100%
8	281	80%	71	20%	352	100%
9	300	73%	112	27%	412	100%
Total	958	77%	283	23%	1241	100%

Table twenty- five indicates that in Pupils' book grade seven males have appeared as actors 377 times out of 477 with the percentage 79%, while females act the same role 100 times with the percentage 21%. Book eight presents males as actors 281 times out of 352 with the percentage 80%, while females play the role seventy- one times with the percentage 20%. In book nine, males are shown as actors 300 times out of 412 with the percentage 73%, while females act the role 112 times with the percentage 27%. The three books which represent the upper basic stage present males as actors 958 times with the percentage 77%, while females occupy the same role 283 times with the percentage 23%. The results reflected the endocentric point of view. Deeper analysis shows the lower status of females who always occupy the position of recipient.

Table 26. Distribution of Gender – Grammatical Function (Actor) in Pupils’ Books from Grade 1-9 .

Pupils' Books	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1-9	1486	62%	893	38%	2379	100%

Table twenty- six shows that males occupy the role of being actors in Action Pack Series 1486 times out of 2379 with the percentage 62%, whereas females have practiced this role 893 times with the percentage 38%. The results indicate the presence of male dominance 24% more than females.

The Seventh Question

What number and types of personal traits are ascribed to males and females?

Table 27. Distribution of Gender- Personality Traits in 1st, 2nd, and 3rd Grade Pupils’ Books .

Pupils' Book	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1	0	0	2	100%	2	100%
2	3	50%	3	50%	6	100%
3	1	33%	2	67%	3	100%
Total	4	36%	7	64%	11	100%

Table twenty- seven shows that in Pupils’ book grade one, the author does not give any personal attributes to males, while females are given two attributes to describe them with the percentage 100%. In Pupils’ book grade two, males are given three attributes with the percentage 50%, while

females are also given the same number with the percentage 50%. Pupils' book grade three has attributed one personal trait to males with the percentage 33% and two traits to females with the percentage 67%. The three books for the lower basic stage include eleven traits. Males gain four attributes out of eleven with the percentage 36%, while females gain seven attributes with the percentage 64%.

Table 28. Distribution of Gender- Personality Traits in 4th, 5th, and 6th Grade Pupils' Books.

Pupils' Book	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
4	0	0	4	100%	4	100%
5	4	80%	1	20%	5	100%
6	3	60%	2	40%	5	100%
Total	7	50%	7	50%	14	100%

Table twenty- eight shows that males do not gain any attribute in Pupils' book grade four, while the author gives four attributes to females with the percentage 100%. In Pupils' book grade five, males have allocated four attributes with the percentage 100%. In Pupils' book grade six, males are given three personal traits out of five with the percentage 60%, while females are shown in two personal traits with the percentage 40%. The three books for the intermediate basic stage give males and females seven traits with the same percentage 50% for each gender.

Table 29. Distribution of Gender- Personality Traits in 7th, 8th, and 9th Grade Pupils' Books.

Pupils' Book	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
7	10	59%	7	41%	17	100%
8	8	89%	1	11%	9	100%
9	9	64%	5	36%	14	100%
Total	27	67.5%	13	32.5%	40	100%

Table twenty- nine shows that males are given ten traits out of seventeen with the percentage 59% in Pupils' book grade seven, while females are given seven traits with the percentage 41%. In Pupils' book grade eight, the authors gave males eight traits out of nine with the percentage 89%, while females gain one trait only with the percentage 11%. Pupils' book grade nine presents nine attributes out of fourteen to describe males with the percentage 64%, while females are given five traits with the percentage 36%. The three books for the upper basic stage include forty personal traits. They present twenty-seven to describe males with the percentage 67.5%, while females are given thirteen attributes with the percentage 32.5%.

Table 30. Distribution of Gender- Personality Traits in Pupils' Books from Grade 1-9.

Pupils' Books	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1-9	38	58%	27	42%	65	100%

Table thirty shows that males are ascribed thirty- eight traits out of sixty-five with the percentage 58% while females are ascribed twenty-seven

traits with the percentage 42%. It is observed that male characters exceed female characters by 16%. The results show that males are represented more frequently than females.

The Eighth Question

What number and kinds of leisure activities are practiced by males and females?

Table 31. Distribution of Gender- linked Leisure Activities in 1st, 2nd, and 3rd Grade Pupils' Books.

Pupils' Book	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1	3	50%	3	50%	6	100%
2	5	56%	4	44%	9	100%
3	7	50%	7	50%	14	100%
Total	15	52%	14	48%	29	100%

Table thirty-one shows that Pupils' book grade one, presents three activities for males with the percentage (50%) and females share the same number with the same percentage. In Pupils' book two, the author shows men sharing five activities out of nine with the percentage (56%), while females practice four activities with the percentage (44%). In Pupils' book three, males are shown doing seven activities out of fourteen with the percentage 50% and females occupy the same number and percentage. The three books which represent the lower basic stage present males doing fifteen activities out of twenty-nine with the percentage 52%, while females practiced fourteen activities with the percentage 48%.

Table 32. Distribution of Gender- linked Leisure Activities in 4th, 5th, and 6th Grade Pupils' Books.

Pupils' Book	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
4	10	50%	10	50%	20	100%
5	8	44%	10	56%	18	100%
6	8	57%	6	43%	14	100%
Total	26	50%	26	50%	52	100%

Table thirty-two shows that Pupils' book grade four, includes twenty activities for males and females. Males are shown doing ten out of twenty with the percentage 50%, the same as the number and percentage of females. Pupils' book grade five, presents eighteen activities for both males and females. Males are shown practicing eight with the percentage 44%, while females have appeared doing ten activities with the percentage 56%. In Pupils' book grade six, males are shown doing eight activities with the percentage 57% while females practiced six activities with the percentage 43%. The three books which represent the intermediate basic stage show males doing twenty- six activities and females do the same number with the same percentage for both of them.

Table 33. Distribution of Gender- linked Leisure Activities in 7th, 8th, and 9th Grade Pupils' Books.

Pupils' Book	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
7	18	55%	15	45%	33	100%
8	14	74%	5	26%	19	100%
9	5	36%	9	64%	14	100%
Total	37	56%	29	44%	66	100%

Table thirty-three shows that Pupils' book grade seven, presents males doing eighteen activities out of thirty- three with the percentage 55%, while females are shown doing fifteen activities with the percentage 45%. In Pupils' book grade eight, males share fourteen activities out of nineteen with the percentage 74% while females do five ones with the percentage 26%. In Pupils' book grade nine, the authors assign to males five types of activities with the percentage 36% while females are shown doing nine activities with the percentage 64%. The three books for the upper basic stage present sixty- six leisure activities for males and females. Males share thirty-seven activities with the percentage 56% while females share twenty-nine activities with the percentage 44%. Appendix forty-one shows that the nine text books present twenty-two activities out of fifty- five shared by both males and females. Females are shown doing sixteen activities which males do not practice and males are shown doing seventeen activities which females do not practice.

Table 34. Distribution of Gender- linked Leisure Activities in Pupils'**Books from Grade 1-9.**

Pupils' Books	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1-9	78	53%	69	47%	147	100%

Table thirty-four shows that males have shared seventy-eight activities out of 147 with the percentage 53%. Females have practiced sixty-nine activities with the percentage 47%. The results indicate that males outnumbered females by the percentage 6% which means that, the nine course books are dominated by males in the domain of practicing leisure activities. The significance is prevalent when we discuss the kinds of activities practiced by each gender.

The Ninth Question

Are there instances of masculine generic constructions (nouns and pronouns; mainly he and his) in the texts?

Table 35. Distribution of Gender Generic Conceptions in 1st, 2nd, and 3rd Grade Pupils' Books.

Pupils' Books	Masculine Nouns	Masculine Pronouns refer to males and females
	Frequency	Frequency
1	0	0
2	0	0
3	0	0
Total	0	0

A common manifestation of gender in the language of textbooks is the generic use of the masculine nouns and masculine pronouns when they refer to people in general or when the sex of the referent is unknown. Table thirty-five shows that Pupils' books grade one, two and three are free from

using both masculine nouns and pronouns. On the opposite, its worth mentioning that the three texts presented some neutral nouns such as (e.g. children, dentist) which are suitable to refer to both males and females.

Table 36. Distribution of Gender Generic Conceptions in 4th, 5th, and 6th Grade Pupils' Books.

Pupils' Book	Masculine	Masculine Pronouns refer to
	Frequency	Frequency
4	1	0
5	0	1
6	0	0
Total	1	1

Table thirty-six shows that Pupils' book grade four presents one example only of a masculine noun which is (postman). On the other hand, Pupils' book grade five presents an example of one masculine pronoun to refer to both males and females which is the pronoun (he). Pupils' book grade six is free from both masculine nouns and pronouns. As we noticed in the first three books, grade one, two and three, Pupils' books grade four, five, and six also contain many neutral nouns such as(engineer, shopper, storyteller), but mostly they refer to males as we will discuss later on in chapter five .

Table 37. Distribution of Gender Generic Conceptions in 7th, 8th, and 9thGrade Pupils' Books.

Pupils' Book	Masculine Nouns	Masculine Pronouns refer to males and females
	Frequency	Frequency
7	1	0
8	0	1
9	3	3
Total	4	4

Table thirty-seven shows that Pupils' book grade seven has only one example of the use of masculine nouns. Pupils' book grade eight has also one example of the use of masculine pronouns to refer to both males and females. Pupils' book grade nine presents three examples simultaneously of the use of masculine nouns and masculine pronouns to refer to both males and females.

Table 38. Distribution of Gender Generic Conceptions in Pupils' Books from Grade 1-9.

Pupils' Book	Masculine Nouns	Masculine Pronouns refer to males and females
	Frequency	Frequency
1-9	4	5
Total	4	5

Table thirty-eight shows that the Series as a whole from grade one to nine has only four examples of using masculine nouns and five examples of using masculine pronouns to refer to males and females.

Chapter 5

Discussion, Conclusion, and Recommendations

This chapter consists of a discussion of the findings, conclusions, pedagogical implications and suggestions for future research. The findings of the study are presented in one section to address both the quantitative and the qualitative content analysis.

Findings Discussion

This study is based on the assumption that there is a need for investigating foreign language course books because the results may contribute to developing and enhancing the content of these textbooks. Due to the rising interest of teaching English as a foreign language to students in Jordan in both basic and secondary stages, much attention must be paid to the teaching materials, especially textbooks. Some texts are written and published outside the country. Action Pack as basic materials for students of basic Jordanian schools was launched in 1998. The authors and the publishers of the Series are foreigners. The Ministry of Education of the Hashemite Kingdom of Jordan formed an evaluation and adaptation committee consisting of nine members, some of them were professors in the departments of English language and Education, and others were

supervisors of English at the Ministry of Education. Taking these factors into consideration, the study intends to answer one major question which is: *How are gender aspects presented and represented in English Language Jordanian Basic School Curriculum (Action Pack Series) from grade 1-9?*

This question can be interpreted into nine ones to cover the nine gender aspects under investigation as follows:

1.To what extent do males and females appear in equal numbers in photos and illustrations?

Related literature concerning analyzing EFL/ESL textbooks, regardless of the origins of the textbooks, revealed that male and female visibility “presence or omission” in photos and illustrations is one of the most widely examined manifestations of gender. When females do not appear as often as males, the implicit message is that women are not as important as men or that their accomplishments are not as worthwhile to mention as men’s. As Eckert and MacConnell - Ginet (2003) concluded, not only words matter, but so too do pictures. Lavender and Vanstone, (1991:56) stressed that “pictures have an impact beyond the surface they convey”. So pictures in terms of number, placement, treatment and content play an important role in education because they are useful for introducing the text and can often be used as a base for discussion in the classroom. In order to obtain gender balance in textbooks illustrations must present males and females in a balanced manner. For achieving

accurate analysis, the researcher observed and counted every character in every picture. Overall, the introductory basic stage textbooks (Pupils' books one, two, three), showed that the total frequency and percentage of appearance in photos and illustrations of females is 649: 53% which is bigger than the number of males 581: 47% . Pupils' book 3 is the only book in this stage which presented less females 236: 49% than males 246: 51%. On the contrary, the intermediate stage textbooks (Pupils' books four, five, and six) revealed an opposite state. Male's frequency 1071: 53% outnumbered female's 959: 47%. Pupils' book five is the only book that presented more females 411: 52% than males 354: 48%. It is worth mentioning that the total number of characters in photos and illustrations is bigger 2030 than the number in the introductory stage 1230. Pupils' books seven, eight, and nine showed a dramatic decrease of the number of female characters 245: 32% compared to male characters 525: 68%. The three course books seven, eight and nine respectively presented females 104: 34%, 53: 29%, 88:32% lesser than males 204: 66%, 130: 71%, 191:68%. Action Pack Series presented 2177 male photos and pictures with the percentage 54%, and 1853 females' photos and pictures with the percentage 46%.

Interestingly, it is worth mentioning that Pupils' book grade one presented a limited number of males' and females' characters. There are nine main characters in the 20 units (Ibrahim, Faisal, Ahmed, Nadia, Laila, Samira, mother, dad, and Miss Majeda). Six of them are children.

The setting is at home or either in the class room. Pupils' book grade two continued presenting the same characters all through the sixteen units but added a new character (Zoo guard). Pupils' book grade three in its sixteen units presented six new characters (Tareq, Fahad, Fatima, dentist, rug weaver and juice seller). Pupils' books grade four, five and six abandoned the previous characters and started presenting a variety of new males and females (for example, Maggie, Jack, Albie, Suzie, Tu, Tina, Rick, Pick, Adam, Ramzi, Laila, Mum, Dad, Milly, Maria, Yoshiko, Vinnie, Aly, Ali, Mr Hadad). The majority of the characters belong to the English Culture. Pupils' books grade seven, eight, and nine started presenting mature characters such as scientists, engineers, experts, artists, and historians. This change in theme, actors and setting, might explain the dramatic decrease of gender- number represented in pictures and illustrations in the text books for the upper stage (grade seven, eight, and nine).

The results of the study concerning this aspect agreed with the findings of the previous studies which emphasized the frequent visibility of males over females in Photos and Illustrations. (see Gisent (1988), Sakita (1995), Hee- Jeong (1996), Rifkin (1998), Ansary and Babaii (2003), Arikan (2005), Holmqvist (2006), Lee (2006). It is interesting to notice that all the previous studies which indicated male preference were conducted in both First and Third World countries. For example, Holmqvist (2006) analyzed the Series of Wings of English

textbooks for secondary schools in Sweden. Her results concerning the representation of males and females in photos and illustrations did not contradict Ansary's and Babaii's study results conducted in The Islamic republic of Iran. Domnguez (2003) analyzed the text book "The Interchange Introduction Series 1,2,3" used in schools of Canada in which most of English is addressed as a Second Language programs to ESL classes. Her results contradicted the findings of all the previous studies. It was the only study that showed balance and equity between male and female representations in photos and illustrations. Finally, Schau and Scott (1984) and Sadker and Klein (1991) indicated that gender- fair materials broaden students' attitudes about gender roles and increase the motivation to learn. Building on the results of the reviewed studies, there is an urgent need to revise the instructional materials offered to students in Jordan in their foreign language classes to expose them to more fair gender representation in photos and illustrations. And thus needs widening the domestic environment (school and house) to include other institutions which lead to include a variety of male and female characters.

2.To what extent do males and females appear in equal numbers in the texts at the level of word and sentence?

In examining the second aspect, the study analyzed both male and female referents. Gender was determined by counting gender-linked nouns, proper names or titles (Mr, Miss, Mrs, Dad, Mum, Ali, doctor,

Majeda and the non-generic pronouns, he, his ,him, I). For example, in unit one entitled “The Buried City “in Pupils’ book Grade nine page 12,we read:

“Tareq couldn’t sleep. **He** listened to the sounds from the street, **he** smelled the flowers from the garden and **he** felt the warm air in **his** room. Every thing was familiar. **He** was living again in the house where **he** was born”.

The pronouns (he, he, he, his, he, he) were counted because they are referents representing male’s category. So, in the above mentioned passage there were seven male referents (nouns and pronouns). In some sentences there were common and neutral nouns such as (scientists, geologists). When the referent gender was specified (male or female), it was counted, otherwise it was omitted.

Tables five, six, seven and eight summarized the percentages and frequencies of gender visibility and representation in the texts at both word and sentence level. The introductory textbooks (one, two, three) showed that males outnumbered females in two books. In Pupils’ book grade one; males were seen twenty-nine times out of fifty-six with the percentage 52% while females were observed twenty-seven times with the percentage 48%. In book two males were seen more frequently than females also 19: 53%. In book three females outnumbered males 84: 55%. In the three books which represent the introductory stage, the study found 116 representations of male gender 48% and 128 of female

gender 52%. The study revealed that in the aspect of gender visibility in photos and illustrations, in the same three books, males were represented 581 times with the percentage 47% and females 649 times with the percentage 53%. These numbers and percentages reflected the domestic environment that males and females act in. Schools and homes are stereotypically connected with females rather than with males. So it is natural to see more females compared to males. It is interesting to see the congruence between gender representations in photos and illustrations and in the text. The results indicated that females outnumbered males in the first two aspects. Table six representing the intermediate stage in Pupils' books grade four, five, and six, shows that males were obviously more visible than females in each separate book. The study found 263 male representations with the percentage 54% and 226 female representations with the percentage 46%. Again, there was concord between the results of males and females in the first and the second aspect. Males were represented in 1071 photos and illustrations and occurred 263 times in the text and females were represented in 959 Photos and occurred 226 times. Table seven showed that in Pupils' books grade seven; eight and nine male's presence in the text was still greater than females in the three books respectively. In book seven, results showed that 59% of the frequencies favored males and 41% females. In book eight, 76% of the frequencies favored males and 24% females. In book nine, 73% of the frequencies favored males and 27%

females. In this upper stage (book seven, eight, nine), the study found that 69% of the frequencies favored males and 31% females. The Action Pack Series presented and represented males in the text 833 times with the percentage 60% and females 560 times with the percentage 40%. It is clear that, even though the authors of the three levels (introductory, intermediate, upper) are different, the results showed male preference over females in the domain of visibility in both the text and Photos and illustrations. A close investigation of the topics included in the upper stage textbooks confirmed that the results reflected male's domination. For example book 8 has the following titles (The Boy from the Past (Five episodes), Hassan's diary, Jamal the runner, and inventors who lit the world). Consequently, the body of topics forced the authors to represent more males to fill the acting roles assigned to them

The results of this study were in concord with Hartman's and Judd's (1978) findings. They found that the ratio of male to female referents was 63% to 37%. Harris and Hube (1975) showed similar results. The ratio of males to females in their study was 73% to 27%. Even though the gap between the representations of gender in photos and illustrations in this study showed some decrease compared with the previous two studies, representing males and females in foreign language texts at both word and sentence levels still showed male preference. Sakita (1995:53) concluded with similar results concerning intermediate and

advanced textbooks in which males appeared much more frequently as characters in the texts 65%: 35%. On the contrary, Farooq's(1999) study was the only study that contradicted the reviewed studies related to this aspect. It showed that in the Text, females (53%) appeared more frequently than males 47%. Ansary and Babaii (2003) concluded that the ratio of females to males in the domain of visibility in the text in total was 1: 1.5. Lie's (2006) study revealed that there was 297 representations of female gender (31.56%) and 644 of male gender 68.44%. Sivasligil's (2006) was one of the rare studies that to some extent revealed a numerical balance in the representations of female and male gender in the 6th, 7th, and 8th grade textbooks. The percentages were 480:54% for males and 408:46% for females. As this study revealed, a comparison between the percentages of male figures (60%) and female figures 40% with a difference of 20% suggested a wide gap of a numerical imbalance in representing males and females. The results of this study might emphasize the authors' unawareness of gender matters, mainly, visibility in the text in Action Pack Series. Moreover, they confirmed the conclusions of the above mentioned studies and at the same time, they did not contradict the world endocentric trend.

3. Are conversational topics controlled equally by male and Female characters?

Jones and Sunderland (1997: 8) said that the" textbook carries a unique authority which is created and maintained through its

texts....these are understood as the legitimate version of a society's sound knowledge". Following such saying, the aspect of gender topic control was looked at as a major indicator in deciding gender- fairness representation. Some researchers refer to this aspect as amount of talk (see Farooq (1999), Ansary and Babaii (2003), Sivasligil (2006)). The researchers of these studies counted the number of turns of gender conversational roles because the category of investigation was the dialogue. This study took into account both dialogues and reading passages. In analyzing dialogues it followed the same schema but in analyzing the reading passages, the researcher took into consideration the theme and the main characters of the topic. For example in unit five in Pupils' book grade one, Miss Majeda, the teacher was the main character (see page 10), so we consider her the dominant of the topic. In Pupils' book grade nine, unit one started with a dialogue (see page 12). Three characters acted it. They were two males (Hussein and Tareq) and one female (Nadia). In that dialogue males took 15 turns but females took two turns only. According to the number of turns, the unit is counted as male dominated. In the same book, unit 10 (see page 80); the reading passage was totally devoted to talk about the life of the famous explorer, Roald Amundsen's. In that example, the unit was considered as male dominated. Following that procedure of analysis, table nine which represented the introductory stage of the pupils' book grade one showed that females dominated eleven topics out of eighteen

with the percentage 62% while males dominated seven topics with the percentage 38%. Such result could be justified because the main character in all units was the female teacher Miss Majeda. One of the negative stereotypical consequence was that “the teacher must be a female and Miss”.

In Pupils’ book grade two we noticed an opposite shift, even though, the characters and the setting were the same. Males dominated fourteen topics out of seventeen with the percentage 82% while females dominated three topics with the percentage 18%. In Pupils’ book grade three males dominated five topics out of sixteen with the percentage 31% while females dominated eleven topics with the percentage 69%. It is interesting to mention that, in book three the teacher who was the main character, was also Miss and female but the name is different (Fatima) !. The three books presented males as dominators of twenty-six out of fifty-one topics with the percentage 51% and females twenty-five topics with the percentage 49%. This result indicated a numerical gender balanced representation. The intermediate stage Pupils’ books grade four, five, and six showed female preference. They dominated thirty-one topics out of forty-eight with the percentage 65%. Book six was the only book that showed male preference 11: 69%.

The three books represented females as topic dominators thirty-one times with the percentage 65%. Such results signified female preference.

The upper stage represented by Pupils' books grade seven, eight, and nine showed that males dominated thirty topics out of thirty-five with the percentage 86%.

Action Pack Series from grade one to nine showed that males dominated seventy-three topics out of 134 with the percentage 55%, compared to females who dominated sixty-one topics with the percentage 45%.

The result of the study was in harmony with Hellinger's (1980) findings. He found that males participated in over 93% of the passages with the percentage 80%. Farooq (1999) maintained that males always initiated dialogues, and that the length of utterances, number of utterances, and average utterances of male speakers were found to be 61%, 51%, and 60; and of female speakers: 39%, 49% and 40% respectively. Not far from these results were Sunderland's (1998) findings. Her data showed that the "Male John" always initiated and the "Female Sally" complied. It was interesting to notice that John's utterances were also longer than Sally's. In Kalia's study (1986) males were incomputable. They guided 75% of the dialogues. Babaii and Ansary (2003) proved that males were present in 67% of the topics.

It is true to conclude that EFL texts studies preferred presenting males as the main acting characters in dialogues and reading passages in primary and secondary stages. These results did not contradict the findings of several studies that have suggested that in mixed-gender

conversations males did speak more than females (for instance Swacker, 1975; Spender 1990; Holmes 1988; Smith 1985; Coats 1986). After twenty years, the scene is still the same. Book nine gives horrible and unjustified examples. The Book includes five dialogues entitled (The Burried City- episode 1, 2, 3, 4, 5) in pages (12, 26, 40, 60, 74). Males took sixty- three turns out of seventy- one with the percentage 89% while females took eight turns with the percentage 11%.

This example emphasized the exclusion of females as active participants in life events. Males tend also to control topics and interrupt more successfully than females. It is interesting to conclude that the textbooks practically reflect reality, but this seems unlikely, especially as there is a stereotype of women speaking more than men. The impetus is more likely to be the same as that which leads to their being fewer female than male characters. If so, the only reason for changing it would be a wish to change the socialization these texts promote.

4. To what extent are number and types of occupations and jobs linked to male and female characters?

Gender – linked occupations in EFL/ESL texts is a popular manifestation that has received much attention in both analysis and discussion. Occupational roles for males were not traditional and varied but for females were traditional and limited in number.

This study analyzed a recent Series of English language texts introduced firstly in 1998 “Action Pack”. The study analyzed jobs in

two levels; number and type. In the introductory stage textbooks grade one, two, and three, males occupied only one job (Juice seller) out of six jobs appearing in the three books with the percentage 17%. Females occupied five jobs (teacher, dentist, rug maker, clothes seller, fruit seller) with the percentage 83%. The intermediate stage Pupils' books grade four, five, and six presented sixteen jobs out of twenty-one for males with the percentage 76%, while females occupied five with the percentage 24%. In each separate book authors showed male preference. In the upper stage Pupils' books seven, eight, and nine males appeared doing forty-five jobs out of fifty-one with the percentage 88%. Females were to some extent totally neglected. For example, book eight gave females one job (artist) with the percentage 8% while males held eleven varied jobs with the percentage 92%. In the Series, authors assigned seventy-eight jobs to males and females. Males practiced sixty-two with the percentage 79% while females practiced sixteen jobs with the percentage 21%. The results suggested that the authors were not consciously aware of this aspect. Moreover, they portrayed males as the major power of labor in the society. This great decrease of number and percentage of jobs offered to females in the Series from grade one to nine might push one to say that it was an indicator of an endocentric hidden agenda. It was astonishing to notice that the upper stage course books (seven, eight, nine) were the worst in representing this aspect even though one of the authors was a female

(Julia). The intermediate course books (four, five, and six) showed also a noticeable gap between the number of jobs assigned to males and females. It is worth mentioning that the author of this intermediate Series was a male (Dilys). The introductory Series which was authored by a female (Penny) was the only Series that showed female preference. But the connection between author's gender and gender presentation was still not indicative. In the domain of types of jobs males compared to females occupied a variety of manual and professional jobs as appeared in appendix (28). Males were seen in forty-five jobs (Juice seller, postman, Glass seller, bus driver, scientist, astronomer, pilot, baker, butcher, engineer, farmer, inventor, shop assistant, grocer, professor, artist, ruler, astronaut, fashion designer, hunter, businessman, animal-trainer, zoo keeper, park ranger, marine biologist, civil servant, king, messenger, policeman, sailor, detective, curator, doctor, prince, fisherman, shop keeper, philosopher, petroleum geologist, photo geologist, seismologist, mud engineer, mathematician, explorer, builder). Females were seen practicing eleven jobs (teacher, dentist, weaver, clothes seller, fruit seller, professor, nurse, journalist, editor, artist, princess).

One of the funniest examples was presented in book five. One female was given the title professor, but alas, the author for unknown reasons hid her name, and she appeared in all positions as nameless human being:

Example: Last year **Professor X** traveled round the world.

She collected pictures from different countries all over the world.(book 5 p. 2).We new that she was a female from the feminine pronoun “ she”

But when a male was presented as a professor, he was given a full picture of respect and masculinity:

Example: **Professor Najjar** is a specialist in ancient history and archeology. (Book 8, p. 2). Moreover, **he** took five turns out of eleven in the dialogue.

In reality, even in third world countries like Jordan, women are seen practicing hundreds of jobs such as (Dean at a college, minister, parliament member, upper house member, judge, engineer, police, lawyer, pilot, doctor, therapist, taxi driver, biologist,). So it was astonishing to see the authors of a new and recent educational Series did not cope up with facts of our modern life.

The results of the study confirmed Hartman's and Judd's (1978:387) study findings carried out thirty years ago. Similar findings were reported by Porreca (1948: 714), who revealed that the ratio of total occupations for males in the text was (1:5.87) for the fifteen textbooks, and that was the most imbalanced mean ratio in her study. Wolfson (1989: 180); Sunderland (1992: 85), (1994:55) Sakita (1995:7) concluded that far more women appeared without occupations, or they had limited stereotypical jobs assisting males. Takahara (1995:121);

concluded that females compared to males had limited and unstable occupations. Hee-Jeong (1996:75) confirmed that male characters were assigned more frequently to professional occupations than were female characters. Farooq (1999:13); Otlowski (2000:13); Yakushi and Nishida (2003) findings agreed with the finding of this study. Males in general occupied more than 66% of the jobs offered in the target EFL texts. Not far from these conclusions, Ansary and Babaii (2003:8); Dominguez (2003:11); Sivasligil (2006:44); Holmqvist (2006:17); assured that foreign language textbooks had male preference in the aspect of gender linked jobs on two levels; type and number.

These results give freedom to question the relationship that should be maintained between language textbooks and society. Should they represent the existing reality? Or should they represent a more progressive situation than what actually exists? The results of research illustrated that there have in fact been a tendency of gender asymmetry in EFL texts greater than the gender asymmetry in the society they were intended to reflect. (Ittzes, 1978).

5. Who appears first more frequently males or females when given two nouns paired for gender?

The aspect of order of appearance of males and females in paired constructions was and still one of the most arguable gender aspect. Who ought to be mentioned first males or females?.

Responding to that question Wilson (1560: 189; cited in Eckert and

McConnell-Ginet (2003:34) argued that males should be mentioned before females :

“Let us keep a natural order and set the man before the Woman for manners sake”.

Ekert and McConnell- Ginet (2003:34) concluded that:

“The Masculine gender is more worthy than the Feminine”.

Recent and modern researchers denied the validity of the above mentioned andocentric views. Paul (1991: 57) stated:

When describing a couple (woman and man), treat both Partners as equals. If mentioning women and men together, do not always list the man first; try instead to alternate the order in which men and women are described.

Action Pack Series authors seemed to be aware of gender equity when presenting and representing the linguistic aspect of firstness in their course books. In table seventeen which represents the introductory stage in pupils' book grade one; the authors presented three constructions in which the female terms preceded the male terms:

Example: I've got one **sister and one brother** (initiator is a male)

I've got **two sisters and one brother** (initiator is a male)

I've got **one sister and one brother** (initiator is a female).

It was interesting to notice that the three examples appeared in page (15) and two of them were spoken by a male. But it would be pleasant if

the author was strict enough to let the female who initiated the third example to start with a male to echo the first two examples which started by a female even though the initiator was a male. Pupils' book grade two was free from firstness examples. Pupils' book grade three presented three constructions with the percentage 75% headed by males and one construction headed by a female. The three books as a Series included four constructions; three of them ordered males first and one ordered females first. Repeated examples in the three books were not calculated.

Pupils' book grade four was free from such constructions. Pupils' book grade five presented two constructions with the percentage 33% were starting with a male and four constructions 67% starting with a female. Pupils' book grade six was totally guided by female referents. It included four constructions starting with females. The three books which represented the intermediate stage exaggerated the use of constructions ordered first by females 8: 80%.

The introductory and the intermediate stage course books (one, two, three, five, and six) included fourteen constructions. Table nineteen revealed that the upper stage Series (seven, eight, and nine) contained twenty-six constructions. The numbers of constructions headed by males were in the three books bigger than those headed by females 10:4, 4:1, 4:2 respectively. Males were shown first in eighteen constructions with the percentage 69%, while females were mentioned

first in eight constructions with the percentage 31%.

Action Pack Series (1 to 9) exemplified forty constructions. Males headed twenty-three constructions with the percentage 57.5% while female headed seventeen constructions with the percentage (42.5%).

Hartman and Judd (1978: 390) said:

A subtler convention of language is the ordering of sex pairs like male and female, Mr. and Mrs., brother and sister, husband and wife, which are usually ordered with male first, with the single exception of ladies and gentlemen.....such automatic ordering reinforces the second- place status of women....

This aspect as appeared in this study after thirty years seemed as a reduplication of Hartman's and Judd's (1978) study. Farooq (1999:16) found similar findings "In the first place occurrences of males and females, females were ignored in all subcategories especially in the usage of double pronouns".

Porreca's (1984) findings were confirmed by the results of this study. She concluded that the average ratio of male to female firstness was 1: 2.96. An obvious example was, when a question was posed to the reader about his or her "girlfriend/ boyfriend", the female firstness of girlfriend might occur only because the questioner (author) was

thinking first and foremost of a male audience. Action Pack Series authors (males and females) seemed also to think more of male audience, even though the initiator was a female character. Below are some examples:

Pupils book grade seven:

I am Lucy.....I've got two brothers and a sister. (Page 7).

Say eight sentences about Paul and Emma. (Page 15).

Badria said "I traveled with my uncle and aunt. (page 51).

Compared with the findings of this study, Ansary and Babaii (2003:13) found extremist results. They concluded: "Few examples of firstness were also observed. That is to say, given two nouns paired for sex, such as uncle and aunt, brother and sister, boys and girls, the masculine word always came first".

This study revealed that there was an alternation in the use of firstness, but with many examples of male preference. Lee (2006) indicated that all the textbooks reviewed in his study, whether they were old or new, evidenced a much higher tendency for males to be mentioned first. The much higher frequency to the use of alternative pronouns to include both males and females, such as he or she, he/she, his/her were always headed by male pronouns.

6. Who plays more frequently the role of actor as syntactic and semantic entity, males or females?

One of the most frequent roles in texts discourses is the role of actor

in Action Pack Series textbooks, (e.g. Haille Gebre Selassie is a sporting sensation.....he wins a lot of races). Table twenty-one showed that the introductory Series (one, two, and three) exemplified 385 instances of the semantic role actor. Males involved in 182 roles with the percentage 47 % while females acted the role 203 times with the percentage 53%. These results didn't violate the systematic approach followed by the authors. Any reader of the first three books would not suspect that the actors were mainly females. The scene and the setting governed the male-female alternation. The main character in three books was a female (teacher...Majeda or Fatima). The intermediate Series was expected to show better male-female balance or to change the female -male alternation, but they conveyed similar results. Males were shown as actors 346 times with the percentage 46%, while females were shown 407 times with the percentage 54%. These results were in congruence with the results of the third aspect. As was noticed, females were the dominators of the majority of topics 31 out of 48 with the percentage 65%. The texts of the upper stage (seven, eight, and nine) showed a tremendous and observable drop down of females acting the role of actor. Males were represented in the role of actor 958 times out of 1241 with the percentage 77% while females played the role 283 times with the percentage 23%. The Action Pack Series (one-to-nine) revealed male dominance over females. They played the role of actor 1486 times out of 2379 with the percentage 62%.

In one of the most leading and comprehensive studies, Macaulay and Brice (1997:800) examined syntax textbooks and their results showed that out of 336 female- gendered arguments, females appeared as subjects (41%), while males showed up much more often as subjects 84%. Farooq (1999: 15) examined two English Series, old and new and found similar conclusions. Of a total of 598 actors in earlier texts, 322 were males and 276 females. The asymmetry was more serious in recent texts. Of a total of 397 actors, 249 were females.

One of the justifications that might explain the above results was the andocentric governance of the text. Males took more turns than females especially in dialogues. Male's utterances were longer than those of females. Males were always problem solvers. Males were scientists, explorers, judges and kings. All these roles are thematic indicative.

So it is not strange that the results of this study and the related ones showed strong tendency toward preferable use of male-gendered subjects. So it becomes a significant question when we consider that "a language can affect a society by influencing or even controlling the world-view of its speakers" (Trudgill: 1983).

7.What number and types of personal traits are ascribed to males and females?

The introductory textbooks (one, two, and three) were very poor in ascribing attributes to both males and females. The Series presented eleven traits. In Pupils' book grade one, two qualities were used for

females and none for males. The two attributes were classified in the physical appearance category. Females appeared to have long or short hair. Pupils' book two seemed to copy the same approach. The text included six traits, three for males and three for females. The six traits belonged to the physical appearance category. Males and females were given similar traits:

Example: Zoo guard asking the teacher to describe Ahmad ... She said...He's **small**... He's got **black hair**....He's got **big brown** eyes (p: 32).

One of the boys described one of the girls: She's **small**. She's got **long black hair**. She's got **brown eyes** (p: 33). These two examples, under the pressure of repetition, made the author assigned similar traits to males and females. In Pupils' book grade three, three adjectives collocated with males and females. Both males and females were described as having **healthy teeth**, but in one example, the rug weaver (woman) was described as clever:

Oh Yes! She's very **clever** (p: 38).

The introductory Series seemed to be balanced in presenting males' and females' personal traits. The intermediate textbooks (four, five, and six) were richer in alternating traits between males and females. Each gender was given seven traits. This time the difference was not in number but in state. Males were seen as (**busy, polite, punctual, and nervous**) while females were seen as (sad, **bad, selfish, miserable**). In

concord with these results, David Carroll and Johanna Kowitz (1994) concluded that (**busy**) for example, was used mostly to describe men, but (**selfish and miserable**) were mostly used to describe females. In the Upper Stage Series (seven, eight, nine), the authors presented forty traits for males and females. Males were given twenty-seven adjectives out of forty with the percentage (68%). Males were given many adjectives that described them emotionally and intellectually as being (clever, great, famous, friendly, generous, professional, imaginative, decisive, brave, and courageous). Females on the contrary were seen as (quiet, lazy, silly, fun, and impatient). It was obvious that Action Pack Series (1 to 9), generally speaking, preferred males in this aspect by giving them thirty-eight traits out of sixty-five with the percentage 58%. Porreca (1984) concluded that the proportion of adjectives in the intellectual-education category used for men exceeds that for women. These results contradicted the findings of this study in this domain. Moreover, this study revealed that males were given reputation prestigious qualities as (brave, generous, rich, famous, creative) while females were derepresented and were given low prestigious adjectives such as (selfish, nervous and impatient). Sakita (1995) conducted a comprehensive study and her contention was the category of adjectives ascribed to males and females. In the twelve characteristics, authors showed male preference. Not far from these findings were Rifkin's (1998) results. In congruence with Rifkins' findings, the results of this

study assured that males were described as good doctors and good drivers while females were judged mostly due to their physical appearance.

8. What number and kinds of leisure activities are practiced by males and females?

Males and females took part in twenty-nine activities presented in the introductory text books grade one, two and three. Males engaged in fifteen activities with the percentage 52%, while females practiced fourteen activities with the percentage 48%. An inquiry into-gender related activity types revealed that males and females shared the same activities, especially in the sport category. Males and females were seen practicing (Jumping, skipping, playing tennis, hopping, swimming). Males engaged in two activities (playing football, riding bikes) while females did not. Even though in reality, women share football teams as well as males. The findings of this study contradicted Sakita's (1995) findings, which showed that Sport was a male dominant topic.

The text books representing the intermediate stage grade four, five and six introduced more activities different in number and type compared to the introductory Series. Males and females engaged in fifty-two activities with similar percentage 50% for each gender. Females practiced a variety of activities including (riding bikes):

Example: Jenny got on her new bike. She rode up and down and up and down. (Book 4, p, 62).

Males engaged in doing activities such as (computer, camping, plying music) while females engaged in (drawing, painting, shopping, dancing, cooking). Both genders shared some activities such as (sailing, walking, touring, writing letters, watching animals, reading, running). These results also contradicted Ansary's and Babbai's (2003) findings. Their findings revealed that females were fundamentally shunted into indoor passive activities such as (reading, watching TV). On the contrary, the books portrayed males in out door activities. This study showed that the authors presented males and females simultaneously in door and out door activities. Males and females were shown sharing sixty-six different activities. Males practiced thirty-seven with the percentage 56% while females practiced twenty-nine with the percentage 44%. Males engaged in some activities such as (rallying, exploring) that females did not. Females took part in some activities such as (chess, making pods, and beach volley ball) that males did not. Both males and females shared new activities such as (computer games and surfing the net).

Action Pack textbooks (1 to 9) included 147 activities. Males practiced seventy-eight with the percentage (53%) while females practiced sixty-nine with the percentage 47%. Appendix (39) showed that the authors assigned sixteen activities peculiar to females (shopping, painting, dancing, collecting pictures, cooking, sharing flower shows, sharing parades, listening to music, juggling, gardening,

chess, making pods, beach volley ball, e-mailing, writing articles, telling stories). Males were shown doing sixteen activities peculiar to them (football, climbing, karate, watching balloons, watching Olympic games, camping, watching films, diving, walking on a tight rope, walking on hands, art, throwing javelin, running a website, rallying, exploring). A close investigation did not reveal any stereotyping regarding male and female activities. Only female characters in the texts performed “singing and dancing” activities which are traditionally attributed to females. More over, males engaged with hard manual activities such as sailing and gardening which are traditionally attributed to males. Such conclusion emphasized Sivasligil’s (2006) findings.

9. Are there instances of masculine generic constructions (nouns and pronouns, mainly, he and his) in the texts?

A common manifestation of genderism is the generic use of the masculine nouns (man, policeman) and masculine pronouns (e.g. he, him, his) when they refer to people in general or when the gender of the referent is unknown. Crawford and English (1984) reported a study that examined the effect of using masculine generic constructions in a written essay and another version of the same article with gender neutral terms on male and female participants’ recall and recognition test 48 hours later. They found that males had higher recall scores with the masculine generic constructions and females had higher scores with the

gender neutral constructions. These results emphasized the negative impact of the frequent use of masculine generic terms in teaching materials on females learning. In order to avoid such negative influence, authors adopted a strategy of using paired pronoun expressions such as he/she, him/her, or s/he. Action Pack Series from grade one to nine looked like responding to the negative notices raised by syllabus writers concerning the implementation of masculine generic constructions in teaching materials. This was clear from the small number of instances of masculine nouns and pronouns found in the textbooks. The texts of the introductory stage grade one, two, three were free from any use of generic masculine construction whether nouns or pronouns. The texts introduced neutral nouns such as (children, dentists, grand parents). The intermediate stage textbooks grade four, five, and six had only two examples:

1. Masculine noun (**Postman**, book 4, p, 48)

2. Pronoun (he) to refer to both males and females:

Ask a member of your family or relative about a country he has visited.

It would be better if the authors used the alternation of he/ she constructions.

The texts of the upper basic stage grade seven, eight and nine showed more examples of the use of generic constructions. The three books presented seven examples:

1. **Business man** (book 7,p, 57)
2. **He..** .a child knows 200 hundred words by the time **he** is 24 months (book 8, p, 53)
3. **Policeman,** (book 9,p19, 72)
4. **Fishman** (book9, p,32)
5. **Businessman** (book 9,p,52)
6. **His...**how does your main character finally solve **his** problem?
7. A **visitor** to a house sees a portrait and asks who is it? **His** host replies with a puzzle.

It was interesting to notice that the authors used the he/ she constructions seven times in Pupils' book grade seven (once in page 17) and six times in one page (73) and three times in Pupils' book eight (page 88). Sometimes the authors used neutral terms such as (somebody, everyone) to refer to males only:

Example: Tareq was studying in the library when **somebody** spoke to him. Hello, I'm **Hussien.**

Action Pack textbooks (1 to 9) showed some kind of avoidance of using generic terms, instead, they applied the strategy of using he/she constructions. These results were in concord with Lee's (2006) findings. On the other hand, the results of this study contradicted the findings of De Shazer (1981), Kaila (1986), Rifkin (1998). Porreca (1984), Ansary and Babbiiia (2003), and Lie (2006) who found extremist examples such

as the confusion over masculine generic in texts and illustrations. For example, parts of the human body or objects that were often not restricted to one single sex such as arms, shoes, hands, hats, etc. were completely presented in association with the pictures of men's arms, shoes, hands and so on. (Ansary and Babii, 2003).

Finally, despite the efforts made to minimize or release educational materials from the prevailing use of masculine generic conceptions or constructions, there was still a tendency of using many neutral constructions which supposed to be inclusive nouns to refer to males only. Porreca (1984) called this phenomenon, the false masculine generic usage.

Pedagogical Implications

As revealed in the review of literature, there is a need to examine other aspects of gender in foreign language course books. On the other hand, researchers need to develop tools to evaluate EFL textbooks for basic, secondary and university levels due to the lack of the research in this area. This study was conducted to address such needs, and its findings have diverse implications for textbooks authors, researchers and practitioners. The findings of this study showed that textbook writers need to be sensitive in selecting, implementing and presenting the cultural content, especially, when the differences between the mother and the target cultures are greater than the similarities as it is the case between Arab and English cultures.

Gender is an important component of culture. To make EFL texts more accurate, authentic, and representative, they should reflect dimensions of the target culture that do not violate major norms of the mother culture.

For researchers, the results of this study suggest that when they recognize or notice an unbalanced distribution of gender aspects in textbooks or lack of necessary cultural information, they should propose ideas to revise the imbalanced texts by providing and supplying educational materials that prevent students from forming stereotypes regarding aspects of gender. The researcher suggests the following guidelines for analyzing gender aspects in textbooks:

Textbook authors and researchers should find possible and satisfying answers to the following questions:

- a. Are males and females likely to appear equally in texts photos and illustrations?
- b. Are males and females likely to appear equally in texts discourse at the level of words and sentences?
- c. Are males and females shown practicing and participating equally in :
 - physical activities
 - scientific and technical activities

- leisure time activities
 - artistic activities
 - intellectual activities
- d. Are males and females presented in varieties of jobs and occupations similar to what exists in reality?
- e. Are males and females given fair and good personal traits?

Textbook authors and researchers ought to think deeply and carefully when encountering such questions:

1. Is masculine gender used to refer to both males and females?
2. Are males and females shown in stereotypical roles?
3. Are females portrayed in more passive roles?
4. Do males always initiate dialogues?
5. Do males always initiate longer utterances and sentences?
6. Do females always compile to what males initiate?
7. Do males always act as problem solvers?

For teachers, the results of the study suggest that they should play an active role in analyzing, criticizing their students' textbooks. Teachers are not machines to be run by authors. On the contrary, they must employ

additional techniques of teaching to compensate for the missing points. Teacher training programs should assist teachers in acquiring the needed skills that enable them to analyze the texts by using suitable tools in order to make decisions. Teachers in classrooms, for example, can shift from the use of gender- exclusive generic he, e.g., “A doctor should keep his patients informed”, to gender- inclusive forms e.g., “Doctors should keep their patients informed”. They can also compensate the generic masculine nouns “Man has the power to change the world”, to “Humans have the power to change the world”. This is just an example to bridge the gap created by authors in the domain of using masculine generic nouns and pronouns to refer to both males and females.

Summary and Conclusion

Before closing this study, it is convenient to comment on some of its findings. Before going into details, it is obvious that the rise in the number and percentage of males in all aspects as the readers become more advanced may be partly related to change in material as children develop in maturity: the introductory texts are largely home and local environment based, while later texts move into adventure, world events, which give males priority over females and thus could be one of the possible explanations why all studies, generally speaking, reveal similar results

This study found that the cultural content regarding gender represented in photos and illustrations in EFL texts does not violate the norm adopted in

many EFL texts all over the world showing some kind of female under representation. Action Pack Series presented 4030 photos and illustrations. Males were seen in 2177 with the percentage 54%. While females were seen in 1853 with the percentage 46%. Even though the gap is not wide, but the traditionalism and typicality of representing males and females make photos and illustrations unmeaningful. In the introductory stage of Pupils' books grade one, two, and three students were surrounded all the time by their female teachers and their parents. Only in one or two pictures out of 4030 pupils have the experience to meet a bus driver or a zoo guard. In the intermediate stage textbooks grade four, five, and six the authors did not abandon the school environment. In the upper stage text books grade seven, eight, and nine, the authors changed their strategy by presenting mature males and females who have diversity of roles in real life. The authors lost a treasuries opportunity to expose foreign language learners to a variety of photos that represent and reflect real life. Related literature revealed that illustrations in foreign language textbooks have been recognized as a powerful source that has a great impact on students' learning a foreign language (Alley, 1994, Taggart, 1974). So the systematic approach followed by Action Pack Series authors did not help in widening the pupils' vision towards gender roles and gender interaction through the use of their photos and illustrations

The findings of this study confirmed that stereotypes of gender visibility in the text continued to appear in recent and modern EFL textbooks. The

results of the linguistic analysis showed that out of 1393 of gender occurrences on the level of word and sentence, males were visible in 833 with the percentage (60%) while females were visible in 560 with the percentage (40%). This study and other studies (Hellinger, 1980, Porreca, 1984, Sunderland, 1992) emphasized female invisibility in foreign language text books. These methods of presenting and representing gender aspects might hinder children from expanding their cultural horizon; they shift their perspective toward the unfairness of gender representation in textbooks because their value systems are still in the process of developing.

The findings of this study proved that there was an obvious imbalance in the domain of gender topic domination. Out of 134 topics, males were seen as main characters in seventy-three topics with the percentage (55%) while females were seen in sixty-one topics with the percentage (45%). These findings showed a serious problem in Action Pack Series in presenting and mirroring males and females. According to some researchers underrepresentation of one gender over the other implies that the gender has less importance, value, and significance in the society (Gollnick and Chinn, 1994, Sadker and Sadker, 1978). This unfair treatment of gender may cause young students to consider females less important and significant in the society.

In the domain of gender- linked jobs and occupations, the findings of the study showed that Action Pack Series authors lost the steering of gender

vehicle. Out of seventy-eight occupations males were present in sixty-two jobs with the percentage 79%, while females were present in sixteen jobs with the percentage 21%. These prevalent and unfair findings of representation, in addition to the restricted female occupations may affect and distort students' views of the world (Sakita, 1995, Bem and Manning, 1992).

The findings of the study also showed a visible tendency regarding the aspect of Firstness. Out of forty examples of Firstness, males were seen first in twenty-three occurrences with the percentage 57.5%, while females occurred first in seventeen examples with the percentage 42.5%. These results are in concord with Porreca's (1984) findings which indicated that male preference is the norm, which in turn violates one of the goals of foreign language education that emphasizes developing both the linguistic proficiency and the cultural knowledge. Female underrepresentation in jobs and occupations reproduced old-fashioned life style and traditional and static roles.

The findings of the study in the domain of occupying the semantic position- actor, results showed that males were acting the role of actor 1486 out of 2379 with the percentage 62%, while females acted the role 893 times with the percentage (38%). This gap indicated that females are still lagging behind males. It is interesting to remind of ((Macualay's and Brice's, 1997) findings. They examined the syntactic examples in modern

dictionaries and found that females were always acted as recipients and males as subjects.

In the domain of personal traits (adjectives), the findings of the study revealed that males were given thirty-eight traits out of sixty-five with the percentage 58%, while females were given twenty-seven traits with the percentage 42%. If we add to this clear male outnumbering the types of traits ascribed to each gender, we conclude that the authors were not accurate in presenting this aspect.

The findings of the study assigned more and varied leisure activities to males. Out of 147 activities, males engaged in eighty-seven instances with the percentage 53%, while females were active in sixty-nine roles with the percentage 47%. These results were in congruence with the results of the reviewed literature.

The last domain, the use of masculine generic constructions (nouns and pronouns) to refer to both males and females was the only aspect that showed some plain progress compared to the previous aspects. This change, whether conscious or unconscious, is a right step on the long road of achieving balanced gender representation.

Finally, even though the main objective of this study is analytic; to analyze aspects of gender in Action Pack Series in order to reveal the portrayal of males and females in nine areas, the results from an evaluative

point of view emphasized the fact that, with no conscious guidelines regarding gender representation, textbook authors could not rely on their knowledge and experience and values for presenting aspects of the target culture. To reduce inaccurate and inauthentic cultural information, course books have to be produced through the collaboration of writers, publishers, reviewers, educators, parents and teachers who are aware of what needs to be included in Pupils' books. This kind of reliability could be achieved by following a checklist of guidelines prepared by the Ministry of Education which is not available yet. So, as Vitz (1986, p. 4) concluded "the facts, interpretations, and values taught today's children will largely determine the character of tomorrow's citizenry".

Textbook writers must take care that what they write is inclusive and not discriminatory. They still need to get goals and prescribed themes to act as guidelines for their work. The biggest role is the responsibility of ministries of education to set in advance guidelines to guide textbook writers to exclude gender bias from their texts and in all levels. Unfortunately, the researcher could not find any written document concerning gender implementation in EFL texts. In order to contribute to bridge this crucial gap, the researcher, for practical reasons, suggests an immediate implementation of some techniques and strategies by teachers to exclude or at least minimize gender unfair treatment. Teachers can:

1. Analyze their students' textbooks, especially where the role of

female is portrayed according to traditional beliefs. Then, they can prepare additional supplementary materials to eradicate the short flows.

2. Try gender sensitization technique with their students to correct male- female misconceptions.
3. Use gender- inclusive language such as police officer for police man, chair person for chairman, humankind for mankind, and they or he/she instead of he.
4. Ask students to review school textbooks to identify the types of gender imbalance and to suggest types of remedial work needed. The following should be ensured where appropriate:

Males and Females

- are presented with equal respect
- are illustrated in similar number and importance.
- are shown in a variety of occupations and activities.
- are shown as making important contributions to their communities and to the world.
- are shown as active and responsible society members.

Recommendations for future Studies

Unfortunately, all the reviewed studies have found an inaccurate or biased implementation of gender aspects in both EFL and ESL textbooks in countries all over the world. This study examined nine aspects of gender in one foreign language Series (Action Pack Series from grade one to nine used in the basic stage in the schools of Jordan). In order to verify its findings, other studies are recommended:

- 1- This study should be replicated by examining and analyzing different Series of EFL texts, especially, many schools in the private sector in Jordan use different Series and there are more than five Series available for teaching English as a foreign language.
- 2- There are other aspects of gender that need to be examined such as (The frequent use of titles Mr., Miss, Ms, use of details, pauses and fillers, tag questions, women's lexical and grammatical choice, placement of visuals, age, positioning, thematic roles, syntactic and semantic rolesetc.).
- 3- To investigate teacher – student classroom interactions in both male and female classes to reveal the ways teachers follow to present aspects of gender.

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Appendices

Appendix 1						
Instrument of Analysis of Gender Aspects						
Gender Aspect		Male		Female		
		Number	Percentage	Number	Percentage	Total
1	Visibility in photos and illustrations					
2	Visibility in the text					
3	Topic domination					
a	dialogues					
b	reading passages					
4	Occupations					
a	dialogues					
b	reading passages					
c	exercises					
5	Firstness					
a	dialogues					
b	reading passages					
c	exercises					
6	Grammatical Function (Actor)					
a	dialogues					
b	reading passages					
c	exercises					
7	Personality Traits					
a	dialogues					
b	reading passages					
c	exercises					
8	Leisure Activities					
a	dialogues					
b	reading passages					
c	exercises					
9	Generic Conception					
a	dialogues					
b	reading passages					
c	exercises					

Appendix 2								
Analysis of Gender Visibility in Photos and Illustrations in 1 st Grade Textbook								
Page No.	Male	Female	Page No.	Male	Female	Page No.	Male	Female
Cover	2	2	34	3	3	17	17	17
1	0	0	35	0	1	18	18	18
2	0	0	36	3	6	19	19	19
3	0	0	37	2	2	20	20	20
4	4	7	38	3	3	21	21	21
5	3	3	39	0	0	22	22	22
6	2	2	40	7	7	23	23	23
7	6	6	41	3	4	24	24	24
8	4	4	42	0	5	25	25	25
9	3	3	43	3	1	Total	No.	Percentage
10	0	1	44	8	0	Male	190	44%
11	6	3	45	1	6	Female	242	56%
12	3	3	46	4	6		432	100%
13	4	2	47	2	1			
14	3	2	48	0	2			
15	0	0	49	2	2			
16	0	8	50	4	11			
17	2	0	51	2	2			
18	3	3	52	3	9			
19	0	1	53	7	5			
20	0	1	*Part 2					
21	1	1	4	4	4			
22	0	4	5	5	5			
23	1	1	6	6	6			
24	3	0	7	7	7			
25	4	0	8	8	8			
26	9	5	9	9	9			
27	4	4	10	10	10			
28	4	2	11	11	11			
29	2	2	12	12	12			
30	3	3	13	13	13			
31	3	3	14	14	14			
32	3	2	15	15	15			
33	0	2	16	16	16			

Appendix 3								
Analysis of Gender Visibility in Photos and Illustrations in 2 nd Grade Textbook								
Page No.	Male	Female	Page No.	Male	Female	Total	No.	Percentage
Cover	3	2	35	2	5	Male	145	46%
1	0	0	36	3	3	Female	171	54%
2	0	0	37	7	3		316	100%
3	0	0	38	4	6			
4	2	7	39	0	3			
5	2	4	40	2	4			
6	5	7	41	2	0			
7	4	3	42	2	2			
8	2	4	43	8	0			
9	7	2	44	8	6			
10	10	14	45	0	8			
11	5	0	46	3	9			
12	0	0	47	6	6			
13	2	0	48	3	0			
14	0	2						
15	0	12						
16	2	2						
17	4	0						
18	6	6						
19	0	2						
20	1	1						
21	4	4						
22	0	2						
23	2	0						
24	2	4						
25	2	0						
26	0	8						
27	3	3						
28	9	1						
29	3	12						
30	2	0						
31	0	2						
32	5	5						
33	4	2						
34	4	5						

Appendix 4								
Analysis of Gender Visibility in Photos and Illustrations in 3 rd Grade Textbook								
Page No.	Male	Female	Page No.	Male	Female	Total	No.	Percentage
Cover	2	3	34	16	0	Male	246	51%
1	0	0	35	6	2	Female	236	49%
2	0	0	36	1	7		482	100%
3	0	0	37	2	2			
4	4	4	38	1	11			
5	0	2	39	2	6			
6	15	8	40	11	14			
7	0	0	41	0	1			
8	6	6	42	3	5			
9	6	8	43	3	5			
10	3	1	44	5	3			
11	0	2	45	8	1			
12	4	9	46	7	7			
13	5	3	47	7	8			
14	3	7	49	5	1			
15	0	0	50	1	1			
16	0	8	51	8	5			
17	1	1	52	5	5			
18	1	4	53	4	0			
19	8	1	54	0	0			
20	2	3	55	2	1			
21	4	2	56	0	9			
22	0	4	57	8	9			
23	1	9	58	4	2			
24	6	1	59	5	2			
25	6	1	60	2	2			
26	2	4	61	6	8			
27	0	5	62	5	3			
28	2	1	62	3	1			
29	8	1	64	0	4			
30	10	0						
31	8	3						
32	5	3						
33	0	3						

Appendix 5								
Analysis of Gender Visibility in Photos and Illustrations in 4 th Grade Textbook								
Page No.	Male	Female	Page No.	Male	Female	Page No.	Male	Female
Cover	0	3	35	0	1	70	5	6
1	0	0	36	3	2	71	0	6
2	0	0	37	17	14	72	4	5
3	0	0	38	1	2	73	3	4
4	2	8	39	3	1	74	1	2
5	1	3	40	8	6	75	0	0
6	2	4	41	10	11	76	6	7
7	9	13	42	2	4	Total	No.	Percentage
8	9	1	43	3	0	Male	292	54%
9	0	0	44	3	1	Female	257	46%
10	4	3	45	8	7		549	100%
11	4	4	46	15	7			
12	5	0	47	1	0			
13	2	2	48	2	1			
14	7	1	49	3	2			
15	14	4	50	7	3			
16	2	4	51	4	1			
17	0	1	52	7	3			
18	0	0	53	5	4			
29	2	0	54	3	4			
20	6	2	55	0	1			
21	4	1	56	0	0			
22	0	1	57	4	5			
23	2	2	58	6	2			
24	6	3	59	1	5			
25	2	1	60	5	12			
26	3	0	61	0	3			
27	8	1	62	5	11			
28	8	3	63	0	0			
29	3	11	64	0	0			
30	7	6	65	2	5			
31	2	3	66	3	2			
32	9	9	67	2	1			
33	3	1	68	3	1			
34	3	2	69	8	8			

Appendix 6								
Analysis of Gender Visibility in Photos and Illustrations in 5 th Grade Textbook								
Page No.	Male	Female	Page No.	Male	Female	Page No.	Male	Female
Cover	2	2	35	0	0	70	3	2
1	0	0	36	2	0	71	2	6
2	2	3	37	0	2	72	9	0
3	4	4	38	1	2	73	2	0
4	5	4	39	8	27	74	6	4
5	6	4	40	8	6	75	0	2
6	4	4	41	0	8	76	0	6
7	15	15	42	0	3	77	0	0
8	3	1	43	12	5	78	0	0
9	12	11	44	5	6	79	3	3
10	24	20	45	10	28	80	4	2
11	7	4	46	3	4	81	0	0
12	0	0	47	1	16	82	0	0
13	7	11	48	5	2	83	0	0
14	2	3	49	4	7	84	0	0
15	7	1	50	0	0	Total	No.	Percentage
16	4	3	51	11	0	Males	354	48%
17	3	6	52	1	2	Female	411	52%
18	3	3	53	5	7		765	100%
19	2	3	54	3	3			
20	4	3	55	0	11			
21	0	2	56	1	0			
22	3	2	57	3	0			
23	0	1	58	5	2			
24	4	7	59	10	4			
25	0	0	60	0	14			
26	12	12	61	6	3			
27	22	17	62	0	1			
28	3	8	63	2	2			
29	3	27	64	3	3			
30	6	5	65	24	14			
31	2	3	66	2	3			
32	2	2	67	1	0			
33	10	4	68	1	2			
34	1	2	69	4	2			

Appendix 7 Analysis of Gender Visibility in Photos and Illustrations in 6 th Grade Textbook								
Page No.	Male	Female	Page No.	Male	Female	Page No.	Male	Female
Cover	3	2	35	1	2	70	4	2
1	0	0	36	4	1	71	3	3
2	13	6	37	0	0	72	4	3
3	15	13	38	6	5	73	0	2
4	0	0	39	1	3	74	6	5
5	14	1	40	2	2	75	6	6
6	6	0	41	16	10	76	2	2
7	1	1	42	5	4	77	4	2
8	3	1	43	5	7	78	5	0
9	0	0	44	19	3	79	5	1
10	9	2	45	8	3	80	2	0
11	10	4	46	2	3	81	6	5
12	9	5	47	0	1	Total	No.	Percentage
13	0	0	48	1	3	Male	425	59%
14	5	5	49	14	4	Female	291	41%
15	5	3	50	7	1		716	100%
16	7	2	51	1	51			
17	1	0	52	5	6			
18	4	2	53	31	15			
19	0	0	54	5	5			
20	0	0	55	13	4			
21	0	1	56	7	6			
22	0	0	57	6	3			
23	5	2	58	6	6			
24	11	1	59	7	2			
25	4	0	60	5	1			
26	0	0	61	0	8			
27	3	6	62	6	4			
28	0	4	63	8	2			
29	3	3	64	0	0			
30	0	2	65	5	2			
31	1	1	66	3	0			
32	7	6	67	3	2			
33	3	0	68	7	2			
34	6	4	69	21	12			

Appendix 8								
Analysis of Gender Visibility in Photos and Illustrations in 7 th Grade Textbook								
Page No.	Male	Female	Page No.	Male	Female	Page No.	Male	Female
Cover	3	2	35	0	0	70	1	2
1	0	0	36	0	0	71	1	0
2	0	0	37	2	0	72	2	2
3	0	0	38	0	0	73	0	0
4	0	0	39	1	0	74	0	1
5	6	3	40	0	0	75	6	3
6	1	2	41	0	0	76	12	0
7	1	0	42	0	3	77	0	0
8	3	0	43	0	0	78	0	0
9	0	0	44	0	3	79	3	2
10	0	0	45	0	0	80	3	2
11	8	0	46	0	0	81	0	0
12	16	4	47	2	0	82	0	0
13	3	0	48	0	0	83	0	0
14	4	4	49	1	0	84	0	0
15	0	0	50	6	2	85	0	0
16	2	2	51	0	0	86	3	1
17	1	0	52	0	0	87	0	0
18	1	2	53	1	1	88	2	3
19	4	5	54	13	3	Total	No.	Percentage
20	12	3	55	0	0	Male	204	66%
21	0	0	56	5	8	Female	104	34%
22	1	0	57	0	0		308	100%
23	0	0	58	0	0			
24	2	0	59	0	0			
25	0	7	60	1	0			
26	14	3	61	5	3			
27	0	0	62	13	3			
28	4	2	63	0	0			
29	0	0	64	3	0			
30	2	7	65	0	0			
31	0	0	66	5	1			
32	1	0	67	0	0			
33	5	3	68	7	3			
34	12	9	69	0	0			

Appendix 9								
Analysis of Gender Visibility in Photos and Illustrations in 8 th Grade Textbook								
Page No.	Male	Female	Page No.	Male	Female	Page No.	Male	Female
1	0	0	35	0	0	69	0	0
2	0	0	36	0	0	70	3	2
3	0	0	37	2	3	71	0	0
4	0	0	38	1	0	72	2	2
5	3	2	39	0	0	73	0	0
6	5	1	40	4	3	74	0	1
7	0	0	41	1	0	75	9	0
8	5	1	42	1	0	76	13	0
9	0	0	43	0	1	77	0	0
10	0	0	44	5	1	78	0	0
11	0	0	45	0	0	79	0	0
12	6	4	46	0	0	80	2	0
13	0	0	47	4	0	81	0	0
14	1	0	48	6	1	82	0	0
15	13	13	49	0	0	83	0	0
16	0	0	50	4	0	84	4	1
17	0	0	51	0	0	85	0	0
18	1	0	52	0	2	86	0	0
19	2	2	53	0	0	87	0	0
20	6	3	54	0	0	88	1	0
21	0	0	55	0	2	Total	No.	Percentage
22	0	0	56	6	0	Male	130	71%
23	4	0	57	0	0	Female	53	29%
24	0	0	58	2	0		183	100%
25	0	0	59	0	0			
26	0	0	60	0	0			
27	0	0	61	0	0			
28	0	0	62	0	0			
29	0	0	63	0	0			
30	0	0	64	0	0			
31	0	0	65	0	0			
32	0	0	66	0	2			
33	1	0	67	0	0			
34	7	4	68	6	2			
75	9	0	85	0	0			

Appendix 10								
Analysis of Gender Visibility in Photos and Illustrations in 9 th Grade Textbook								
Page No.	Male	Female	Page No.	Male	Female	Page No.	Male	Female
1	0	0	35	0	0	69	0	0
2	0	0	36	0	1	70	2	0
3	0	0	37	0	0	71	0	0
4	0	0	38	0	0	72	2	0
5	0	0	39	12	4	73	4	1
6	0	0	40	5	3	74	0	0
7	0	0	41	0	0	75	8	0
8	0	0	42	7	4	76	0	0
9	0	0	43	0	0	77	0	0
10	0	0	44	4	0	78	6	0
11	3	0	45	0	0	79	7	2
12	4	1	46	2	3	80	6	0
13	0	0	47	0	0	81	3	2
14	1	1	48	2	6	82	6	1
15	0	0	49	0	0	83	0	0
16	1	0	50	1	0	84	1	0
17	0	0	51	0	0	85	0	0
18	6	4	52	15	3	86	2	3
19	0	0	53	4	1	87	0	0
20	10	0	54	7	0	88	2	4
21	0	0	55	3	0	89	0	4
22	4	6	56	6	0	90	10	8
23	0	0	57	0	0	91	2	2
24	1	1	58	0	0	92	2	2
25	2	5	59	0	0	93	6	4
26	4	1	60	2	1	94	0	2
27	0	0	61	3	1	95	0	0
28	2	3	62	0	0	96	0	0
29	3	3	63	0	0	Total	No.	Percentage
30	0	0	64	2	0	Male	191	68%
31	0	0	65	0	0	Female	88	32%
32	0	0	66	0	0		279	100%
33	2	0	67	4	1			
34	0	0	68	0	0			

Appendix 11 Analysis of Gender Visibility in the Text in the 1 st Grade Textbook								
Page No.	Male	Female	Page No.	Male	Female	Page No.	Male	Female
4	1	2	37	0	0	19	0	0
5	1	1	38	0	0	20	0	0
6	1	1	39	0	0	21	0	0
7	2	2	40	0	0	22	0	0
8	0	0	41	0	0	23	0	1
9	0	0	42	0	0	24	0	1
10	0	0	43	0	0	25	3	2
11	0	0	44	1	0	Total	No.	Percentage
12	1	1	45	0	0	Males	29	52%
13	1	1	46	3	2	Female	27	48%
14	2	2	47	1	0		56	100%
15	0	0	48	0	0			
16	0	1	49	1	1			
17	0	0	50	0	0			
18	1	1	51	0	0			
19	0	0	52	0	0			
20	0	0	53	0	0			
21	0	0	Part 2					
22	0	0	4	2	3			
23	0	0	5	0	0			
24	0	0	6	0	0			
25	0	0	7	0	0			
26	2	1	8	0	0			
27	0	0	9	0	0			
28	0	0	10	1	0			
29	0	0	11	0	0			
30	2	1	12	0	0			
31	0	0	13	0	0			
32	0	0	14	2	2			
33	0	0	15	1	1			
34	0	0	16	0	0			
35	0	0	17	0	0			
36	0	0	18	0	0			

Appendix 12					
Analysis of Gender Visibility in the Text in the 2 nd Grade Textbook					
Page No.	Male	Female	Page No.	Male	Female
1	0	0	34	2	1
2	0	0	35	0	0
3	0	0	36	0	0
4	1	2	37	1	1
5	0	0	38	1	0
6	3	3	39	0	0
7	0	0	40	1	0
8	0	0	41	0	0
9	1	0	42	0	0
10	0	0	43	1	0
11	0	0	44	1	0
12	0	0	45	0	1
13	0	0	46	0	1
14	0	0	47	0	0
15	0	3	48	2	0
16	1	1	Total	No.	Percentage
17	0	0	Males	19	53%
18	1	1	Female	17	47%
19	0	0		36	100%
20	0	0			
21	0	1			
22	0	0			
23	0	0			
24	0	1			
25	0	0			
26	0	0			
27	0	0			
28	1	0			
29	1	0			
30	0	0			
31	0	0			
32	1	0			
33	0	1			

Appendix 13								
Analysis of Gender Visibility in the Text in the 3 rd Grade Textbook								
Page No.	Male	Female	Page No.	Male	Female	Total	No.	Percentage
1	0	0	35	0	0	Males	68	45%
2	0	0	36	0	3	Female	84	55%
3	0	0	37	2	3		152	100%
4	2	1	38	1	4			
5	0	0	39	0	1			
6	0	1	40	0	1			
7	0	0	41	1	4			
8	1	0	42	1	3			
9	2	2	43	3	3			
10	0	1	44	2	2			
11	1	0	45	3	1			
12	2	3	46	1	3			
13	0	0	47	1	0			
14	0	2	48	1	1			
15	0	0	49	0	1			
16	0	2	50	0	0			
17	0	0	51	0	0			
18	2	2	52	0	0			
19	2	1	53	0	1			
20	2	1	54	0	0			
21	2	1	55	0	0			
22	0	2	56	0	0			
23	0	2	57	6	4			
24	1	0	58	6	6			
25	1	1	59	3	0			
26	2	2	60	4	4			
27	0	3	61	3	3			
28	0	3	62	1	2			
29	2	0	63	0	0			
30	2	0	64	0	2			
31	2	0						
32	1	0						
33	0	2						
34	2	0						
35	0	0						

Appendix 14								
Analysis of Gender Visibility in the Text in the 4 th Grade Textbook								
Page No.	Male	Female	Page No.	Male	Female	Page No.	Male	Female
1	0	0	36	1	1	71	0	1
2	0	0	37	0	0	72	0	1
3	0	0	38	1	0	73	2	2
4	1	1	39	1	1	74	0	3
5	0	0	40	0	1	75	0	0
6	1	1	41	0	1	76	1	5
7	2	2	42	0	0	77	0	0
8	1	1	43	2	1	78	0	0
9	0	0	44	1	0	79	0	0
10	0	1	45	2	0	Total	No.	Percentage
11	1	1	46	4	1	Males	62	52%
12	2	0	47	1	4	Female	58	48%
13	2	2	48	2	0		120	100%
14	1	1	49	0	0			
15	1	1	50	0	1			
16	2	1	51	2	0			
17	0	0	52	2	1			
18	1	0	53	0	0			
19	0	1	54	2	0			
20	0	0	55	1	1			
21	1	1	56	1	2			
22	0	0	57	1	0			
23	0	1	58	1	0			
24	0	0	59	0	2			
25	0	0	60	0	1			
26	0	0	61	0	0			
27	4	1	62	0	1			
28	3	0	63	0	2			
29	1	2	64	0	1			
30	2	1	65	2	0			
31	0	0	66	1	0			
32	2	0	67	0	0			
33	1	2	68	0	0			
34	0	1	69	1	0			
35	0	0	70	1	2			

Appendix 15								
Analysis of Gender Visibility in the Text in the 5 th Grade Textbook								
Page No.	Male	Female	Page No.	Male	Female	Page No.	Male	Female
1	0	0	35	3	1	69	3	0
2	2	3	36	1	2	70	0	1
3	4	4	37	1	2	71	2	1
4	4	4	38	1	0	72	2	0
5	0	0	39	4	3	73	0	1
6	1	2	40	0	0	74	0	2
7	4	5	41	1	2	75	0	0
8	3	1	42	2	2	76	2	0
9	4	6	43	3	3	77	0	1
10	0	0	44	0	1	78	0	0
11	2	1	45	0	1	79	0	0
12	0	0	46	0	1	80	0	0
13	3	3	47	0	2	81	0	0
14	3	2	48	2	1	82	0	0
15	1	0	49	0	0	83	0	0
16	4	2	50	3	0	Total	No.	Percentage
17	0	1	51	1	2	Males	101	49%
18	1	3	52	0	2	Female	104	51%
19	3	2	53	1	1		205	100%
20	2	0	54	0	0			
21	1	2	55	3	0			
22	1	0	56	1	1			
23	2	2	57	0	2			
24	2	2	58	2	2			
25	0	0	59	0	1			
26	1	3	60	0	0			
27	1	3	61	0	0			
28	0	4	62	0	1			
29	3	1	63	2	4			
30	2	1	64	0	0			
31	1	1	65	2	2			
32	1	0	66	0	0			
33	1	0	67	1	0			
34	0	1	68	1	0			

Appendix 16 Analysis of Gender Visibility in the Text in the 6 th Grade Textbook								
Page No.	Male	Female	Page No.	Male	Female	Page No.	Male	Female
1	0	0	35	1	0	69	0	0
2	3	1	36	0	0	70	2	0
3	3	2	37	1	0	71	0	1
4	1	1	38	3	1	72	3	1
5	1	0	39	0	1	73	0	2
6	1	0	40	1	1	74	0	0
7	0	2	41	2	1	75	2	2
8	3	2	42	0	0	76	0	0
9	0	0	43	1	2	77	2	2
10	6	1	44	2	0	78	3	0
11	3	1	45	0	0	79	0	1
12	2	0	46	0	1	80	1	1
13	0	0	47	0	1	81	1	1
14	2	3	48	1	0	82	0	0
15	0	0	49	3	0	83	1	1
16	0	0	50	0	0	84	0	0
17	2	0	51	2	0	85	0	2
18	2	1	52	0	0	86	1	0
19	1	0	53	0	0	87	0	0
20	1	1	54	0	0	88	2	1
21	1	0	55	0	0	89	1	1
22	0	0	56	2	1	90	0	1
23	0	0	57	0	0	91	0	0
24	2	0	58	2	0	92	0	1
25	2	0	59	0	0	93	0	0
26	0	0	60	2	1	94	0	0
27	1	4	61	0	2	95	0	0
28	0	2	62	0	0	Total	No.	Percentage
29	3	2	63	0	2	Males	100	61%
30	1	1	64	0	0	Female	64	39%
31	3	2	65	3	1		164	100%
32	1	1	66	4	2			
33	0	0	67	4	2			
34	0	0	68	2	0			

Appendix 17								
Analysis of Gender Visibility in the Text in the 7 th Grade Textbook								
Page No.	Male	Female	Page No.	Male	Female	Page No.	Male	Female
1	0	0	34	4	4	67	1	2
2	0	0	35	0	0	68	0	0
3	0	0	36	0	2	69	4	5
4	0	0	37	2	0	70	2	4
5	0	0	38	1	0	71	1	0
6	7	4	39	1	1	72	2	2
7	12	10	40	0	0	73	0	1
8	2	1	41	2	3	74	1	0
9	1	0	42	0	3	75	1	0
10	0	0	43	0	0	76	7	1
11	0	0	44	1	2	77	4	3
12	4	1	45	0	0	78	0	0
13	2	0	46	0	0	79	4	1
14	1	1	47	2	0	80	0	0
15	0	0	48	4	0	81	0	0
16	1	0	49	5	1	82	0	0
17	2	1	50	3	2	83	0	0
18	1	2	51	2	1	84	0	0
19	2	0	52	2	2	85	0	0
20	2	1	53	1	1	86	2	3
21	1	0	54	3	0	87	0	0
22	1	1	55	1	0	88	2	2
23	0	2	56	2	2	Total	No.	Percentage
24	1	0	57	2	1	Male	137	59%
25	0	0	58	2	0	Female	94	41%
26	2	2	59	0	0		231	100%
27	2	2	60	2	0			
28	2	1	61	2	0			
29	2	2	62	3	1			
30	1	7	63	2	1			
31	1	1	64	4	0			
32	1	0	65	0	1			
33	1	3	66	1	0			
67	1	2	84	0	0			

Appendix 18
Analysis of Gender Visibility in the Text in the 8th Grade Textbook

Page No.	Male	Female	Page No.	Male	Female	Page No.	Male	Female
1	0	0	34	1	0	67	2	1
2	0	0	35	1	1	68	8	1
3	0	0	36	0	1	69	6	1
4	0	0	37	2	2	70	3	0
5	1	0	38	2	0	71	1	0
6	1	2	39	2	0	72	2	2
7	2	2	40	3	2	73	2	1
8	0	0	41	6	1	74	0	0
9	0	0	42	1	1	75	2	0
10	0	1	43	1	3	76	7	1
11	0	0	44	1	0	77	0	0
12	3	1	45	0	0	78	2	0
13	3	2	46	0	0	79	0	0
14	2	2	47	2	0	80	3	0
15	2	2	48	9	2	81	1	1
16	0	0	49	4	1	82	0	0
17	2	2	50	5	1	83	0	0
18	4	1	51	3	0	Total	No.	Percentage
19	1	0	52	0	0	Males	136	76%
20	5	2	53	2	0	Female	44	24%
21	1	1	54	0	0		180	100%
22	0	0	55	0	2			
23	0	0	56	6	0			
24	0	0	57	2	0			
25	0	0	58	0	0			
26	0	0	59	1	0			
27	0	0	60	0	0			
28	0	0	61	1	1			
29	0	0	62	0	0			
30	1	0	63	2	0			
31	1	0	64	0	0			
32	0	0	65	0	0			
33	2	0	66	0	0			

Appendix 19
Analysis of Gender Visibility in the Text in the 9th Grade Textbook

Page No.	Male	Female	Page No.	Male	Female	Total	No.	Percentage
1	0	0	35	0	0	69	2	1
2	0	0	36	0	0	70	2	0
3	0	0	37	0	0	71	5	0
4	0	0	38	1	0	72	5	0
5	0	0	39	3	0	73	5	1
6	0	0	40	4	2	74	4	1
7	0	0	41	2	2	75	4	2
8	0	0	42	1	0	76	2	0
9	0	0	43	3	2	77	2	0
10	0	0	44	4	0	78	2	0
11	0	0	45	1	0	79	1	0
12	3	2	46	3	2	80	2	0
13	8	4	47	3	3	81	3	2
14	1	2	48	0	2	82	5	1
15	2	2	49	2	2	83	4	1
16	0	0	50	0	0	84	2	2
17	2	0	51	0	0	85	2	1
18	3	2	52	1	0	86	0	0
19	3	2	53	2	0	87	0	0
20	3	0	54	0	0	88	4	4
21	2	0	55	3	0	89	3	1
22	1	0	56	1	0	90	0	0
23	2	0	57	1	0	91	0	0
24	13	3	58	2	0	92	0	0
25	0	0	59	0	0	93	0	0
26	2	1	60	3	2	94	2	3
27	3	0	61	2	1	95	0	0
28	2	3	62	3	1	96	0	0
29	3	3	63	2	1	Total	No.	Percentage
30	1	0	64	10	2	Males	181	73%
31	1	2	65	1	0	Female	68	27%
32	1	0	66	0	0		249	100%
33	2	0	67	2	0			
34	2	0	68	0	0			

Appendix 20						
Gender Topic Domination in 1st Grade Pupil's Book						
Unit	Topic	Male	Female	Total	No.	Percentage
1	Greeting	1	0	Male	7	38%
2	What is this?	0	1	Female	11	62%
3	Point and say	0	1		18	100%
4	Point and say	0	1			
5	Animals	0	1			
6	Clothes	1	0			
7	What is it?	1	0			
8	What's your name?	1	0			
9	Fruits	0	0			
10	Classrooms	0	1			
11	Counting	0	1			
12	How many ...?	1	0			
13	How old are you?	1	0			
14	Jump	0	1			
15	How old are you?	0	1			
16	What is it?	0	0			
17	Body parts	0	1			
18	Family	0	1			
19	Weather	1	0			
20	Colors	0	1			

Appendix 21						
Gender Topic Domination in 2nd Grade Pupil's Book						
Unit	Topic	Male	Female	Total	No.	Percentage
1	Breakfast Time	0	1	Male	14	82%
2	Calendar	0	1	Female	3	18%
3	Counting	0	1		17	100%
4	Lunch Time	0	1			
5	What have you got?	1	0			
6	Counting	0	1			
7	At the zoo	1	1			
8	What has Nadia got?	0	1			
9	At the zoo	0	1			
10	Asking	0	1			
11	Description	0	1			
12	Bed time	0	1			
13	Disease	0	1			
14	O'clock	0	1			
15	Clothes	1	0			
16	Revision	0	1			

Appendix 22						
Gender Topic Domination in 3rd Grade Pupil's Book						
Unit	Topic	Male	Female	Total	No.	Percentage
1	Towns and Cities	0	1	Male	5	31%
2	House and Home	0	1	Female	11	69%
3	Going Shopping	0	1		16	100%
4	Revision: Doll's House	0	1			
5	hobbies and Pastimes	0	1			
6	Health 1	0	1			
7	Daily Routines	1	0			
8	Revision	1	0			
9	A football Match	1	0			
10	At the Market	0	1			
11	The Months of the year	1	0			
12	Revision	1	0			
13	Health 2	0	1			
14	Animals	0	1			
15	A Family Party	0	1			
16	Revision	0	1			

Appendix 23 Gender Topic Domination in 4 th Grade Pupil's Book						
Unit	Topic	Male	Female	Total	No.	Percentage
1	See you in November	0	1	Male	3	19%
2	What do you want to do today?	0	1	Female	13	81%
3	I have three letters	0	0		16	100%
4	Colors and Shapes	0	0			
5	Descriptions	0	1			
6	Practice 1	1	0			
7	What do you do in the morning?	0	1			
8	Where are Katy's glasses?	0	1			
9	Are going at drawing?	0	1			
10	Suzie has a broken leg	0	1			

Appendix 24 Gender Topic Domination in 5 th Grade Pupil's Book						
Unit	Topic	Male	Female	Total	No.	Percentage
1	Pen friends	0	1	Male	3	19%
2	Meet My Family	0	1	Female	13	81%
3	Travel in Canada	0	1		16	100%
4	Practice & Review 1	0	1			
5	Home sweet home	1	0			
6	I'm going to watch	0	1			
7	Having Fun	0	1			
8	Practice & Review 2	0	1			
9	All about school	0	1			
10	Let's go shopping	0	1			
11	Where's my jacket?	0	1			
12	Practice & Review 3	0	1			
13	Are you fit?	0	1			
14	New experiences	1	0			
15	Safety	1	0			
16	Practice & Review 4	0	1			

Appendix 25 Gender Topic Domination in 6 th Grade Pupil's Book						
Unit	Topic	Male	Female	Total	No.	Percentage
1	Meet the family	1	0	Male	11	69%
2	All about shopping	1	0	Female	5	31%
3	How old you will be?	1	0		16	100%
4	Practice and Review 1	0	1			
5	All about animals	1	0			
6	Telephone	0	1			
7	All about television	1	0			
8	Practice and Review 2	1	0			
9	School and Community	0	1			
10	The five senses	1	0			
11	planning a vacation	1	0			
12	Practice and Review 3	1	0			
13	Accident can happen	0	1			
14	We're in Petra	1	0			
15	Diaries	0	0			
16	Practice and Review 4	1	1			

Appendix 26 Gender Topic Domination in 7 th Grade Pupil's Book						
Unit	Topic	Male	Female	Total	No.	Percentage
1	World friends	1	0	Male	10	83%
2	Sport and activities	1	0	Female	2	17%
3	My routine	1	0		12	100%
4	School life	0	1			
5	Camping	1	0			
6	Celebration and food	0	1			
7	explorers and inventors	1	0			
8	How people lived?	1	0			
9	The work we do	1	0			
10	Work and personality	1	0			
11	Your future	1	0			
12	Looking into future	1	0			

Appendix 27						
Gender Topic Domination in 8th Grade Pupil's Book						
Unit	Topic	Male	Female	Total	No.	Percentage
1	Sporting life	1	0	Male	9	82%
2	In the past	1	0	Female	2	18%
3	Amazing world	1	0			
4	World records	1	0		11	100%
5	Life events	1	0			
6	How we live	0	1			
7	Ideas and thoughts	1	0			
8	Messages	0	1			
9	The environment	0	0			
10	Exploration	1	0			
11	Inventions	1	1			
12	Creativity	1	0			

Appendix 28						
Gender Topic Domination in 9th Grade Pupil's Book						
Unit	Topic	Male	Female	Total	No.	Percentage
1	Past and present	1	0	Male	11	92%
2	Story tellers	1	0	Female	1	8%
3	Countries	1	0			
4	Cities	1	0		12	100%
5	Get well	1	0			
6	Hygiene	1	0			
7	Finding answers	1	0			
8	Solving problems	1	0			
9	Emergency and rescue	1	0			
10	Journeys	1	0			
11	About our lives	1	0			
12	Wishes and regrets	0	1			

Appendix 29						
Distribution Of Gender- Occupation in Pupil's Text Book From Grade 1-9						
Occupations						
Book	Page	Male	Page	Female	Total	
					Frequency	Percentage
1		0		0		
2		0		0		
3	18	Juice Seller	19	Teacher		
			23	Dentist		
			38	Rug-maker		
			38	Clothes-seller		
			46	Fruit-seller		
		1		5		
Total		17%		83%	6	100%
4	11	Postman	4	Professor		
	15	Glasses-seller	45	Nurse		
	24	Bus-driver	45	Dentist		
	27	Fruit-seller				
	27	Baker				
	27	Butcher				
	45	Engineer				
	47	Farmer				
		8		3		
Total		73%		27%	11	100%
5	14	Farmer	2	Professor		
	31	Inventor	14	Teacher		
	61	Pilot				
		3		2		
Total		60%		40%	5	100%
6	8	Shop assistant				
	10	Fruit & vegetables seller				
	10	Baker				
	10	Grocer				
	10	Butcher				
		5		0		
Total		100%		0%	5	100%
7	24	Professor	30	Journalist		
	48	Scientist	30	Editor		
	48	Artist	72	Professor		
	48	Inventor				
	49	Ruler				
	49	Astronaut				
	49	Fashion designer				
	54	Hunter				
	57	Businessman				
	58	Astronomer				
	64	Animal-trainer				
	64	Zoo-keeper				
	64	Park-ranger				
	64	Marine-biologist				

	66	Pilot				
	72	civil-servant				
		16		3		
Total		84%		16%	19	100%
8	20	Professor	37	Artist		
	30	King				
	37	Engineer				
	44	Astronaut				
	56	Messenger				
	56	Inventor				
	63	Policeman				
	70	Sailor				
	75	Scientist				
	76	Detective				
	76	Curator				
Total		11		1		
		92%		8%	12	100%
9	12	Professor	14	Weaver		
	14	Doctor	18	Princess		
	18	Prince				
	19	Fisherman				
	20	King				
	20	Scientist				
	32	Shop-keeper				
	32	Policeman				
	40	Guard				
	44	Philosopher				
	52	Businessman				
	56	Petroleum geologist				
	56	Photo-geologist				
	56	Seismologist				
	56	Mud-engineer				
	65	Mathematician				
	75	Explorer				
	81	Builder				
Total		18		2		
		90%		10%	20	100%

Appendix 30						
Distribution Of Gender of Firstness (Order of Appearance) in Pupil's Text Book From Grade 1-9						
Occupations						
					Total	
Book	Page	Male First	Page	Female First	Frequency	Percentage
1		0	15	sister and brother	1	100%
2		0		0	0	0
3	26 26 60	boys and girls men and women uncle and aunt				
		3		0		
Total		100%		0%	3	100%
4						
		0		0		
Total					0	0%
5	9 53	brother and sister boys and girls	6 7 14 18	grand mother and grand father aunt and uncle mum and dad sister and brother		
		2		4		
Total		33%		67%	6	100%
6	3 14 43 80			mum and dad Laila and Ramzi lady or man aunt and uncle		
		0		4		
Total		0%		100%	4	100%
7	6 7 7 15 17 51 56 57 77 77	brother and sister father and mother son and daughter Pawl and Ema he and his wife uncle and aunt Antonius and Julia Antonius' father and Julia Hussein and Mariam Yousf and Salma	34 34 70 72 88	aunt and uncle mother and father sister and brother wife and husband mum and dad		
		10		5		
Total		67%		33%	15	100%
8	12 12 13	uncle and aunt Yousuf and Laila brother and sister	48	mum and dad		

	33	Hussein and Ghada				
		4		1		
Total		80%		20%	5	100%
9	18	Prince and Princes	81	sister and brother		
	49	uncle and aunt	84	mother and father		
	64	husband and wife				
	64	brother and sister				
		4		2		
Total		67%		33%	6	100%

Appendix 31								
Analysis of Grammatical function (Actor) in 1 st Grade Pupil's Textbook								
Page No.	Male	Female	Page No.	Male	Female	Total	No.	Percentage
4	1	2	43	0	0	Male	46	47%
5	0	0	44	6	0	Female	51	53%
6	1	1	45	1	11		97	100%
7	2	1	46	2	2			
8	0	0	47	2	0			
9	0	0	48	0	1			
10	0	0	49	2	2			
11	0	0	50	0	0			
12	1	1	51	0	0			
13	1	0	52	0	0			
14	0	0	53	0	0			
15	0	0	Part 2					
16	0	0	4	4	5			
17	0	0	5	0	0			
18	0	0	6	0	0			
19	0	0	7	0	0			
20	0	0	8	0	0			
21	0	0	9	0	0			
22	0	0	10	0	0			
23	0	0	11	0	10			
24	0	0	12	0	0			
25	0	0	13	5	3			
26	2	2	14	0	1			
27	0	0	15	2	0			
28	0	0	16	1	0			
29	0	0	17	0	0			
30	2	1	18	0	0			
31	0	0	19	0	0			
32	3	2	20	0	0			
33	0	0	21	0	0			
34	0	0	22	0	0			
35	0	0	23	0	0			
36	2	2	24	0	0			
37	2	2	25	3	1			
38	1	1	4	4	5			
39	0	0	5	0	0			
40	0	0	6	0	0			
41	0	0	7	0	0			
42	0	0	8	0	0			

Appendix 32								
Analysis of Grammatical function (Actor) in 2 nd Grade Pupil's Textbook								
Page No.	Male	Female	Page No.	Male	Female	Total	No.	Percentage
4	1	3	37	2	1	Male	51	59%
5	0	0	38	1	0	Female	36	41%
6	3	3	39	0	0		87	100%
7	0	0	40	2	2			
8	0	0	41	0	0			
9	2	2	42	0	0			
10	0	0	43	7	0			
11	0	0	44	2	0			
12	0	0	45	0	1			
13	0	0	46	0	3			
14	0	0	47	0	0			
15	0	5	48	1	0			
16	1	1						
17	2	0						
18	3	1						
19	0	1						
20	0	0						
21	3	3						
22	0	1						
23	0	0						
24	0	1						
25	1	0						
26	0	0						
27	7	2						
28	2	0						
29	3	0						
30	0	0						
31	0	0						
32	5	0						
33	0	3						
34	1	1						
35	2	2						
36	0	0						
37	2	1						

Appendix 33								
Analysis of Grammatical function (Actor) in 3 rd Grade Pupil's Textbook								
Page No.	Male	Female	Page No.	Male	Female	Total	No.	Percentage
4	1	0	38	1	4	Male	85	42%
5	0	0	39	0	1	Female	116	58%
6	0	1	40	0	2		201	100%
7	0	0	41	1	12			
8	2	0	42	2	4			
9	2	2	43	0	1			
10	0	1	44	5	3			
11	1	1	45	8	1			
12	3	3	46	2	2			
13	0	0	47	2	0			
14	0	2	48	4	3			
15	0	0	49	0	1			
16	0	1	50	0	0			
17	0	0	51	0	0			
18	3	2	52	0	0			
19	3	2	53	0	0			
20	2	2	54	0	0			
21	2	0	55	0	0			
22	0	5	56	0	0			
23	0	5	57	2	3			
24	2	0	58	2	1			
25	0	0	59	1	0			
26	2	2	60	3	4			
27	0	8	61	2	2			
28	0	3	62	1	0			
29	1	0	63	0	0			
30	7	0	64	0	10			
31	9	0						
32	1	0						
33	0	16						
34	5	0						
35	0	0						
36	0	2						
37	3	4						
38	1	4						

Appendix 34								
Analysis of Grammatical function (Actor) in 4 th Grade Pupil's Textbook								
Page No.	Male	Female	Page No.	Male	Female	Page No.	Male	Female
4	0	2	36	0	1	68	0	0
5	0	0	37	0	9	69	0	1
6	1	1	38	0	0	70	0	3
7	1	1	39	0	1	71	0	7
8	0	4	40	0	0	72	0	0
9	0	0	41	0	0	73	2	3
10	0	1	42	0	0	74	1	3
11	1	0	43	0	0	75	0	0
12	8	0	44	4	8	76	1	3
13	0	0	45	2	2	71	0	7
14	0	0	46	10	0	72	0	0
15	1	0	47	7	0	Total	No.	Percentage
16	0	1	48	1	2	Male	79	45%
17	0	0	49	0	0	Female	97	55%
18	0	1	50	0	2		176	100%
19	0	0	51	0	4			
20	0	0	52	1	1			
21	0	3	53	5	0			
22	0	0	54	4	2			
23	1	0	55	0	1			
24	0	0	56	0	0			
25	0	0	57	4	1			
26	0	0	58	4	0			
27	9	0	59	0	5			
28	4	0	60	0	0			
29	2	2	61	0	1			
30	0	0	62	3	16			
31	0	0	63	0	0			
32	1	1	64	0	0			
33	0	1	65	1	3			
34	0	0	66	0	0			
35	0	0	67	0	0			

Appendix 35								
Analysis of Grammatical function (Actor) in 5 th Grade Pupil's Textbook								
Page No.	Male	Female	Page No.	Male	Female	Page No.	Male	Female
2	2	5	36	2	5	70	0	14
3	8	8	37	0	0	71	2	1
4	0	2	38	3	0	72	1	0
5	0	0	39	4	3	73	0	0
6	0	2	40	0	0	74	0	4
7	0	11	41	2	3	75	0	0
8	4	3	42	4	9	76	6	0
9	1	3	43	1	5	77	0	2
10	0	0	44	0	0	78	0	13
11	7	1	45	0	11	79	0	0
12	1	0	46	0	2	80	0	14
13	0	12	47	0	3	Total	No.	Percentage
14	4	8	48	2	1	Male	121	33%
15	4	0	49	0	2	Female	244	67%
16	4	4	50	2	1		365	100%
17	0	0	51	0	4			
18	1	5	52	0	14			
19	4	17	53	7	0			
20	3	0	54	0	0			
21	0	9	55	9	0			
22	1	0	56	4	1			
23	0	3	57	0	3			
24	0	2	58	4	1			
25	0	0	59	0	3			
26	1	3	60	0	0			
27	3	3	61	0	0			
28	0	0	62	0	2			
29	3	1	63	1	5			
30	1	2	64	0	2			
31	5	0	65	0	0			
32	0	0	66	0	0			
33	1	0	67	0	0			
34	0	4	68	0	0			
35	4	2	69	5	0			

Appendix 36								
Analysis of Grammatical function (Actor) in 6 th Grade Pupil's Textbook								
Page No.	Male	Female	Page No.	Male	Female	Total	No.	Percentage
2	0	0	35	0	0	68	1	1
3	0	8	36	0	0	69	0	0
4	18	0	37	2	0	80	1	0
5	0	0	38	6	0	71	0	0
6	2	0	39	0	1	72	2	10
7	0	1	40	0	0	73	0	12
8	3	1	41	0	0	74	0	0
9	0	0	42	0	0	75	1	1
10	0	0	43	0	2	76	0	0
11	7	2	44	0	0	77	1	1
12	5	0	45	0	0	78	8	0
13	0	0	46	0	0	79	0	0
14	2	2	47	0	0	80	4	2
15	0	0	48	0	0	81	1	0
16	0	0	49	7	0	Total	No.	Percentage
17	0	0	50	0	0	Male	146	69%
18	5	2	51	7	0	Female	66	31%
19	0	0	52	0	0			
20	0	0	53	0	0		212	100%
21	0	0	54	0	0			
22	0	0	55	0	0			
23	0	0	56	0	0			
24	13	0	57	0	0			
25	7	0	58	5	0			
26	0	0	59	0	0			
27	0	0	60	5	7			
28	0	0	61	0	0			
29	6	6	62	0	0			
30	0	0	63	3	3			
31	0	0	64	0	0			
32	2	2	65	4	0			
33	0	0	66	14	1			
34	0	0	67	4	1			

Appendix 37								
Analysis of Grammatical function (Actor) in 7 th Grade Pupil's Textbook								
Page No.	Male	Female	Page No.	Male	Female	Page No.	Male	Female
5	0	0	38	3	0	71	1	0
6	15	12	39	0	0	72	9	9
7	4	1	40	0	0	73	0	0
8	6	0	41	1	4	74	11	0
9	0	0	42	6	5	75	0	0
10	2	2	43	0	0	76	21	0
11	0	0	44	0	0	77	18	0
12	21	2	45	0	0	78	0	0
13	0	0	46	0	0	79	5	2
14	1	0	47	0	0	80	0	0
15	0	0	48	18	0	81	0	0
16	0	0	49	14	1	81	0	0
17	23	0	50	7	1	82	0	0
18	2	9	51	0	0	83	0	0
19	0	0	52	5	5	84	0	0
20	30	0	53	0	0	85	0	0
21	12	0	54	18	0	86	0	0
22	0	0	55	0	0	87	0	0
23	0	2	56	8	3	88	0	0
24	4	0	57	10	0	Total	No.	Percentage
25	0	0	58	3	0	Male	377	79%
26	16	1	59	0	0	Female	100	21%
27	2	2	60	11	0		477	100%
28	3	4	61	0	0			
29	2	2	62	18	1			
30	4	5	63	1	1			
31	0	1	64	18	0			
32	0	0	65	0	0			
33	0	0	66	0	0			
34	5	1	67	0	0			
35	0	0	68	0	0			
36	0	0	69	4	6			
37	10	0	70	5	18			

Appendix 38								
Analysis of Grammatical function (Actor) in 8 th Grade Pupil's Textbook								
Page No.	Male	Female	Page No.	Male	Female	Total	No.	Percentage
6	9	5	39	6	0	72	5	2
7	3	0	40	13	4	73	3	1
8	0	0	41	1	0	74	0	0
9	0	0	42	2	2	75	0	0
10	1	1	43	0	14	76	16	2
11	0	0	44	0	0	77	0	0
12	9	4	45	0	0	78	0	0
13	0	0	46	0	0	79	0	0
14	9	8	47	0	0	80	35	0
15	2	2	48	24	3	81	0	0
16	0	0	49	0	0	82	0	0
17	0	0	50	11	0	83	1	0
18	2	0	51	0	0	84	0	0
19	0	0	52	0	0	85	0	1
20	12	2	53	1	0	86	14	0
21	0	0	54	0	0	87	3	0
22	0	0	55	0	6	88	7	0
23	0	0	56	2	0	Total	No.	Percentage
24	0	0	57	0	0	Male	281	80%
25	0	0	58	0	0	Female	71	20%
26	0	0	59	3	0		352	100%
27	0	0	60	0	0			
28	0	0	61	0	0			
29	0	0	62	0	0			
30	3	0	63	2	0			
31	0	0	64	0	0			
32	0	0	65	0	0			
33	0	0	66	0	0			
34	0	0	67	0	0			
35	1	1	68	13	9			
36	0	0	69	0	0			
37	13	4	70	27	0			
38	28	0	71	0	0			

Appendix 39								
Analysis of Grammatical function (Actor) in 9 th Grade Pupil's Textbook								
Page No.	Male	Female	Page No.	Male	Female	Page No.	Male	Female
12	27	5	46	5	6	79	14	0
13	5	3	47	0	0	80	0	0
14	12	9	48	2	1	81	19	0
15	0	0	49	0	0	82	7	0
16	0	0	50	0	0	83	6	1
17	0	0	51	2	0	84	0	2
18	1	3	52	0	0	85	0	0
19	3	0	53	0	0	86	0	0
20	14	0	54	0	0	87	18	11
21	0	0	55	20	0	88	1	0
22	0	0	56	0	0	89	0	0
23	0	0	57	0	0	90	0	0
24	0	0	58	0	0	91	0	0
25	0	0	59	21		92	0	0
26	10	1	60	2	4	93	2	25
27	7	0	61	2	10	94	0	0
28	8	7	62	0	0	95	0	0
29	0	4	63	5	0	Total	No.	Percentage
30	0	0	64	0	0	Male	300	73%
31	3	6	65	0	0	Female	112	27%
32	3	0	66	0	0		412	100%
33	0	0	67	0	0			
34	0	0	68	2	0			
35	0	0	69	0	0			
36	0	0	70	1	0			
37	0	0	71	0	0			
38	0	0	72	0	0			
39	11	2	73	9	4			
40	0	1	74	0	0			
41	0	0	75	19	0			
42	2	0	76	5	1			
43	21	0	77	0	0			
44	1	0	77	0	0			
45	10	6	78	0	0			

Appendix 40							
Distribution Of Gender- Personal Traits (adjectives) in Pupil's Text Books From Grade 1-9							
Book	Page	Adjective	Male	Female		No	Percentage
					Gender	2	100%
1	11	Long hair	—	√	Male	0	0%
	11	Short hair	—	√	Female	2	100%
2	32	black hair	√	—	Gender	6	100%
	32	big brown eyes	√	—	Male	3	50%
	32	small	√	—	Female	3	50%
	33	long, black hair	—	√			
	33	brown eyes	—	√			
	33	small	—	√			
3	23	healthy teeth	—	√	Gender	3	100%
	31	healthy	√	—	Male	1	33%
	38	clever	—	√	Female	2	67%
4	62	happy	—	√	Gender	4	100%
	62	sad	—	√	Male	0	0%
	62	bad	—	√	Female	4	100%
	62	selfish	—	√			
5	51	good	—	√	Gender	5	100%
	53	blind	√	—	Male	4	80%
	71	busy	√	—	Female	1	20%
	72	polite	√	—			
	72	punctual	√	—			
6	43	lollipop	—	√	Gender	5	100%
	72	little	√	—	Male	3	60%
	72	older	√	—	Female	2	40%
	75	nervous	√	—			
	75	miserable	—	√			
7	6	clever	—	√	Gender	17	100%
	7+41	nice	√	—	Male	10	59%
	17	strong	√	—	Female	7	41%
	28	glad	—	√			
	28	shy	√	—			
	49	great	√	—			
	60	famous	√	—			
	62	odd	√	—			

	67	selfish	√	—			
	67	funny	—	√			
	67	impatient	—	√			
	67	generous	√	—			
	67	imaginative	—	√			
	67	quiet	—	√			
	67	lazy	—	√			
	69	nervous	√	—			
	96	friendly	√	—			
	20	clever	√	—	Gender	9	100%
8	38	professional	√	—	Male	8	89%
	48	tall	√	—	Female	1	11%
	48	thin	√	—			
	48	short	√	—			
	48	bald	√	—			
	49	silly	—	√			
	59	creative	√	—			
	80	famous	√	—			
	18	rich	√	—	Gender	14	100%
9	18	poor	√	—	Male	9	64%
	20	imaginative	√	—	Female	5	36%
	20	decisive	√	—			
	20	courageous	√	—			
	20	clever	√	—			
	44	young	√	—			
	45	great	√	—			
	80	brave	√	—			
		tall	—	√			
	49	kind	—	√			
	49	fun	—	√			
	49	brown eyes	—	√			
	49	long hair	—	√			

Appendix 41
Distribution Of Gender- Linked Leisure Activities in Pupil's Text Books From
Grade 1-9

					Total	
Book	Page	Male	Page	Female	Frequency	Percentage
1	17	drawing	42	drawing		
	50	jumping	50	jumping		
	52	skipping	50	skipping		
		3		3		
Total		50%		50%	6	100%
2	9	playing football	9	visiting relatives		
	9	swimming	9	reading		
	27	climbing	27	singing		
	27	reading	33	playing tennis		
	27	singing				
		5		4		
Total		56%		44%	9	100%
3	12	playing football	12	playing tennis		
	21	jumping	21	jumping		
	21	hopping	22	hopping		
	21	running	33	drawing		
	31	playing tennis	33	skipping		
	44	watching TV	44	reading		
	61	riding bikes	61	touring		
		7		7		
Total		50%		50%	14	100%
4	32	playing guitar	4	touring		
	39	playing karate	7	reading		
	40	playing basket ball	8	swimming		
	40	running	8	rules		
	40	playing drums	16	shopping		
	40	playing football	37	drawing		
	50	swimming	40	singing		
	57	playing computer	40	painting		
	58	playing football	40	playing tennis		
	73	reading	40	dancing		
			62	riding a bicycle		
		10		11		
Total		48%		52%	21	100%
5	11	touring	2	touring		
	11	reading	2	collecting pictures		
	16	walking	11	sailing		
	27	playing guitar	16	writing letters		
	29	camping	21	shopping		

	33	watching animals	21	walking		
	39	writing letter	21	watching animals		
	76	playing football	26	cooking		
			29	seeing flower shows		
			34	sharing a parade		
		8		10		
Total		44%		56%	18	100%
6	32	watching TV	18	reading		
	49	reading	18	painting		
	49	walking	18	writing		
	49	playing guitar	18	watching TV		
	54	camping	18	listening to music		
	54	watching animals	54	swimming		
	70	writing letters				
	80	playing football				
		8		6		
Total		57%		43%	14	100%
7	6	football	6	raising animals		
	6	internet	14	riding a bicycle		
	6	seeing films	14	playing music		
	14	running	14	juggling		
	14	diving	28	riding animals		
	14	singing	30	gardening		
	14	swimming	30	playing chess		
	20	basketball	30	playing Villon		
	21	watching TV	41	making pods		
	28	riding animals	50	playing beach volleyball		
	28	walking on a tight rope	52	touring		
	28	walking on head	70	basketball		
	30	doing art	70	tennis		
	37	camping	70	drawing		
	52	touring	70	painting		
	54	raising birds				
	70	swimming				
	70	playing with computer				
		18		15		
Total		55%		45%	33	100%
8	6	jumping	6	running		
	6	traveling	14	shopping		
	14	swimming	14	taking photos		
	14	football	17	touring		
	14	writing letters	43	E-mailing		
	38	running				

	40	running a website				
	50	playing tennis				
	50	touring				
	50	visiting relatives				
	59	drawing				
	59	photography				
	59	doing art				
	72	raising animals				
		14		5		
Total		74%		26%	19	100%
9	12	reading	12	writing articles		
	26	touring	18	telling stories		
	7 6	rallying	28	touring		
	82	exploring	29	swimming		
	88	playing computer games	31	seeing animals		
			31	riding bikes		
			62	playing computer games		
			94	basketball		
			94	playing music		
Total		5		9		
		36%		64	14	100%

Appendix 42 Distribution of Gender-Linked shared M/F Leisure Activities in Text Books from Grade 1-9							
No	Activity	Male		Female		M/F	
1	Drawing	+	1	+	1	+	1
2	Jumping	+	1	+	1	+	1
3	Skipping	+	1	+	1	+	1
4	Football	+	1	-	0	-	0
5	Climbing	+	1	-	0	-	0
6	Reading	+	1	+	1	+	1
7	Singing	+	1	+	1	+	1
8	Swimming	+	1	+	1	+	1
9	Tennis	+	1	+	1	+	1
10	Hopping	+	1	+	1	+	1
11	Running	+	1	+	1	+	1
12	Watching TV	+	1	+	1	+	1
13	Riding bikes	+	1	+	1	+	1
14	Touring	+	1	+	1	+	1
15	Playing Music	+	1	+	1	+	1
16	Karate	+	1	-	0	-	0
17	Basket Ball	+	1	+	1	+	1
18	Computer Games	+	1	+	1	+	1
19	Shopping	-	0	+	1	-	0
20	Painting	-	0	+	1	-	0
21	Dancing	-	0	+	1	-	0
22	Sailing	+	1	+	1	+	1
23	Writing letters	+	1	+	1	+	1
24	Watching Balloons	+	1	-	0	-	0
25	Watching Olympic Games	+	1	-	0	-	0
26	Collecting Pictures	-	0	+	1	-	0
27	Walking	+	1	+	1	+	1
28	Watching Animals	+	1	+	1	+	1
29	Cooking	-	0	+	1	-	0
30	Seeing flowers show	-	0	+	1	-	0
31	Sharing a parade	-	0	+	1	-	0
32	Camping	+	1	-	0	-	0
33	Listen to music	-	0	+	1	-	0
34	Internet	+	1	+	1	+	1
35	Seeing Films	+	1	-	0	-	0
36	Diving	+	1	-	0	-	0
37	Riding Animals	+	1	+	1	+	1
38	Walking on Tight Rope	+	1	-	0	-	0
39	Walking on hands	+	1	-	0	-	0
40	Doing art	+	1	-	0	-	0

41	Raising animals	+	1	+	1	+	1
42	Juggling	+	1	+	1	+	1
43	Grading	-	0	+	1	-	0
44	Chess	-	0	+	1	-	0
45	Making Pods	-	0	+	1	-	0
46	Volley ball	-	0	+	1	-	0
47	Javelin	+	1	-	0	-	0
48	Running Website	+	1	-	0	-	0
49	Visiting Relatives	+	1	-	0	-	0
50	Photographs	+	1	-	0	-	0
51	E-mailing	-	0	+	1	-	0
52	Rallying	+	1	-	0	-	0
53	Exploring	+	1	-	0	-	0
54	Writing Articles	-	0	+	1	-	0
55	Telling stories	-	0	+	1	-	0