

**Depiction of Gender in ELT Textbooks:
Gender Stereotyping in Language and its Effect on Secondary Level Students**

Anika Tasnim Hossain

ID: 15303008



Inspiring Excellence

Department of English and Humanities

BRAC University

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**Depiction of Gender in ELT Textbooks:
Gender Stereotyping in Language and its Effect on Secondary Level Students**

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By

Anika Tasnim Hossain

ID: 15303008

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Declaration

I, Anika Tasnim Hossain, certify that the work presented in this dissertation is my original work to the best of my knowledge and interest. Other sources and their information, used and unused wherever in this research has been acknowledged. I, hereby, declare that I have not submitted this material, either in a whole or part, previously or concurrently in this or any other institution.

Anika Tasnim Hossain

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TABLE OF CONTENTS

Name of contents		Page No.
Acknowledgment		iii
Declaration		iv
Abstract		2
Chapter 1: Introduction		
1.0	Introduction	3
1.1	Problem Statement	4
1.2	Purpose of the Study	4
1.3	Central Research Questions	5
1.4	<u>Significance</u> of the Study	6
1.5	Delimitation	6
1.6	Limitation	6
1.7	Operational Definitions	7
Chapter 2: Literature Review		
2.0	Sex, Gender and Culture	9
2.1	Gender Roles	10
2.2	Gender Roles and Stereotypes in Textbooks	12
2.3	New Teaching Methods and Their Effects on Secondary Level Students	14
2.4	The Need for a Balanced Renewed Curriculum	16
Chapter 3: Research Methodology		
3.0	Introduction	19
3.1	Research Design	19

3.2	Theoretical Framework	19
3.3	Sampling	21
3.4	Setting	22
3.5	Instrumentation	22
3.6	Data Collection Procedure	24
3.7	Data Analysis Procedure	24
3.8	Obstacles Encountered	24
Chapter 4: Findings		
4.0	Introduction	26
4.1	Percentage and Mean Findings from the Students' Questionnaires	27
4.2	Graph Findings from the Students' Questionnaires	29
4.3	Percentage and Mean Findings from the Teachers' Questionnaires	33
4.4	Graph Findings from the Teacher's Questionnaire	35
4.5	Qualitative Responses from the Teachers' Questionnaire	36
Chapter 5: Discussion		
5.0	Discussion	42
Chapter 6: Conclusion		
6.0	Introduction	48
6.1	Summary of the Findings	48
6.2	Contribution to Research	48
6.3	Practical Implication	49
6.4	Recommendations	50
6.5	Further Studies	51
6.6	Conclusion	51

References		
7.0	References	53
Appendix		
	Appendix A	58
	Appendix B	63
	Appendix C	66
	Appendix D	74

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ABSTRACT

The paper discussed gender stereotyping in ELT textbooks which can be constituted as one of the most significant issues for gender and language research. Through the study conducted for this paper, the portrayal of gender in secondary English texts, how it effects student's perception of gender and the critical literacy practices required to provide an unbiased educational environment have been researched. The present study investigated gender representation through reading texts in English Language textbook series with the help of survey questionnaires prepared for both students and teachers. The survey showed that both students and teachers are aware of the gender discrepancies yet there have been no feasible changes in the curriculum to modify the gender stereotyping in ELT textbooks. Therefore, this study suggested that incorporating a critical literacy and feminist pedagogy into the classes could be a way to aid students in perceiving their gender perceptions. In other words, this study could be used in the future to highlight and balance the gender disparity to bring in the much needed change in the current educational curriculums in ELT by creating awareness among the educators.

Chapter 1: Introduction

1.0 Introduction

“The equitable representation of males and females in any textbook may or may not be noticed by authors who write the textbook [...] but the lack of conscious recognition of patterns of sexism in instructional materials [...] does not mean that such patterns lack important repercussions for learning” (Rifkin, 1998, p.218). These textbooks tend to play a prominent role in the society by directly or indirectly transferring those particular sets of social behavior, conventions and norms which eventually influence students’ perceptions. Therefore, when stereotypes are embedded into the textbooks, they can lead to bigotry and even discrimination among these very students. It is undoubtedly valuable to examine the social reality that is conveyed to students through textbooks because, presently, there are limited reading texts at the secondary level curriculum which comprises of a positive representation of both the genders equally. Students should have the opportunities to analytically examine all the reading texts that they are assigned to do and have the chance to explore multiple viewpoints.

Furthermore, it is important to examine the ways in which the learners respond to the reading texts as well. The responses that are collected from the students can point out their individual opinions, including how they feel about their own gender and the opposite gender. This allows them to cultivate an understanding as to why certain ideologies exist. The existing secondary pedagogy, however, does not nurture gender development in the classroom. It tends only to teach students that particular voices are more substantial than others and emphasizes old-fashioned gender stereotypes in the school textbooks through discriminatory language. Scholars such as Bender-Slack (2009) have continually examined the dispute and inequality of

marginalized female voices in the classroom. By not recognizing women, educators are silencing their perceptions both in and out of the classroom.

1.1 Problem Statement

Consciousness about the equalization of gender has not as of yet received the appropriate quantity of educational innovation that ensures equal representation between the two genders that are essentially portrayed in ELT textbooks. The gender characteristics are shaped in biased forms especially focusing on their biological features that soon, the students' attitudes' tend to get normalized into the stereotypical attributes. According to Ehrlich (1997), the biological notions of gender that underlie a good amount of work in terms of the second language acquisition overgeneralizes the dissimilarities between female and male, while overlooking the social, contextual and cultural forces that shape gender classifications as well as learner outcomes (as cited in Davis and Skilton-Sylvester, 2004, p. 384). Therefore, owing to the inability to correctly address the current gender roles, these students get their education that is embedded into the archaic stereotypical roles. These students will then grow into a generation where certain presumptions about the genders effectively change the way these students interpret their gender and the world around them. The goal of this paper would be addressing the vital issue of gender stereotyping in addition to the effect and perception of the students that come along owing to the effect of gender discriminatory language in the school ELT textbooks.

1.2 Purpose of the Study

The purpose of this study is to perceive the portrayal of gender in secondary English texts in ELT textbooks along with how it affects the student's perception of gender. It is significant to remember that regarding acquiring any knowledge, the materials that are used, play an impactful role in the development of the students' identity. However, in terms of the second language,

students do not generally have the opportunity to converse with native speakers or to travel in countries where English is the main language of communication. Hence, the textbooks used in schools tend to be the first materials that expose students to the experience of a foreign language. All the teaching materials that are included in the ELT textbooks such as reading texts are seen as an integral part of the target language and culture as well. Due to this importance of ELT textbooks and the added factor of materials used in schools being regarded as dependable sources of information, students willingly absorb the knowledge from it without questioning it. The gender stereotypes which are incorporated in the textbooks, therefore, influence the students into acting in certain ways that empower the men and prevent women from doing the same by constraining them which slowly weakens the core of a country. It is important to realize that the destiny of a country is shaped in the classrooms. Thus it is essential for textbook writers and teachers to not to be influenced by gender bias and stereotyping (Srivastava, 2005, p.218). This stereotyping and sexism in language have been researched in this paper to examine how the ELT reading texts affects the students' awareness of gendered characteristics. The paper would aid to bring in more pronounced discussions about it, to lessen the glaring inequalities between the genders.

1.3 Central Research Questions

The objective of this research is to know the answers to following questions:

- How is the disparity between the ratio of male and female protagonists in ELT textbooks perceived by students?
- To what extent are the male and female gender portrayed in various social settings in the ELT textbooks as perceived by students?

- To what extent are gender stereotypical adjectives observable in ELT textbooks as perceived by students?
- How do the teachers perceive the gender stereotyping in ELT textbooks?

1.4 Significance of the Study

The present study is significant as it contributes to the study of gender representation in textbooks and hence the field of gender and language more broadly. Language's role in upholding certain sexist values is less widely comprehended since linguistic sexism is much more deeply ingrained and far more subtle than any other forms of sexism. In addition to that, language is such a spontaneous function that it is often quite challenging to take a neutral look at one's language (Porreca, 1984, p.705). Therefore, this study is crucial as it highlighted the disparity and sexism in language that has been normalized for a long period of time through the curriculum used in ELT textbooks.

1.5 Delimitation

In order to research for this paper, data had been collected directly through a survey that has been conducted on students and ELT teachers from four prominent English Medium Schools of Dhaka city. The English Medium schools were chosen in particular because the researcher had more access to the school authorities of these particular institutions. Therefore, it was easier for the researcher to conduct surveys of both the teachers and the students in those schools.

1.6 Limitation

Though this study can be used for certain changes in the educational sector where equality is promoted in terms of linguistic sexism, a few limitations can still be identified. Owing to the fact that much research is not available on this specific topic in Bangladesh, much of the paper consists of a primary research. Moreover, the time to compile this paper is constricted,

which is why the number of collected data could not be more representative with better accuracy. In addition, the survey has been conducted in Dhaka city only, which as a result does not represent the whole country. In fact, the questionnaire was only filled out by the students and teachers of four English-Medium schools, but there are also other English-Medium Schools as well inside and outside Dhaka. It has not been possible to look for more schools in that amount of time as permission to access the students for a survey has not always been granted by the school authorities, even though the researcher wished to survey on more participants and more schools for her research. Furthermore, if another common textbook could have been explored, instead of depending only on one source of data, the research would have been more precise.

1.7 Operational Definitions

Definition of a core concept used in this research:

Gender Stereotype.

‘Sex’ and ‘gender’ are commonly deliberated quite often as synonyms and are used interchangeably by the people. Nonetheless, theoretically, these two terms are not the same, with the former, being the biological differences that generally distinguish female and male individuals (Eckert & McConnell-Ginet, 2003, p.10), whereas gender is “culturally constructed” (Butler, 1990, p. 6). In other words, ‘gender’ denotes to the socially constructed roles, attitudes, attributes and more that a particular society contemplates as appropriate for the men and women of that society. Del Boca & Ashmore (1980) defined gender stereotypes as beliefs about the behaviors and characteristics of each sex (as cited in Martin, Wood, and Little, 1990, p.1892). Gender stereotypes, therefore, comprise of various aspects, for instance, appearance, personality traits, interests, occupations or more assigned for each sex. These particular characteristics tend to define and dictate the lives of individuals to what it means to be a man or woman. Therefore,

if an individual is a woman, she is thought to have certain physical characteristics, psychological traits, a particular set of occupations and activities.

Chapter 2

Literature Review

This chapter discussed the literature review which encompassed the notions of stereotypical gender roles embedded in ELT textbooks, eventually affecting the students in the long run. Furthermore, the chapter identified the impact of socialization and culture in terms of the stereotypical gender roles that have impacted people through time. The chapter further explored new teaching methods which showed the need for a renewed curriculum in educational institutions.

2.0 Sex, Gender and Culture

Societies through time have formed multitudes of differences regarding individual attributes such as what was to be done by, worn by, carried by, used by, basing these on the sex of the individual (Prince, 1985, p.94). 'Sex,' has been argued to be the biological fundamentals that define sexuality-genitalia, deciding whether one is a female or male. On the other hand, gender is connected to the socio-cultural construction that makes up femininity and masculinity, containing certain psychological mannerisms, modes of dressing, language use among other things (Friedman, 1991, p.200).

Ritlyová (2009) asserted that culture could be described as various forms of values, specific patterns of behavior along with everyday usage of a specific language, which comprised of recognized proverbs or common idiomatic expressions that refers to the difference between individuals through their specific area of education or position in the society and more (as cited in Zafiri & Kourdis, 2017). This stance shows how significant the language system is in understanding culture and the significant role it plays in teaching language” (as cited in Zafiri and Kourdis, 2017, p. 36). In addition, Bada (2000) mentioned how the need for cultural

knowledge in ELT rises largely from the fact that most language learners appear to face substantial hardship during interaction of appropriate meaning to native speakers especially when they are not exposed to the cultural factors of the particular society (as cited in Zafiri & Kourdis, 2017). The article reinforced this statement by mentioning how culture and language are firmly intertwined and thus cannot be alienated especially when a foreign language is being taught and learned.

Furthermore, culture has become thoroughly embedded in the lives of humans since the beginning. The influence of culture brought in different sets of words along with terminology required to describe sex, culture and gender. Words such as boy and man or girl and woman, are terms describing particular individuals imitating a series of behaviors accurately as more appropriate for one reproductive role in contrast to the other (Prince, 1985, p.95). McDermott and Hatemi (2011) asserted that the concept of gender is presumed to associate with numerous role definitions, personality attributes and constituents of identity. These constructions became instilled with the cultural values that differ across time and were traditionally supposed to result from processes of socialization (p.90). It is significant to keep in mind that the key to disrupting students' notions about gender is to observe the cultural influences of gender (Harper, 1998, p.225). In addition, these gender relationships are interconnected with other forms of social differences such as race, class, sexual orientation and more (p. 220).

2.1 Gender Roles

Male and female sex roles do not define the stereotypical notions of having a particular occupation or being able to cook a meal and more. This is because sex is biologically defined by its reproductive organs purposes, not by cultural conventions that define the gender role. Therefore, the author asserted that being a provider or being strong or being protective of wife

and children area portion of the masculine gender role but not the male sex role. Similarly, a woman's gender role tends to be homemaking, taking care of baby, the type of clothes she wears and more. Her sense self as being that type of an individual is what is meant by gender identity (Prince, 1985, p.95).

The gender-roles specifically signify certain human qualities, which result from socialization. Social-learning theorists explained how people acquired gender-specific attitudes when as children they tend to copy people similar to themselves-usually the same-sex parent. Different gender roles are encouraged in boys as opposed to the girls due to same-sex socialization. Boys who are "too much like their mothers" may be endured when they are a very young while, a girl's imitation of her mother is anticipated, accepted, and encouraged. The precise nature of the attitudes and activities learned through a girl's imitation of her mother tends to depend on the mother's characteristics (Liao and Cai, 1995, p.243).

Eccles and Hoffman (1984) asserted that the disparity in the participation of the sexes in employment and education has become challenging to ignore, even though growing numbers of women are working, they are still concentrated in the subordinate levels of the professional hierarchy or tend to part of the female-dominated professions (as cited in Eccles, 1986, p. 15). The author emphasized on that the most noteworthy sex differences occur on achievement-related behaviors that include the component of choice, even though the consequence of that choice is deeply influenced by socialization pressures. Many perceived options are not chosen as the individuals as they do not actively or consciously contemplate the full range of all objectively available option. Therefore, it can be assumed that regarding educational and vocational selections one of the important features is the individual's gender-role and more general self-schema (p.15-16).

2.2 Gender Roles and Stereotypes in Textbooks

Del Boca and Ashmore (1980) defined gender stereotypes as beliefs about the behaviors and characteristics of each sex (as cited in Martin, Wood and Little, p.1891). To account for more complex forms of stereotyping, a broader perspective is needed. Deaux and Lewis (1984) have designed a component model where gender stereotypes are regarded as a set of associations between gender labels, in other words, "male" or "female" along with gender-related, content-specific views. Beliefs are structured by content areas, for instance, occupations and then are labeled as "components" of the stereotype. There are at least four key components: role behaviors, occupations, traits, and physical appearance. Each constituent has a masculine and feminine version. For example, within the occupation constituent, the masculine version would comprise of "plumber," while the feminine version would include a nurse (as cited in Martin, Wood and Little, p.1891-1892).

Jacobs (1989) stated that over half of all employed women would still have to change jobs to equalize occupational distribution by gender (as cited in Guy and Newman, 2004, p.291). Job segregation can occur both horizontally and vertically. Horizontal segregation or glass walls tend to refer to the distribution of men and women regarding professions, for example, women are case workers while men are highway patrol officers. On the other hand, vertical segregation or glass ceilings refer to the distribution of men and women in relation to job hierarchy in terms of status within an occupation, for instance, women work as assistants while men as directors. Most of the public workers at the lowest steps of the career ladder are women (56.5 percent), while at the top, which represents policy makers, shows that two-thirds of these workers are male individuals (Guy and Newman, 2004, p.291).

Gender stereotypes or gendered perspectives are constraining the growth of student identities (Sanford, 2005, p.303). Sheehy (2002) conducted several group activities based on the gender binary in a school for her research and certain examples of student growth being constrained owing to preconceived perceptions about gender caused disruption in the activity. A boy wanted to lead however the girls did not want him to lead. Thus, because the boy could not lead (taking the dominating position in a dominating/dominated binary), he left the group (p.289).

Benjamin & Irwin-DeVitis (1998) asserted the harmful effects of gender stereotypes and how they tend to serve as a disadvantage to both male and female students. The article stated that “girls are expected to sacrifice their interests, their fair share of teacher attention, and their right to a curriculum that awards their interests and talent on a parity with those of boys” (p. 64). The authors surveyed through a questionnaire, where results showed that students prefer male characters to female characters because male characters are typically labeled as “brave, independent and strong,” in contrast to female characters who are usually “nurturing and self-sacrificing” (p. 65). Through class observation, it had also been noticed that the male students in the class along with the male teacher came together to “explain the imbalance.” They mentioned a previously read text that did indeed include one woman, ignoring the fact that it was the sole book with a female protagonist in four years. In addition, the protagonist in that reading text was a rather weak character however her example was used in an attempt to conciliate the girls in the class. The teacher in the study only strengthened the male ideals and efficiently silenced the girls through the usage of the stereotyped mindset and a biased curriculum (p.67).

Schools seemed to draw on the stereotypical generalizations quite often about the interest of boys and girls and how they learn (Sanford, 2005, p. 306). A struggle of dealing with gender

biasness in schools is that since both female and male students are involved in almost all the subjects offered by the curriculum, it has led to a belief that there is a standard level of educational fairness. However, while students are separated blatantly in physical education and vocational preparation on the basis of physical and attitudinal dissimilarities, other types of biasness are disregarded altogether and changes in terms of this biasness are not considered worthwhile (Trecker, 1973, p.110).

2.3 New Teaching Methods and Their Effects on Secondary Level Students

Sanford (2006) asserted in her article that schools often tend to draw on stereotypical generalizations about the interests of the students regarding their gender and their learning styles. These unexamined stereotypes outline teachers' beliefs about the students in terms of their gender, limiting opportunities for them to discover. It is also significant to mention that since students are a diverse group of individuals, teachers tend to rely on categorization to make sense of the hectic classroom activities. However, teachers often give their students mixed messages in terms of the reading texts. At times they do express the desire for students to analytically scrutinize the texts, but on a more subconscious level, these same teachers tend to maintain the gendered expectations and subtly pass them along. Thus, it eventually leads to strengthening the societal views of gendered disparity. Teachers' ideas about learning and their dissimilar expectations from their students in terms of gender have an influential impact on classroom activities and students' approaches toward these particular activities (p.306).

The author further emphasized that teachers need to observe the hidden and deeply entrenched gendered suppositions especially when they interact with the students. This should be done in order to provide opportunities for all the students equally and not be limited by the students' gender. In other words, teachers must make it their obligation to teach the students

about gender where literature does not. The gendered issues in classrooms should be highlighted more in order to guarantee that the surface portrayal of accomplishments do not mask the discrepancies in education particularly where girls are left behind (Sanford, 2006, p.314).

Wallowitz (2004) conducted a study in which she had students scrutinize overall reading texts using a critical viewpoint. She clarified that her main goal was to provide students with certain awareness, allowing them to analyze the ways in which social constructions form the experiences of the genders (p. 26). Students were asked to reevaluate the texts that they were reading and Wallowitz examined their responses, as a means to test their perspective on how gender “norms” are constructed. As the study advanced, students began to see how gender stereotypes that existed in old texts are still present today. One student noted that “Hawthorne signals to female readers that they must please men with [their] appearance” (p. 29). The study showed that the students have begun to recognize the expectations of gender roles. Wallowitz concludes the article by asserting that students should observe and examine the world in which they live in, along with reading the literature in school more critically, in order to negotiate with the world successfully (p.30-31).

Similarly, Bruce, Brown, McCracken and Bell-Nolan (2008) are four teachers who discussed how instructors must use feminist theory to observe the reading texts. This would allow the students to understand which characters are being silenced along with emphasizing the fact that this silencing tends to occur outside these reading texts as well. Furthermore, this would heighten their consciousness and awareness to the gendered patterns in the world that remain in the foreground (p. 82). The authors also emphasized on the constraints that teachers face because of the curricular mandates. However, alternatives should be opted to open discussions about gender, race, and class inequities. This could be done by teaching texts that depict powerful

women dealing with injustice, for example, Melinda in Laurie Halse Anderson's *Speak*, LaVaughn and Jolly in Virginia Wolff's *Make Lemonade* and more. Additionally, the teachers should strive to create situations where students can individually think about certain critical questions from everything they had read and experienced, such as the protagonist, the silenced groups or the impact of race, gender, class, and sexual identities of characters in the reading texts and so on (p.83). By combining the non-fiction texts with the obligatory curriculum texts, students can recognize how even in the real world characters are repressed. Thus, stressing on the silencing of both male and female characters in reading texts teachers could “make more visible the invisible workings of gendered power and give students tools for change” (p. 88).

Comparably, Wang, Chao, and Liao (2010) conducted a study by using feminist theory in teaching English for secondary learners in which students were able to discuss their lack of self-confidence and insecurities regarding both comprehension and analyzing the reading texts. The results showed that both male and female students were not only able to critically analyze the reading texts, but also reflect on their own biases of gender and power hierarchy. The students, who learned through exploring these reading texts with a feminist viewpoint, stated that they were more satisfied in terms of their learning and understanding than that of the control group. Furthermore, these students felt safer to share their perceptions and opinions in the classroom without fear of being ridiculed (p.132-133).

2.4 The Need for a Balanced Renewed Curriculum

As young girls' struggles to define themselves, they often redirect their own desires and wants. This process of silencing themselves has massive consequences for those young women. Usually, girls are expected to sacrifice their welfares, their fair share of teachers' attention and their right to an unbiased curriculum that honors their interests with those of the boys. In fact,

girls are expected to do so silently and without any objection (Benjamin and Irwin-DeVitis, 1998, p.64).

Myra and Sadker (1994) in their article, “Failing at Fair ness: How America's Schools Cheat Girls” had shown recurrent patterns of gender discrimination. They warn how sexist lessons could convert the girls into second-class students. These same lessons reappear at work, where women are demeaned with less promotion and payment (as cited in Benjamin & Irwin-DeVitis, 1998, p.64). Nevertheless, it is significant to understand the negative impact of including women occasionally and out of context in literary history. Teachers must attempt to have a fully balanced representation of male and female authors in addition to a well-adjusted level of male and female protagonists in their curriculum. Only incorporating a couple of short stories or poems, a single novel or biography does not lessen the unbalanced scale that comprises of numerous works of all genres by and about the men (p.70).

Wissman (2007) discussed the urban public schools which often tend to affect the students by silencing their opinions, decontextualizing curriculum and more. As many feminist scholars claim these circumstances present distinct and difficult challenges to young women in particular. In a study that documented the struggles of young women to pilot through urban schools, Pastor, McCormick, and Fine (1996) has seen women's histories, capabilities and apprehensions are removed from the official school curriculum (as cited in Wissman, 2007, p.341).

Biggs and Tang (1996) mentioned that teaching methods in Asian classroom are always authoritarian in which teachers tend to be in complete control of the classroom while the students only listen quietly and obediently (as cited in Wang, Chao and Liao, 2011, p.111). Likewise, Wang, Chao and Liao (2010) also highlight the necessity to include disputes of gender and

diversity when planning a curriculum since classrooms need to change the negative impressions of power as well as the imbalances in the hierarchical class structure (p. 136).

Chapter 3

Methodology

3.0 Introduction

This chapter has been comprised of the methodology that had been used in order to research for this paper. In addition to that, this chapter will also contain research design, theoretical framework, sampling, setting used for the survey conducted, instrumentation that has been used, data collection procedure, data analysis procedure and the obstacles encountered while conducting the survey. Teachers and students have played prominent roles regarding the entire data collection procedure for this research.

3.1 Research Design

The survey for the research had been conducted through a survey based on two questionnaires. The responses for the student questionnaire have been taken only through a Likert scale, which makes the research content quantitative. However, for the teacher questionnaire, along with the Likert scale, the questionnaire also contained comment sections, which gives the content both quantitative and qualitative attributes.

3.2 Theoretical Framework

Gender Stereotyping and Sexism in language have materials that have thrived in massive amounts and diverse directions. With the beginning of late-twentieth-century feminism and equality, more causes and solutions to sexism are being discussed. These have been used to analyze differences in language use owing to gender discrimination in ELT textbooks and its effect on secondary level students.

Spalter-Roth (1973) mentioned that language plays an imperative part that determines the style and content of a specific culture. Therefore, by examining how sexism is established within

specific languages, a woman can gain a more detailed interpretation of how they are viewed in a certain culture (p.2). Giangrande (1985) asserted that many women have felt like non-persons owing to the use of masculine pronouns and words, like chairman and spokesman, irrespective of the gender occupying that particular post. However, despite women getting into previously male domains, the feminine suffix is not being used as much. Poetess, sculptress and authoress are abandoned, and their masculine counterparts are used (p.257). Furthermore, there is an affinity in language, possibly owing to patriarchal influence, to give derogatory meanings to feminine nouns, for instance, cow, sow etc. tend to sound different to the ear than from their masculine equivalents (p.258).

Feminist pedagogy, which played a significant part in combating sexism, is a theory about the teaching/learning process that guided certain inclusive choices through classroom practices by providing conditions to assess particular educational approaches and procedures in terms of the chosen course goals. Feminist pedagogy is involved with teaching/learning, as well as being involved actively with the material being studied, along with others in a struggle to move beyond sexism, racism and other disparaging animosities. At its simplest level, feminist pedagogy is involved with gender fairness and overcoming subjugations. It identified the genderedness of all social relations and therefore of all societal institutions (Shrewsbury, 1997, p.166-167). Through a feminist viewpoint, the positive consequences of including feminism in the curriculum have been displayed since it portrayed how partial objective inquiry can be. Being unable to teach the perception, history, and writing of women - mainly in an approach which is labeled as "objective" - certainly propagandized the students with a specific perspective, normalizing them into a set of values (Caughie, 2007, p.55). Using feminist criticism in teaching,

teachers and student both analyze and deconstruct the gender roles allowing the students to address the stereotypic opinions they might hold.

3.3 Sampling

The study that had been conducted brought out results of the effects of gender stereotypes in ELT textbooks. The researcher conducted the survey within four English medium schools, among the students of Grade 7 and Grade 8. In the research that had been conducted, a total number of students from Grade 7 was 147, while the total number of students from Grade 8 was 118, with a cumulative total of 265 students.

Schools	Grade	Number of Students
A	Grade 7	18
	Grade 8	31
B	Grade 7	34
	Grade 8	26
C	Grade 7	42
	Grade 8	24
D	Grade 7	53
	Grade 8	37
Total	-	265

Table i: The number of students from each schools respectively

For the teacher's questionnaire, both Likert Scale and a comment section have been combined together allowing the researcher to get qualitative and quantitative responses from most of them. Creswell (2013) states that the blending of qualitative and quantitative data leads

to a better perception of the research problem. This questionnaire has been fulfilled by 8 teachers, 2 from each of the four respective schools.

3.4 Setting

The researcher conducted the survey of Grade 7 and Grade 8 on four prominent English Medium Schools in Dhaka city. The students were given 20-25 minutes to complete their survey in their class within a proper and formal setting.

The researcher surveyed the teachers as well from all the four schools. The teachers' responses have been done in the respective teachers' room.

3.5 Instrumentation

For the survey, two different sets of questionnaires were prepared for the students and teachers respectively in order to use them as instruments to collect data. The student questionnaire contained 9 questions. The first 8 questions followed the Likert Scale:

(Strongly disagree, Disagree, Neutral, Agree, Strongly Agree)

The students put a tick on the statement according to their perception and opinion about it regarding gender stereotyping with references from their book, *Secondary English One* and *Secondary English Two*. The 9th question, however, is a subjective question, to see how students perceive certain occupations in terms of gender. (See Appendix A)

In addition, there was another set of survey questionnaire for 8 teachers with 10 qualitative and quantitative questions in total. The survey questionnaires were also designed and presented by a Likert scale with comments below it. 6 of the questions have a combination of both Likert Scale and a comment section, while the other 4 are just answers/comments that the teachers responded to. (See Appendix B)

The statements in the questionnaires had been set up to learn about both teachers' and students' perception regarding the gender stereotypes in ELT textbooks, *Secondary English Book One* and *Secondary English Book Two*. In term of presenting the statements, the researcher put some boxes according to the Likert Scale (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree) in which the teachers and students had to put tick mark based on their experiences and perception in terms of each statement. Likert scales were initially developed as strict 5-point scales in order to evaluate subjects' outlooks toward social issues. Ever since their initiation, Likert-type scales have been broadly used in the behavioral sciences. They have also been the subject of more than 50 years of journal articles as researchers have examined their psychometric features, mainly in terms of their optimum scale length and reliability (Busch, 1993, p. 733-734). DeVellis (1991) mentioned that second language teachers and researchers use Likert-type scales when conducting surveys of views, opinions, and perceptions in teacher/student evaluation, beliefs about language learning, and more (as cited in Busch, 1993, p.734).

For analysis, the responses were converted into mathematical figures as follows. First, the raw responses were tallied; they were turned into percentages and bar charts according to each statement. The graphs are then presented holistically under the central research questions. In addition, in order to analyze the data, a mean score has been calculated for the responses as well. The higher the mean score is, the higher the level of agreement is, in terms of gender stereotyping in the ELT textbooks according to the students and teachers. However, the lower the mean score, the higher the level of disagreement is, in terms of gender stereotyping in ELT textbooks according to students and teachers.

3.6 Data Collection Procedure

The researcher had chosen four English Medium Schools, who had all been using the same ELT textbooks in order to teach the second language. The researcher then took permission from all the schools separately, and submitted an application from the thesis supervisor to the school authorities to ensure acceptance for conducting the surveys of students and teachers. The students had participated in the data collection procedure in their formal classroom setting. This had been consistent for all the four schools in order to maintain consistency. The data collection procedure for the teacher took longer time, owing to the teachers' busy schedule. Therefore the researcher waited until the teachers were free to fill out the questionnaire.

3.7 Data Analysis Procedure

Data analysis procedure of this research has been shown through percentages, holistic graphs and through the mean score. Through these methods, the responses received were analyzed. The holistic approach and the mean scores gave the research an overall point of view.

3.8 Obstacles Encountered

In order to prepare for this paper, surveys had been conducted for the students and teachers which in turn brought in certain obstacles. Initially the researcher spent quite a while to obtain permission from the school authorities. In the beginning, 5 schools were chosen; however, one of the schools did not allow the researcher to conduct her survey. The researcher also spent around two to three hours to get an appointment with the school authorities for the last two schools.

In terms of conducting surveys on the students, some of the teachers were not willing to give extra time from their classes since they were not informed by the authorities previously.

However, the teachers agreed later, with a certain amount of persuasion when an authority vouched for the researcher.

Chapter 4

Research Findings

4.0 Introduction

This chapter comprised the findings of all the students who had participated in the survey along with the analytical explanation of the responses collected. The English Language textbook in the four English Medium schools surveyed is based on *Secondary English Book One* and *Secondary English Book*. These two books had been used in order to identify gender stereotypes in school education among the secondary level students. The survey was conducted among two hundred and sixty-five students studying in Grade 7 and Grade 8 from the four different English Medium schools in Dhaka city. In addition to the students, the teachers of the respective grades were also handed out a questionnaire, which 8 teachers had filled out. The researcher has divided the data collections procedures into two distinctive parts:

1. Students' Interview and Survey
2. Teachers' Interview and Survey

A mathematical representation scale has been designed based on the mean score to show the findings according to the survey results.

- a) Strongly Agree = 4.50- 5.00
- b) Agree = 4.00- 4.49
- c) Neutral = 3.50- 3.99
- d) Disagree = 3.00- 3.49
- e) Strongly Disagree = 2.50- 2.99

4.1 Percentage and Mean Findings from the Students' Questionnaires (See Appendix

A)

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean Score	Viewpoint
1	27.92%	54.34%	11.70%	4.53%	1.51%	4.03	Agree
	139.6	217.36	35.1	9.06	1.51		
2	16.60%	40.75%	21.13%	14.34%	7.17%	3.45	Disagree
	83	163	63.39	28.68	7.17		
3	16.23%	36.60%	16.98%	17.36%	12.83%	3.26	Disagree
	81.15	146.4	50.94	34.72	12.83		
4	33.58%	46.42%	12.83%	3.77%	3.40%	4.03	Agree
	167.9	185.68	38.49	7.54	3.4		
5	39.62%	40.00%	10.57%	5.66%	4.15%	4.05	Agree
	198.1	160	31.71	11.32	4.15		
6	36.60%	40.75%	14.72%	4.53%	3.40%	4.03	Agree
	183	163	44.16	9.06	3.4		
7	35.85%	43.40%	13.96%	3.77%	3.02%	4.05	Agree
	179.25	173.6	41.88	7.54	3.02		
8	27.55%	41.89%	16.98%	8.30%	5.28%	3.78	Neutral
	137.75	167.56	50.94	16.6	5.28		

Table ii: Percentage and Mean Findings from the Students' Questionnaires

From the above table it can be seen that most of the students have agreed with the statements given in the students' questionnaire.

Statement 9	Fill in the blank and write down any name between the two genders, male or female, that comes to your mind, according to the occupations given below. (example: 1. Pilot- Bruce, 2. Writer- Diana)																			
	Mechanic				Doctor				Explorer				Plumber				Journalist			
	M		F		M		F		M		F		M		F		M		F	
Response by students	N o.	%	N o.	%	N o.	%	N o.	%	N o.	%	N o.	%	N o.	%	N o.	%	N o.	%	N o.	%
Grade 7	136	92.52%	11	7.48%	73	49.66%	74	50.34%	85	57.82%	62	42.18%	138	93.88%	09	6.12%	57	38.78%	90	61.22%
Grade 8	109	92.37%	09	7.63%	69	58.47%	49	41.52%	71	60.17%	47	39.83%	111	94.07%	07	5.93%	66	55.93%	52	44.07%
Total	245	92.45%	20	7.55%	142	53.58%	123	46.42%	156	58.87%	109	41.13%	249	93.96%	16	6.04%	123	46.42%	142	53.58%

Table iii: Names According to the Occupations (See Appendix A)

Again, Table 9 shows the responses of a subjective and open-ended question in terms of putting any name between the two genders female or male that the student deemed fit for the occupations Mechanic, Doctor, Explorer, Plumber and Journalist. The table contains the answers of the 265 students from Grade 7 and Grade 8 in total. The table displays that 92.45% of the students responded with a male name for the mechanic, while 7.55% had female names, portraying that most students pictured a mechanic as a man. On the other hand, 53.58% of the students wrote a male name for a doctor and 46.42% of the students gave this occupation a female name. 58.87% of students gave the explorer a male name while 41.13% gave the occupation a female name. In terms of the plumber, 93.96% students gave the occupation a male name while the lowest percentage of 6.04% gave the occupation a female name. The journalist is the only occupation where the female had a higher number comprising of 53.58% while 46.42% of the students gave the occupation a male name.

4.2 Graph Findings from the Students' Questionnaires

The graphs were constructed holistically in response to the central research questions. The first question wanted to find out the disparity between the ratio of male and female protagonists perceived by students. This question has been answered by the first question through the students' questionnaire. (See Appendix A)

The graphical representation is given below.

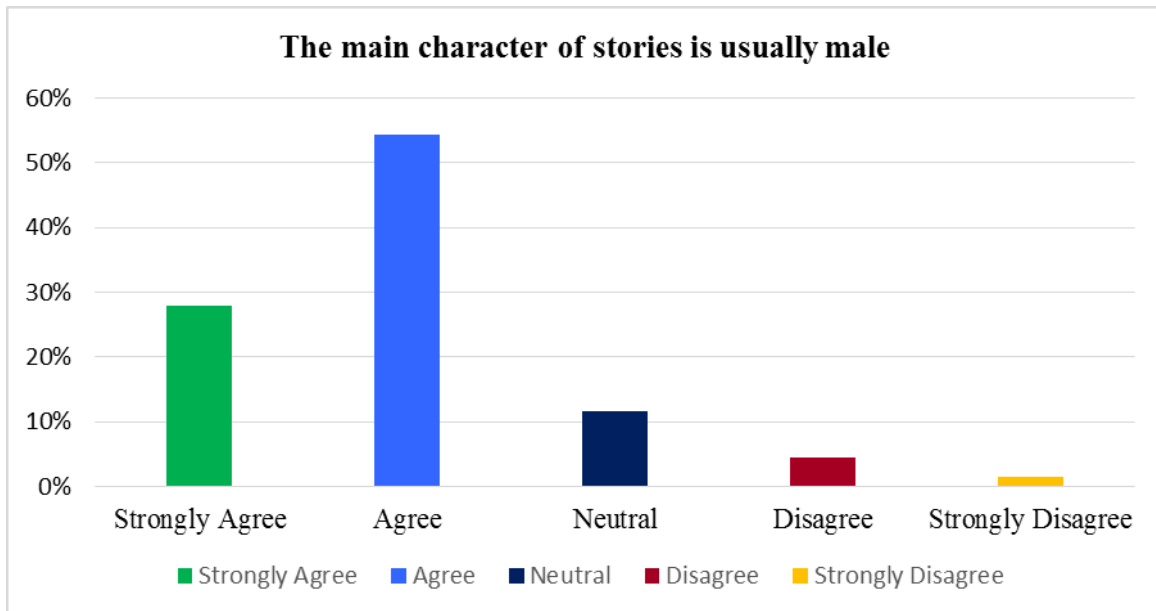


Figure A: The main character of stories is usually male

Figure A comprises of the responses of the students in terms of the main character or the protagonist of the stories being commonly male. The table comprises the answers of the 265 students from Grade 7 and Grade 8 in total. Among the 265 students, 55.47% of the responses are from Grade 7 and 44.53% are from Grade 8. The table portrays that 54.34% of the students agree with the statement, while 27.92% strongly agree. However, there are responses which show that 11.70% of the students have a neutral opinion, while 4.53% disagree with the statement and 1.51% strongly disagrees. The total percentage of the answers on statement number 1 has been portrayed in the bar graph below:

Besides this, the second central question requires the answer to what extent are the male and female gender portrayed in various social settings in the ELT textbooks as perceived by students. This has been answered by statement number 2, 3, 4 and 5 through the students' questionnaire. (See Appendix A)

The graphical representation is given below, which shows that most agree with the notion of central research question 2.

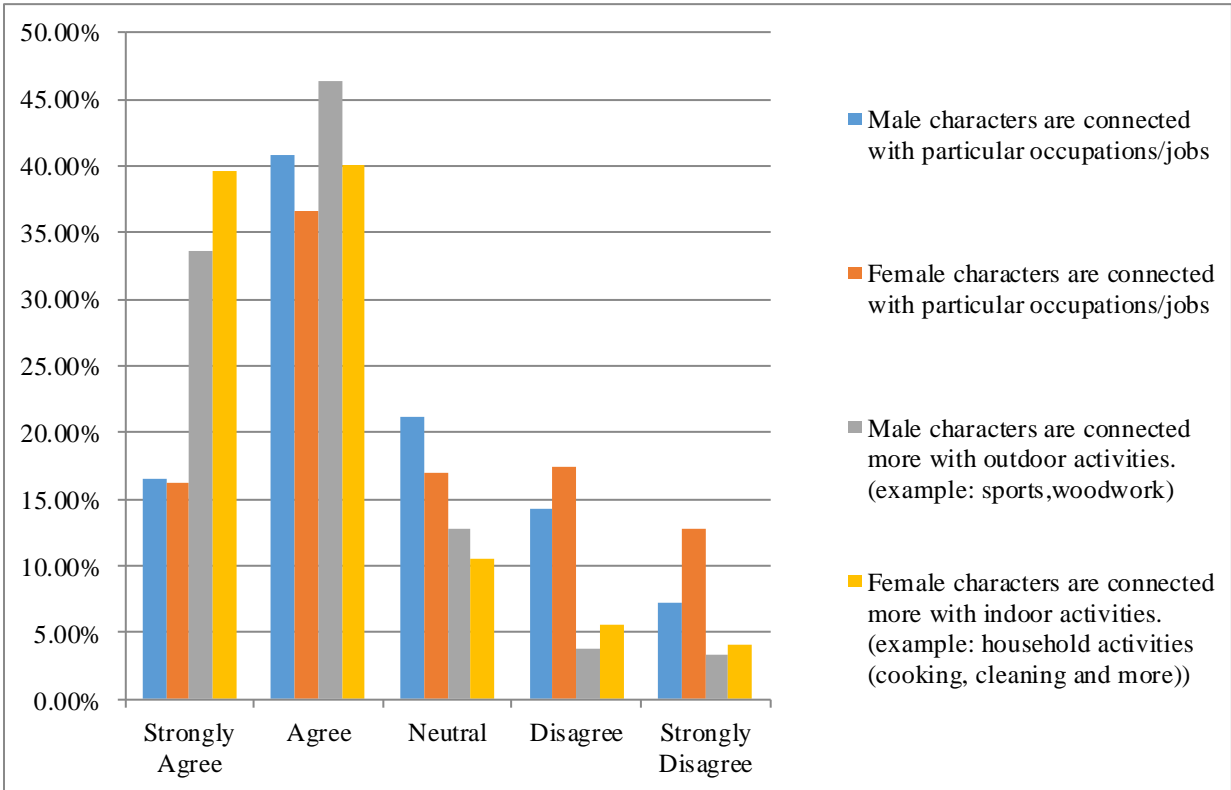


Figure B: The male and female gender has been portrayed in various social settings in the ELT textbooks as perceived by students

The graph in Figure B comprises the answers of the 265 students from Grade 7 and Grade 8 in total. It shows that the bars are higher for agree with the maximum 46.42%. Yet there are students who have disagreed with a maximum of 17.36%, which is quite high.

Finally, the third central question requires the answer to what extent are gender stereotypical adjectives observable in ELT textbooks. This has been answered by statement number 6, 7 and 8 which can be seen in the students’ questionnaire. (See Appendix A)

The graphical representation is given below, which shows that most agree with the notion of the central research question.

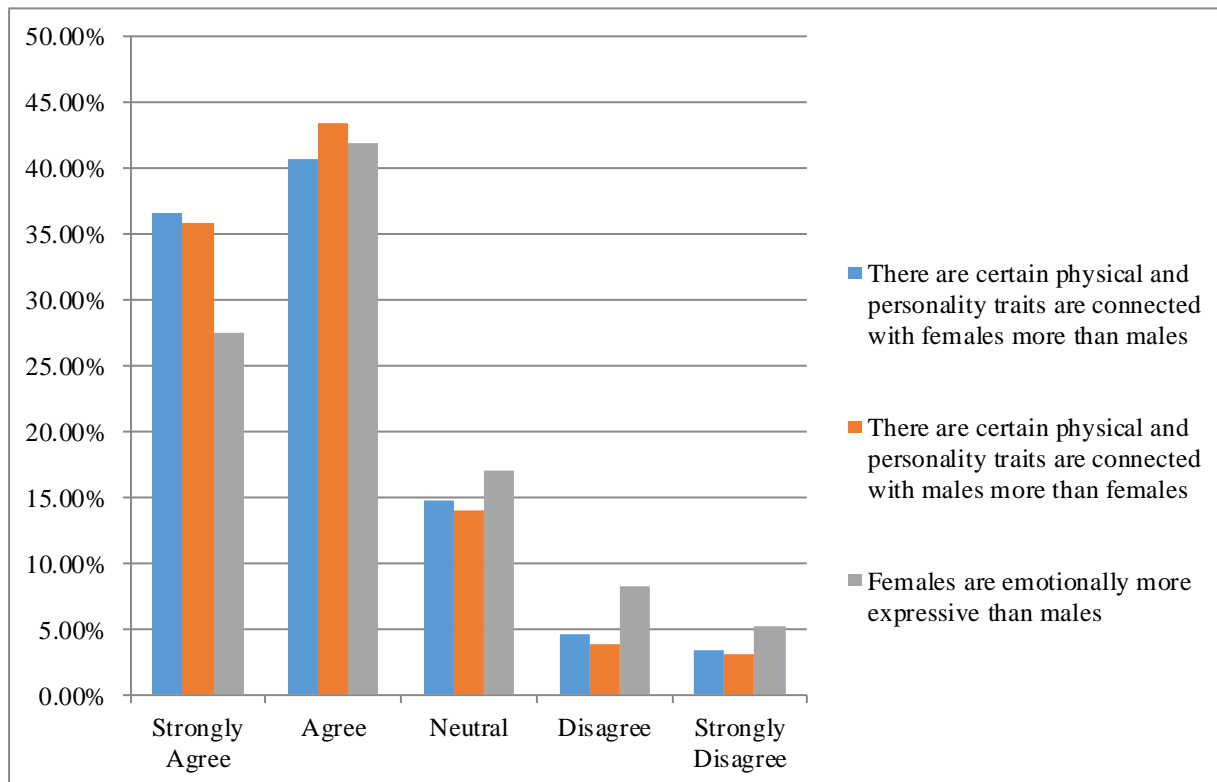


Figure C: Gender stereotypical adjectives observable in ELT textbooks as perceived by students

The graph in figure C comprises the answers of the 265 students from Grade 7 and Grade 8 in total. It shows that the bars are higher for agree with the maximum 43.40%. Yet there are students who have disagreed with a maximum of 8.30%.

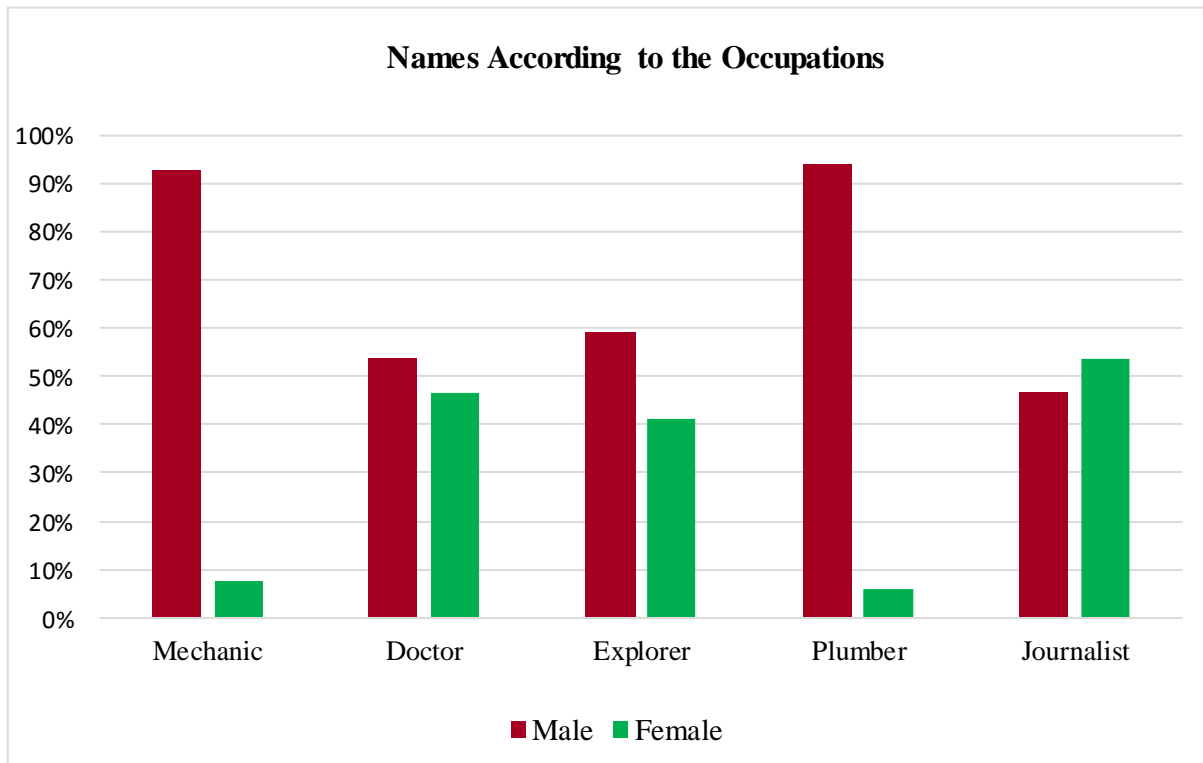


Figure D: Names According to Occupations

Figure D shows the responses of a subjective and open-ended question in terms of putting any name between the two genders female or male that the student deemed fit for the occupations Mechanic, Doctor, Explorer, Plumber and Journalist. The graphical representation is given above.

4.3 Percentage and Mean Findings from the Teachers’ Questionnaires

The last central research question which asks the question about how the teachers’ perceive the gender stereotyping in ELT textbooks, were answered by the teachers’ questionnaire. This questionnaire has been divided into both quantitative and qualitative questions. Question number 1, 6, 7, 8, 9 and 10 are quantitative and qualitative while questions 2 to 4 are only qualitative. The percentage and mean of question number 1, 6, 7, 8, 9 and 10 are given below.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean Score	Viewpoint
1	-	100%	-	-	-	4	Agree
	-	400	-	-	-		
6	-	37.5%	25%	37.5%	-	3	Disagree
	-	150	75	75	-		
7	12.5%	50%	37.5%	-	-	3.75	Neutral
	62.5	200	112.5	-	-		
8	-	75%	25%	-	-	3.75	Neutral
	-	300	75	-	-		
9	-	37.5%	62.5%	-	-	3.38	Disagree
	-	150	187.5	-	-		
10	50%	50%	-	-	-	4.50	Strongly Agree
	250	200	-	-	-		

Table iv: Percentage and Mean Findings from the Teachers' Questionnaires

From the above table iv, it can be seen that most of the teachers have agreed with the statements given in the teachers' questionnaire.

4.4 Graph Findings from the Teacher’s Questionnaire

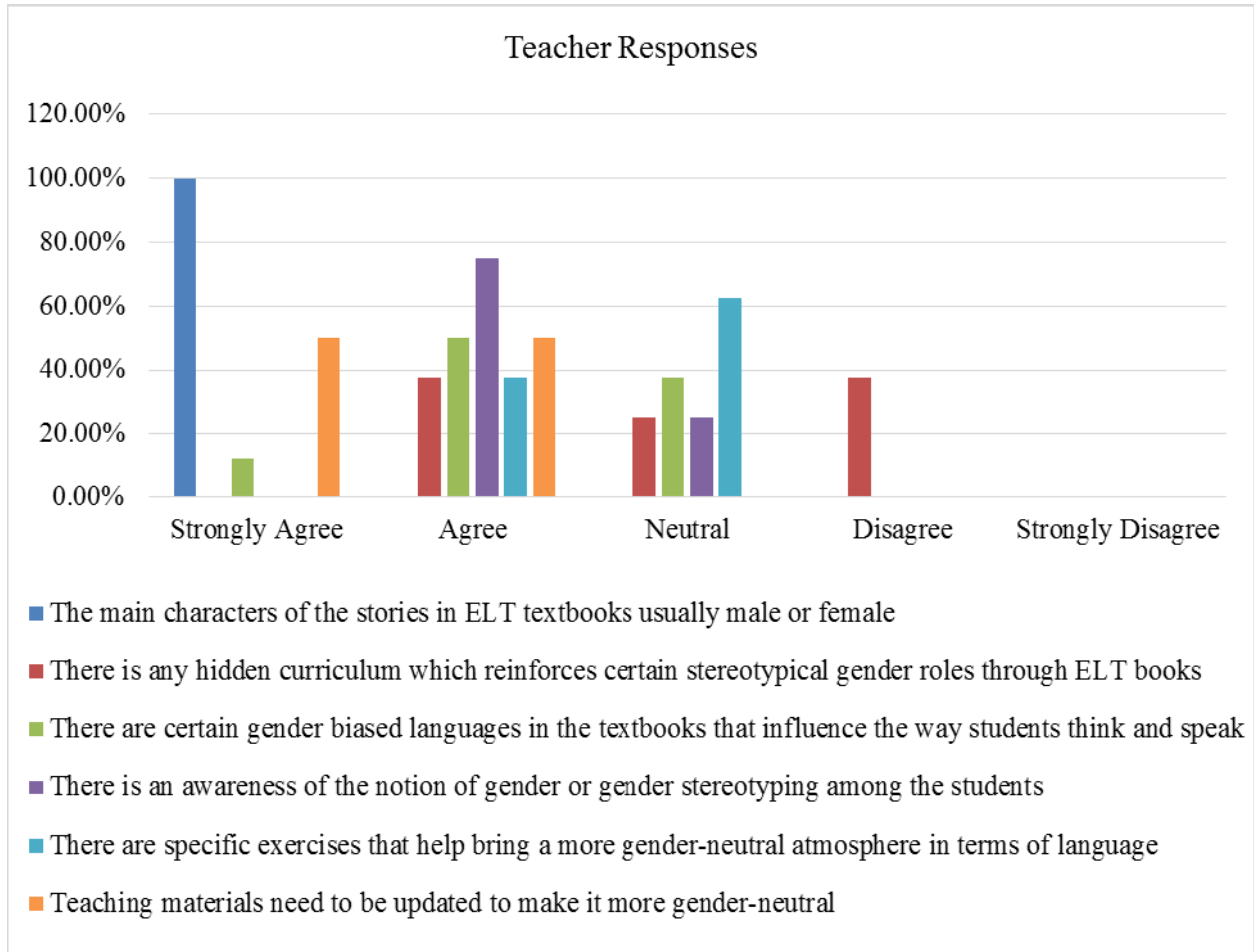


Figure E: Graph Findings from the Teacher’s Questionnaire

The graphical representation shows the teachers’ responses to the quantitative section of their questionnaire (See Appendix B).

The bar graph showed that most of the teachers agree with the statements and there are no statements were any of the teachers have strongly disagreed.

4.5 Qualitative Responses from the Teachers' Questionnaire

1. The main characters of the stories in ELT textbooks usually male.

Out of the 8 responses that have been received, all of the participants have agreed with the statement. The comment section under the Likert scale choices has brought in responses from four teachers out of the right to stress their perspective.

The first respondent has written, "Surprisingly most of the lead characters are 'male,' which might indicate the effect of long-practiced gender-biased strategy even on the editor while choosing the stories for high school graders."

The second respondent has written, "Even after popularizing the ideology of Feminism, ELT textbook writers are trying to reduce it."

The third respondent has written, "The male dominates the female in the stories of the textbooks."

The fourth respondent has written, "However, not always. Nowadays this notion has changed. Now instead of saying housewife, we say homemaker."

2. How are males usually described in ELT textbooks? Give two examples.

Out of the 8 responses that have been received, all of the participants have commented with their own ideas about how a male figure is described in ELT textbooks.

The first respondent has written, "Males are described in terms of social construction, not biological sex. All the positive hyperbolic adjectives are used to describe them. They are presented as superior such as superheroes.

The second respondent has written, "They are prominent, brave etc. All kinds of positive and glorifying adjectives are used to describe them."

The third respondent has written, “Their role determines their potential such as strong personal qualities and characteristics.”

The fourth and the fifth respondent have given the same examples and have written, “Risk taker and decision maker”.

The sixth respondent has written, “Usual stereotypical characteristics mostly, such as brave.”

The seventh respondent has directly given examples, “Tall and Handsome.”

The eighth respondent has written, “Strong and Heroic.”

3. How females are usually described in ELT textbooks? Give two examples.

Out of the 8 responses that have been received, 7 of the participants have written down their own ideas and examples to describe a female figure.

The first respondent has written, “Stories are mostly classics, so to some extent, they represent primitive idea of social status of male and female. So, female characters are seen in house making, rarely in teaching.”

The second respondent has written, “As all the stories are classics, they do not present the woman as we are used to seeing them at present.”

The third respondent has written, “Female characters are undermined and denounced in ELT textbooks. Moreover, so many sexist languages are used to discriminate the social construction of gender.”

The fourth respondent has written, “The description of females in ELT textbooks depends on the language, society, religion and culture. But the traditional female description like making them denouncing them or making them inferior is reducing.”

The fifth respondent has written, “It depends on the context, but mostly adjectives such as beautiful.”

The sixth respondent has written, “Pretty and fair.”

The seventh respondent has written, “Shy and humble.”

4. What are the common occupations of males in ELT textbooks? Give two examples.

Out of the 8 responses that have been received, all of the participants have responded with examples.

The first respondent has written, “For instance, there is one chapter in an ELT textbook, *The New Headway Intermediate Students* where basketball playing, cycling, snow-boarding, golfing, soccer, fishing, stretching and running are mentioned as men’s doing.”

The second respondent has written, “Males are from well-to-do background, often scholars.”

The third respondent has written, “They are either aristocrats or some very famous person.”

The fourth respondent has written, “Doctor, Mechanic, Police or Players.”

The fifth respondent has written, “Doctor or Police.”

The sixth respondent has written, “Teacher or Policemen etc.”

The seventh respondent has written, “Doctors or Pilot.”

The eighth respondent has written, “It is quite varied but occupations such as engineer or mechanic.”

5. What are the common occupations of females in ELT textbooks? Give two examples.

Out of the 8 responses that have been received, all of the 8 participants have responded.

The first respondent has written, “In the same ELT textbook, *The New Headway Intermediate Students*, women are doing aerobics, running, volleyball, stretching, skiing and doing yoga.”

The second respondent has written, “Female characters are not too adventurous. Even if they achieve something, they are considered an exceptional example.”

The third respondent has written, “Based on *Secondary English Book*, usually teacher or nurse.”

The fourth respondent has written, “Teacher, mother or housewives.”

The fifth respondent has written, “Often housewives.”

The sixth respondent has written, “Teacher or Doctor.”

The seventh respondent has written, “Actress, Doctor, and Secretary Etc.”

The eighth respondent has written, “Home-maker or Teacher.”

6. There is any hidden curriculum which reinforces certain stereotypical gender roles through ELT books.

Out of the 8 respondents, 3 of the participants have disagreed, 3 of the participants have agreed and 2 of the participants have given a neutral response.

One of the respondents who has disagreed have also written, “I do not think there is any hidden agenda, it is the usual mindset reflected through the textbooks.”

7. There are certain gender biased languages in the textbooks that influence the way students think and speak.

Out of the 8 respondents, 1 of the participant strongly agreed, 4 of the participants agreed and 3 participants have given a neutral response.

One of the participants who has strongly agreed has also written, “Sexism in language always influence the way learners think and speak. However, reformation is happening to extirpate the sexism in language.”

One of the participants who has given a neutral response has also written, “Actually, the fact is not in the language used in the texts, it is the mind set-up influenced by the surroundings.”

8. There is an awareness of the notion of gender or gender stereotyping among the students.

Out of the 8 respondents, 6 of the participants agreed and 2 participants have given a neutral response.

One of the participants who has agreed have also written, “Young learners are nowadays more conscious though they lack the experience to judge.”

One of the participants who has given a neutral response has also written, “Students in junior and middle sections are still not aware of it.”

9. There are specific exercises that help bring a more gender-neutral atmosphere regarding language.

Out of the 8 respondents, 3 of the participants agreed and 5 participants have given a neutral response.

One of the participants who has given a neutral response has also written, “No specific exercises are there.”

10. Teaching materials need to be updated to make it more gender-neutral.

Out of the 8 respondents, 4 of the participants strongly agreed and 4 participants agreed with the statement.

One of the participants who has strongly agreed has also written in the comment section, “Yes, some affirmative action is overdue.”

One of the participants who has agreed has written, “The editors of the ELT books should rethink while selecting the stories but also in selecting stories from both male and female writers. Thus, in growing up age, the students or the learners will surely be able to understand and judge the world from different viewpoints. Alternatively, else, the learners will be affected unconsciously having a biased, judgmental ability.”

The researcher will include her interpretation of teachers' responses in the following chapter.

Chapter 5

Discussion

This chapter comprises the discussion and analysis of the data collected from the research on gender stereotypes in ELT textbooks. The main focus of the researcher was to analyze the portrayal and gender disparity in English Language textbooks along with how it affects a student's perception of gender. Since there was no equality in gender representation in secondary texts. Therefore student responses tend to vary. The discussion will then continue to discuss the perceptions of the teachers regarding the book being taught which affects student perceptions of gender in a text.

The first central research question wanted to find out the disparity between the ratio of male and female protagonists perceived by students. This question had been answered by the first question through the students' questionnaire. Islam and Asadullah (2018) mentioned that a type of gender stereotype could be defined as an exclusion or under-representation of one gender in the textbook. This under-representation could be seen in both the textbooks, *Secondary English Book One* and *Secondary English Book Two*. The glaring inequality between the selected reading texts in the book comprises a limited amount of woman authors, and even fewer texts that contain female protagonists. The survey focused on how the students perceive the gender biasness. The results portrayed that even though most students seem aware of the gender stereotyping there are some students who disagree with the premise that there are more male protagonists in the reading texts. There could be certain explanations for their unconscious unawareness regarding the gender inequality in spite of seeing the references in this text, for instance, the patriarchal society that everyone is used to living in along with its fossilized traditions. Kızılaslan (2010) mentioned in the article that when interviewed about the details in

terms of their ignorance in gender inequality concerns, both the students and teachers appeared to hold the society and its practices of socialization accountable (p.3530).

Besides, the second central question required the answer to what extent are the male and female gender portrayed in various social settings in the ELT textbooks as perceived by students. This has been answered by statement number 2, 3, 4 and 5 through the students' questionnaire. According to Shamai, in Israel, gender stereotypes depict the man as the dominant individual who tends to work outside the home in often prestigious occupations while the woman is usually portrayed as being subordinate and confined to the home (as cited in Tatar and Emmanuel, 2001, p.215-216). When the students were asked about their opinion through the survey, 40.75% of students have agreed with the statement that males do have certain occupations, while 36.60% agree that women are represented in being in certain traditionally fixated occupations. This shows that students are quite aware that roles such as mothers are essentially used to describe a female figure, but men are presented with tougher personal abilities and working in a more varied occupational alternatives. The roles of men in the textbooks are diverse, such as doctor, real estate agent, police-man, ambulance driver, tow truck operator, flight controller, pilot, media anchor-man, army general and more which are prominent and a rather respectable status in English-speaking culture. However on the other hand, the roles of women are limited to nurse, stewardess, salesgirl and more (Judd and Hartman, 1978, p.387). Nonetheless, the statement that female characters are connected with particular occupations has the highest amount of disagreements standing at 17.36%, compared to any other statements. The ignorance of students can be attributed to the continued gender biases in the textbooks that have been normalized through time, shaping the minds of the learners in a certain biased mind-set. A study revealed that the evaluated textbooks included gender biases with patriarchal ideologies embodied in

them. The interview in it reinforced the notion that textbooks shape the minds of students indicating that students were explicitly and implicitly influenced by the gender representations in textbooks (Jannati, 2015, p.214-215).

On the other hand, similar aspects could be seen in terms of indoor and outdoor activities, where women were associated with the former and men are connected with the latter activities. According to the survey conducted for this paper, 46.42% of the students agree with the statement, while 33.58% strongly agree with the statement that male figures are connected more with outdoor activities, while 40% of the students agree and 39.62% strongly agree with the statement that female figures are connected more with indoor activities in their textbooks. This showed that most students do see the gender biasness in the textbooks that they encounter daily in their schools, however, there were disagreements in this case as well, which can be yet again attributed to the societal conventions. Moreover, in textbooks, only boys were involved in outdoor activities while girls were presented in typical games like playing with dolls, while sports and games like cricket, football, badminton, and tennis were played by boys and females were not involved in such games (Jabeen, Chaudhary, & Omar, 2014, p.73).

Finally, the third central question required the answer to what extent are gender stereotypical adjectives observable in ELT textbooks. This has been answered by statement number 6, 7 and 8 which can be seen in the students' questionnaire. When describing certain physical and personality traits, certain qualities are attributed more to women than men and some traits are conventionally attributed more to men than women. According to the survey, 40.75% have agreed with the statement that there are certain physical and personality traits which are connected with females more than males. These clearly portrayed that most students do see the stereotypical adjectives that are used based on the typical gender forms. Women were mostly

presented in three positive traits, polite, gentle and pretty, while the traits with a much more positive connotation were used to describe a male figure, were a leader, hardworking, gentle, courageous, honest and brave. The only exclusively negative male personality traits were proud, cruel, idle and greedy (Jabeen, Chaudhary and Omar, 2014, p.71).

The treatment of women in currently used ESL materials in their paper observed that women are often less noticeable than men, placed in conventional roles and assigned stereotypical emotional reactions (Hartman and Judd, 1978, p.383). In addition, the paper emphasized how women were portrayed in ways where they were emotionally unstable, for instance, they were easily frightened or angry about something (p. 386). The survey conducted on the basis of the Secondary English textbook portrayed that most agree with the statement that women are more emotionally expressive than a man. It is significant to remember that when studying the English language, which is a foreign language and the second language in an Asian country, the vocabulary, grammar, content and other conventional manners of learning this language brings in a long-lasting effect in how learners treat each other through their newly developed communicative abilities. A pronounced portion of this learning is subconscious. Rivers (1986) in her paper mentioned that some processes that were consciously learned might gradually have become established through more and more subconscious use so that they are finally used automatically (p.4). Therefore, the words used in textbooks continually for years to describe the emotional range to any other adjectives can become fixated in the minds of the learners.

In addition to the questions given on the basis of the textbook, the students were also given a series of 5 occupations, often seen to be used in ELT textbooks for grammar exercises and more. The responses of this subjective question where the students had to put any name

between the two genders, female or male that the student deemed appropriate for the occupations Mechanic, Doctor, Explorer, Plumber and Journalist. The typically conventional male occupations, especially mechanic and plumber have got the maximum percentage when compared to the female counterpart, while the journalist is the only occupation where the female had a higher number comprising of 53.58%. The messages that were transported through the representation of genders in books contribute to children's notions of what it means to be a man or a woman. By no measure are females represented nearly as much as males in any book series. The authors argue that these inequalities are indication of symbolic annihilation and thus have consequences for children's comprehension of gender (McCabe, Fairchild, Grauerholz, Pescosolido, &Tope, 2011, p.197). The authors also mentioned that owing to the lack of presence of women and girls, children's books strengthen, authenticate and replicate the typical patriarchal gender system. (p.198).

The survey conducted does not only see the impact on students, it furthermore, adds the perceptions of the teachers regarding the ELT textbooks that have been used to teach students the second language. When analyzed it could be seen that majority of the teachers do see the discrepancies that lie in the textbooks used to teach the students, along with the gender biased ideologies that come with it. Although, some of them do believe that these inequalities are getting reduced. The teachers, however, presently mentioned the way male figures are described and one of the respondents mentioned the social construction. Therefore, biological sex is not the determinate that have earned the men the high frequency hyperbolic and glorifying adjectives, with prestigious occupations. The women, on the other hand, are described in terms that are much inferior to that of a man, with occupations that do not have the same value in terms of status when compared to the male figures. According to Rindal (2014), a logical development for

ELT has increased influence from social constructionist viewpoints. In addition, the article also highlights shows that global conditions related to the status of English are mutually related to local views about language among authorities involved with education, teachers and students, creating prominent implications for English in both lower and higher education (p.1).

Even though most teachers do not believe that there is a hidden agenda in the curriculum that is followed for learning the English language, most do believe that there are certain gender-biased terms in the textbooks that influence the way in which the learners think and speak.

However, most of the respondents do believe that students are now aware of the stereotypical notions in terms of gender, which can prove to be beneficial for future generations. Nonetheless, all the participant teachers have agreed that the books need to be updated in order to make it more gender-neutral. One of the respondents has explicitly emphasized the editors while selecting stories that are to be read by the learners in order for them to understand and judge the world from different viewpoints. Bender-Slack (2009) does not believe in the idea that classrooms are neutral locations for the study of knowledge that has been being objectively assembled, as the educational system mixes the students into gender-specific roles that are based on certain conventional ideologies filled with bias. Nevertheless, the author believes that gender bias cannot be fixed only on the basis of a specific context, but it is a start (p.24).

Chapter 6

Conclusion

6.0 Introduction

This chapter accumulated the summary of the findings through the research conducted in terms of gender stereotyping in ELT textbooks, contribution to the research, the practical implications of this research, recommendations and further studies.

6.1 Summary of the Findings

The portrayal of gender in the analyzed reading texts cannot be considered as a balanced representation of genders, even though both women and men made appearances. Repeatedly the preference of choosing a particular gender above the other could be clearly seen. Through the usage of gender stereotyping, sexism and cultural perceptions that tend to get embedded in ELT books, the aspect of disparity between male and female in the reading texts have been discussed. However, using certain teaching techniques, such as a feminist pedagogy, could provide the genders with a more equal platform in more unbiased reading texts and consequently a better classroom environment. Through survey questionnaires prepared for students and teachers of Grade 7 and Grade 8, data was collected in terms of their perception regarding the gender biasness. The research indicated that while the reading texts taught in ELT classrooms can effect students' perceptions of gender, this viewpoint can also be effected by the teaching practices.

6.2 Contribution to Research

This research showed the impact of blatant and normalized stereotypical gender discriminations in popular ELT textbooks used by prominent schools have been using for a long time. The influence on students could be visibly seen on the results of the survey, where the responses portray the already embedded gender discriminatory mindset of the students. This

research gave a clear view to the gender discrepancies evolving our understanding of the discriminatory culture that resides both in the West and the East. However, little had been done to create broader awareness that subsequently would impact both the students and the teachers. Nonetheless, some studies had been conducted and the preceding research found that teaching methods could influence students' notions of gender. Researchers asserted on the fact that in order to address gender constructions critical literacy practices must be used by the educators. By using a critical viewpoint to analyze reading texts, students were provided with several interpretations of the reading texts. The feminist literary project was produced in order to form "women's space" within the English curriculum. It was a space for young women to breach the conventional school reading and writing practices by discussing alternate reading/writing texts with a particular amount of emphasis on gender difference (Harper, 1998, p.220).

6.3 Practical Implication

The data from this study revealed that students and teachers had been normalized to an atmosphere of gender stereotypical attributes that remain embedded in their ELT textbooks. This could be used to raise awareness about the change in syllabus and bring about more feminist critical viewpoints that should escalate the equality between genders in terms of these harmful stereotypes. Wang, Chao and Liao (2011) researched this method of teaching which proved to be rather effective, as it showed positive outcomes for the participants in the experimental group (p.109). In other words, the article established that by teaching through a feminist perspective, students were able to critically examine texts better than students who were not using it. Analyzing a text using a feminist perspective allowed both male and female students to view how their and the other gender was observed through the constructs of the reading texts and society. Addressing the portrayal of gender in the reading texts generated the chance for students

to scrutinize how these texts had positioned them. In addition to this, the students also got a chance to perceive gender stereotypes more clearly when more materials in alternative viewpoints were involved thus giving the students an opportunity to address gender stereotyping in textbooks.

6.4 Recommendations

The survey confirmed the pro-male preference in the ELT textbooks, which majority of the students of Grade 7 and Grade 8 are aware of. These students enter schools and tend to face a school curriculum that had been created through societal construction about gender. The literary canon was repeatedly blamed for this misbalance of gender representation in the classroom. Spector and Jones (2007) argued that a critical literacy approach, in contrast to a traditional one, could allow the students to create their own reconstructions of the reading texts. The article asserted that it would not be wise to impose any other external views on the students, rather, they should be taught to use the tools of critical literacy which could help them read multiple texts more effectively (p.39). Nonetheless, no matter what reading texts teachers decide to teach the students; they need to address the portrayal of gender so that students would be able to critique their own biases.

However, everyone should move towards making gender equality a goal and move past the stereotypes embedded into the education. These stereotypical curriculums tend to reinforce traditional views of the characters played by the men and women in society, not just influencing the students but by also getting embedded in the teachers training as well. Therefore it is imperative that the school system support the society to bring progression in terms of equal opportunities and responsibilities for all the genders. In other words, they should make sure that

particular attention is paid to all the students of all genders, which would allow them to grow free from the unyielding and stiff gender roles, into using their full capabilities as an individual.

6.5 Further studies

There are opportunities for further studies in terms of the biased curriculum that needs variations and modifications in order to overcome the blatant gender stereotyping. Luke and Carrington (2001) emphasized on the acute need for curriculum alterations that engage students in reading the world since this curriculum is unbalanced (as cited in Bean and Moni, 2003, p.642). Male protagonists tend to monopolize the reading texts that the students tend to be provided with, while the text that does include female characters often show them in unappealing lights. By integrating reading texts with more male protagonists and weak female characters, students' notions of gender are influenced. Students soon believe that one gender holds much more value than another since that is what the reading texts indicate. The curriculum harms both male and female students.

6.6 Conclusion

The study was intended to look at how students perceived gender in the reading texts that they read, as well as how they responded to it along with the teaching methods. Students do not automatically possess the skills to critically analyze the reading texts by themselves, and therefore need the teacher to act as a facilitator to help in the deconstruction of a text in terms of gender stereotyping. Teachers could use several methods that encourage students to ask questions about the motivations of the characters and view them through multiple viewpoints. This is important for educators especially regarding students' identities where gender is an integral part. The exposure to multiple perspectives inspires students to recognize their

preconceptions about gender, therefore, helping them in creating an equal depiction of the gender representations.

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Appendix A

Student Survey Questionnaire

The questionnaire has been created for research purposes and the study is being conducted to fulfill a thesis course requirement. Your responses will remain anonymous therefore please tick the answer that goes with your personal beliefs. Your participation is highly appreciated.

- According to *Secondary English Book One*, out of 40 Reading Texts, 35 of them have a male main character.

According to *Secondary English Book Two*, out of 41 Reading Texts, 32 of them have a male main character.

1. The main character of stories is usually male.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

- A poem in *Secondary English Book One* in Unit 10 goes as follows:

Poetry 10

Here’s an enjoyable poem about a ‘new kid’ becoming a member of a neighborhood baseball team. Be sure to watch for the poem’s unexpected ending.

“THE NEW KID”

Our baseball team never did very much,

We had me and Pee Wee and Earl and Dutch.

And the Oak Street Tigers always got beat

Until the new kid moved in on our street.

The kid moved in with a mitt and a bat

And an official New York Yankee hat.

The new kid plays shortstop or second base

And can outrun us all in any place. [...]

A few of the kids and their parents say

They don't believe that the new kid should play.

But she's as good as me, Dutch, Pee Wee, or Earl,

So we don't care that the new kid's a girl.

Mike Makley

2. Male characters are connected with particular occupations/jobs. (example: police, sportsperson)

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

3. Female characters are connected with particular occupations/jobs. (example: housewife, secretary)

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

➤ A poem in *Secondary English Book One* in Unit 8 goes as follows:

Poetry 8

“OPEN, SEVEN DAYS A WEEK”

Fish and chips and Chiko rolls

She cooks and wraps without a break

While papa watches Soccer goals

And mama makes more beef rissoles,

Prepares and stores tomorrow’s steak,

And fish and chips and Chiko rolls. [...]

Timoshenko Aslanides

4. Male characters are connected more with outdoor activities. (example: sports, woodwork)

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

5. Female characters are connected more with indoor activities. (example: household activities(cooking, cleaning and more)

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

- According to Unit 13 comprehension in *Secondary English Book Two* has two parts: Shirley and Deductions. The deduction goes as follows:

The reader deduces that the girl’s appearance is a real guide to her character- with this girl, a first impression is a true impression.

Her outward beauty parallels a beauty of character. Most definitely, she is intelligent, gentle and affectionate.

In all, it is just as though she were posing for a painting.

6. There are certain physical and personality traits (example: beautiful, gentle) are connected with females more than males.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

7. There are certain physical and personality traits (example: handsome, aggressive) are connected with males more than females.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

- According to a comprehension in Unit 3 in *Secondary English Book One* goes as follows:

The Fight

[...]

“‘I beat him,’ I said and somehow I felt like crying.

‘Good on ya!’ said father, then looked anxiously at my face. ‘He’s crow-picked you bad. You look as if you’ve been through a threshin’ machine. How’re you feeling?’

‘Good.’

He held out his hand to me. ‘Shake,’ he said. You’ve got the heart of a bullock.’

When he shook my hand he said, ‘Now mother would like to shake it too.’ But mother picked me up in her arms.”

[...]

From *I Can Jump Puddles*

By Alan Marshall

8. Females are more emotionally more expressive than males.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

9. Fill in the blank and write down a name between the two genders, male or female, that comes to your mind according to the occupations given below. (example: 1. pilot- Bruce, 2. writer- Diana)

a.	Mechanic	
b.	Doctor	
c.	Explorer	
d.	Plumber	
e.	Journalist	

Appendix B

Teacher Questionnaire

The questionnaire has been created for research purposes and the study is being conducted to fulfill a thesis course requirement. Your responses will remain anonymous therefore please tick the answer that goes with your personal beliefs. Your participation is highly appreciated.

1. The main characters of the stories in ELT textbooks usually male or female.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Comment (if any):

2. How males are usually described in ELT textbooks? Give two examples.

Comment (if any):

3. How females are usually described in ELT textbooks? Give two examples.

Comment (if any):

4. What are the common occupations of males in ELT textbooks? Give two examples.

Comment (if any):

5. What are the common occupations of females in ELT textbooks? Give two examples.

Comment (if any):

6. There is any hidden curriculum which reinforces certain stereotypical gender roles through ELT books.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Comment (if any):

7. There are certain gender biased languages in the textbooks that influence the way students think and speak.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Comment (if any):

8. There is an awareness of the notion of gender or gender stereotyping among the students.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Comment (if any):

9. There are specific exercises that help bring a more gender-neutral atmosphere in terms of language.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Comment (if any):

10. Teaching materials need to be updated to make it more gender-neutral.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Comment (if any):

Appendix C

Table 1: The main character of stories is usually male.

Statement 1	The main character of stories is usually male.											
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total Student	
Response by students	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Grade 7	33	22.45%	81	55.10%	23	15.65%	8	5.44%	2	1.36%	147	55.47%
Grade 8	41	34.75%	63	53.39%	8	6.78%	4	3.39%	2	1.69%	118	44.53%
Total	74	27.92%	144	54.34%	31	11.70%	12	4.53%	4	1.51%	265	-

Table 2: Male characters are connected with particular occupations/jobs.

Statement	Male characters are connected with particular occupations/jobs. (example: police, sportsperson)											
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total Student	
Response by students	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Grade 7	24	16.33%	62	42.18%	38	25.85%	20	13.61%	3	2.04%	147	55.47%
Grade 8	20	16.95%	46	38.98%	18	15.25%	18	15.25%	16	13.56%	118	44.53%
Total	44	16.60%	108	40.75%	56	21.13%	38	14.34%	19	7.17%	265	-

Table 3: Female characters are connected with particular occupations/jobs.

Statement	Female characters are connected with particular occupations/jobs. (example: housewife, secretary)											
3	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total Student	
Response by students	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Grade 7	20	13.61%	51	34.69%	30	20.41%	27	18.37%	19	12.93%	147	55.47%
Grade 8	23	19.49%	46	38.98%	15	12.71%	19	16.10%	15	12.71%	118	44.53%
Total	43	16.23%	97	36.60%	45	16.98%	46	17.36%	34	12.83%	265	

Table 4: Male characters are connected more with outdoor activities.

Statement	Male characters are connected more with outdoor activities. (example: sports, woodwork)											
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total Student	
Response by students	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Grade 7	53	36.05%	71	48.30%	16	10.88%	4	2.72%	3	2.04%	147	55.47%
Grade 8	36	30.51%	52	44.07%	18	15.25%	6	5.08%	6	5.08%	118	44.53%
Total	89	33.58%	123	46.42%	34	12.83%	10	3.77%	9	3.40%	265	

Table 5: Female characters are connected more with indoor activities.

Statement	Female characters are connected more with indoor activities. (example: household activities(cooking, cleaning and more))											
5	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total Student	
Response by students	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Grade 7	62	42.18%	52	35.37%	21	14.29%	7	4.76%	5	3.40%	147	55.47%
Grade 8	43	36.44%	54	45.76%	7	5.93%	8	6.78%	6	5.08%	118	44.53%
Total	105	39.62%	106	40.00%	28	10.57%	15	5.66%	11	4.15%	265	-

Table 6: There are certain physical and personality traits are connected with females more than males.

Statement	There are certain physical and personality traits (example: beautiful, gentle) are connected with females more than males.											
6	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total Student	
Response by students	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Grade 7	51	34.69%	66	44.90%	22	14.97%	5	3.40%	3	2.04%	147	55.47%
Grade 8	46	38.98%	42	35.59%	17	14.41%	7	5.93%	6	5.08%	118	44.53%
Total	97	36.60%	108	40.75%	39	14.72%	12	4.53%	9	3.40%	265	

Table 7: There are certain physical and personality traits are connected with males more than females.

Statement	There are certain physical and personality traits (example: handsome, aggressive) are connected with males more than females.											
7	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total Student	
Response by students	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Grade 7	51	34.69%	72	48.98%	17	11.56%	3	2.04%	4	2.72%	147	55.47%
Grade 8	44	37.29%	43	36.44%	20	16.95%	7	5.93%	4	3.39%	118	44.53%
Total	95	35.85%	115	43.40%	37	13.96%	10	3.77%	8	3.02%	265	

Table 8: Females are more emotionally more expressive than males.

Statement	Females are more emotionally more expressive than males.											
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total Student	
8	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Response by students												
Grade 7	34	23.13%	64	43.54%	28	19.05%	13	8.84%	08	5.44%	147	55.47%
Grade 8	39	33.05%	47	39.83%	17	14.41%	09	7.62%	06	5.08%	118	44.53%
Total	73	27.55%	111	41.89%	45	16.98%	22	8.30%	14	5.28%	265	

Appendix D

Individual Graphs for Student Questionnaire

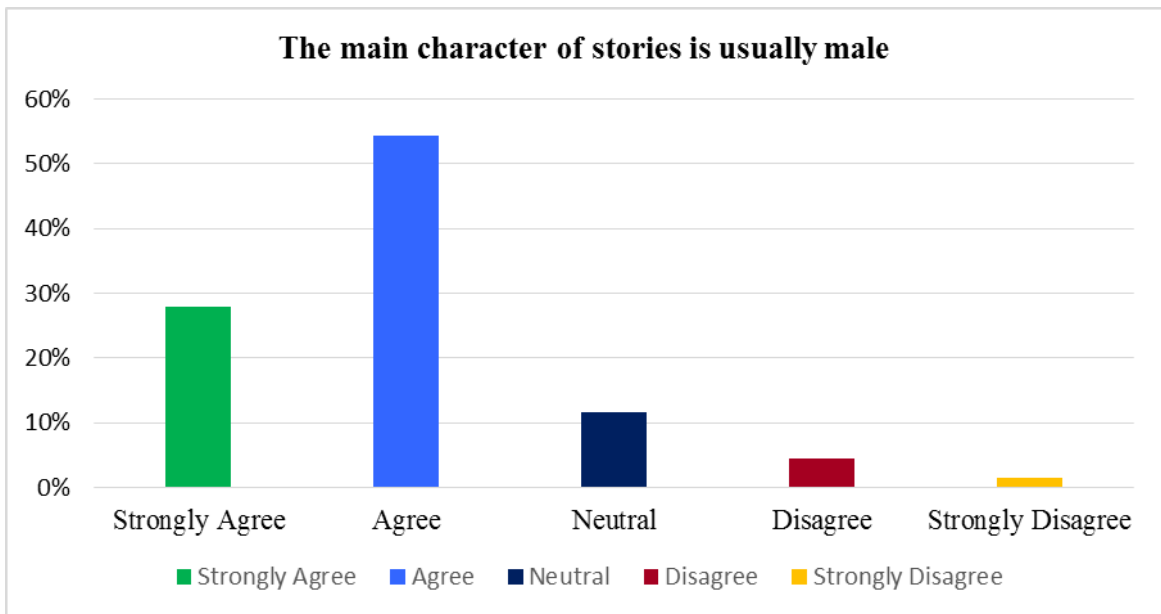


Figure 1: The main character of stories is usually male

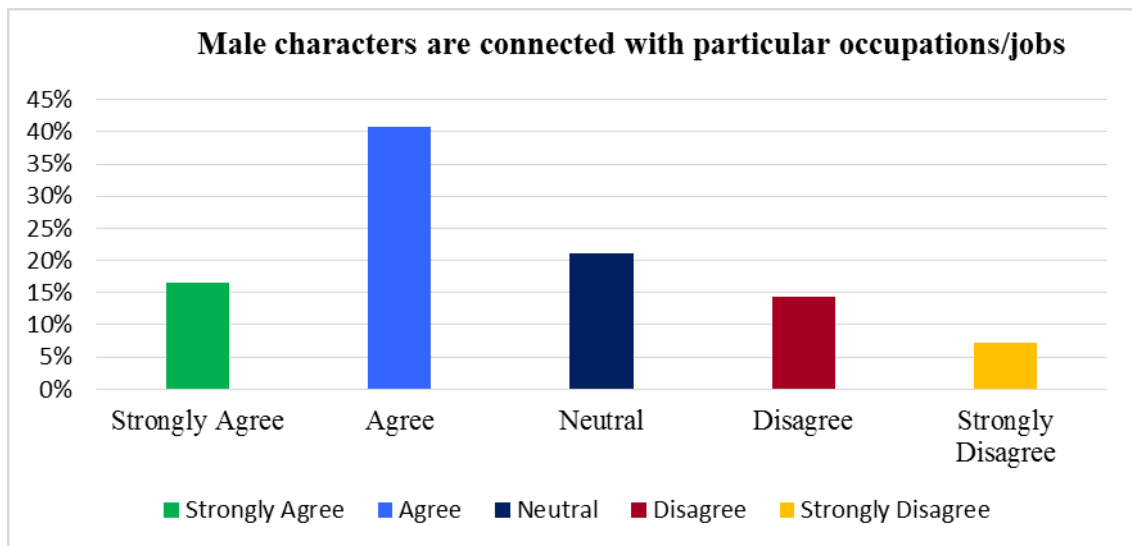


Figure 2: Male characters are connected with particular occupations/jobs

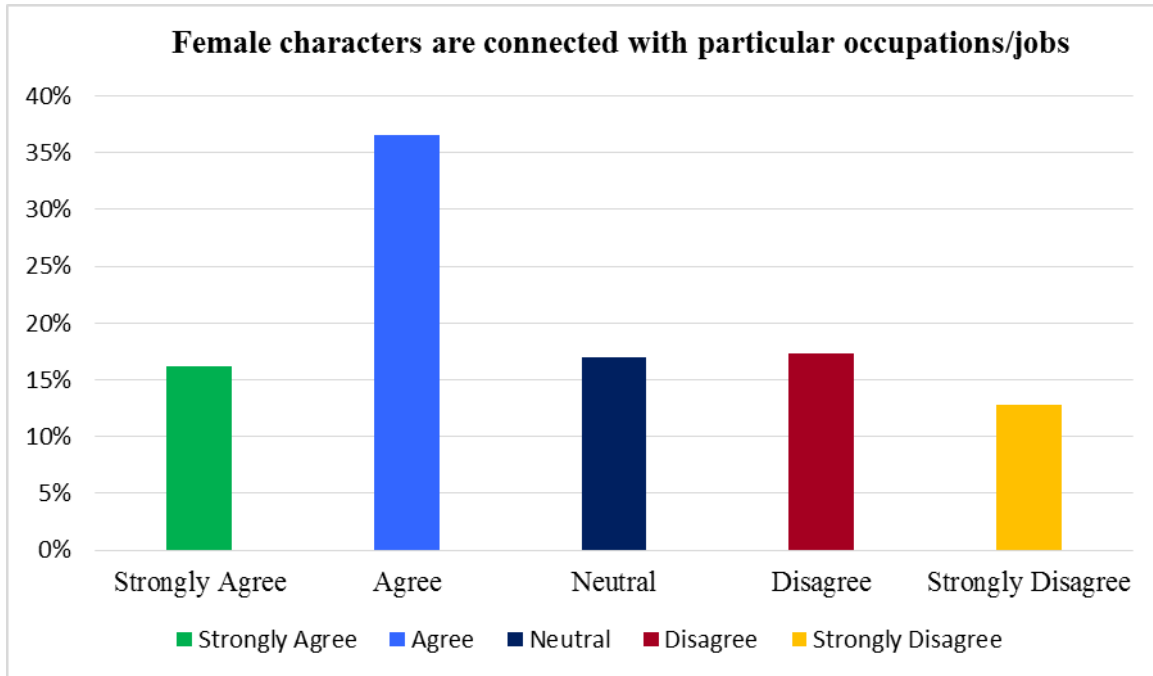


Figure 3: Female characters are connected with particular occupations/jobs

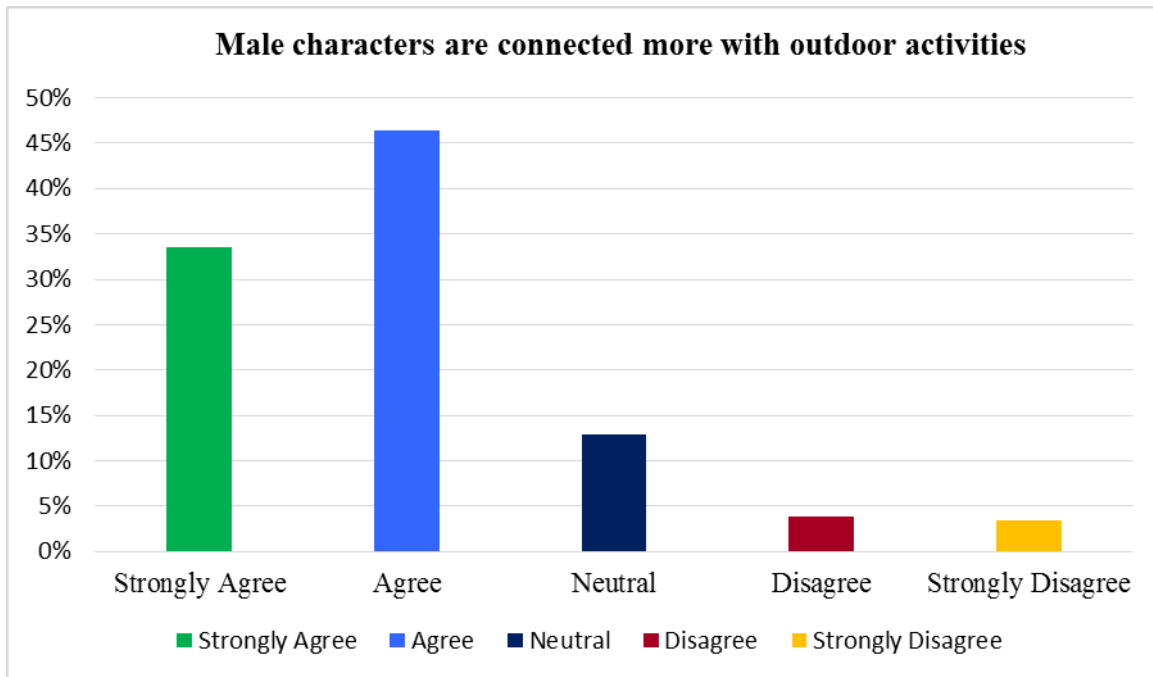


Figure 4: Male characters are connected more with outdoor activities

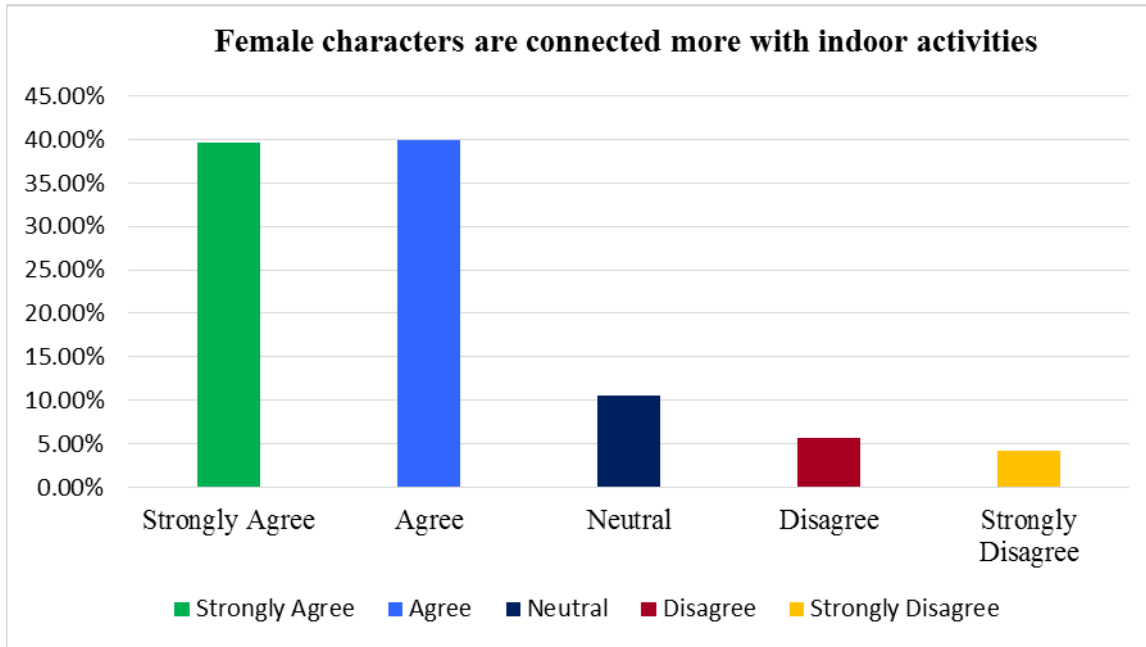


Figure 5: Female characters are connected more with indoor activities

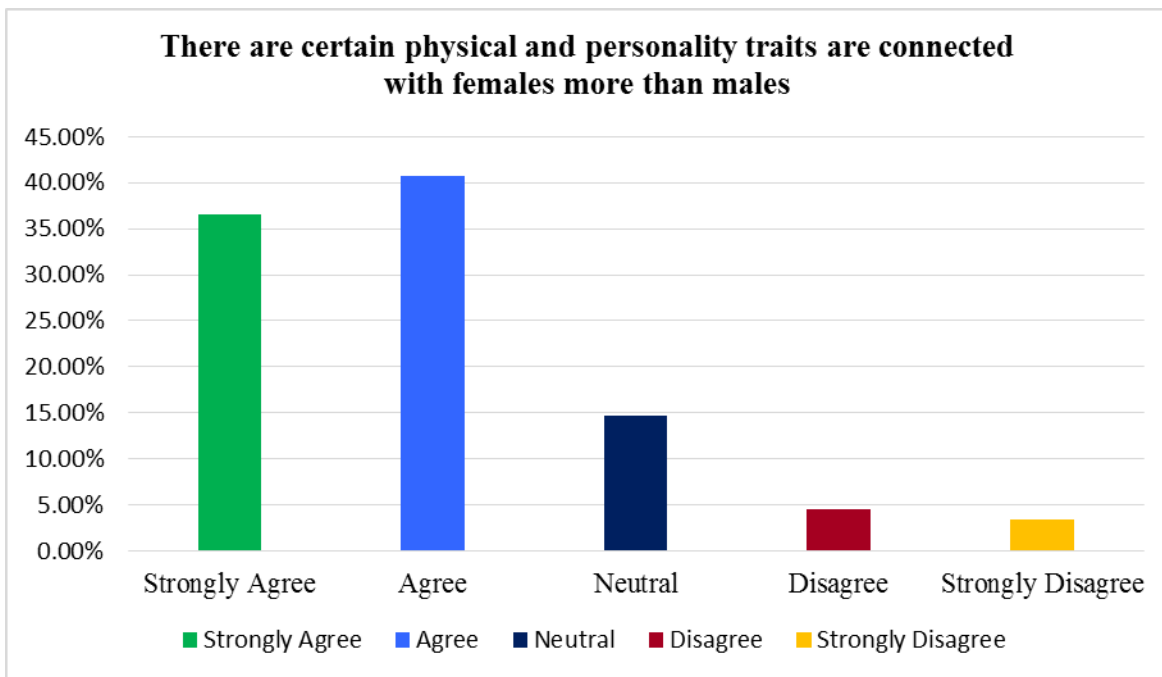


Figure 6: Certain physical and personality traits are connected more with females than males

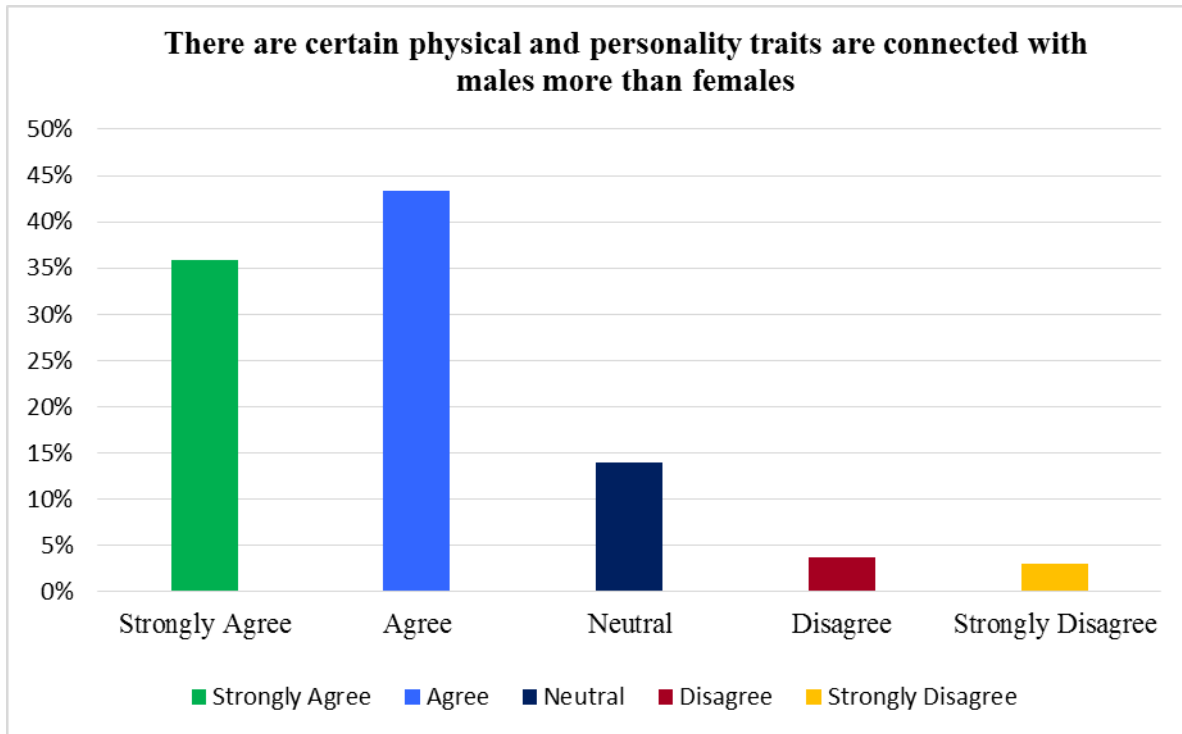


Figure 7: Certain physical and personality traits are connected more with males than females

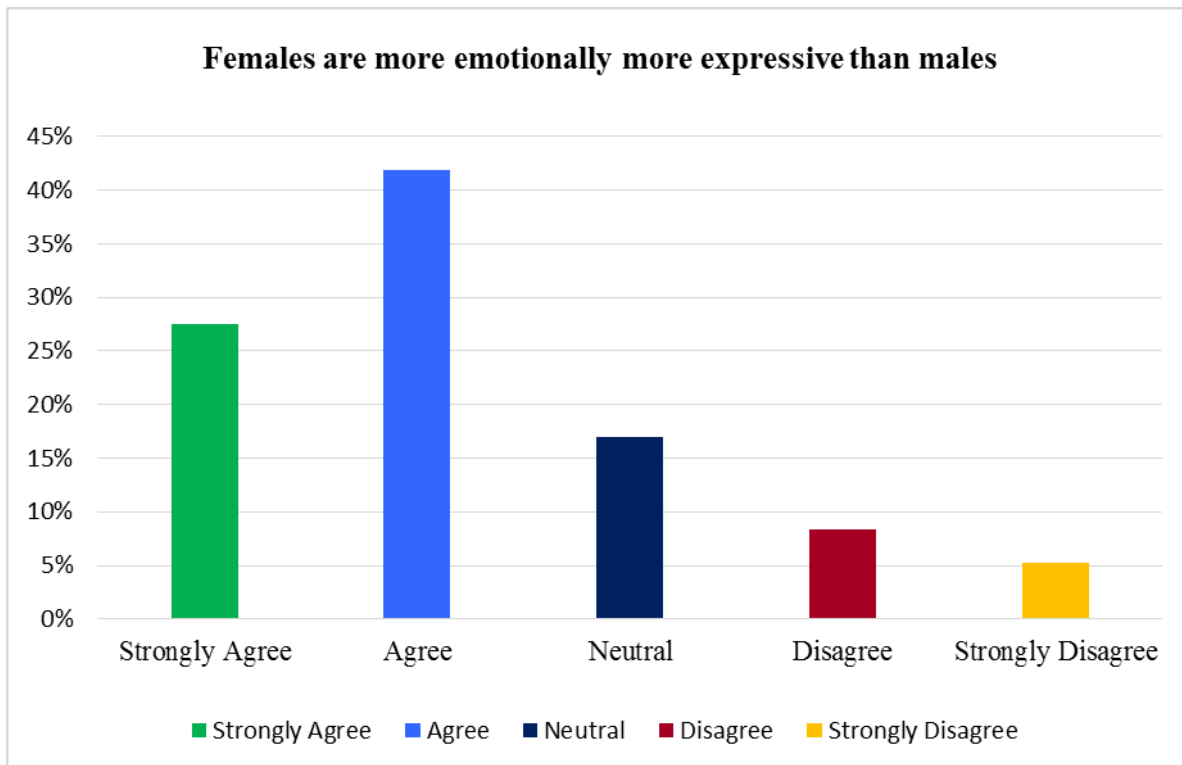


Figure 8: Females are more emotionally more expressive than males

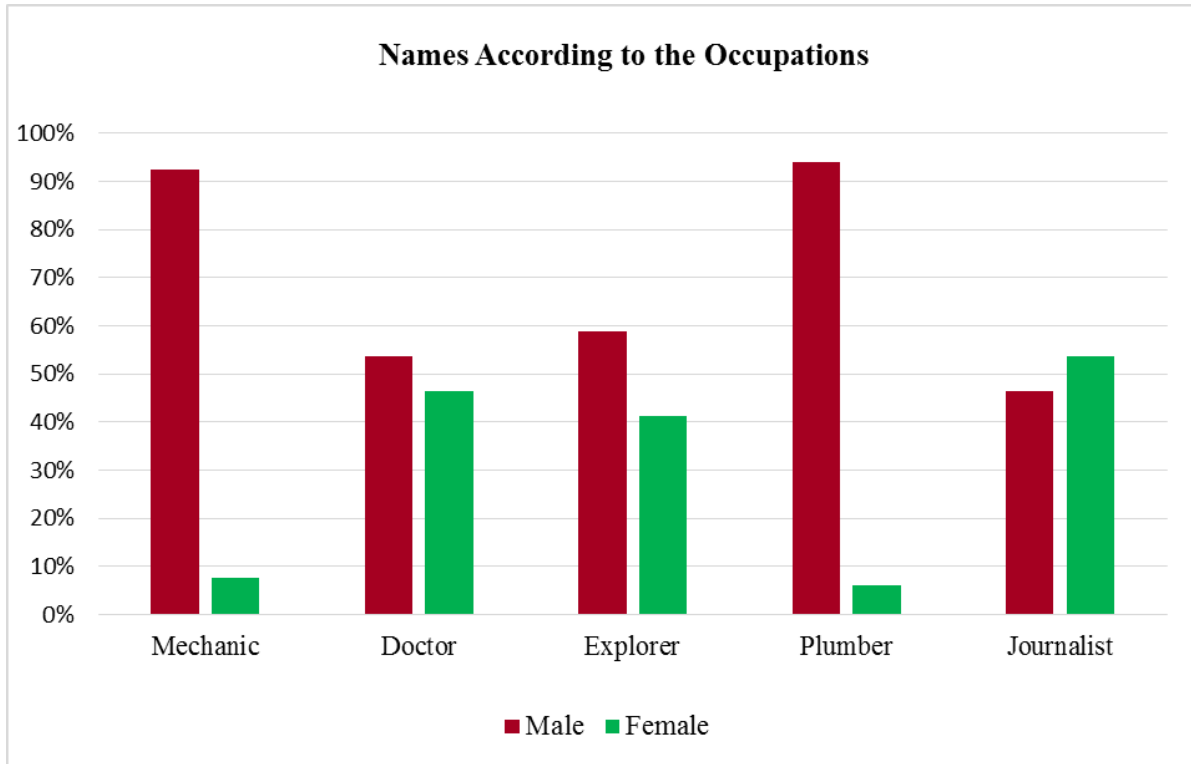


Figure 9: Names according to occupations