Gender Discourse in English Language Teaching (ELT) Coursebook

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Gender Discourse in English Language Teaching (ELT) Coursebook

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Dedication

I would like to dedicate my thesis to my late Jahan Sir. Without his guidance and blessing I would not have chosen my major in Applied Linguistics and ELT. Thank you Sir, for introducing me to the world of language fantasy.

Acknowledgement

Firstly, I would like to thank the Almighty Allah for giving the platform to me to come this further in life. I am also grateful for having a family which despite being in a series of problematic situations helped me to continue.

My sincere gratitude goes to my supervisors Mohammad Mahmudul Haque and Samia Huq as without their guidance this whole research might not have been possible. I will also be indebted to all the ENH faculties who enhanced my perspective and made me what I am today. To all my teachers, I really appreciate your hard work and patience that you have to guide the students to the pathway of success. Lastly, I am truly thankful to all the participants who hold one of the most important places in this research.

Declaration

I confirm that the dissertation presented here is my original work. All the sources that are included in this piece of work are acknowledged. I hereby declare that, I have not submitted this research anywhere, neither partially or as a whole to any institution.

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Abstract

Learning a second language can be crucial for many. In this stage the textbook becomes one of the most important aspects of the target language. However, in a country like Bangladesh where the necessity of learning English has been eminent for many years now due to various social and economic reasons, it is noticed that the way the textbooks of English are designed follow a certain pattern. Although there are many changes happening over the years in the education sector and new concepts are being introduced by the government to develop the teaching and learning experience, how much it is being effective to bring a change in the mindset and portray an actual picture of the different genders being present in the society, is a question that needs attention.

The research looks at ELT textbook *English for Today*, available and pre-dominantly used in the Bengali medium schooling system of Bangladesh specifically in grade 9 and 10 to identify whether there is an evidence of any discourse which varies in terms of style and representation of different genders.

Chapter 1: Introduction

1.1.Introduction:

Textbook is one of the most crucial elements in language learning. It can help the learner get to know about the language in a detailed manner. Thus, it is also predominantly important that the materials that are being presented to the learners are appropriate and serve the purpose. Since language learning does not happen in isolation and as it incorporates many aspects of the society in the process, gender is one of them which are largely present in textbooks. How the portrayal of gender is in the assigned NCTB textbook of class 9 and 10 named *English for Today* is the main concern of the study. Therefore, this research tries to identify the gender discourse that is present in English language teaching course book of the focused grade with the help of relevant literature, survey results along with researcher's own evaluation of the book.

1.2.The problem defined:

From the very beginning of a person's life they are differentiated based on their gender. To some extent these instructions of how to behave and what to do based on their gender might not seem problematic at all. However, when the same person is in the process of growing up especially when they enter in the teenage years they start to develop their understanding of the world and that particular understanding might even persist in the later years of that person's life. It might partly be based on what they were told to do or might also largely be from the education he or she is receiving from institutions such as school. Therefore, the materials that are being used in educational system plays a vital role on shaping those perspectives of the students.

As English is taught as second or foreign language in Bangladesh everyone who is enrolled in school have to follow certain textbooks to fulfill their language learning criteria. When these

students are being taught about the language, they are also directly or indirectly being taught about their position in the society as the textbook assigned for them are bringing in variety of social matters and showing how it is dealt with. Hence, it is indispensible to show the real picture of the society to the students instead of presenting something that would contradict their understanding of the world later on. As a result, English language textbook can be a common ground for all the learners for presenting the idea of gender discourse.

1.3.Central Research Questions:

a) What aspects are being shown for certain gender in the NCTB textbook of ELT for class 9 and 10?

b) What is the social construction that is being built on basis of these portrayals of gender in course books?

c) Does the textbook shape the idea of how a person should be treated in a society depending on their gender?

1.4.Significance of the study:

It is really important to understand the role of textbooks which are representing gender through its materials. The way certain ideas are presented in a textbook, it molds the mind of the learners very quickly and leaves an imprint for the rest of their life. As this study focuses on learners who are at their teenage years, it tries to show how their course book shapes their perspective. It is also crucial to take into account that nowadays there are many social issues which are on the rise and coming to light through different media. Such issues can include violence against women, early marriages and most importantly the distinction between superior and inferior gender, to name a few. These issues are gradually increasing rather than decreasing

whereas the society is becoming more educated. This indicates the education which is being provided is not really helping the overall society to transform into a better one where such issues will not prevail. Since learning a second language which is English, is a common subject for each and every class of Bengali medium schooling system of Bangladesh, learners are constantly being exposed to the norms and culture of the society through the materials presented in the assigned textbook. Therefore, evaluating the English language teaching textbook will open a path to address such issues and might make it possible for the learners of targeted group to learn their mandatory second language communicatively along with becoming a better human being instead of just following whatever is presented to them.

In the field of Applied Linguistics, the more concentration is given how to make the language learning of the language learners better. To do so, different learning methods are tested and some of them are widely accepted as well. Such language teaching methods include Grammar Translation Method (GTM), Suggestopedia, Audiolingual method and Communicative Language Teaching (CLT), to name a few. It is true that for a person to have good command over a certain language, he or she needs to have the four skills of language which includes listening, speaking, reading and writing. While the most focus nowadays is on incorporating communicative materials in the language learning textbooks to develop learners proficiency level and overall understanding of a particular language, what is being ignored is the fact that how those materials are truly being presented. The materials might develop a good language learner but is it promoting something negative about a certain group of people based on their biological distinction, which is an issue that is being constantly overlooked. Although there are constant researches on the basis of how the new version of ELT textbooks are better than the previous ones and how the materials can be made even more suitable for the learners, there is hardly any

research done on the issue of looking at ELT materials from the perspective of gender discourse especially in Bangladesh. Therefore, this particular study attempts to delve into the issue of gender discourse to identify the areas where it might be present and point out what social construction is being built by examining the ELT textbook of class 9 and 10 of Bengali medium schooling system.

1.5.Methodology:

The research methods that were implied for this study include-

- The researcher incorporated both primary and secondary research data in this study. It is a combination of looking at existing data on similar concept with the help of library and internet research and also data collected through primary research for the study purpose.

- Different stakeholders such as teachers and learners responses who are engaged in the focused area of the study were also looked at.

- Qualitative and quantitative research methods were used. Here, the quantitative data were collected through yes or no and with multiple choice questions along with quantitative data which were collected through different open-ended questions for the purpose of the study.

1.6.Limitations of the study:

Since the research focuses on finding out not only what is presented in the assigned textbook but also on the responses from the learners and instructors, collecting these stakeholders response was one of the crucial stages for this research. Therefore, the researcher needed to visit multiple institutions to get permissions. One of the most problematic situations was the non-cooperative behavior of some school authorities. As many of the institutions declined to allow the researcher

to do survey, only a few schools could be looked at for the research. In addition, getting a good number of students was also a challenge. The selected institutions only allowed researcher to do the survey after the half yearly exam was over. As a result some students were absent from each of the focused classes. Also, because of the limitation of time and resource researcher could not reach out to other institutions for the survey.

1.7.Conclusion:

This chapter gives an insight of the overall research. It defines the research questions that are being answered through this research. It also highlights the methods, significance and limitations of the study, giving the reader an idea of how the research was conducted and what the elements were included in this study.

Chapter 2: Literature Review

2.1.Importance of textbook:

One of the crucial steps of a curriculum is finding a good textbook and in case of second or foreign language learning, it is sometimes more difficult as many different factors need to be taken into account. That is why it is not an easy task to assign a proper textbook which will meet all the criteria of the students' needs. Textbook serves as the basis for not only language input for the learners but also as a planning and training medium for the teachers or instructors. These textbooks provide a platform for communication in the class as well. As Richards states that, when textbooks are used in class they are used in different ways which help the learners gather information about his or her surroundings (Richards, 1998, p. 125). Therefore, textbooks should be a source which can cater to different learners in a meaningful way to make sure that the learners receive the necessary input to add to their schema and at the same time develop an understanding about the subject matter.

If a textbook is presents ideas in a way that do not fit well with the reality the book might not be a successful one as textbook needs to provide the learners with the opportunity to learn and at the same time understand the reality (ibid, 1998, p.127) which can help learners to get to know about the true picture of the society. If such an option is not available in a textbook, it can misguide the learners not only in terms of various linguistic or functional aspects of language but also of the content that the textbook deals with. The same applies for gender roles being represented in the textbooks. If the learners are receiving the idea that only certain genders can do certain things, there is a possibility that they are far away from reality which can be the result of the misrepresentation of textbooks.

2.2.Defining gender discourse:

The word "discourse" is a word which is used in everyday conversations and it is a very important part of every human beings life. The discourse about one topic can lead to multiple topics which are very common for a normal conversation between two or more people. Discourse is not only limited to conversations or spoken form but also written texts. As Johnstone (2002) points out, "Discourses are ideas as well as ways of talking that influence and are influenced by the ideas. Discourses, in their linguistic aspects, are conventionalized sets of choices for discourse or talk" (p.3). Similar to Johnstone's concept of discourse, Tuebert (2010) also points out that discourse is a concept and adds that it is a concept that can shape a society along its way to conceptualizing certain ideologies. These ideologies are transmitted from one member of the society to another through language. Tuebert gives an example of a child who grows up in a society from the very beginning of his or her life. In this process that child learns to speak a language or even multiple languages and with that language the ideologies shared by that particular group also enters into the child's mind and shapes his or her perspective (pp. 113-114). Therefore, language is not just a mere mode of communication but it plays immense impact on a person's way of thinking and acting in his or her life.

Within discourse there are many criteria that are being followed by everyone. For example, when a person talks to another person who is older than him, automatically there would be certain signs in the use of language which will be completely different when the same person talks to a child (Horton and Spieler, 2007, p. 281). The same idea persists in many contexts not only in terms of age but also in terms of gender. When a man talks to another man, the conversation has certain features which are absent when the same person converse with a woman. These are persistent in a society because of the presence of gender stereotyping. In a

conversation between two people when someone mentions about a pair of boots, it is common to imagine men's boot as it is something that is commonly worn by men and not by women. Nonetheless, as soon as the colour of the boots are mentioned as pink, automatically the idea of that same boot belonging to a man will change and it will be considered to be a pair of woman's boots (Fultner, p. 56). Just because of one detail, which is colour in this case the whole perception might change and that is what is common to see in different contexts. Gender stereotyping is not just happening in terms of the outlook of a man or a woman but also the conversations that these two entities are engaging in are demonstrating constant stereotyping along with masculine attitudes of the language. As Lorber (1994) points out that the conversations are psychological. These conversations establish certain patterns which gradually turn to expectation (pp. 2-3), that may lead to a gender stereotyped mindset.

2.3. Role of gender discourse in second language education:

As Slater (2000) points out that education for a particular gender has always been easy to acquire whereas the scenario is not the same for other groups. It is obvious that male student gets more opportunities than female students to study in variety of subjects but in the midst of all these opportunities for male students, girls are left behind and cannot show their true potential. Slater also points out one of the crucial elements for education is the environment. She states that when the environment of the educational platform is not suitable or not helping the girls to excel then there is no motivation to learn for this particular group. They are always being sidelined through their environment and attitudes received from such environment. Moreover, this type of environment actually portrays the psychological aspects of the society which again can be built through education (pp. 362-365). Cultural stereotypes are still present and at the same time they are being fed through the education that is being provided to the learners. Since second language

learning is a very big part in educational system around the world and every student irrespective of the medium of instruction has to learn it, it is important to look at the environment that is being provided with the teaching of the second language.

2.4. Gender representation through various aspects:

A matter can be presented in a variety of ways to the intended audience. Either it can be presented through the choice of words or by the underlying tone that is being used while transferring the idea from one mind to another. In textbooks, similar transfer of ideas can be easily achieved when different kinds of texts or words are selected to include in it along with the black and white or colour pictures that are incorporated in the textbooks. Through the inclusion of any story, title, pictures and other aspects of the textbook there is an underlying meaning attached to it. These meanings become more and more clear when analyzed and that is how gender representation can also be identified in such textbooks.

2.4.1. Through text:

When analyzing a textbook from the perspective of gender representation in it, it becomes crucial to have a close look at the text. As a textbook contains stories of different kinds with words representing certain meaning and at the same time giving the readers the idea of how a particular action may take place, it is imperative to understand the motive beneath those stories along with the choice of words. Ali Dabbagh (2016) finds from his research that the ESL textbook *Prospect 1, 2 & 3* used throughout the nation of Iran presented the male characters to be more active rather than putting forward the female characters as the active ones. The choice of words presented in the material pointed out through content analysis made it very clear who held the superior position in the society and who was inferior (40-48). The hegemony of gender roles

being ascribed to a certain one hence becomes clear with the results of this research. Similar research conducted by Khurshid, Gilani and Hashmi (2010) brought the issue of developing female image through textbooks. This particular research is very similar to the focused study as both the studies take place basing on the 9th and 10th grade English learning course book. The research also points out that the image of women created with the choice of words, and thereby inculcated among the learners was much inferior compared to that of men (430-432). Therefore, the mentioned text was contributing to the establishment of the image of women of a society in a certain way into learners' schema to some extent.

2.4.2. Through images:

The proverb which says that a picture can convey more than words, is truly applicable when it comes to gender representation in ESL textbooks. In a textbook there can be variety of topics that are discussed and with those topics or issues pictures are included as well. Through these pictures learner can to some extent get the visual aspect of learning as well and in the process they also get to understand what the positions or attributions that are being given to the male and female members of the society. One similar research by Seyran Jannati (2015) shows how pictures are incorporated in *ILI pre-intermediate* textbook series which shows certain roles for female and male in the society. As she highlights that in this particular book women are shown as the characters of mother, housewife, someone who believes in superstition for which they visit fortune tellers and also shown as careless drivers. On the other hand, men are shown in positions such as- attending office and giving speech to a huge crowd (219-220). These kinds of images can work as a stimulus for the learners to get an understanding that certain roles are meant to be played by a specific gender and might also develop the idea that such roles cannot be switched.

Moreover, in a study focusing on the primary level ESL book for learners used in Indonesia showed that although the actors in the given image was proportionately male and female, however, the female roles were presented in such a way that stresses the concept that females need help in their actions whereas the male characters actions are shown to be independent of any guidance (Damayanti, 2014, pp. 100-116). This brings forward the notion of how students are getting fed the idea that women are not capable of doing things on their own and men never needs help, equally hiding the real scenario from the learners by not showing that both male and female of a society can conduct activities independently and also both of them might need assistance in situations.

2.5. Impact of gender stereotyped textbook:

As society is constructed of various aspects, it is crucial to understand those aspects and the relation that is present in these sects of a community. Community is built upon contribution of different genders. Therefore, education system also needs to promote this idea among the learners from the very beginning of their life. Through this education when a concept is presented to young mind it is noticed that that kid will pick it up very easily without even being instructed to do something specific. Textbook in this case may serve as a model which can guide the learners to develop a concept of gender and associate certain genders with certain performance of action. As young minds can develop the sense of femininity and masculinity and organize their mind based on the things that they learn and acquire from textbooks, it can play an important role to develop stereotypes among them based on gender (Taylor, 2003, p. 301). The pictures presented in a textbook which puts a character as a leader or someone in a position who holds power over others, learners will automatically divert towards those characters and would want to be in that position and perceive the rest of the characters as subordinate to the powerful

one. This impacts the learners' understanding of these roles that are present in a society and at the same time works as a cultural mechanism which assists them to define themselves.

If there is a negative portrayal of their position in a community within the textbook, this can affect their self-esteem and their whole identity, especially when the learner did not yet develop a strong mindset about his or her self-identity. The impact of sexist presentation of gender can also put learners in a position where they would comprehend the various occupations differently (Narahara, 1998, pp. 4-15) rather than looking at it in a way that every occupation has its own part to play in a society and to maintain the wellbeing of it. Moreover, researches highlight the absence of fathers in their family as well. This absence is stressed to exhibit the prominent absence of fathers from different family responsibilities. The underrepresentation of men in family sphere and giving all the limelight to the women in this respect stereotypes the position of the fathers in a society (Anderson and Hamilton, 2005, pp. 145-150). This can leave the learners in a situation where they might comprehend that fathers are meant to be absent from familial matters.

2.6. The role of gender inclusive textbook:

Having gender restricted materials in a textbook is a matter which needs to be addressed as this particular representation of a certain group in a particular way is not really a time appropriate approach and it can put the society in jeopardy when it comes down to decision making (Davies, 1995, p.20). Cassese and Bos (2013) in their article discusses about certain content being presented in the American introductory political science textbooks, where they mention how the textbooks are representing gender roles. The way these books are portraying

gender roles it not only affects the women and their performance but also persists throughout the life of every student who is studying those materials (pp. 214-215).

In many cultures across the world there is a trend that can be noticed which promotes the idea that certain activities should be handled by a certain group of people. To be more specific, it is believed that men should tackle the outside world which includes taking decisions, doing all the "hard work" and women should be confined to doing household works such as domestic chores, child bearing and rearing etc. However, it is overlooked that even if women are engaging in activities within the boundary of their household (Burn, 2000, p. 41). They are not just handling the household rather because of them men are getting the opportunity to go outside earn the bread for the family and vice versa. As Vogel (2013) states that without labor, capitalism will not persist and to make sure that the labor can work and grow the economy, the domestic work needs to be handled as well, as without the domestic work a labor cannot be a labor at all (p. 19). One cannot ignore the fact that earning money is also difficult and requires certain qualifications. Nonetheless, there are other activities which need to be done to reach and maintain those qualifications and because of the women throughout different cultures this is being possible. At the same time, only presenting men as working force of capitalism and showing women as the domestic worker will not fulfill the requirement of equal representation of these sexes. It is also imperative to show the learners that the roles can be switched which an inclusive textbook can easily do without bringing in hierarchy in the learning process.

2.7. Classroom discussion and representation:

When a learner learns a language it is best learned in a context where they can get enough exposure to the target language. Gender plays an important role which contributes the effective learning process of the learners. As Ozturk and Gurbuz (2012) highlights that gender can be a

cause of anxiety when it comes to speaking out in class. In his research he shows that the difference between male and female ratio of participation in class is highly noticeable as male students participate more compared to the female learners. He also discusses regarding the motivation level of the learners where the girls although show high motivation to learn a foreign language, they still remain anxious about speaking or doing other activities in class just because the context they are in which do not encourage them to participate enough (pp. 655-663). Since the environment in necessary to develop a better understanding of target language, with the knowledge of the language the learners will also get to extract other information about the society and its construction. In this process they will learn about gender roles as well.

Ideas included in a textbook through the materials, needs to be presented to the learners in a way that they grasp the idea in a full-fledged manner. This representation of the ideas plays a vital role in the understanding of one's position in the society as well. The materials that are being used in the textbook uses elements from the society and the society is constructed with certain norms or values. How these values are being addressed in the classroom to give a meaning to the learning of the students is a matter that Veugelers and Vedder (2003) mention in their article. The main focus of this type of teaching is to present students with certain values that can be beneficial for them in their life. This value teaching method gives the educators the space to promote variety of social, political and cultural values (pp. 378-381) along with the materials present in the textbook. It gives the students an opportunity to choose between different options and promotes diversity. In a context like Bangladesh where language learning is a must, this type of teaching might be a pertinent one. As the materials presented in the textbooks revolve around different issues of the country, the learners can get a taste of both worlds, which includes learning a second language along with getting acquainted with the changing attitudes towards

different genders in the society thus making them able to choose their roles in the society as a human being rather than a male or female.

2.8. CDA as a Framework for Gender Discourse:

Norman Fairclough's model of Critical Discourse Analysis (CDA) focuses on various aspects of social issues that are presented through language. This use of language can be through different kinds of discourses. CDA's primary concentration is on the social abuse of power, dominance of one over another and inequality that are produced and reproduced through the use of discourses present in the texts and also in the talks that are available in social and political contexts. It also looks into the ideology that is being built in a society because of the discourses that are surrounding people (Fairclough, 2013, pp.2-11). Therefore, language textbooks become a huge part of this CDA model which is a type of discourse that is contributing to develop the ideology of its intended audience. Having gender stereotyped materials in a textbook holds the potential to impact learners' ideology. Through the use of three dimensional model of CDA this impact of gender representation in language textbook can be identified as it is one of the focuses of this framework.
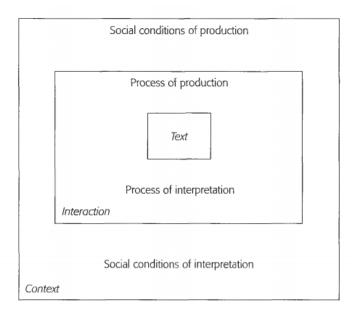
Fig.1. Dimensions of CDA (ibid, 2001, 21)

Through these three dimensions as Fairclough mentions that social power, interpretations and ideological development can be explained. If these dimensions are broken down for the focused study it can be noticed that these dimensions will help to understand the focused research in a better way by giving a shape to it. The focused research is concerned about how the textbook is organized which is following the first dimension of CDA where text is looked into to show the choice of words being used to present a certain matter. It can also include the images that are being presented in the book which is also going to be looked at throughout the study. Second dimension, which puts forward the idea of presenting an issue to the reader or receiver about the attitude that is being formed by the text, is going to be analyzed from the perspective that will be coming forward through the survey. As the students and teachers is a part of a system where certain textbook is followed, their interpretation of the matter holds utmost importance. Third and final dimension of the model look into how this attitude is being articulated in the society as a practice and how it is being transferred into the textbook. The idea of the study is

equivalent with this notion where the researcher delve into the matter to show that whether there is a concept of roles being played by a certain gender is being formed or not among the learners through the textbook's representation of it and how it is affecting the society as a whole.

2.9.Conclusion:

This chapter of the study brings to light various studies and perspectives that are present in the study of gender discourse in textbook. The chapter will guide the researcher to construct the student and teacher questionnaire in order to conduct survey and also to bring out the gender representation that might be present in the NCTB book for class 9 and 10 named *English for Today*.

Chapter 3: Research Methodology

3.1. Introduction:

This chapter aims to give an insight into the methodology of the research which was followed to complete it. The research instruments used in this study are discussed along with detailed discussion of its implementation and analysis.

3.2. Methods of Data Collection:

Data was collected with the help of three research instruments which include: students' questionnaire, teachers' questionnaire and researcher's checklist for evaluation. As Mackey and Gass (2010) mentions, "The survey, typically in the form of a questionnaire, is one of the most common methods of collecting data on attitudes and opinion from a large group of participants; as such, it has been used to investigate a wide variety of questions in second language research" (p. 92). Hence, implementing students' and teachers' questionnaire as research instruments made it possible to bring out the opinion that individuals of the sample hold. It allowed the respondents to respond to the questions in a short period of time and without sharing their opinion with others. Also, the checklist that the researcher used, gave the opportunity to comment or give feedback about the overall textbook that is assigned by NCTB for class 9 and 10 of Bengali medium schools.

3.3. Principles followed for Designing Instrument:

While designing the questionnaires some of the aspects were acknowledged. Two questionnaires were used to conduct the survey where one was for teachers' and another one was for students'. While designing the students' questionnaire it was necessary to make the choice of words level appropriate. Although there were some advanced learners who participated in the

survey, not all of them were at same level. Therefore, it was one of the most important aspects

that needed to be ensured. Furthermore, number of questions was kept to a certain limit. This is

because the survey was conducted during the school hours and it was important to not to disrupt

the regular class schedule. Also, for the instructors' questionnaire it was kept in mind that they

would not need more than ten or fifteen minutes to answer the questions.

As it is vital to have a clear picture of how the result of the survey is going to be

measured, researcher needed to change some of the questions. For the questions which are in

form of statements and include options such as, strongly agree, agree, neutral, disagree and

strongly disagree, are measured using Likert scale which can bring forward the attitude of the

respondent for a certain matter.

3.4.Description of the Questionnaires for Students and Teachers:

Both the questionnaires were designed keeping in mind the literature review done in the

previous chapter. In addition to the literature review it was also the concern of the researcher to

make sure the questions were understandable by the focused level of learners. In the students'

questionnaire there were eighteen questions and in the teachers' questionnaire there were twenty

questions. Almost all the questions were same for both types of respondents with only exception

in the teachers' questionnaire where there were questions regarding teacher's background were

present. This is done intentionally to help researcher make any recommendations later on in the

research.

Other than having background information about the instructors there were two other

categories which was present in both the questionnaires with same questions. The categories

included:

a. Thoughts on gender role and

b. Thoughts on textbook and gender

Under the first category the questions were mainly asked to see what the initial ideas of the respondents are as the questions asked about specific questions regarding role of gender. In the second category the issue of textbook and representation of gender was more prominent. This section highlighted the use of gender roles in the assigned textbook and how the concept of gender role is being developed among the students. It also gave the respondents the opportunity to share their feedback regarding the focused topic with the help of open-ended questions.

3.5.Validity and Reliability:

A valid and reliable research can result in an unbiased result which can help find the core issues of a problem and even provide solutions for it. As Davies and Elder (2005) puts it, a research is considered to be valid when the intention of doing the research is met with the results. At the same time it is reliable if the research is consistent throughout (pp. 795-796). Therefore, it is crucial that a research is valid and at the same time reliable for it to be a proper means of finding a result of the study.

For this particular study, the researcher took into account the literature review on the subject matter and also had consultations from two of her supervisors. The questionnaires were also developed keeping in mind what the study was looking for.

3.6.Description of the Checklist:

The checklist works as a third view point over the focused study. The researcher collected two points of views where one is from the students' perspective and the other from

teachers' perspective. Adding a checklist gives more depth to the research as it will show the subjective evaluation of the researcher from the information that she gathered from the sample and also from the academic study. However, there is a slight distinction between the questionnaire used for the study and the checklist. In the checklist for the researcher, the statements given in the questionnaire are presented as questions in the checklist as it will allow the researcher to respond to it easily to show her understanding over the matter.

3.7.Universe of the Study:

A research to be conducted properly requires a lot of resources. Such resources can be monetary and also requires a good amount of time. Keeping these things in mind, the researcher chose the sample of the study which was easy to access for her and at the same time were renowned schools of Dhaka, Bangladesh. Since the research focuses on social construction of ideas based on gender, the sample needed to include population who are able to understand the concept and could answer the questions properly without much explanation. Therefore, the schools were chosen keeping this aspect of the research in mind.

3.8.Sampling of the Study:

For collecting data researcher chose five Bengali medium schools. From each of the school researcher took two classes as a sample for the study along with two teachers. In total there are ten teachers response present in this research. The students involved in this survey are from both grade 9 and 10 of the respected schools.

As it is not practically possible to conduct a survey including all the members of a focused study, it is crucial to do sampling. Doing sampling can help the researcher to get an idea

about the subject matter as the selected sample will represent the response of the entire focus

group (Davis, 2016, p. 198)

Samples selected for the survey are in shown in the table below:

Table no. 1: Number of participants

Institution	Students	Teacher
School A	9 34	2
School B	23 21	2
School C	27 14	2
School D	23 21	2
School E	18 11	2
Total	201	10

3.9.Administering the Students' Questionnaire:

In order to gather students' response for the survey, the researcher visited many schools

to get permission from the authority. Researcher explained the purpose of the study to principles

of the selected schools and asked for a date and time to conduct the survey. Most of the

principles were found to be very helpful in the process and gave researcher permission to do the survey. The students at the same time were also co-operative which helped the researcher to collect information without much of an issue. As a result, a good number of responses from the students were collected.

3.10. Administering the Teachers' Questionnaire:

The teachers' survey was conducted in the same manner as the students' one. Most of the teachers were very helpful as well and showed their interest in the research topic. To get the response from the teachers at first permission from the institutions were taken and the principles informed the teachers beforehand. In some cases the teachers asked for some extra information regarding the researcher's background and the reason for doing this survey. The researcher tried to make the concept of the research clear to them as much as possible. Nevertheless, some complications were present as some of the teachers although being given instruction from the principle to co-operate, were not really convinced to fill out the questionnaire. However, at the end they did fill out the questionnaire and also provided useful information for the research.

3.11. Process of Data Analysis:

This research is designed using mixed method which includes both the qualitative and quantitative data. As it is a mixed approach questionnaire the collected data are measured and analyzed using different methods. The process of data analysis include: percentages, mean score and thematic analysis. The yes or no questions along with the multiple choice questions are measured using percentages. Moreover, the statements given in the form of questions are analyzed by including the mean score for each of them and the open-ended questions are based

on thematic analysis which will cluster the similar and dissimilar ones into separate groups to show the result of the research.

3.12.   Conclusion:

In this chapter the way this particular research is designed is discussed. The chapter focuses on the instruments that are used for the research which includes students and teachers questionnaire along with a checklist for the researcher. How all these instruments are designed and implemented are highlighted in this section and will be showing its results in the preceding chapter.

Chapter 4: Findings and Discussion

4.1.Introduction:

In this chapter the findings of the research is discussed. The findings include the learners and instructors questionnaire survey results. This chapter also includes the discussion based on the findings of the conducted survey along with the interpretation of the researcher herself following the checklist.

4.2.Results from Students' Questionnaire Survey:

In the questionnaire for learners, the respondents had to put a tick on their choice of answers among the given options for the quantitative questions. On the other hand, for the qualitative or open ended questions they had to share their thoughts about the asked matter.

Among the questions there were four questions which had the options for strongly agree, agree, neutral, disagree and strongly disagree. These questions were evaluated by finding the mean score for each of them and to do so following mathematical figures were assigned for each of the choice:

Strongly disagree= 1

Disagree= 2

Neutral= 3

Agree= 4

Strongly agree=5

Also, for the yes or no and multiple choice questions answers were turned into percentages to show the mathematical figures of each of the response. As mentioned earlier the open ended questions responses are shown in clusters. In the tables below only the findings from quantitative questions are shown:

Finding from questions measured using likert scale:

Table 1: Questions measured using Likert scale (Questionnaire for Learners')

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean Score
3. Teacher's point of view over a matter plays an important role for me in a language classroom.	56 280	107 428	17 51	16 32	5 5	3.96
5. It is important to promote gender equality in language classrooms.	95 475	85 340	7 21	13 26	1 1	4.29
16. A textbook can represent the society's thought process while developing my thinking process.	31 155	119 476	19 57	28 56	4 4	3.72
17. Textbook can directly/	36	124	22	13	6	3.85

indirectly let me know what I am expected to think and do according to my gender.	180	496	66	26	6

The details of the findings from statement questions measured using Likert scale are given below:

For question number 3, the mean score is 3.96 as 56 students selected "strongly agree", 107 went for "agree", 17 students chose "neutral", 16 selected "disagree" and "strongly disagree" was chosen by 5 students.

In question number 5, 95 students chose "strongly agree" and 85 selected "agree" and 7, 13, 1 students selected "neutral", "disagree" and "strongly disagree" as their choice. The mean score of this question is 4.29.
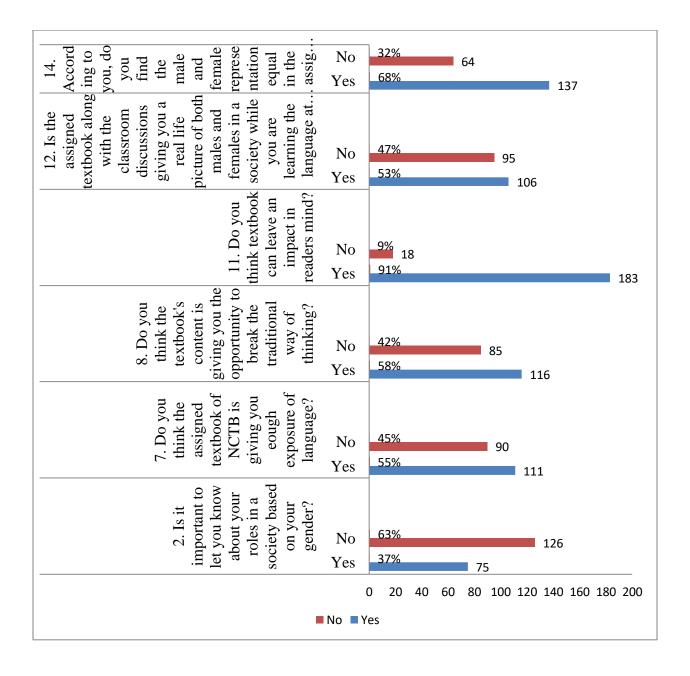
From the responses of question number 16 it can be seen that, 31 students selected "strongly agree", 119 chose "agree", 19 selected "neutral", 28 went for "disagree" and 4 students stood at "strongly disagree" which made the mean score to be 3.72.

For question number 17, 36 students chose "strongly agree", 124 chose "agree", 22 students went for "neutral" while 13 and 6 chose "disagree" and "strongly disagree" respectively. The mean score of this question is 3.85.

Findings from yes or no questions:

Below the responses of yes or no questions from the learners' questionnaire are shown in using graph:
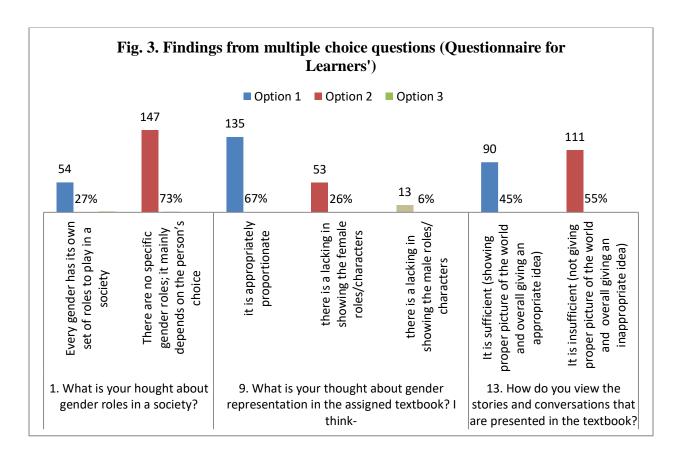
Fig. 2. Findings from yes or no questions (Questionnaire for Learners')

The details of findings from yes or no questions measured using percentage are discussed below-

Question 2 shows that 37% of students chose "yes" and 63% selected "no" as their answer. For question 7, 55% answered "yes" while 45% said "no". In response to question 8, 58% chose "yes" and 42% chose "no" as their answer. In question number 11, 91% put a tick on "yes" whereas 9% selected "no". Lastly, in question number 14, 68% went for "yes" and 32% selected "no".

Findings from multiple choice questions:

Fig. 3. Findings from multiple choice questions (Questionnaire for Learners')

The details of findings from multiple choice questions measured using percentage are given below-

In response to question number 1, 27% students selected option 1 (Every gender has its own set of roles to play in a society) and 73% chose option 2 (There are no specific gender roles;

it mainly depends on the person's choice). For question number 9, 67% went for option 1(it is appropriately proportionate), 26% selected option 2 (there is a lacking in showing the female roles/characters) and 6% chose option 3 (there is a lacking in showing the male roles/ characters).

Findings from the Open-ended Questions of Learners' Questionnaire:

As previously mentioned open-ended questions are clustered according to the theme of the answers. Therefore, the answers will be shown in separate paragraphs according the theme it is following for each of the open-ended questions.

Findings from Question number 4:

In question number 4 of students' questionnaire survey it was asked what are the basic characteristics of a girl and a boy. In response to this question there were two themes which were very prominent throughout the research. The first category defined separate distinguishable characteristics of a girl and a boy. Some of the characteristics of girls which were repeatedly seen included girls should have long hair, they should know how to maintain their home, how to cook and respect others in a society. For the characteristics of boys it included, how to earn money, should have confidence and should be able to do laborious activity.

The second theme of answers included equal type of characteristics for both boys and girls. In this type of answers respondents mostly said that there should not be any specific characteristics to be a boy or a girl, everyone should have their own characteristics which they need according to the situation. In some of the responses it was also seen that respondents wrote

that if there is any characteristics which both boys and girls needs to have is have the ability to take responsibility and respect each other's decision.

Findings from Question Number 6:

In response to this questions among two hundred and one students almost all of them agreed on the fact that they should choose their own perspective. They also included that it is their life therefore they have the right to choose what they want to follow instead of following other's perspective.

On the other hand, among all the respondents, only two expressed that they need to follow the perspective of the majority of the society. These two participants elaborated by writing that, they live in society and if they had to follow their own perspective it might go against the usual norm. If they are going against the usual beliefs of their society there is a possibility that they will lose their position in it.

Findings from Question Number 10:

In this question there are two types of themes which are prominent. The first category included learners who did not want anything to be changed in their language textbook. They think that the content present in the textbook and the textbook as a whole is perfect with no space for alteration.

The second category of students in contrast mentioned a lot needs to be changed in the assigned textbook of NCTB. Starting from the content, the way ideas are presented and the instructions that are given, needs to change according to the respondents. Many included that the book is also lacking in representing equality of males and females and if they had the opportunity

they would change it. This particular category holds the higher number of respondents compared to the first category.

Findings from Question Number 15:

Responses of question number 15 were unanimous as all the learners responded by saying that social issues should be included in the language textbook. Some of the examples included the matters of terrorism, child marriage, abuse, rape, social stigma and equal representation of gender. Learners also included that if social issues are included in language textbook they everyone will become more aware about it and it will be possible to tackle these issues in a better way.

Findings from Question Number 18:

In this question's answer two types of answers were seen. In the first category, learners mentioned that a textbook need to be inclusive and it should not promote one particular entity over the other. To add to that they also mentioned the current textbook is partially promoting equality and as a result the classroom discussions are also being divided.

Another type of answer that was noticed from the respondents put forward the idea of inequality. Students who fall under this category underline the fact that inclusiveness in a textbook and classroom is very important. They also mention that even if the textbook is not promoting equality at all the classroom discussions should at least be inclusive.

Both the category held a common standpoint which showed that think inclusiveness in a textbook is important as it will give them the opportunity to know about the society as a whole and will also make them realize the struggles every individual goes through.

4.3.Results from Instructors' Questionnaire Survey:

There were a total of ten instructors responses recorded for the research. All of them are appointed as English teachers in respected schools. In the first four question of the questionnaire they were asked to give some background information about them from where it was founded that 6 instructors are working more than twenty years, 3 of them for last two years and 1 of them for 15 years as English instructors. Except 1 instructor all of them have received multiple trainings including trainings on CLT (Communicative Language Teaching) and class management along with completion of their masters in English. Also, these instructors spend around 20 to 22 hours giving classes every week.

Similar to learners' questionnaire the instructors for completing the instructors' questionnaire had to put a tick on their preferred choice while responding to the questions measured by likert scale. Among those questions there were four questions which had the options for strongly agree, agree, neutral, disagree and strongly disagree. These questions were evaluated by finding the mean score for each of them and to do so following mathematical figures were assigned for each of the choice:

Strongly disagree= 1

Disagree= 2

Neutral= 3

Agree= 4

Strongly agree=5

In addtion, for the yes or no and multiple choice questions answers were turned into percentages to show the mathematical figures of each of the response. As mentioned earlier the open-ended questions responses are shown in clusters by breaking it down into themes. In the tables below only the findings from quantitative questions are shown:

Table 3: Questions measured using Likert scale (Questionnaire for Instructors')

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean score
7. Teacher's point of view over a matter plays an important role for the students in a language classroom.	4 20	6 24	0 0	0 0	0 0	4.4
9. It is important to promote gender equality in language classrooms.	5 25	5 20	0 0	0 0	0 0	4.5
20. A textbook can represent the society's thought process while developing learners thinking process.	4 20	5 20	1 3	0 0	0 0	4.3

21. Textbook can directly/ indirectly let the learners know what they are expected to think and do according to their gender.	1	9	0	0	0	4.1
	5	36	0	0	0	

The details of the findings from statement questions measured using Likert scale are given below:

For question 7, 4 instructors chose "strongly agree", 6 chose "agree" and none of them chose "neutral", "disagree" and "strongly disagree" and therefore the mean score is 4.4.
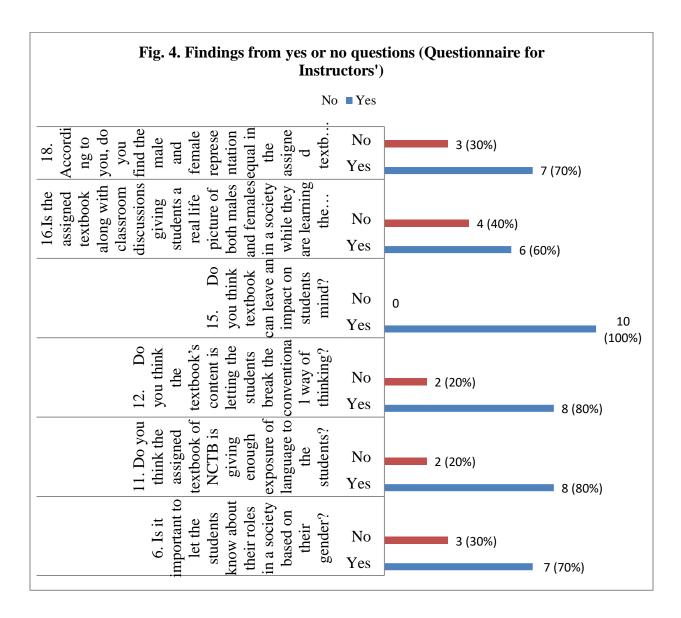
Responses for question 9 show that, 5 instructors chose "strongly agree" and 5 selected "agree" and again none chose "neutral", "agree" and "strongly agree". The mean score shows 4.5.

For question number 20, "strongly agree" was chosen by 4 instructors, 5 selected "agree" and 1 chose "neutral" whereas "disagree" and "strongly disagree" was not selected by anyone which made the mean score to be 4.3.

From question number 21's response, 1 instructor selected for "strongly agree" and 9 chose "agree". The rest of the options were not selected by any instructor. The mean score for this question is 4.1.

Findings from yes or no questions:

Below the responses for yes or no questions are also shown in graph:

Fig. 4. Findings from yes or no questions (Questionnaire for Instructors')

Detailed findings from yes or no questions are discussed below-

Question number 6, instructors chose "yes" mostly which stands at 70% and rest of them chose "no" which is 30%. For question 11, 80% said "yes" and rest of the 20% said "no". In response to question 12, 80% instructor chose "yes" and 20% selected "no". for question number
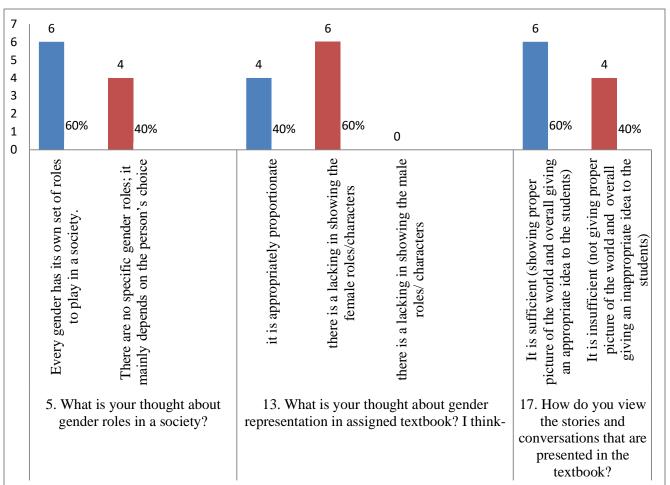
16, 60% instructor went for "yes" and 40% for "no". Lastly, 70% "yes" and 30% "no" response

was recorded for question number 18.

Findings from multiple choice questions:

The responses are also shown in the following graph-

Fig. 5. Findings from the multiple choice questions (Questionnaire for Instructors')

Detailed findings from multiple choice questions are shown below-

In response to question 5, instructors chose option 1 (Every gender has its own set of

roles to play in a society) making it stand at 60% whereas option 2 (There are no specific gender

roles; it mainly depends on the person's choice) stood at 40%. Similar results are seen in question number 17 where option 1 (It is sufficient) is at 60% and option 2 (It is insufficient) is at 40%. However, question number 13 showed reversed results where option 1(it is appropriately proportionate) 40% and option 2 (there is a lacking in showing the female roles/characters) at 60% with no response for option 3(there is a lacking in showing the male roles/ characters).

Findings from the Open-ended Questions of Instructors' Questionnaire:

Findings from Question number 8:

Among the ten instructors whose responses were recorded, none of them differentiated among the characteristics of boys and girls. All of them instead mentioned the characteristics everyone as human being should have. Some of the responses include, respect for everyone, being responsible and understanding others point of view.

Findings from Question number 10:

Two categories can be made for the answers found in this question. First category supports the idea that students should follow their own perspective. According to the respondents of this category they think that as a human being everyone should have their own perspective which can lead them forward in their life and that should also be applicable for students.

The next category thinks that students should not have a perspective that is completely their own. They should think about the society as well as a society is not built without any perspective. They also adds that a society holds a certain point of view because of the experiences it went though and students should accept that view point.

Findings from Question number 14:

Two types of answers were encountered for this question. Some of the instructors were completely against the change of anything from the textbook. They said that the textbook assigned textbook is perfectly fine and offers enough exposure to the students.

The other category of answers included that the textbook being used needs a lot of change. The stories, pictures and activities are not enough for the students. The textbook is not giving the students appropriate exposure that they need.

Findings from Question number 19:

All the instructors mentioned that social issues should be present in language textbook. They mentioned similar social issues such as child marriage, dowry and abuse as did the students. In addition, to that they also mentioned about the importance of including the social issues which will help them to start a conversation in class about the topic.

Findings from Question number 22:

Unanimously all the instructors mentioned that textbook should be inclusive. There should not be any segregation among female and male representation and everyone should get equally represented in the textbook along with the classroom discussion.

4.4. Discussion of Students' Questionnaire Survey Results:

In this section the findings from the students' questionnaire survey are discussed. The discussion is based on the findings of Table 1, Figure 2, Figure 3 and also a separate section is included to discuss the responses from the open-ended questions.

Analyzing findings from Table 1:

From the Table 1 it can be seen that for question number 3 the mean score is 3.96 which according to the interpretation key is very satisfactory. This result puts forward the idea that teacher's point of view in a language classroom has a greater effect on students. Question number 5 having the mean score of 4.29 also falls under very satisfactory criteria. This result shows that most of the students do think that gender equality in classroom should be promoted. Although there are some respondents who chose to disagree with this statement, the number is very little. Therefore, the students do want gender equality in classroom. Moreover, for question number 16, the mean score is not very satisfactory rather it is satisfactory which is 3.72. Even though the mean score is a bit lower than the other questions in this table, it still pertains the idea that society's thought process can be represented in a textbook and as a result it can evoke a learner's thinking process. Moving on to question number 17, having the mean score of 3.85 holds the very satisfactory criteria. This result gives the notion that students do find the textbook to be giving them an idea about how they should or should not behave in the society based on their gender.

Analyzing findings from Figure 2:

In Figure 2 the responses for the yes or no questions from the students' questionnaire are being shown. From the table it can be seen that in response to question number 2, majority of the students chose "no" as their answer making it 63%. On the other hand, 37% selected "yes" for this question. This percentage shows that most of the students do not believe in being ascribed to a certain role based on their gender as the result of this question is strongly supporting the idea. In question number 7 where it was asked do they think the assigned textbook of NCTB giving

them enough exposure of the language or not, 55% answered "yes" and 45% said "no". Although the results are slightly different than one another, according to the students they are getting proper exposure of English language from the textbook. In the following question number 8, 58% selected "yes" and 42% as "no". This response of the students again shows that the assigned textbook is not based on traditional ideologies rather it is very modern which is why students are feeling that they are getting the opportunity to break traditional way of thinking. With 91% student selecting "yes" it is very prominent that they understand the impact of a textbook on a reader's mind. They do think that there is a certain amount of influence involved when they are reading the book. However, only 9% selected otherwise and by doing so they have denied the impact of textbook on readers mind. When asked whether the textbook and classroom discussion gives students a real life picture of the world, in question number 12, 53% answered "yes" whereas 47% answered "no". According to students they are getting a lot to know about the reality of different aspects related to the males and females of a society. One of the crucial questions was question number 14 in the students' questionnaire where 68% thinks that the male and female representation in the textbook is equal whereas only 32% thinks the opposite. It highlights the idea that students find male and female representation in the book to be enough.

Analyzing findings from Figure 3:

In Figure 3 findings from multiple choice questions are shown. In question number 1, 73% students chose option 2 and only 27% chose option 1. This choice of the students demonstrates that they do not believe in the specified gender roles rather think everyone can do everything. The results from the question number 9 brings out that 67% thinks that gender representation in the textbook is qual. However, option 2 of the same question which says

materials are lacking in showing female characters stand at 26% and with only 6% students respond saying materials lack in showing male characters. The drastic difference between option 3 and the rest of the two options brings forward the idea that the lacking of female character is still present in the assigned textbook but the male characters are prominent which is why hardly anyone chose option 3. The last multiple choice questions is number 13 where the results show that 55% of the students think the stories and conversations are lacking as it is not giving the appropriate picture of the world. On the other hand, for the first option 45% chose to say that the materials are sufficient. Therefore, it can be noticed that students are able to realize the lacking the assigned textbook has.

Analyzing findings of open-ended questions from students' questionnaire:

Analyzing question number 4:

From the findings of this question it can be seen that most of the learners already have a pre-set ideology regarding the characteristics of a girl and a boy. They are also acknowledging the fact that boys and girls are two separate entities and therefore they should behave and be treated differently. From the separate characteristics that were listed it can be seen that those are typical ideas that persists in a society. In contrast, those who said boys and girls should not have the separate characteristics rather they should have equal and necessary characteristics show that they understand that women are not only ascribed to maintain their home now and men are not the only one entitled to do a job. These respondents show an open minded personality as they acknowledge the change that is on the rise in reality.

Analyzing question number 6:

From the responses of this question it can be understood that the students are willing to accept a change in terms of choosing a perspective. They do not want to be a part of a society where there is no freedom. They do understand that the way they choose will determine where it will take them and hence they want to live a life where they do not have to follow the traditional believes of restrictions. Nevertheless, the two students who said that they will stick to the traditional way of thinking and leading their life bring out an important issue. They mention that if they are choosing their own perspective it might go against the society and as result the society might completely stand against them. They are clearly giving a view of the society where they will not be accepted if they want to bring a change which is why they are willing to mend ways with the conventional way of thinking even though it is not solely their choice.

Analyzing question number 10:

From the responses it can be understood that majority of the students want the textbook to change its content. Although there are students who think that the book is in optimal state, the other category clearly highlights the downside of the book. From the responses of the second category it can be seen that the textbook needs to update the content it is presenting. As the students are the ones for whom the book was developed, their needs need to be fulfilled to make it more appropriate. Some of the answers also mentioned about equality being absent in the textbook. This shows that although the textbook is not prominently advertising inequality, it is also not doing justice to promote equality.

Analyzing question number 15:

From the answers of question number 15 it becomes clear that students are willing to learn about different social issues present in our society. They are not only willing to know about it but also want to take proper steps to handle situations which can create a chaos in the society. Also, as not a single respondent wrote otherwise makes it more prominent what the learners actually want from the textbook they are following. They do want real life scenarios and problems to be discussed in their book which needs discussions and solution instead of made up stories.

Analyzing question number 18:

The findings of question number 18 brings out that inequality based on gender is present in the textbook. None of the students stated against inclusiveness in textbook and classroom. They also, stressed on the importance of discussion over the matter. These responses reveal that the learners are interested to know about the different elements that are present in the society. They also wants their instructors and peers to be a part of the discussion in the classroom as they think it will allow them to know about each other. The suggestions that came up as responses from the learners definitely emphasize that inclusiveness should be present in a language textbook.

4.5.Discussion of Teachers' Questionnaire Survey Results:

Analyzing Table 2 responses:

Question number 7 in instructors' questionnaire received "strongly agree" from four teachers and "agree" from six teachers which made its mean score to be 4.4 making it fall under very satisfactory level. This outcome from the question shows that instructors are well aware of

the fact that their point of view over a matter plays an important role for the students in a language classroom. Also, none of the instructor chose "neutral", "disagree" and "strongly disagree" which reassures that they acknowledge this fact. Moving on to question number 9 where it was stated that promoting gender equality in classroom is important. The mean score again showed very satisfactory result as it is 4.5 according to Likert scale. Moreover, question number 20 and 21 also falls under very satisfactory criteria as the mean scores came out as 4.3 and 4.1 respectively. Therefore, mean score of these two questions put forward the idea that a textbook can represent the thought process of a society and also let the learners know about their way of living which can be direct or indirect.

Analyzing responses of Figure 4:

In Figure 4, findings from the yes or no questions present in the instructors' questionnaire are shown. In response to question number 6 where it was asked whether it is important to let the students know about their role in a society based on their gender, 70% of the instructors answered "yes" and 30% said "no". This represents the idea that most of the instructors to feel that gender roles should be ascribed based on the sex of a person. In the next question which is question number 11, 80% answered "yes" and 20% "no" which shows that instructors do think language content is enough in the assigned textbook. Similar result is seen in question number 12 which indicate that students are getting the opportunity to break through the conventional way of thinking through the assigned textbook of NCTB. It is no surprise to see that unanimously all the instructor thinks that textbook can leave impact on a person's mind as 100% of them answered "yes" for question number 15. Instructors also seems to agree to the fact that male and female roles are present in the book is giving students the opportunity to see the real picture as 60%

answered "yes" and 40% as "no". The last question of this category which asked about the

female and male representation in the book to be equal, 70% answered "yes" and only 30% as

"no". From the responses of yes or no questions it can be said that instructors are quite satisfied

with the content and the gender representation present in the NCTB English textbook for grade 9

and 10.

Analyzing Figure 5 responses:

This particular figure lists the findings of three multiple choice questions included in

instructors' questionnaire. Response of question number 5 indicates that instructors are set with

the idea that every gender has specific roles and does not depend on a person's choice as 60%

chose the former and 40% the later. In response to question number 13, 14% instructor said that

the gender representation in the assigned textbook is appropriately proportionate whereas 60%

chose that there is a lacking in showing the female roles or characters. However, not a single

instructor chose that there is a lacking showing male characters in the textbook. This highlights

the fact that instructors are seeing a gap between the male and female representation in the

textbook.

Analyzing findings of open-ended questions from instructors' questionnaire:

Analyzing question number 8:

The responses from the instructors for this particular question reveal that a person should

not be categorized based on their gender rather they should be considered as a human being. If

they are considered as humans then separate characteristics are not the concern. Their response

also underlines that everyone should be able to do whatever they are taking responsibility of instead of not giving their full focus on it.

Analyzing question number 10:

The responses of question number 10 equally emphasize the importance of following society's viewpoint and also personal choice of the learners. However, the respondents who think that students should choose their own perspective makes it obvious that they are fine with the changes that are yet to come and also recognizes that society's construction can change. Whereas the other category of respondents does not want think that the society will change and therefore suggest students to follow the society not individual perspectives.

Analyzing question number 14:

If the answers of question number 14 is observed it can be noticed from the second category that instructors do want a change in the textbook. They think that the textbook needs to be updated in order to give proper exposure to the learners. They acknowledge the fact that a textbook needs to be more suitable for the learners which will make them a global person. This ideology is different than the first category of students who think that the textbook is completely fine and requires no change at all.

Analyzing question number 19:

Instructors stressed on this issue quite a bit. They did mention how presenting social issues in language textbook can be beneficial. From their responses it can easily be understood that social issues in textbook can play a huge role in classrooms. It can start discussions over a

focused mater and make the learners not only aware but also prepare them to handle such issues in their life or surrounding.

Analyzing question number 22:

The answers collected from question number 22 of instructors' questionnaire clearly show that instructors are willing to maintain an inclusive classroom environment. They also think the book provided should be inclusive as it will give the students an opportunity to express their standpoint as well as a boy or a girl.

4.6.Researcher's Own Evaluation Using Checklist:

In this part of the study the interpretation of the researcher is discussed. This interpretation is done based on the developed checklist.

Thoughts on Gender Role:

Item number 1:

The researcher thinks that in a society there should not be any specific role ascribed to a particular gender. Whatever role a person has to fulfill, depends on the situation he or she is in. There might be a situation where a specific action needs to be done by a man but because of what the society will think many women even though having the ability might not be able to complete that action as it might put them in a men's role ascribed by the society. This will only bring downfall and it is not possible to move forward in this era if gender roles are specifically pin pointed like this. Therefore, there should not be any boundaries among gender roles.

Item 2:

There is a notion present especially in countries like Bangladesh where society lets everyone know what they should and should not do based on their gender. However, the researcher feels that, a society should be an aspect which can lead its people forward rather than holding them back from moving towards success. When the society makes a man aware that he should be doing the outside word and should not be much involved in the family sphere, it just makes a man a separate entity whereas, a society is contribution of both men and women. Hence, the researcher does not support the idea that people should be made aware of their roles based on their gender.

Item 3:

Since the teacher in a classroom holds authority to some extent, their point of view over a matter does leave an impact on the learners mind. It is common to notice that whenever there is a discussion in a classroom atmosphere, the teacher's point of view is mostly accepted as the correct one. It might be because the learners are still in the process of learning which is why they do not have the voice to express their view and takes it for granted that the teacher is always the right one.

Item 4:

As there should not be any specific roles ascribed to a particular gender, researcher also thinks that there should not be any separated characteristics for a boy and a girl. What there should be is an understanding between the people of a society who are not judgmental and understands the necessity of it.

Item 5:

Gender equality in classroom can open a door to solving a lot of social issues. Just because a girl goes out to work do not mean that girl is involved with certain negative practices not does it mean that she is ignoring the responsibilities that she holds. Similarly, if a boy chooses to stay at home and help others in the family to do some household work it is not an unusual practice. This idea definitely needs to be incorporated in the minds of young generation and to do so classroom plays a vital role.

Item 6:

The researcher thinks that a student is also a human being. As a human being everyone has the right to choose their own perspective. If everyone follows the society there will be no variation among thoughts and there might not be any change in the society at all. One of the reasons why certain aspects of the world changes is because the way its people react to something. These reactions bring out the positive and the negative aspect of a matter which is crucial to guide people to understand what is right and what is not. If students do not develop their own understanding or perspective over a matter they will not be able to think freely and the same time will not capable enough to bring a change in the society.

Thoughts on Textbook and Gender:

Item 7:

The researcher thinks that there is not enough opportunity for the learners to get acquainted with the second language they are learning through the assigned textbook of NCTB. The focus of the book is mostly on reading and writing whereas learning language should make a learner capable of having well rounded competence over all the four language skills which

include reading, writing, speaking and listening. In the assigned textbook there are mentions of speaking and listening activity. However, those activities are present to the bare minimal.

Item 8:

There are many types of characters present in the assigned English textbook of class 9 and 10 and among those characters the roles that are being attributed to male and female characters are distinct. One example from the textbook can clarify whether the textbook is giving opportunity to break the traditional notion or not. In Unit 1: Good Citizens, Lesson 1, Activity B contains a reading comprehension. The summary of the text is that, a man wanted to live alone and because of that he left his family to live in a jungle. He realized he cannot cook but he needed to "so he took a wife to cook meals" (Shams et al. 2017, p. 2). Three things to be noticed here, firstly a man left his family not a woman as it is traditionally thought women are meant to be taking care of their family. Secondly, the man did not know how to cook again promoting the idea that cooking is not a matter for men to know. Lastly, that man only brought his wife to cook meals which is a crystal clear representation of the ascribed gender role a woman needs to follow as she is the only one entitled to cook meals for man. Thus, from the very first unit of the book it becomes noticeable that traditional thinking is not being challenged.

Item 9:

According to the researcher, there are many parts of the book where gender roles are not being portrayed fully at all. The protagonists of the stories and dialogues are mostly male oriented. There are certain dialogues in the textbook where women are conversing with their peers, however the topics of those conversations are very different than the ones that are

incorporated for men. In addition the activities that are being presented those are to some extent unrealistic. One of the examples can be the closing sentences of text from Unit four, Lesson 3, where one of the female characters talks about swinging from the hanging roots with her best friend and boys climbing trees (ibid, 2017, p.49). Here, it can be noticed that the girls were not climbing trees and the boys were not swinging. They could have simply done both but it is not being incorporated in the text at all. Similarly, there are more examples present which show that there is lacking of gender representation in the assigned textbook.

Item 10:

The focused definitely requires some changes. It not only is lacking in terms of giving proper exposure to the learners who are only focusing on this particular book but also needs to represent the ideologies in a different manner. Instead of giving men the higher position in the society through the use words and also the pictures, this book needs to give the appropriate image of the other side of the world in other words, the women. There are stories and dialogues which show how men converse about serious matters such as over population and women seem to be amazed to see how the men are aware of such an issue (ibid, 2017, p. 42-43). However, in reality anyone irrespective of their gender knows about this sort of information and to add to that there is nothing to be amazed about if someone knows about a particular problem present in a society rather it should be included in everyone's knowledge.

Item 11:

The researcher believes that the textbook is leaving an impact on the readers mind. However, the impact might be more negative than positive. Although from the survey done by

the researcher it is seen that there are many learners and instructors who think that equality among men and women should be promoted, there are also a good number of respondents who think otherwise. People who are thinking that the roles presented in the textbook is completely fine, will probably be left with that mind set for the rest of their life unless they are exposed to something opposite than their belief. Researcher believes that it is the role of the textbook to present proper ideas which will consequently build up the mind of the reader from the very beginning.

Item 12:

The textbook is not giving real life picture of a society. The textbook is still presenting women as daughters, wives and mothers. It is not showing that women are doing more than maintaining relationship with their family. In one of the lesson of English for Today book there is a conversation about London Olympics 2012. Sadly, there is not even a single mention of the women who won gold medals in the Olympics. There are two pictures given and that is only of men (ibid, 2017, pp. 20-21). If the textbook itself is giving biased information to the learners then engaging students in a meaningful conversation during a class over a matter which is not even present, would be difficult for the instructors as well.

Item 13:

The stories presented in the book are not sufficient; they lack to a great extent. In Unit seven titled "People Who Stand Out" of the textbook the text mentions about prominent personalities where out of four personalities, only one of them is a woman and that to Mother Teresa (ibid, 2017, pp. 90-108). Then again, in Unit 9 titled "Unconventional Jobs", mostly male

characters are shown and one female florist's picture is displayed (ibid, 2017, pp.120-128). Although the unit tried to show that men are taking the unconventional way of earning, it failed to portray the women in the same manner as there is not a single story based on the women who are engaged in unconventional jobs. Therefore, the stories are from being sufficient.

Item 14:

The researcher thinks that the female and male representation in the textbook is not equal. The stories are mostly geared towards the conventional way of presenting. Men are the ones who are getting priority over women in terms of being presented as a person, who is engaged in the work sector, writing about social issues, winning prizes, taking decisions and basically being presented as the protagonist of almost every story. On the hand these men are not directly being involved in family issues or conversations which are not really that much of prominence in the textbook but this is where women are somehow being incorporated in the text. In reality this is not the scenario. Women are also taking decisions, doing their job and men are also involved in their family life directly. Some men even take the opportunity to take care of the household instead of doing traditional jobs. There is no mention of such situations in the assigned textbook of NCTB which makes it clear that the equal representation of female and male characters is missing.

Item 15:

Living in a society and not knowing about it is not a matter to be promoted. There are discussions on social issues present in textbook and dialogues which also emphasizes on those issues. However, the issues which are at rise, for example, abuse on men and women, rape and

consequences of such actions are still missing from the textbook. Definitely knowing about population problem, environmental issues are very important however at the same time knowing about these issues that can harm on a personal level is equally important as every individual is a part of the society they are living in. Thus, how they can maintain their safety, help others in such situation and at the same time refrain themselves from engaging in such activities is pertinent.

Item 16:

A textbook is source of knowledge and it surely can develop the thought process of a learner. The assigned textbook of NCTB is not only representing the overall society's thought process, it also is helping the learners to develop their own understanding based on what is being presented to them. In the textbook there are pictures of women struggling, pictures of mothers and the same time men struggling or pictures of fathers are completely absent and they are only shown as successful personalities. If the learners are accepting the ideologies presented in the textbook, there is a possibility that they might be a bit lacking in their knowledge and understanding of the true society that they are a part of. They might even sympathize with the women of a society but they might not help to give them a hand to come out of that situation if they think that it is the way a woman's life is.

Item 17:

The researcher completely agrees with the idea that a textbook can let the learners know about their expected behavior based on their gender. The NCTB textbook although directly did not mention that a girl should behave in a certain way than a boy and vice versa, it did sidelined

some of the activities of both men and women giving learners the chance to learn what they are expected to do and not to do.

Item 18:

Since both women and men are part of the society, there should not be any place where one is celebrated and the other is not. Men and women both participate in real life scenario in the same manner therefore it should be presented in the same way in the textbooks that are being developed for and used by the young learners. A language textbook is medium for the learners to get acquainted with the idea of inclusiveness and it should not be overlooked.

4.7.In Response to Central Research Question A:

Central research question A deals with the aspects that are being shown for certain gender in the NCTB textbook of ELT for class 9 and 10. This particular question's response can be identified from question number 8, 9, 13 and 14 of learners' questionnaire. Also, the responses of question number 12, 13, 17 and 18 from instructors' questionnaire can be taken into account. In response to question number 8 and 12 from learners' and instructors' questionnaire respectively shows that both the stakeholders are agreeing on the textbook is giving the opportunity to break the conventional way of thinking. However, there are 48% and 20% of respondents who think the opposite which highlights that there might be a possibility that the textbook still needs some refinement in terms of the perspective it is trying to show. Question number 9 and 13 from learners' and instructors' questionnaire respectively shows contradictory result as the learners think the gender representation is completely fine whereas the instructors show strong position that there are not enough female characters in the book. The researcher also finds it very prominent that the roles of the female characters are sidelined to a great extent in the book. On

the other hand, for question number 13 and 17 from the two questionnaires respectively again show contradictory ideas as the students think the conversations and stories are not sufficient but the instructors think otherwise. Nevertheless, from the researcher's point of view it can be seen that the conversations and the stories are not giving the real idea of the world where both men and women are active agent of the society. Moving on to question number 14 and 18 from learners' and instructors' questionnaire it is seen that both category of respondents find female and male representation in the textbook to be equal. However, in the previous question their response indicate otherwise which makes this response to question 14 and 18 from the respected questionnaires to be opposite of their previous claim. To add to that, the researcher thinks that the female and male representation is far from being equal as mentioned earlier that both the characters are not given the same platform in the textbook. In the textbook where the males are being shown to take decisions, giving speech to a crowd and earning money, the women on the other hand are shown as mothers, students and wives. Therefore, it can said that the assigned textbook of NCTB for class 9 and 10 is trying to show different aspects of the different gender roles but there can be more addition to it.

4.8. In Response to Central Research Question B:

Central question number B emphasizes what type of social construction is being built based on the gender portrayals in the textbook. Students and teachers response show mixed outcome as for question number 1 in learners' question and 5 in instructors' questionnaire indicates that learners are more open towards the idea of not having any specific roles based on gender whereas the instructors say the opposite. On the other hand, contradictory response can be seen from both category of respondents as students did specify separate characteristics for both boys and girls whereas the instructors did not think there should be any specific characteristics rather

there should be some common characteristics a human being. Furthermore, in response question number 12 and 16 from the respected questionnaires it can be seen that both parties agree by saying male and female representation in the textbook is giving real picture of the world. Nonetheless, researcher thinks otherwise as the focused textbook is not portraying both men a women in similar manner. Also, there is a possibility that such answer came out because of the already set impact of assigned textbook in the respondents mind which makes them think whatever is being presented is the true picture.

Moving on, to the responses of question number 15 and 19 from the learners' and instructors' questionnaires, it is obvious that both categories of respondents wants social issues to be included in the language textbook. They find it is lacking in presenting social issues such as abuse on women, stigmas present in the society to be absent from it. They stress on the point that how these issues can be overcome also needs to be addressed. The researcher also feels the necessity of including social issues into the textbook and all the responses do suggest the idea that certain social construction can be achieved if such issues are incorporated. In addition, when respondents were asked whether they think language textbook can instruct a person directly or indirectly about their actions based on their gender, the results came out as very satisfactory as most of them agreed with this idea. This indicates that the language textbook can guide the learners to be a certain type and eventually construct a mindset in a society based on it. The researcher thinks this social construction is definitely being built through the *English for Today* book as there are elements which direct readers to understand how they should behave or respond in a society. The last question's responses of each of the questionnaire indicate the lacking of the textbook in terms of gender discourse clearly. Both the learners and instructors mention that a language textbook should be inclusive and there is not much of inclusiveness in

the given textbook. The respondents state that everyone needs to know about their counterpart as well through the textbook and that is why gender inclusivity should be there. The researcher also agrees to the viewpoint. Hence, the responses from the respondents and researcher point of view indicate that a textbook has the potential to build a social construct and the assigned courebook is doing that to a great extent.

4.9.In Response to Central Research Question C:

From learners' questionnaire question number 2, 6, 11, and 16 along with instructors' questionnaire's question number 6, 10, 15 and 20 can help to respond to central research question C. This central question deals with whether the textbook shapes the idea of how a person should be treated in a society based on their gender. Question number 2 from learners' questionnaire and question number 6 from instructors' questionnaire show that the learners do not think their roles in a society should be based on their gender where the instructors say the opposite and thinks it should be based on the gender of a person. Moving on to question number 6 and 10 which was an open-ended question in both the questionnaires shows that both learners and instructors think a person should choose their own perspective. However, there were certain responses from both the parties where they said a person should also think about the society's reaction to their actions first before they choose to do anything. This type of statement emphasize on the idea that there are still aspects present in the textbook which can make a person think about the society's perspective as more important than their own understanding. Moreover, when students and instructors were asked whether they think a textbook can leave an impact on readers mind, both the parties responded by strongly agreeing to the question. This shows that a textbook needs to promote instances which are practical as it will leave an imprint later on, on whoever reads it. In addition, the mean score of question number 16 and 20 of learners' and instructor's

questionnaire respectively show very satisfactory result which indicates that they do think a textbook can represent society's thought process. This particular score can also be interpreted by thinking that there are elements of society's thought process present in the textbook which made the respondents agree to the question and also developing the mindset of its readers. Also, the researcher finds many instances in the textbook where women are shown in an inferior position than men which definitely can make a learner think about the position they should give to a person based on their gender.

4.10. Conclusion:

In this chapter the findings of both learners and instructors questionnaire are shown. The findings are then further discussed to show the outcome of the research. In addition, researcher's own perspective over the focused topic is also highlighted as she elaborates on her own findings from the textbook following a checklist which shows how the assigned textbook is lacking in terms of representing gender.

Chapter 5: Conclusion and Recommendations

5.1.Introduction:

This final chapter of the research discusses the overall research, gives recommendations from the researcher's end and concludes the research. The recommendations are focused on the factors that can be incorporated or omitted from the NCTB assigned textbook for class 9 and 10 of Bengali medium schools.

5.2.Recommendation:

The overall findings from the two questionnaire survey and also the observation of the researcher following a checklist has shown certain outcomes based on which some recommendations are provided-

- The English for Today textbook developed by NCTB for class 9 and 10 can include some realistic scenarios which are not abundant in the book. It will help the learners to relate with the practical life and also make the pedagogical process easier for instructors.

- Choice of words plays a very important role in how an idea is being presented. Therefore, the textbook can be made more gender inclusive if the words are being chosen carefully to give meaning to the contents of the book.

- Stories can portray more diverse role of women and men both as in today's world none of them are attached to only one type of role.

- In the textbook the female characters are mostly included as side characters. This can be changed and more active role of women can give the learners the idea that women present in the society with their own personality and position same as men.

5.3.Conclusion:

From the findings of the research it can be concluded that there is power dominance noticeable in the NCTB textbook for class 9 and 10 of Bengali medium which is making it a biased one. Even though the textbook of NCTB tried to include female characters into the stories and dialogues, it did not really do justice. The respondents also highlighted that there are representation of both men and women in the textbook. Nevertheless, the opinion oriented questions and the researcher's evaluation identified that, there are still pockets of opportunities where gender discourse can be made prominent and at the same time give exposure to the target language. As English is the second or foreign language that all the Bangladeshi school going children learn, it works as a common ground for the learners to delve into the matter of gender roles and get enlightened about this issue. The research tried to show how the gender roles are being portrayed among the younger generation through the medium of education with the help of analyzing the text, getting responses from learners along with instructors and finally putting forward observations of the researcher herself to give a triangular view of the focused study. The framework Critical Discourse Analysis (CDA) followed for this research helped to look into the textbook closely and also pointed out the social construction that is being built based on the choice of words and content which is incorporated in the textbook. At the end it can be said that although the book *English for Today* for class 9 and 10 of Bengali medium schooling system has shown evidence of having gender roles in it, there are still prominent imbalance of gender discourse present in the coursebook.

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Appendix A

Questionnaire for Learners

This questionnaire is prepared for learners who are enrolled in English 1st paper class in grade 9 and 10 in Bengali medium schools. The focus of the study is to look into gender representation that is present in the NCTB provided assigned textbook for this particular subject. The study does NOT focus on any other additional books, other than the assigned NCTB English 1st paper textbook named *English for Today*. Your time and effort to participate in this survey is greatly appreciated and unbiased answers are expected. Also, the survey is going to be anonymous as the name of the person who is participating in this survey will not be disclosed anywhere or to anyone other than the researcher herself. Thank you for your co-operation!

Name of your institution:

Class: **Age:**   **Gender:**

Thoughts on gender role					
1. What is your thought about gender roles in a society? o Every gender has its own set of roles to play in a society. o There are no specific gender roles; it mainly depends on the person's choice.					
2. Is it important to let you know about your roles in a society based on gender? o Yes o No					
3. Teacher's point of view over a matter plays an important role for me in a language classroom.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
4. According to you what are the basic characteristics a girl and a boy needs to have? Please specify as many as you can.					
5. It is important to promote gender equality in language classrooms.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree

6. As a student and a human being do you think you should choose your own perspective/s and develop understanding from there onwards or should you be following the usual beliefs? Please elaborate why you think so.

Thoughts on textbook and gender

7. Do you think the assigned textbook of NCTB is giving you enough exposure of language?
    o Yes
    o No

8. Do you think the textbook's content is giving you the opportunity to break the traditional way of thinking?
    o Yes
    o No

9. What is your thought about gender representation in the assigned textbook? I think- o it is appropriately proportionate o there is a lacking in showing the female roles/characters o there is a lacking in showing the male roles/ characters
10. If you had the opportunity to change anything in the assigned textbook, what would that be? Please mention as many as you like (e.g. instructions, materials, tasks etc.)

11. Do you think textbook can leave an impact on readers mind?
    o Yes
    o No

12. Is the assigned textbook along with classroom discussions giving you a real life picture of both males and females in a society while you are learning the language at the same time?
    o Yes
    o No

13. How do you view the stories and conversations that are presented in the textbook?

o It is sufficient (showing proper picture of the world and overall giving an appropriate idea) o It is insufficient (not giving proper picture of the world and overall giving an inappropriate idea)					

14. According to you, do you find the male and female representation equal in the assigned textbook?
    o Yes
    o No					

15. Is it necessary to present social issues in language learning textbook? Please give reasons why you think so and mention the kind of social issues that should be included.					
16. A textbook can represent the society's thought process while developing my thinking process.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
17. Textbook can directly/ indirectly let me know what I am expected to think and do according to my gender.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
18. What is your thought about gender inclusiveness in a language textbook and classroom?					

Appendix B

Questionnaire for Instructor

This questionnaire is prepared for instructors who are involved in conducting English 1st paper class in grade 9 and 10 in Bengali medium schools. The focus of the study is to look into gender representation that is present in the NCTB provided assigned textbook for this particular subject. The study does NOT focus on any other additional books, other than the assigned NCTB English 1st paper textbook named *English for Today*. Your time and effort to participate in this survey is greatly appreciated and unbiased answers are expected. Also, the survey is going to be anonymous as the name of the person who is participating in this survey will not be disclosed anywhere or to anyone other than the researcher herself. Thank you for your co-operation!

Background Information
1. How long have you been working as a teacher?
2. In a typical school week, how many hours do you spend taking classes?
3. What is the highest level of education you have completed?
4. Please mention the training or trainings that you have attended and their focused area/s in brief.

Thoughts on gender role
5. What is your thought about gender roles in a society?   o Every gender has its own set of roles to play in a society.   o There are no specific gender roles; it mainly depends on the person's choice.
6. Is it important to let the students know about their roles in a society based on their

gender? o Yes o No					
7. Teacher's point of view over a matter plays an important role for the students in a language classroom.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
8. According to you what are the basic characteristics a girl and a boy needs to have? Please specify as many as you can.					
9. It is important to promote gender equality in language classrooms.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
10. Should learners choose their own perspective/s and develop understanding from there onwards or should they be following the usual beliefs? Please elaborate why you think so.					

Thoughts on textbook and gender
11. Do you think the assigned textbook of NCTB is giving enough exposure of language to the students? o Yes o No
12. Do you think the textbook's content is letting the students break the conventional way of thinking? o Yes o No
13. What is your thought about gender representation in assigned textbook? I think-

o it is appropriately proportionate o there is a lacking in showing the female roles/characters o there is a lacking in showing the male roles/ characters	

14. If you had the opportunity to change anything in the assigned textbook, what would that be? Please mention as many as you like (e.g. instructions, materials, tasks etc.)

15. Do you think textbook can leave an impact on students mind?
    o Yes
    o No

16. Is the assigned textbook along with classroom discussions giving students a real life picture of both males and females in a society while they are learning the language?
    o Yes
    o No

17. How do you view the stories and conversations that are presented in the textbook?
o It is sufficient (showing proper picture of the world and overall giving an appropriate idea to the students)
o It is insufficient (not giving proper picture of the world and overall giving an inappropriate idea to the students)

18. According to you, do you find the male and female representation equal in the assigned textbook?
    o Yes
    o No

19. Is it necessary to present social issues in language learning textbook? Please give reasons why you think so and mention the kind of social issues that should be included.

20. A textbook can represent the society's thought process while developing learners thinking process.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
21. Textbook can directly/ indirectly let the learners know what they are expected to think and do according to their gender.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree

22. What is your thought about gender inclusiveness in a language textbook and classroom?

Appendix C

Checklist for the Researcher

Thoughts on gender role:

1. Should there be any gender role in a society?

2. Is it important to let learners know about their roles in a society based on their gender?

3. Does the teacher's point of view matter over a matter in a language classroom?

4. What are the basic characteristics of a boy and a girl?

5. Is it important to promote gender equality in language classrooms?

6. Should students follow the ascribed perspective of the society or should they have their own?

Thoughts on textbook and gender:

7. Is the assigned textbook of NCTB giving enough exposure of language?

8. Does the textbook's content give students the opportunity to break the traditional way of thinking?

9. Is there any lacking in gender representation in the assigned textbook?

10. Is there anything that needs to be changed in the assigned textbook?

11. Is the textbook leaving an impact on readers mind?

12. Is the assigned textbook along with classroom discussions giving students a real life picture of both males and females in a society while they are learning the language at the same time?

13. Are the stories presented in the textbook sufficient?

14. Is the female and male representation equal in the textbook?

15. Is it necessary to present social issues in language learning textbook?

16. Can a textbook represent the society's thought process while developing learners thinking process?

17. Can a textbook directly/ indirectly let learners know what they are expected to think and do according to their gender?

18. Should a language textbook be gender inclusive?