An investigation of gender representation in EFL textbooks used at public schools in the UAE

دراسة تحليلة لمظاهر النوع الاجتماعي في كتب اللغة الانجليزية المستخدمة في المدارس الحكومية في دولة الامارات العربية المتحدة

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Abstract

The textbook is an essential vehicle for the socialization of gender at school. Thus, it should expose students to a balanced view of the roles and responsibilities that males and females share in a society. This study aims at investigating gender representation in the currently used EFL textbooks from grade 1 to grade 12 at public schools in the UAE. The study examined a randomly selected unit from each textbook and investigated 8 concepts: illustrations, visibility in texts, topic domination, occupations, grammatical functions (the role of actor), character traits, character activities and generic masculine. The current study is based on content analysis and critical discourse analysis, which provides quantitative and qualitative data. Quantitative data are statistically significant, and qualitative data are subject to description and classification. The data were collected in terms of the frequency of occurrences of gender-linked concepts and views and qualitative analysis of words and sentences. The results from the selected units show that males outnumbered females in 7 examined concepts. The findings support the hypothesis that the content of many EFL textbooks contains gender biased materials and stereotyped impressions. It can also be hypothesized that the EFL textbook series did not undergo a thorough evaluation for gender inequity prior to publication and adaptation process.

Keywords: gender inequity, EFL textbooks, content analysis, critical discourse analysis.

ملخص الدراسة

يعد الكتاب المدرسي وسيلة أساسية للتثقيف بالتنوع الاجتماعي في المدرسة. لذلك، يجب عرض الأدوار والمسؤوليات التي تقوم بها الذكور و الإناث في المجتمع بشكل متوازن. وتهدف هذه الدراسة إلى التعرف على طريقة تمثيل التنوع الاجتماعي في الكتب اللغة الانجليزية المدرسية من الصف الاول الى الصف الثاني عشر المستخدمة حاليا في المدارس الحكومية في دولة الإمارات العربية المتحدة. ولذلك فقد تم اختيار وحدة عشوائيا من كل كتاب مدرسي للتحري عن ثمانية نقاط: الرسوم التوضيحية، والرؤية في النصوص، والسيطرة الموضوع، المهن والوظائف النحوية (دور الفاعل)، الصفات الشخصية، والأنشطة الشخصية والمذكر العام. وفي هذه الدراسة، تم اعتماد المنهج البحثي الكمي والنوعي و يعرف ايضا باسم المنهج المختلط. تم استخدام التحليل الكمي لتحليل المحتوى ، واستخدم التحليل النوعي لغرض تحليل الخطاب. و تم جمع البيانات من حيث وتيرة الحوادث من المفاهيم والآراء المرتبطة بالتنوع الاجتماعي والتحليل النوعي للكلمات والجمل. و تبين من النتائج أن عدد الذكور يفوق عدد الإناث في سبعة مفاهيم من اصل ثمانية تم التحري عنها في الوحدات المختارة. وهذه النتائج تدعم الفرضية الناصة على أن كتب اللغة الانجليزية تحوي انطباعات ومواد منحازة. كما يمكن الافتراض أن هذه الكتب لم تخضع الى تقييم شامل و دقيق للتنوع الاجتماعي قبل نشر وتكييف المنهج الدراسي.

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Dedication

This dissertation is dedicated to my Mom and Dad "May Allah Bless his soul", my brothers, sisters, my wife, my son Ghassan and my daughter Mariam whom without their love and endless inspiration, I would have accomplished nothing.

To my adored Son and beloved Daughter,

You are the reason I am,

You are all my reasons

Acknowledgment

I am sincerely grateful to Dr. Yasemin Yildiz for her endless guidance and support. I also would like to express my sincere gratitude to Prof. Aziz Khalil for his continuous encouragement. Special thanks go to Mr. Scott Lauder for helping in testing the validity and reliability of the instrument. Last but not least, my beloved wife whom without her infinite love and sincere support, I would not be able to finish this paper.

Thank you

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Chapter I

Introduction

1.1 Background

In the recent decade, researchers have been investigating the role of gender and gender bias in textbooks and classrooms. Broadly speaking, educational establishments (e.g. schools, universities, etc.) and schoolbooks have been documented as the main basis of gender interaction. The neutral transportation means of communication and interaction is language; it delivers a wide-ranging variety of attitudes and values in addition to learning. Language is also an important humanistic tool for starting and keeping any kind of social relations among members in different societies. Hence, Language and the learning process are very significant components of the social development.

One of the key strategies of education is to promote gender equity through the adoption of gender-fairness in all the educational policies and practices. An essential vehicle for the socialization of gender at school is the curriculum, which exposes boys and girls to an equalized view of the roles and responsibilities of males and females in a society. This gender-equitable view instills in learners positive attitudes and values. There has been a large body of research on gender equality in educational materials, more specifically textbooks, which shape learners' attitudes and values, impact the way they perceive the roles played by males and females, thus contributing to the process of gender socialization. It is assumed that the call for the empowerment of females in society would be reflected in the educational materials that portray members of society fairly equally and avoid stereotypical treatment of the two sexes. That is, males and females would receive balanced representation that exhibits both fair treatment and inclusive language. Pierce (1995) claimed that students play roles in the society; these roles are ruled by their usage of the language. So, both social roles and language are very crucial elements in the development of any curriculum. Thus, it must be cautiously evaluated.

Due to the movement of gender equality, governments, publishers, textbook authors, have been trying to avoid discriminatory thoughts in EFL materials. However, different studies conducted on gender representation investigated the textbook

materials by examining the inequity and stereotyping in EFL textbooks (Hartmann and Judd, 1978, Alpetkin, 1993; Kabira & Masinjila, 1997, Farooq, 1999; Ansary & Babaii, 2003). Such studies claimed that although many authors are aware of gender issues in EL textbooks, some policymakers, adaptation committees, publishers and authors are still reinforcing gender bias instead of gender inequity when designing textbooks. However, many researchers believe that gender biased textbooks are still being used at schools, which according to their studies, affects the social life negatively. It is believed that writers produce textbooks that teach students "about what people do and how they relate to one another. It is this second part of humanizing effect of textbooks that if not handled carefully could lead to the discrimination of some categories of learners and in this case a discrimination that is based on gender role stereotyping" (Sydney 2004, p. 12). Gender presentation in teaching materials is one of the main concerns not only in Middle East but around the world when evaluating textbooks. It is worth mentioning that sexism and gender are different. Gender "designates the social, cultural and psychological aspects of males and females in particular social contexts;" Sexism, however, is "the biological aspects of a person" (Titus 1993, p. 41). In other words, it is the biological physical appearance which differentiates between males and females. Sexist language, according to Parks & Roberton, (1998, p. 454) is defined as "words, phrases, and expressions that unnecessarily differentiate between males and females or exclude, trivialize, or diminish either gender".

1.2 Focus of the study

The awareness of gender in education emerged in the seventies of the last century. According to different studies, many textbooks used at schools (public or private) carry between their pages many hidden evidences of stereotyping. In order to investigate such a claim, researchers started analyzing gender biased types existing in EFL textbooks and how such types are linked to the language. Different studies focused on different issues; subject selections by males and females, interaction in ESL classrooms (e.g. Storch 2002), the representation of gender in textbooks (e.g. Hellinger 1980) and social identities and language learning (e.g. Pierce 1994). It was stated that "…school organization, teachers' strategies for the controlling and motivating pupils, lesson organization and content, informal conversation between

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pupils'' and teachers', and letting pupils' stereotyping of activities go unchallenged are the five main categories for gender differentiation" Swann (1993, p.3).

The present study aims at investigating gender representation in the EFL textbooks currently used at public schools in UAE. The Focus will be on content and linguistic analyses of texts as well as on visuals and illustrations. This investigative study is a part of textbook evaluation, which is essential especially when a new curriculum has been designed. It focuses on how gender imbalances are mirrored in texts and illustrations in three different EFL textbooks series used in the elementary, middle and high school stages, and published by three different publishers with the supervision of the Ministry of Education in the UAE. It is worth noting that the English textbooks used at the public schools have been designed and written for UAE by Western authors to tailor the needs of EFL students. Ongoing monitoring and evaluation of the content of these textbooks is an integral component of curriculum development. An investigation of gender representation is a worthwhile evaluative activity that sheds light on the extent to which textbook writers have been aware of such sensitive issues that have a bearing on learners' conceptions of the roles males and females play in the development of society.

1.3 Research questions

This study attempts to answer the following questions:

1. How are males and females represented in the EFL textbooks from grades 1-12 through content analysis of illustrations?
2. How are males and females portrayed in these textbooks through linguistic analysis of texts?

1.4 Significance of the study

According to Brym and Lie (2007, p 97),"Teaching materials presented in textbooks are one of the mostly influential gender agents". It reflects the attitude towards gender of a certain society. Moreover, learners acquire teaching material subconsciously which may cause, on the long-term, drawbacks on both performance and social behavior. As known to many scholars, the EFL textbooks are considered the main source for examining gender representation as they are designed to reflect the most

common and dominant features of gender representation in a society. In addition, EFL materials can also provide a linguistic background for gender description. Many studies have been conducted in the field of gender representation in EFL textbooks (e.g. Skliar 2007; Hamdan 2010; Foroutan 2012, Mustapha 2013; Kim 2012; Amini & Birjandi 2012; Jean & Yuit 2012; Nagatomo 2010; Kobia 2009; Lee & Collins 2010) revealed that females were underrepresented and trivialized when compared to males. The results of these studies were all close. They confirmed that regardless of social and cultural activities, religion, the role of families, jobs and qualities, gender biasness results were recorded. Reproducing textbooks with gender inequality is a result of concealed curricula; that is intently or unintentionally embedded during the development of the textbooks. A hidden curriculum can be defined as "unspecified values and beliefs rooted in and transferred to the learners throughout rules that construct the routines and public relationship in classrooms and schools" (Kentli, 2009 p. 84). Drebeen (1968) claimed that hidden curricula recognize the process of socializing at schools but intuitively allows the learners in the course of time to misinterpret certain behavioral patterns and ethics. As far as the researcher knowledge, it has never been claimed in any textbook whether there is an intentional or unintentional hidden message of gender inequity.

Many textbooks authors, however, unconsciously fail into the gender trap and nurture gender inequality practices starting at very earlier stages. The schools' curricula and the learning process strengthen the formation of stereotyped attitudes and sustain the accepted social views of gender inequality. Countless textbooks specially language textbooks have revealed that gender biasness "… reflect the unequal power relationships that still exist between the sexes in many cultures, the prolonged marginalization of females, and the misrepresentations of writers with social attitudes that are incongruent with the present-day realities of the target language culture" (Litz, 2005, p.45). It was stated that "analysis of content of ESL/EFL books is a key contemporary issue in English language teaching and applied linguistics" (Hall & Hewing 2001, p. 1). Stereotyped materials negatively affects the students' choices of career and shakes their personal and social lives. Textbooks can be inspected for the use of the language in designing such materials and its terminology. This kind of investigation should provide helpful data that can support book authors in writing gender-equitable textbooks and as well as instructors to be more delicate when using

gender-neutral terminology. Moreover, many researchers believe that the representation of gender in EFL textbooks affects the learner's social life negatively. It triggers a proposition to investigate both the gender characteristics and the language used represented in schools' textbooks. Broadly speaking, textbooks "present a microcosm of ideologies, values, and beliefs from the dominant culture, including gender ideology and scripts" (Taylor 2003, p. 302). Studies have tackled many issues in this field, for example, gender in teaching materials, gender differences in pressurized tests, the selection of roles by males and females, etc.

Language textbooks are certainly a vital in the EFL classroom. Thousands of hard or e-copies are being sold as of this moment; it is suggested that "no teaching-learning situation is complete until it has its relevant textbook" (Hutchinson & Torres 1994, p. 315). Moreover, O'Neill (1982) argued that in order to meet students' needs, any textbook should serve as a learning tool. Haycroft (1998) proposed that textbooks are psychologically essential for the students since textbooks provide students with solid measuring tools to evaluate their learning progress. That is to say, students should feel more secured and have clearer and better expectations when a textbook meets their learning needs. Cunningsworth (1995) suggested that classroom materials are very useful for teachers and learners. In other words, Textbooks encourage students by enhancing their self-learning capabilities and teachers by providing them with learning objectives and support.

Textbooks can affect students negatively and may create an unfair image because in many cases the issues of gender-biased language are often baseless and imbalanced (Cameron, 1992). It has been claimed that' "studies on gender and language have found that gender bias and gender stereotypes in written text and pictures have deleterious effects for female students" (Lesikin 2001, p. 282). Some of these effects include feelings of (e.g. exclusion, depression, isolation and lowered self-esteem) could be contributed to the gender biased language (e.g. spoken and written) and gender biased textbooks. Some studies have shown that there are many of textbooks used at different schools around the world represent the role of females only as housewives and nurses or show more males than females in their texts and illustrations. EFL materials can inadvertently reflect not only the opinions and attitudes of their authors and designers but also the society and culture they live in. Educators are concerned about gender inequality and the attitudes of writers in

textbooks for some textbooks may have negative effects on the leaner's personality and as an individual in his/her society. That is, if a textbook content has gender stereotypes, it strengthens the inequalities among males and females, and supports social division. However, a balanced and suitable one is believed to maintain a healthy, mentally, socially, culturally growth for learners throughout their school stages. Therefore, no one can deny the important role textbooks play in the students' learning process, the educational future plans and social lives.

Gender represents an important sector in societies. When a society is referred to as gendered, males or females are not only genetic creatures; they are assigned different and specific roles by the society. Gender equality is a never ending issue in language education since it is closely related to the equal representation between males and females. Otlowski (2000, p.12) stated that "the roles assigned to females in some textbooks are the stereotypical roles of mother and homemaker". The representation of fixed roles merely aids to strengthen obsolete ideas that males and females have equal rights.

Chapter II

Literature Review

Language textbooks in general and ESL/EFL textbooks in particular may exhibit an imbalance representation of males and females. The present study falls in line with the same type of research done on gender representation in teaching materials used at schools. A number of studies researched gender representation in textbooks used in the Middle East (Jordanian, Syrian and Iranian schools) and Far Asia (Malaysia, China), Africa (Uganda, Kenya), Europe and United States, etc. This study, however, is the first study that analyses gender representation in EFL textbooks used at public schools in the UAE.

This chapter includes 5 sections covering some of the most important factors about gender representations and textbook evaluation. The first section talks about the vital role a textbook plays in ESL/EFL classrooms, and whether support or deter learning the language. The second section shows why textbook evaluation is important; the factors that affect selecting and developing the appropriate textbook. The third section explains the role of culture and religion in textbooks. The fourth section illustrates gender representation in different textbooks (e.g. Arabic, Math, Science, and History). The fifth section discusses gender representation in EFL textbooks and the different studies made in this field.

2.1 The vital role of textbooks in EFL classes

EFL materials include very important contents; they are essential elements for EFL/ESL programs and classrooms. Language instructors depend on instruction materials greatly specially at schools. Regardless of the type of materials (e.g. textbooks, online activities, texts, e-learning, computer aided programs, worksheets, etc.) used in EFL classrooms by the teacher and students, they signify the foundation of language learning practices and therefore, can create an interaction atmosphere where students and teacher can be engaged and the language can be acquired. A textbook can be simply defined as "a standard work on a particular subject designed for classroom use with appropriate vocabulary, illustrations, student exercises and teacher aids" (Crossley and Murby 1994, p. 100).

The core of any curricula used at any EFL institution greatly depends on textbooks. Learners can practice language inside and outside of the classroom, in addition to cultures and methodologies guided with their teachers' supervision. Broadly speaking, the teaching and learning process and students' identity can be affected by the content and the techniques of textbooks. Textbooks indisputably play a vital role in all disciplines particularly in Language teaching classes. Annually, thousands of copies are printed and sold locally and internationally to different countries. As it was claimed "… no teaching-learning situation, it seems, is complete until it has its relevant textbook" (Hutchinson & Torres 1994, p. 315). According to Sheldon (1987), a textbook is a published book designed especially to tailor students' needs and help them to improve both their communication skills and linguistic abilities. A textbook is created "to give cohesion to the language teaching and learning process by providing direction, support and specific language based activities aimed at offering classroom practice for students"(Mares 2003, p. 130).

The use of textbooks in EFL classes is so extensive; it is considered a global component of the teaching process. It is an aiding tool not only for the teacher but also for the students (O'Neill 1982) and is very crucial for all educational institutes that offer English teaching (Litz 2005). It is widely suggested that textbooks are the concrete assessing device for students; they can measure their progress and achievements, and in response, students tend to feel psychologically secured and have clear vision when using a textbook. A textbook can play the role of a second teacher; "it contains material that is intended to instruct students directly about English-speaking cultures" (Cortazzi and Jin 1996, p. 199). McGrath (2002) suggested textbooks can also include self-learning strategies which might be of assistance to students to become more self-directed learners. Moreover textbooks can also help leaners in evaluating their work after finishing very activity. In addition, a textbook can endorse self-guided learning techniques by providing students with adequate materials and activities. Textbooks can also aid teachers by serving them as a reference point and providing them with learning objectives and daily lesson plans.

On the other hand, opponents of textbooks believe that many textbooks have negative effects and leave bad impression on students. It is suggested by (Richards 2001) that there are five main problems of textbooks may include; inauthentic material, biased content, ignoring the needs of the students, de-skilling instructors, and the expensive

cost if they are imported textbooks. Crawford (2002, p.81) claimed that one of the many shortcomings of textbooks include making decisions or strategic objectives. In many cases, textbooks fail to "present appropriate and realistic language models" Crawford (2002, p.81). In other words, if a textbook becomes the decision maker, teachers and students role in the classroom will be relegated. Moreover, Allwright (1982) argued that textbooks present the authors pedagogical and linguistic ideas with limited flexibility.

Clarke and Clarke (1990) claimed that English textbooks, whether they are designed for ESL/EFL, may contain examples of stereotyping, gender inequity, and sexist language which cause serious challenges for EFL learners in the future. Also, Mannheim (1994) stated that if ESL/EFL learners are presented with biased ideological materials, learners may suffer the consequences hereafter. Other researchers believed that the culture of a certain language is a tool for teaching the language. Thus, it is almost impossible to teach a language without adding its culture. Learners will subsequently be forced to express themselves within that culture of which may result in isolation, inequality, and in some cases oppose learning (Prodromou 1988).

2.2 The importance of textbook evaluation

There is no doubt that the number of published textbooks nowadays is increasing rapidly. However, choosing the right one is very challenging. As known, the selection of textbooks can have a huge effect (positive or negative) on teachers, students and the education process as a whole (Harmer 1991). Textbooks also play a role in determining the survival of English courses taught at various institutions. On many occasions, according to McGrath (2002), the selection of textbooks doesn't have a solid base; it actually depends on the reputation of the publishers and authors.

Moreover, Tomlinson (2008, p. 3) stated that "many ELT materials currently make a significant contribution to the failure of many learners of English as a second, foreign or other language to even acquire basic competence in English." He/she argued that there are two reasons for the failure of learning a language. On the one hand, and as Dendrinos (1992, p. 35) stated, "the ultimate objective of [textbook publishers] is commercial success." In other words, the motivation for designing a textbook and

publishing it is for the purpose of making profit. Therefore, the writers heavily focus on the linguistics part rather than the acquisition of the language. In the sense, they produce textbooks that meet the Ministry of Education or the public demands. Moreover, many writers implement their ideas by depending on their perception when designing a textbook. They fail to produce a well-designed textbook and neglect the students' needs, but achieve in creating biased materials. Graves (2000) suggested that any irrelevant or inappropriate content, the inclusion of stereotyped images, biased materials, and unbalanced or outdated activities demotivate learners.

In light of the above, it is very clear that textbooks have pros and cons. Yet, they can serve as signal that textbooks should be evaluated. It simply can identify textbooks' strengths and weaknesses and assist in the selection process. Through textbook evaluation, teachers get to know the content of the book ahead of time, its weak points and strong points which will assist them in modifying it, if needed, to meet the course objectives. Cunningsworth (1995) suggested the evaluation of any textbook should include well examined materials whether they meet the students' needs, goals, approaches and the expectations of an institute. According to Ellis (1997), the evaluation of a textbook examines whether the content materials and methodology are appropriate or not. It is worth noting that it is very important for educational institutions to conduct a routine textbook evaluation to insure EFL textbooks successfully is supporting the learning process and hence, achieving its objectives. There are three different evaluation types (see Ellis 1997, McGrath 2002, Tomlinson 2003): 1. Predictive evaluation of materials defines the materials that suit the teaching process and students' needs. 2. Retrospective evaluation measures the value of materials by observing them while they are being used. 3. Post use evaluation assesses the effect (negative or positive) of the textbook on the learners. A Post-use evaluation "can measure the actual outcome of the use of the materials and thus provide the data on which reliable decisions about the use, adaptation or replacement of materials can be made" (Tomlinson 2003, p. 25).

2.3 The role of culture and religion in textbooks

Robinson (1988) suggested that culture is dynamic complicated systems of symbols and meanings. This definition refers to the culture's dynamic nature of which is continuously altering. Culture is considered the "membership in a discourse

community that shares a common social space and history, and common imaginings" (Kramsch 1998, p. 10). Moreover, Newmark (1988, p. 94) pointed out that culture can be "the way of life and its manifestations that are peculiar to a community that uses a particular language as its means of expression". According to Mitchell and Myles (2004) the acquisition of both culture and language happen instantly. Hence, they cannot be separated; they conversely co-exist by supporting the development of each other. According to Lotman (1978), "no language can exist unless it is steeped in the context of culture; and no culture can exist which does not have at its center, the structure of natural language" (Lotman's 1978, p. 213).

There are three different classifications of the cultural materials that currently used in language textbooks: 1. Source culture. It refers to the learners' own culture used in textbooks. They are mainly produced at a national level in and for a certain country. The main goal of these textbooks is to enable leaners to actively discuss their own culture with foreigners residing or visiting the country. 2. Target culture. It is very common in EFL teaching; it includes one or two cultures (e.g. USA, UK). These materials, however, are widely criticized and evaluated. It has been argued that they are designed for expressing certain agendas and commercial purposes rather than tailoring students' needs. 3. International target culture. This type of materials is designed for certain usage. It includes a variety of cultures where English is not the first nor the second language. It is rather an international language which is supposed to cover a variety of knowledge from different cultures all over the world using the targeted language (Cortazzi and Jin, 1999).

Dweik (2000) argued that textbooks familiarize students with different cultures of different countries. It also helps them to relatively develop cultural awareness and intercultural competence (IC). According to Canale (1983), there are four subcategories of IC: grammatical, sociolinguistic, discourse and strategic competence. Intercultural communicative competence is considered a primary goal of EFL teaching and learning. It is the "ability to ensure a shared understanding by people of different social identities, and ability to interact with people as complex human beings with multiple identities and their own individuality…" (Byram 1997, p.10). Thus, culture teaching is implemented in many ELT materials. As stated in Clouston (1997), the appearance of the communicative approach in ESL/EFL teaching materials endorses the embedding process of the targeted language and its culture.

Communicative competence must be reinforced to achieve the desired communication goals within the target language cultural context. Tomalin and Stempleski (1993) pointed out that for every culture has cultural products. That is, literature, folklore, beliefs, values, behaviors, customs, habits, dress, food, leisure, etc.

However, when a culture encounters another, the differences are likely to create some kind of confusion particularly for language learners. As a result, EFL students must gradually be exposed to the culture that is linked to the target language. It was stated that "...second language learning took place in order for learners to gain access to the great literary masterpieces of civilization" (Allen 1985, p. 138). Whether students learn English as their first, second, or foreign language, the elements of the culture are inevitable, for language teaching is also culture teaching. Several studies (e.g. Pulverness 2000, Kramsch 1993, Brown 1990, Berns 1990) have a common agreement; there is an intimate reciprocal relation between language and culture; one cannot learn a language without learning culture. Tseng (2002) suggested that teachers should always include examples of culture and authentic materials as a daily practice in EFL teaching in addition to the textbook materials. In his point of view, such addition should encourage students to have cultural discussions and debates in their classes. Teachers should always choose appropriate materials carefully to stimulate the students' cognitive abilities. If the students were not exposed to sufficient cultural and social knowledge of the target language, it may frustrate students and cause learning delays.

Arab Culture existed thousands of years in pre-Islamic era. Females had absolutely no rights; they were considered a stigma in their families and caused humiliation for the father in the society. In order to end such a misery for the father, female infanticide was the only choice. The father willingly used to bury his daughter alive in the sand. With the arrival of Islam, female infanticide became a major sin and therefore, was forbidden. Islam granted females rights that didn't exist in the pre-Islamic era or in the western civilization until recent. The images of females in Islam have been under the scope for quite some time now. It is worth noting that this topic is of a great misunderstanding due to the lack of understanding of Islamic laws, and the misconduct of some extremists which has no connection to Islam or its teachings. Islamic laws are derived from Quran and Sunnah "the prophet conducts and his sayings." It was claimed that males are given more priorities than females in Islam.

On the contrary, males and females are commensurate; a male is not better than a female. A person (he/she) will be rewarded for his/her good deeds or punished for his/her bad deeds as well. In Islam, the only relation between a male and female is by marriage. Husbands and wives have mutual responsibilities; they might not be identical, but they co-exist together. Males may have more control and more responsibilities towards their families, but the rights and responsibilities are balanced between them. Allah Almighty in his the Noble Quran (Surat Al-Baqarah, verse 228) says:

In the name of Allah, Most Gracious, Most Merciful

بسم الله الرحمن الرحيم

" ولهن مثل الذى عليهن بالمعروف وللرجال عليهن درجة"

صدق الله العظيم

"…women shall have rights, due from their spouses, similar to those, rights, due from them, with justice, as stipulated by the Law, in the way of kind conjugality and not being harmed; but their men have a degree above them, in rights, as in their duty to obey their husbands…" (Tafsir al-Jalalayn, trans. Feras Hamza).

2.4 Gender representation in different textbooks

There is no doubt that gender representation in teaching materials can affect the learners' social life. Hence, inspecting the level of gender roles epitomized in the language used in the textbooks is vital. Teaching materials "present a microcosm of ideologies, values and beliefs from the dominant culture including gender ideology and scripts…" (Taylor 2003, p. 302). Over the years, several studies focused on different matters, for instance, the differences between the performance of males and females on tests, gender representation, classroom interaction, and gender manifest in teaching materials, etc.

Rabaa (1985) analyzed 28 Syrian textbooks used at public schools and concluded that the textbooks are biased in content and language in favor of males. Mayer (1989) investigated the gender inequality and female status in 8 different introductory human geography textbooks written by different authors. The researcher evaluated the way females were represented explicitly (e.g. the visibility and the frequency of images)

and implicitly (e.g. the inclusion or exclusion of females in the language and materials). The outcomes were clearly negative; females were underrepresented in all books. Baro & Eigenberg (1993) analyzed illustrations in 20 textbooks in the criminal justice discipline. This study explored the degree of visual presence of females and to conclude if these textbooks provide gender fairness for females in the criminal justice system. The content analysis revealed that females were visually rendered and in some cases were invisible.

Moreover, Beyer et al. (1996) examined gender representation in sexuality education curricula. The study examined drawings, images, and texts. The findings were surprisingly high. Males representation appeared in topics connect to desire, exploitation and drugs addiction. However, female images occurred more clearly in body images, hygiene and organs diseases. In another study, Hogben & Waterman (1997) examined the diversity and gender issues in introductory psychology textbooks at freshmen level. They analyzed texts and photographs in 28 textbooks. They concluded that females were significantly underrepresented in both texts and images. Nsiarat (1997) examined the image of women in Arabic textbooks used in both the basic and secondary stages at Jordanian schools, respectively. She concluded that the texts portrayed women only in the traditional roles. Coles (1977) examined 5 adult basic education textbooks. 61 females images portrayed were in only 11 jobs. By contrast, Coles found among 106 males, 73 different occupations ranging from a driver to a professor.

Alawdy (2000) examined gender stereotyping in concepts in Yemen. He found that the educational quality, the language, the methodologies and the contents of educational materials were all based on inequality and discrimination. He concluded that such unfairness is directly connected to the culture and the society in Yemen. Jarbawi (2002) studied the image of women in different textbooks used at Palestinian schools. She concluded that women were portrayed in traditional roles such as housekeepers, and their visibility was so rare. Shteiwi (2003) examined gender stereotypes in textbooks used at primary school in Jordan and concluded that males dominated public roles while females were rendered despite the measurements taken by the ministry of education. Chick (2006) studied males and females representation in history textbooks used in secondary schools. She examined gender issue via analyzing illustrations and texts. The results of her study show that the history books

were still unbalanced; females were underrepresented when compared to males. She also claimed that although the American Historical association guidelines clearly instruct designing balanced textbooks, writers are still producing gender biased, ethnic stereotyped textbooks as well.

In her study, Alsrabi (2010) examined the image of females in Jordanian textbooks used in grade one and grade 6. The results showed the image of females primarily as submissive and dependent (e.g. mom, daughter, wife, etc.) while males were more independent and patriarch playing important roles (father, doctor, policeman, etc.) Naji and Rifai (2011) conducted a study that focused on inspecting the image of females in textbooks used in schools in the primary stage in Saudi Arabia. Their findings were similar to the other gender studies mentioned earlier. That is, females were underrepresented and misrepresented in many cases.

2.5 The representation of gender in EFL textbooks

It has been advocated that the "analysis of content of ESL/EFL books is a key contemporary issue in English language teaching and applied linguistics" (Hall & Hewing 2001, p. 1). Students may negatively be affected by gender stereotyped teaching materials. It may contribute to students' socialization abnormality and to stereotypical and traditional behaviors.

Porreca (1984) analyzed ESL textbooks for gender manifestation. She used the content method analysis in examining 15 textbooks used at school in the USA. In the procedure of her analysis, she examined the representation of females in texts and images, occupations, male and female nouns frequency, firstness, the types of adjectives used for males and females and their frequencies generic masculine nouns (man) and pronouns (he). She concluded that "sexism continues to flourish in ESL textbooks"(Porreca 1984, p. 718). Porreca also pointed out that "although females comprise slightly over half the population of the United States, they are represented only half as often as males in both text and illustration" (Porreca 1984, p. 718). Gupla & Su Yin (1990) studied 2 textbook used at primary schools in Singapore. They analyzed the imbalanced distribution of male and female characters based on ratio, dialogues, and character roles. They found that males were shown in a wider range of roles than females. That is, 9 occupation were linked to female (e.g. wives, house-

keepers, cashiers, nurses, etc.), and males had 41 occupations (e.g. astronaut, farmer, teachers, physicians, etc.). In contrast, Jones, Kitetu and Sunderland (1997) investigated stereotyping concerns in 3 different ESL textbooks. They based their study on the use of language in dialogues. The gender inequality levels in the textbooks were very positive. According to the researchers, the fairness was achieved through creating balanced gender roles in social activities and occupations.

Shteiwi (2003) inspected 96 elementary textbooks in Jordan for gender representation. He found 6159 roles, 87% of which were filled by males. Males dominated 93% of the public roles (as opposed to family roles). That is, public roles form 65% of the total roles. Regarding female roles, the majority were traditional female roles such as teaching. However, no women were depicted in politics or in the professional sectors. In their study, Ansary and Babaii (2003) investigated sexism in 2 EFL textbooks used in secondary schools in Iranian. The authors concluded that "women suffered most obviously from low visibility" (Ansary & Babaii, 2003, p. 69). Males dominated all the conversational topics in accordance with the results. The occupational roles assigned to females were the stereotypical of mothers and wives. Males were seen doing different occupations .i.e. teachers, professors, engineers, scientists, etc. Xiaoping (2004) investigated the content of 3 EFL textbooks used in elementary school in China. The aim of his/her study was to render gender stereotypes in these textbooks. She concluded that females were minimalized while men had a better representation. Such stereotyped textbooks might affect the students learning process and social life negatively.

Holmqvist and Gjörup (2006) examined gender inequality and gender roles in 6 ESL textbooks published in 1970s. They focused on analyzing roles, occupations and illustrations. The findings showed that males were widely presented in the 3 categories while females were being diminished. They identified gender imbalance in the number of female protagonists and stereotypical occupations for females. Males stood at better and higher social levels than females. Some expressions found were considered offensive to females. Lee and Collins (2006) examined 6 EFL textbooks for gender representation used in Hong Kong. The focus of the study was to scrutinize sexism in different categories namely, masculine generic, omission, roles, titles, order of appearance. They claimed that the gender representation in these textbooks indicate that textbook writers had developed gender awareness and more conscious when

designing textbooks. In his doctoral dissertation on gender in the English curriculum used in Jordan basic stage, Hamdan (2008) identified male dominance in the following gender aspects: visibility in texts and illustrations, jobs and occupations, firstness, topic domination, grammatical function, attributed traits, leisure activities, masculine generic conception and leisure-activity types.

In an attempt to analyze gender representation, Mineshumi (2008) examined an EFL textbook used in secondary classes portrays males and females in Japan. Using the mixed method, the author focused on males and females visibility, characteristics, and images. The results of his/her study showed that the textbook portrayed gender fairness in the 3 categories. He/she concluded that the textbook inspected should be an example of an equal representation of genders when designing new textbooks. Vogli (2009) investigated New Success at First Certificate textbook for gender issues. The researcher concluded that although the writers of the above mentioned textbook put a lot of efforts to portray women and men equally, the findings indicated that males came first females followed. Ghorbani (2009) examined manifestation of gender in three different textbooks used at different Iranian schools. They used the critical content analysis method focusing on the text and illustrations; their results indicated that EFL/ESL textbooks were gender stereotyped in both language and content. In his study of femininity and masculinity in EFL textbook series in Kenya, Kobia (2009) examined the gender portrayal images at elementary level in "Let's Learn English series" textbooks designed and published by Kenyan Literature Bureau. Similar to other studies, the results showed that males outnumbered females in illustrations, roles, titles and names. The findings further disclosed that females were also under-represented in author-ship, editor-ship, and designing the textbooks. Moreover, the study indicated that the Bureau attempted but failed to design balanced textbooks containing a presentation of gender fairness and language inclusion.

Khurshid, Gillani and Hashmi (2010) analyzed both English and Urdu textbooks used in 9th and 10th grades. To achieve the study's goal, the content analysis approach was used. The results were clearly in the favor of the males; females were under-represented and discriminatory presented on different circumstances. It was noticed that the females were involved in activities merely as house-wives. Barton and Sakwa (2012) studied how an EFL textbook namely "English in Use" recommended by the Bureau of Education; used at Ugandan secondary schools reinforced gender

unfairness which is dominant in Ugandan society. Using the quantitative and qualitative methods revealed that role of females were understated in comparison to males and that the language used of the textbook was not females inclusive.

Chapter III

Methodology

The researcher in this study seeks to answer 2 main questions about how EFL textbook authors portrayed males and females in textbooks. In order to answer the questions, the researcher adopted an instrument for the purposes of data collection. The types of analysis, the statistical measures, and the criteria used to control every characteristic will be later discussed.

3.1 The materials

The focus of this study is the textbooks used at public schools in the UAE. These textbooks represent the three educational levels; the elementary level "UAE Parade" consists of 6 textbooks (1, 2, 3, 4, 5 & 6). The middle level "UAE English Skills" consists of 3 textbooks (7, 8 & 9). The secondary level "On Location" also consists of 3 textbooks (10, 11 & 12). Each stage has separate authors and published by 3 different publishing houses as well under the supervision and authority of The Ministry of Education (MoE) namely "The Center of Curriculum and Instructional Materials development" in the UAE. Each textbook series consists of different number of units with different tittles. For instance, each textbook in the elementary level (1-6) has 9 units; the middle level (7-9) has 6 units, and the secondary level (10-12) has 6 units.

3.2 The Procedures of the Study

The researcher tailed the following procedures: 1. Examining the validity of the instrument, 3. Analyzing the EFL textbooks using 8 aspects of gender representation, 4. Collecting the data, and 5. Analyzing the data.

3.3 Data Collection procedures

For the purpose of data collection, the researcher has adapted Porecca (1984) and Hamdan (2008) instruments to analyze illustration, dialogues, exercises and reading comprehensions. The focus will be on the way males and females are represented in EFL textbooks used at public schools in the UAE from grade 1 to grade 12. For the purpose of unit selection, the researcher used random number generator software named" Free Random Number Generator" which is available at

. The researcher uploaded the number of the units (e.g. Parade series Min: 1, Max: 9) to the program. The software randomly selected a unit from each textbook and the researcher repeated the same procedure for the 12 textbooks. The researcher will later discuss the types of analysis, the statistical graphs, and the criteria that have been used in each aspect. Table 1 gives detailed information about the textbooks used for data collection: titles, authors, publishers, publication dates, grades, the number of pages and the number of units.

Textbook Title	Author/s	Publishers	Date of publication	Grade	Pages	Unit/s
UAE Parade	Mario Herrera and Theresa Zanatta	Longman in association with MoE	2004	1	93	9
UAE Parade	Mario Herrera and Theresa Zanatta	Longman in association with MoE	2004	2	108	9
UAE Parade	Mario Herrera and Theresa Zanatta	Longman in association with MoE	2004	3	109	9
UAE Parade	Mario Herrera and Theresa Zanatta	Longman in association with MoE	2004	4	109	9
UAE Parade	Mario Herrera and Theresa Zanatta	Longman in association with MoE	2004	5	110	9
UAE Parade	Mario Herrera and Theresa Zanatta	Longman in association with MoE	2004	6	109	9
UAE English skills	Terry phillips and Anna phillips	Garnet Publishing Ltd. in association with MoE	2007	7	124	8
UAE English skills	Terry phillips and Anna Phillips	Garnet Publishing Ltd. in association with MoE	2007	8	126	8
UAE English skills	Terry phillips and Anna phillips	Garnet Publishing Ltd. in association with MoE	2007	9	139	6
On Location	Thomas Bye	McGraw Hill Education in association with MoE	2009	10	144	6
On Location	Thomas Bye	McGraw Hill Education in association with MoE	2009	11	144	6
On Location	Thomas Bye	McGraw Hill Education in association with MoE	2009	12	169	6

Table1.Description of the textbooks

3.4 Data Analysis Methods

The researcher will use the mixed-method approach for collecting the data and for the purpose of the analysis. The mixed method approach is defined as "a research design with philosophical assumptions as well as methods of inquiry" (Creswell & Clark 2007, p.5). It is claimed that the combination of quantitative and qualitative approaches may provide a clearer image and a better understanding of research results rather than one single approach. Therefore, the following methods will be used in the study: Content Analysis (CA) for quantitative analysis and Discourse Analysis (DA) for qualitative analysis.

a. Content Analysis

For quantitative analysis purposes, the researcher will use the content analysis which is defined as "a research methodology that utilizes a set of procedures to make valid inferences from text" (Weber 1990, p. 89). It is used to determine the existence of certain ideas, phrases, words, themes, characters, illustrations, or even words within a particular text or texts in order to enumerate such a presence for data analysis purposes. A content analysis (CA) is also a systematic and objective means of describing and quantifying data. For many scholars, it is popularly used as a tool in analyzing data. CA allows the researcher to examine hypothetical claims to improve the understanding of the data collected. Through content analysis, replicable and valid conclusions can be extracted from data by providing new facts, perceptions and information. It involves close examination of the textbooks materials including hidden meanings, attitudes and identifying and counting characteristics. It was emphasized that categorization is the core of content analysis. Data will be set as categories and numbers or frequencies will be recorded within each category (Weber, 1990).

In this study, the categories are:

1. Visibility in illustrations: illustrations include pictures, drawings, photographs or cartoons. Each character in an illustration is examined to determine the frequency of occurrence of male and female illustrations. Each character will also be counted as a separate occurrence even if the same character reappears more than once. Simple clues such as clothing and hair style will be taken into consideration when

determining the gender of the character. However, if the character cannot be identified for any reason, it will be disregarded.

2. Visibility in the text: the researcher will record the frequency of proper nouns (e.g. Ali, Mary, etc.), nouns (e.g. father, mother, etc.) and Generic antecedents (e.g. he, she, his, her) in all passages. Then, the frequencies and percentages will be calculated and compared.

3. Topic Dominance: the researcher will examine the reading passages and dialogues to examine the gender of the dominant character that controls the dialogues or texts. The focus will be on who controls the texts, who initiates conversations and the number of speech turns. The occurrences and percentages will later be quantitatively enumerated.

4. Occupations: an occupation refers to a job, career, profession, and any type of work done by a female or male. The focus in this section will be on the occupational roles presented in the units. The occupations are to be thoroughly examined and enumerated to evaluate whether there is a balance or imbalance distribution of occupations in the units. The researcher will focus of the variety of jobs rather than the recurrent repetition of jobs.

5. Grammatical Functions: refer to the functional connection between the elements in a sentence (subject: and object). In this study, the focus will be on the role of the subject (proper nouns, nouns and subject pronouns including he/she) in every sentence. It is commonly used in studies analyzing sentences in corpus and dictionaries.

6. Character Traits: In this category, the use of adjectives to describe the quality of a female or a male will be investigated. In many studies, females were described as beautiful, fat, ugly, etc. However, males were described as strong, courageous, attractive, etc. To determine the adjectives used in the units, traits will be quantitatively recorded.

7. Character Activity: a leisure activity is usually practiced by males and females not only in textbooks but also in reality. The researcher will examine the distribution of activities (e.g. reading, running, playing football, coloring, etc.) and if such activities are connected to one gender.

8. Generic Masculine nouns: these are terms used to generally refer to males as the norm and exclude females. The researcher will record any masculine nouns used (e.g. postman, policeman, etc.).

b. Critical Discourse Analysis

Critical Discourse analysis (CDA) enables the researcher to interpret any text and to reveal any hidden meanings or messages. It also enables the researcher to visualize, comprehend and realize the circumstances within a specific matter. Gee (2005) mentioned that the advantages of using CDA can be applicable to every subject and every situation. Moreover, CDA investigates stereotyping issues and examines words, phrases, clauses, dialogues etc. of a language in a certain context. It also observes how characters are referred to, and allows building speculations on the association among such characters. Van Dijk (1997) specified that discourse is an important concept in language studies. In his study, he identified 3 main dimensions for discourse: the use of the language, the communication of beliefs, and social interactions in different circumstances. He also added that "… besides giving systematic descriptions, we may expect discourse studies to formulate theories that explain such relationships between language use, beliefs and interaction" (Van Dijk 1997, p. 3). There are three levels of CDA: macro, meso and micro. In this study, the focus will be on the micro level which focuses on the linguistic features and devices that authors used to intentionally or unintentionally portray certain ideas in a textbook. Hence, unit titles, grammatical functions, character traits, and character activities will be investigated qualitatively by examining the language use (words, phrases, clauses, sentences, etc.) in the units and identifying the connection between the characters and the language.

3.5 Instrument validity and reliability

The researcher and an expert in the field on textbook evaluation examined the validity and reliability of the research instrument by examining 2 units from two different textbooks namely textbook 4, unit 4 and textbook 7, unit 3 separately. Next, the researcher compared both results, and they were statistically within a very satisfactory range.

Chapter IV

Results

This study aimed to investigate the representation of the manifestations of gender in the EFL textbooks from grade 1 to grade 12 by focusing on illustrations, texts and addressing some linguistic aspects. This chapter provides systematic information in relation to frequency of occurrences and percentages of the aforementioned gender aspects using illustrative tables. The following is a presentation of the results of the content analysis of each selected unit from the textbooks.

4.1 Visibility in illustrations

According to the findings in table 2, Males are the dominant character in illustrations at all levels. After examining 12 units, males appeared in illustrations more than females throughout the selected units. The overall number of males appearing in illustrations is 374. Females, however, are visible 254 times in illustrations.

Book	Unit	Male		Female		Total
		Number	Percentage	Number	Percentage	
1	6	41	66%	21	34%	62
2	5	19	51%	18	49%	37
3	1	33	43%	44	57%	77
4	2	36	54%	31	46%	67
5	4	36	63%	21	37%	57
6	9	22	73%	8	27%	30
Total		187	58%	143	42%	330
7	4	54	57%	40	43%	94
8	3	74	76%	24	24%	98
9	2	17	33%	35	67%	52
Total		145	60%	99	40%	244
10	4	21	84%	4	16%	25
11	6	11	65%	6	35%	17
12	1	10	83%	2	17%	12
Total		42	67%	12	22%	54
Overall Total		374	60%	254	40%	730

Table 2 Distribution of visibility in Illustrations

With reference to the elementary level (1-6), males are also the dominant character in illustrations except in textbook 3. Female characters are underrepresented when compared to male characters. In the analysis, the researcher counted 187 illustrations for males with 58% and 143 for females with 42%. (See table 2) In the middle level

textbooks, the frequency of males appearing in illustrations is more than females. While the percentage of female representation in illustrations constitutes 40% (n=99), males are more dominant with an average of 60% (n=145). It is worth noting that in unit 2 textbook 9 (T9), females are presented more than males. Females are represented in (n=35) illustrations while males appeared in (n=17). In the secondary level, frequencies are still in favor of males; 42 male characters and 12 female characters were recorded. As a result, males' appearance in illustrations is almost 4 times more than females. For samples, see Appendix B.

4.2 Visibility in texts

After the analysis of the units, the researcher recorded the frequencies of the usage of nouns and pronouns in reading passages. It is worth noting that the researcher didn't find any text or passage to examine in (T1). Therefore, the frequency for both males and females is 0. In textbooks 2, 3 & 6, females' nouns and pronouns are more dominant. In unit 1 (T3) for instance, females have 6 recordings while males have 0. (See table 3)

Book	Unit	Male		Female		Total
		Number	Percentage	Number	Percentage	
1	6	0	0	0	0	0
2	5	3	43%	4	57%	7
3	1	0	0	6	100%	6
4	2	10	83%	2	17%	12
5	4	17	79%	7	21%	24
6	9	5	45%	6	55%	11
Total		35	58%	25	42%	60
7	4	8	40%	12	60%	20
8	3	0	0	14	100%	14
9	2	0	0	0	0	0
Total		8	24%	26	76%	34
10	4	0	0	0	0	0
11	6	7	100%	0	0	7
12	1	0	0	10	100%	10
Total		7	41%	10	59%	17
Overall Total		44	44%	57	56%	111

Table 3 Distribution of visibility in texts

With reference to males, the total visibility in texts in (T4 & T5) is 27 while females have only 9. Thus, males are present 10 times more than females. To sum up, the units selected from the elementary level show that males have outnumbered females. Statistically, males have the largest proportion comprising 58% of the total percentage while female visibility comprised only 42%. On the other hand, females are more dominant in middle level units. For example, in unit 4 (T7), females' visibility is

higher by 4 occurrences. Unlike females who have 12 frequencies, males are visible in texts in 8 frequencies. According to table 3, females in unit 3 (T8) are the dominant gender with 14 occurrences while their counterpart has 0. Unit 2 (T9), however, is very different. Neither females nor males have any visibility in texts. The text in this unit is addressing a general subject. In the secondary level, unit 4 (T10), no occurrences were recorded for either females or males. (See table 3)Unit 6 (T11), however, has 7 male occurrences in the text because the reading passage is about a male character. On the other hand, females are the dominant character in unit 1 (T12). Females appeared in (n=10) with a 100% because male characters were excluded from the text. For samples, see Appendix C.

4.3 Topic dominance

The focus in this aspect will be on who controls the texts, who initiates conversations and the number of speech turns. The results of examining topic dominance in reading passages and dialogues are illustrated in table 4. It is important to mention that the researcher did not find any dialogue between males and females in the units. Thus, the focus was more one the reading passages. Each selected unit contains 1 reading passage except for grade 6 and the secondary level which have 2. Grade 1 in the elementary level demonstrates zero topic dominance for it doesn't have a reading passage. After the analysis of the second grade unit, it was highly noticed that a female controls the topic of the reading passage. Moreover, it is the same scenario with grade 3; the reading passage is also subjugated by a female. One the other hand, the reading texts in textbooks 4, 5, & 6 are different than the previous textbooks. (See table 4) The texts are controlled by males rather than females. Unit 4 (T4) has 1 topic which is controlled by a male character. Moreover, unit 8 (T5) also has one male topic dominance. Unit 9 (T6), however, has 2 topics; both are controlled by males. In summary, the selected units in the elementary level demonstrate that there are 6 reading texts shared by 5 units. Textbooks 2 & 3 reading topics are controlled by females while male characters control the topics in the remaining units namely (4, 5 & 6). According to table 4, the female topic domination proportion is 33% while 67% of the aforementioned are males. This means that males are the leading characters in terms of topic dominance. With regard to middle level, the reading passages in the selected units are controlled by females. After the examination of the passage in unit 4

(T7), it was clear that a female is governing the passage. (T8) unit 3 is similar to (T7); the reading passage topic is also dominated by a female character.

Book	Unit	Male		Female	
		Number	Percentage	Number	Percentage
1	6	0		0	
2	5	0		1	
3	1	0		1	
4	2	1		0	
5	4	1		0	
6	9	2		0	
Total		4	67%	2	33%
7	4	0		1	
8	3	0		1	
9	2	0		0	
Total		0	0	2	100%
10	4	2		0	
11	6	2		0	
12	1	0		1	
Total		4	80%	1	20%
Overall Total		8	62%	5	38%

Table 4 Distribution of topic dominance

It was perceived that although there is a reading section in unit 2 (T9), the unit does not have a reading text, but instead, it has exercises. Therefore, a zero was given for both males and females. (See table 4) Males, in the secondary level appeared more in reading passages. For example, male characters in unit 4 (T10) not only dominate one passage topic but two. It was noticed that females were excluded from these texts. The same frequency is also recorded in unit 6 (T11). However, in unit 1 (T12), one reading passage was detected and is controlled by a female character. The three selected units from the secondary level show that males dominate 4 reading passages out of 5 with 80%. For examples, see Appendix D.

4.4 Occupations

As previously mentioned, occupations in this study refer to jobs, careers, professions, and any type of work done by females or males. The findings in table 5 show that elementary level units contain an unbalanced distribution of occupations between males and females. To start with, unit 5 (T2) is occupation free for both genders. It can be also noticed that there is only 1 occupation in unit 1 (T3) which belongs to a female teacher. (See table 5) However, the selected unit in (T1) encloses 12 different occupations; males occupy 8 positions with 67% whereas females are represented in 4 occupations with 33%. Females in unit 2 (T4) also have the same quantity of

occupations. Males, on the other hand, have a total number of 9 occupations. Males are seen in 7 occupations and females in 1 in unit 4 (T5).

Book	Unit	Male		Female		Total
		Number	Percentage	Number	Percentage	
1	6	8	67%	4	33%	12
2	5	0	0	0	0	0
3	1	0	0	1	100%	1
4	2	9	69%	4	31%	13
5	4	7	88%	1	12%	8
6	9	5	100%	0	0	5
Total		29	74%	10	26%	39
7	4	4	50%	4	50%	8
8	3	26	72%	10	28%	36
9	2	0	0	0	0	0
Total		30	68%	14	32%	44
10	4	11	85%	2	15%	13
11	6	0	0	1	100%	
12	1	0	0	0	0	0
Total		11	85%	2	15%	13
Overall Total		70	73%	26	27%	96

Table 5 Distribution of Occupations

Unit 2 in the last textbook of this series presents 5 occupations; females are occupation free. It is clear that males are presented in more occupations than females in this level by 48%. (See table 5) Males and females share the same number of occupations but different types in unit 4 (T7); each gender is shown in 4 different occupations. Unit 3 (T8), however, presents males in 26 various occupations with 72% compared to 10 occupations on the female side with 28%. The difference in the number of occupations lies in the types of jobs males do. In the next textbook, no record of any occupation was found. Therefore, both genders are given 0. In this level, females are underrepresented in the number of occupations whereas males dominated the various types of occupations. In this level, males comprise 72% of the total percentage of occupations whereas females comprise 28%. Moreover, two units in the secondary level textbooks have no record of occupations. However, unit 4 (T10) includes 13 occupations; 11 of which are shared amongst males while 2 are only shared by females. In percentage, 85% of the occupations are attributed to males while only 15% are attributed to females. (See table 5) Unit 6 (T11), however, presents one female in one occupation as a teacher. In a nut shell, males are shown in 70 occupations and females in 26. Males have the largest share with 73% while females have only 27%. For a list of occupations, see Appendix E.

4.5 Grammatical functions

The role of the subject (proper nouns, nouns and subject pronouns including he/she) in sentences will be the focus of this aspect. In the elementary level, unit 6 has no records of any grammatical functions. Therefore, a zero is given for both males and females under frequency. Unit 5 (T2) presents females in the subject role 62% (n=5) while males are presented 38% (n=3). Females are also seen in control in (T3) unit 1 with 87% (n=7) whereas males are at 13% (n=1). However, (T4) unit 2 presents males in the subject role 61% (n=31) while females appeared in (n=20) with 39%.

Book	Unit	Male		Female		Total
		Number	Percentage	Number	Percentage	
1	6	0	0	0	0	0
2	5	3	38%	5	62%	8
3	1	1	13%	7	87%	8
4	2	31	61%	20	39%	51
5	4	26	58%	14	42%	40
6	9	8	57%	6	43%	14
Total		69	57%	52	43%	121
7	4	8	47%	10	53%	17
8	3	15	38%	25	62%	40
9	2	15	45%	18	55%	33
Total		38	42%	53	58%	91
10	4	47	80%	12	20%	59
11	6	45	87%	7	13%	52
12	1	44	72%	17	28%	61
Total		136	81%	31	19%	167
Overall Total		243	64%	135	36%	378

Table 7 Distribution of grammatical functions

The frequency of males in the selected unit in (T5) is (n=26) while females have only (n=14) occurrences. In other words, males constitute 58% of the males and the females 42%. Unit 9 (T6) presents females in 57% (n=8) while males appeared in 43% (n=6). It can be observed from table 7 that frequencies of males presented in the role of subject are more than females in the selected units in the elementary level. Although the total frequency of females in this section is 52, the males' is higher by 17 with 57%. (See table 7) In the middle level, females have more frequencies than males. For instance, unit 4 (T7) presents females as the role of the subject 53% (n=10) while males are presented in 47% (n=8). Unit 3 (T8) presents females more than males in the subject role with 62% (n=25) and males with 38% (n=15). This is similar to unit 2 (T9), but with a lower frequency. That is, 18 occurrences are for females and

15 for males. In total, the selected units in the middle level textbooks present females as the subject 58% of the time (n=52) and males 42% (n=38). (See table 7)

With reference to secondary level textbooks, males occupy the role of the subject more than females. For instance, the frequency of males is (n=47) while females' is only 12 in (T10) unit 4. In other words, males have 80% portion and females 20%. In unit 6 (T11), males also are more presented 87% (n=45). Females, however, appear 13% (n=7). Although females appear (n=17) in unit 1 (T12), males dominate the subject by 72% (n=44). According to table 7, in the secondary level, the total number of males occupying the role of the subject is 136 while females only appeared 31 times. The overall total of grammatical functions in all level examined in this study is in favor of males with 243 occurrences. For examples, see Appendix F.

4.6 Character traits

A trait is the use of adjectives to describe nouns related to a male and a female. After the examination of the selected units, it was clear that the use of adjectives was limited to high school level textbooks. 7 adjectives is total number of traits used in (T9) unit 2; 4 of which belong to males and 3 to females. (See Table 8) On the other hand, unit 4 in (T10) has 12 traits. They are equally shared between males and females. One trait, however, is present in unit 1 book 12. For examples, see Appendix G.

Book	Unit	Male		Female		Total
		Number	Percentage	Number	Percentage	
9	2	4	57%	3	43%	7
10	4	6	50%	6	50%	12
12	1	1	100%	0	0	1
Total		11	55%	9	45%	20

Table 8 Distribution of character traits

4.7 Character activities

Under this category, the researcher recorded every leisure activity practiced by both genders. Since there are no activities in grade 1 and grade 5 units, no frequencies were recorded. The selected unit in (T2) contains 8 activities divided equally between males and females. It is the same scenario for unit 1 (T3). However, the frequencies are different. Each gender has been recorded doing 6 activities. Therefore, the average of such frequencies is 50% for each group. It was noted that in unit 2 (T4), 2:1 is the

ratio of activities in favor of males. Unit 9 (T6), the number of activities males occupy is 5 and females 2. (See table 9) Relating to middle level units (7-9), the following frequencies were recorded. Unit 4 (T7) presents males and females sharing the same activity. So, one frequency was given to each gender. Unit 3 (T8) only presents males practicing 2 different activities.

Book	Unit	Male		Female		Total
		Number	Percentage	Number	Percentage	
1	6	0	0	0	0	0
2	5	4	50%	4	50%	8
3	1	6	50%	6	50%	12
4	2	2	67%	1	33%	3
5	4	0	0	0	0	0
6	9	5	71%	2	29%	7
Total		17	57%	13	43%	30
7	4	1	50%	1	50%	2
8	3	2	100%	0	0	2
9	2	3	100%	0	0	3
Total		6	86%	1	14%	7
10	4	1	100%	0	0	1
11	6	8	100%	0	0	8
12	1	1	67%	0	33%	1
Total		10	100%	0	0	10
Overall Total		33	69%	15	31%	48

Table 9 Distribution of Character Activities

Similar to the previous unit, males are also shown practicing 3 different activities in unit 2 (T9). The ratio of activities in this series is 6:1 in favor of the males. Also, table 9 illustrates secondary level units records (10-12); unit 4 (T10) females are presented with zero activities whereas males have 1. (See figure 11) Unit 6 (11) is also similar to unit 4 (T10); females have no activities and males are shown practicing 8 activities. The ratio of activities in unit 1 (T12) is 1:0; the unit presents a male practicing 1 activity. The total ratio in this level is 10:0. Overall, females are shown practicing 15 activities with 31% while males are shown in 33 activities with 69%. For examples, see Appendix H.

4.8 Generic masculine nouns

It is worth noting that in this section, after thorough analysis, the researcher did not find any words that can be referred to as generic masculine nouns. Rather, the authors of the textbooks used more neutral words which are suitable to fit both males and females. The authors for example used the following: Firefighter instead of fireman, police officer instead of policeman and mail carrier instead of mailman.

Chapter V

Discussion

With the rising interest in teaching EFL to students in UAE at school levels, the focus must be on the teaching materials. UAE Parade textbook series was firstly published in 2004 and is used at the elementary levels in UAE public schools. The UAE English Skills was published in 2006. However, the On Location series was published in 2009. Both the publishers and the authors of the 3 textbook series are foreigners. In order to acclimatize these textbooks series, MoE in UAE has formed an adaptation committee consisting of 6 members: the chairperson is an assistant professor at the Humanities and Social Sciences department at the UAE University specialized in linguistics, and the rest of the members are assigned by the Ministry of Education. The following is a presentation of both quantitative and qualitative results of each selected unit from each EFL textbook. The study attempts to answer 2 questions:

1. How are males and females represented in the EFL textbooks 1-12 through content analysis of illustrations?

Many studies as mentioned in the literature review concerning analyzing EFL/ESL textbooks revealed that the visibility of males and females in illustrations is one of the widely investigated categories in textbook evaluation studies. With every new encounter, students' first impressions can be nearly impossible to reverse, undo or even erase from their long term memories. The first encounters are extremely important particularly if they are associated with illustrations. If a gender does not appear as regularly as the other in illustrations, the embedded message could be that this gender is not important in real life. In reality, the balanced representation of males and females is the base of the society. Males and females share the same schools, practice the same leisure activities, and work together in different fields. And this should be highly reflected in the illustrations provided in the textbooks.

Eckert & MacConnell (2003) in their study concluded that illustrations are as important as words in any given textbook. Moreover, it was also stated that "… pictures have an impact beyond the surface they convey." (Lavender and Vanstone, 1991 p. 56) In other words, illustrations in terms of quantity, assignment, and content can play a significant educational tool (e.g. ice breaker, lesson planning, class discussion etc.). To design a gender balanced textbook, illustrations should be

presented in an equally. It can be concluded from the results that there is a crucial need to evaluate all the EFL instructional materials offered to students in the UAE and expose students to more gender balanced materials including illustrations. It was observed that in every level the illustrations were different. For instance, in the elementary level, illustrations of boys and girls are used in units in addition to cartoon characters. In the middle level, real people pictures and cartoon characters are used. However, boys and girls illustrations are excluded in this level and the high school level as well.

Based on the analysis of illustrations in figure 1, it can be noticed that the elementary level units present males more than females. Males outnumbered female by 16%. The middle level results are also in congruence with the elementary level. Males are more represented in terms of illustrations by 46 counts. It can be observed that there is a sharp decline in the number of female characters (n=99) 40% compared to male characters (n=145) 60%.

Figure 1: Total frequency of visibility in illustration by level.
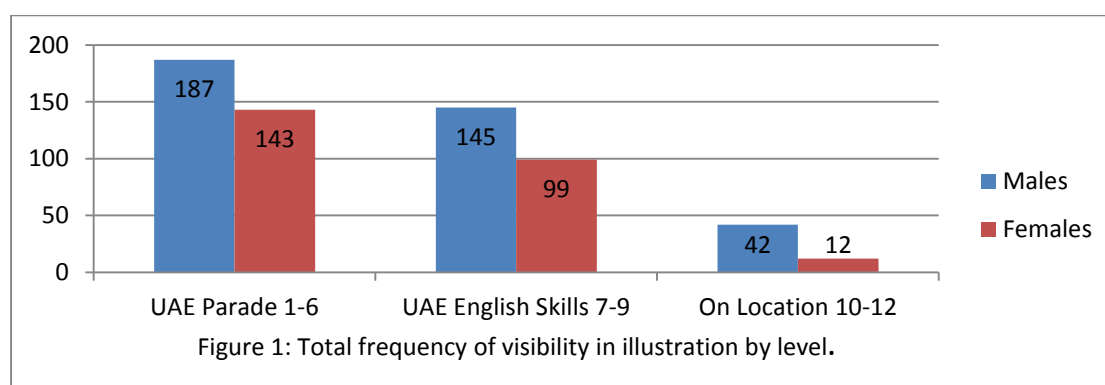
It is clear that the selected units of this series also present males more than females in the quantity of illustrations. It can be concluded that the authors of this series were not very systematic in distributing illustration between the two genders. In reference to secondary level, females are underrepresented and males are the dominant characters. However, the amount of illustration used in the selected units decreased compared to the other series. Males appeared (n=42) 77% while females were visual in (n=12) 23% of the illustrations. The results show that females appeared 45% less than males. Furthermore, the results indicate the absence of fairness in the representation and distribution of illustrations. (See Appendix B) As an overall total, males have the largest portion of representation in illustrations with 60% while the portion of the females is 40%. (See figure 2)

Many studies have tackled the issue of gender representation in illustrations in textbooks (e.g. Ansary and Babaii 2003, Domnguez 2003, Holmqvist 2006). Their results correlate with the results of this aspect in this study. Ansary and Babaii (2003) analyzed textbooks used at Iranian secondary schools; the results of their study were parallel to Holmqvist (2006) who analyzed a series of textbooks used at Swedish secondary schools. In both studies, males were the dominant character in illustrations

Figure 2: Overall total frequency of visibility in illustrations
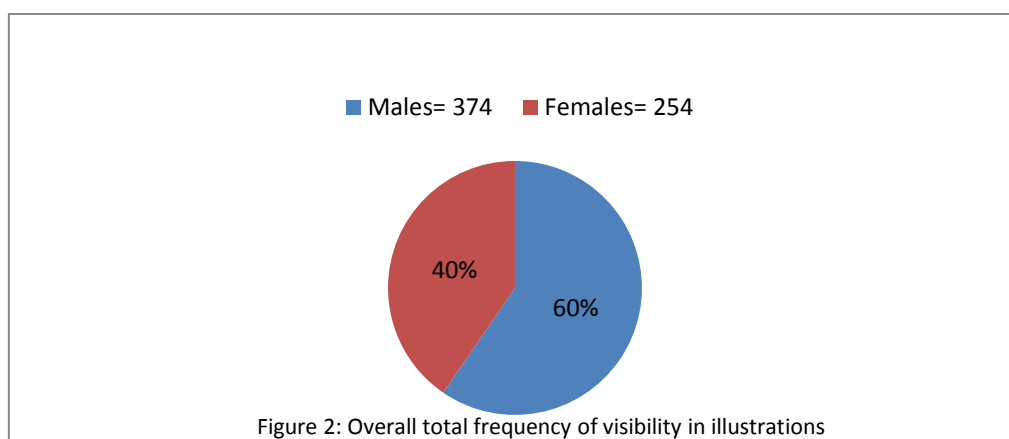
while females were underrepresented. On the other hand, Domnguez (2003) analyzed the ESL textbook used in schools in Canada. The findings, however, contradicted all the previous findings in other studies. The author concluded that there was a balanced representation of males and female in illustrations. According to Sadker and Klein (1991), the representation of gender fairness in teaching materials may widen the students' learning attitudes towards gender roles, may increase their motivation levels and may lead to a better social life.

5.2 Texts

In this section, the research attempts to answer the second question of this study;

> 2. How are males and females portrayed in these textbooks through linguistic analysis of texts?

The second question of this study focuses on how gender is presented through language in reading passages, dialogues and exercises. Therefore, the researcher examined unit titles, visibility in texts, topic dominance, occupations, firstness, grammatical functions, character traits and character activities. This question will be answered through addressing 7 sub-questions:

5.2.1 Are the units' titles gender biased?

It is evident that the titles of the selected units in all stages are gender free. Textbook authors used gender free terminology when assigning titles for these units. It is worth noting that the elementary level textbooks were assigned simple titles that can be linked to students' cognitive competences. For instance, unit 6 (T1) has a broad title "Helpers", in (T2) unit 5, the title is about "My House". Also unit 1 (T3), "My Class" is the title of the selected unit. In (T4) unit, the authors used a general title namely "My Family". Also, in (T5) unit 4, the title "Your Health" was assigned to the selected unit. Finally, the author assigned "It's TV Time" to unit 9 (T6). It can be observed that the authors of this series used neutral titles rather than male/female centered titles. With reference to UAE English Skills series, the researcher noticed that the authors used more complex tittles rather than simple ones and used the term "Theme" instead of "Unit". For example, the authors (T7) assigned the title "Culture and Civilization" for theme 4. Moreover, the authors used a title namely "Work and Business" for theme 3 (T8). In (T9) theme 2, the title is about "Daily Life". In the On Location series, the selected units were given the following titles; (T10) unit 4 was allocated "Can We Talk" title, (T11) unit 4 was given the title "I'll Never Forget" and last but not least unit 1 (T12) is given the title "Surviving Homework". Based on the above, it is clear that the authors of all the series avoided, intentionally or unintentionally, the usage of any gender specific titles; they rather used broader terms. This, in turn, would have a positive impact on all learners and would avoid any presuppositions about certain units targeting a gender-specific audience.

5.2.2 Do males and females equally appear in words and sentences in texts?

After the analysis of the reading passages in the selected units, the frequencies of character appearances, nouns and pronouns usage in words and sentences were recorded. The bar chart above illustrates that in the elementary level, the use of nouns and pronouns in reading texts in the selected units is in favor of the males. For instance, (T5) unit 6, page 59:

"Tony turned the key of his brand new time machine. It was time to go, time to see things he'd never seen. He travelled back millions years, and he heard an awful roar. He turned around and there he saw a real live dinosaur! He quickly set his machine to another place and year. Now he was in the Wild West with cowboys and Indians near!" It can be observed from this example that the authors used a male character

name and pronouns. To avoid this kind of inequity, the authors should have included a female character to the text and used the same number of pronouns relatively. In general, the presentation of males in the reading passages has outnumbered females in selected units; 58% (n=29) goes to males and 42% (n=21) to females in the UAE Parade Series. (See figure 3)

Figure 3: Total frequency of visibility in text by level
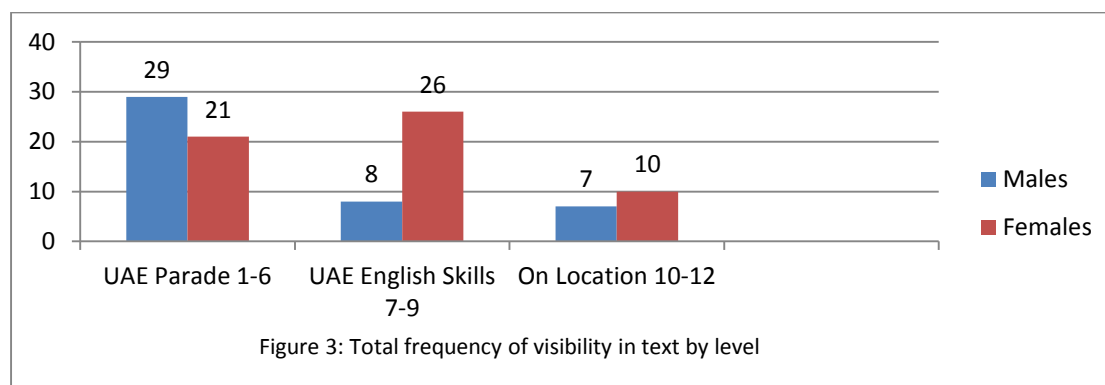
With reference to the UAE English skills series, females are presented more in the reading passages. For example, (T7) Theme 4, page 56:

"… Laila is the manager. She is about 45. She is from Lebanon. Mone is the accountant. She is about 30. She is from Egypt. She has a new baby. He is called Amer. He is about 3 months old. Anna is a typist. She is still a teenager. She is about 18. She is from Italy. The two men are Bader and Yaser. They are computer programmers…"

A conclusion can be drawn from the above example that females were more visible in the text than males. That is, 76% (n=26) is the female proportion and 24% is that of the males (n=8). (See figure 3) It can be observed that there is a big gap between the presentation of males and females in the selected units. This is an indication that females are the dominant gender over males in terms of visibility in texts in the examined units. Regarding this aspect, the selected units from secondary level textbooks also show that that one gender is underrepresented. For instance, in unit 7 (T11), the ratio is 7:0 in favor of males. However, unit 1 (T12) is in favor of females with 10:0 ratio. In summary, the selected units from this textbook series show that there is an unbalanced representation of gender and is in favor of females. (See figure 3) For instance, in (T12) unit 1, page 6:

"It's a typical day for Molly Benedict. The 12th grader gets home from Presidio Middle school. She does not break for cookies; she does not call a friend. She doesn't

even sit down to rest. <u>Molly</u> heads straight for the computer in the basement and starts writing a page-long report."(See Appendix C)

The overall total shows that males are underrepresented with 44% (n=44) while females are leading with 56% (n=13). (See figure 4) The results of this category are similar to that of Farooq (1999). The results of his study indicated that females were

Figure 4:Overall total frequency of visibility in text
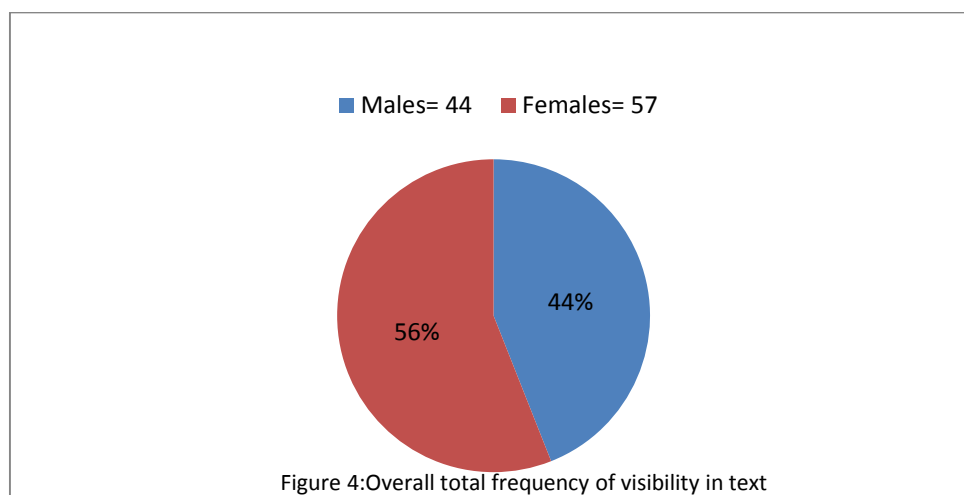
the more dominant character in texts with 53% text visibility compared to that of males which was 47%. His results contradict those of other studies (e.g. Hartman's and Judd 1978, Ansary & Babaii, 2003, Lie, 2006). Their results show that males are the dominant character under this category. Hartman's and Judd (1978) concluded that the results were also in favor of the males with 63% percent whereas the female text visibility was 37%. Ansary and Babaii (2003) concluded that the male to female ratio in the visibility in text was 2:1. Moreover, Lie's (2006) stated that females were underrepresented under this domain by 37%. Whether a male or a female is the dominate character is not really an important matter. The main concern is gender inequity in texts. Based on the above, all studies have the same conclusion; the unfairness representation of gender in texts exits.

5.2.3 Do males and females equally share the control of the reading topics and dialogues?

In almost every reading passage, there is a main character. He/she controls the reading passage and guides the dialogue. In the elementary level, a ratio of 4:2 is in favor of

males in 3 units whereas females only in 2. It worth noting that one unit has neither a reading passage nor dialogues. Females have a proportion of 33% whereas males have 67%. This means that males are main characters in terms of topic dominance. However, the middle level two reading passages were examined for topic dominance. (See Appendix D)   Based on the analysis, a female character is dominant in 2 different units with a ratio of 2:0. (See figure 5) In the secondary level units, males are in control of the topics in the reading passages. The researcher recorded 4 topic dominance in 2 units while 1 for females in a different unit. All in all, male characters are more dominant with reference to topic dominance and female characters domination is less by 24%. (See figure 6)

Figure 5: Total frequency of topic dominance by level
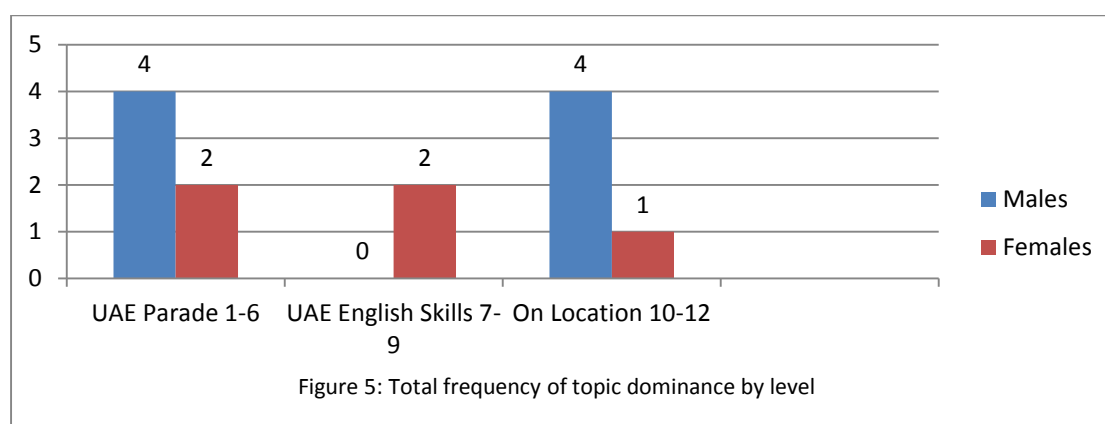
This is another example that illustrates the inequity in topic dominance in terms of gender as well. These results are examples of minimizing the role of one gender as active members in a society. Also, textbooks should portray authentic real life situations; however, this gender inequality hinders that. In reality, both males and females share the same recognition in many societies including the Arab region. Therefore, males and females should be given equal control of topics and dialogues in texts.

The results of the section are in congruence with Hellinger's (1980) results. He asserted that male characters appeared 80% of the time and females 20%. In addition, Spender (1990) added that although females appeared in reading topics, males were in control in most topics; females were the followers while males were the topic leaders. Ansary & Babaii (2003) also concluded that males were present in 67% of topic dominance in their study.

Figure 6: Overall total frequency of topic dominance
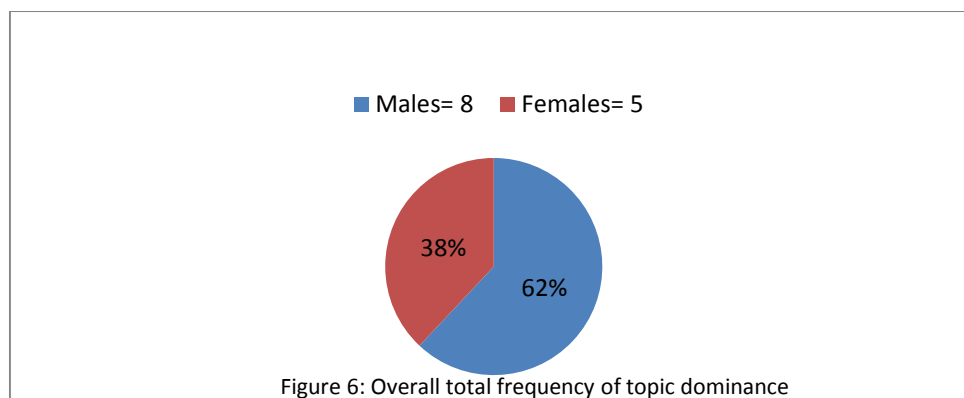
### 5.2.4 Are males and females equally presented in occupations?

It was noticed that males have shared both traditional occupations and non-traditional occupations. As for females, the occupations were mostly traditional and limited in quantity. The selected units in elementary level textbooks contain an unbalanced distribution of occupations between males and females. (See figure 7) It is clear that males are shown in (n=29) 74% of occupations while females are only present in (n=10) 28%. It was observed that males occupy more physical jobs rather than careers. For instance, males are presented as a police officer, a firefighter, a taxi driver, bus drivers, physicians, an ice cream seller, a barber, a mail carrier, etc.

Figure 7: Total frequency of occupations by level
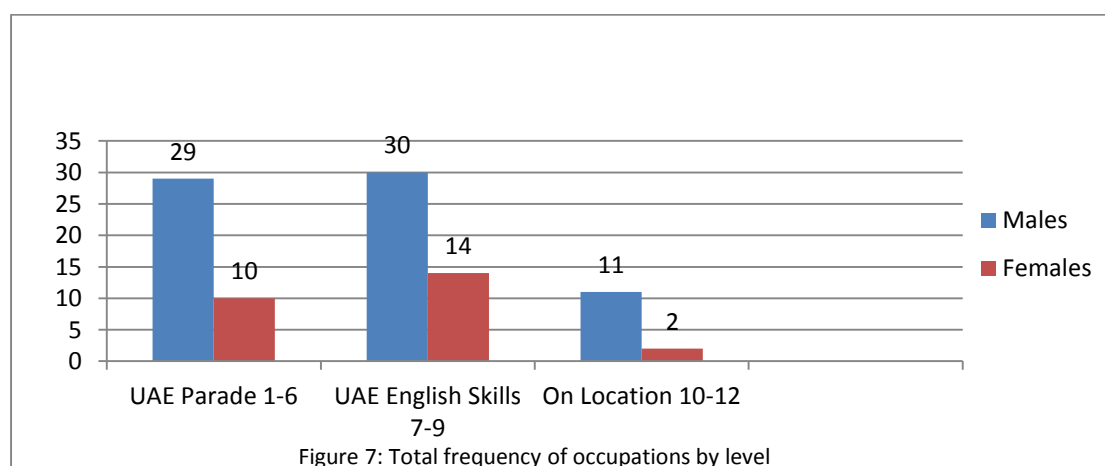
Females, on the other hand, have traditional occupations such as teacher, maid, typist, secretary, nurse, etc. (See Appendix E) In the middle level units, males are presented in 30 occupations with 68%. This is similar to the elementary level units. Females are underrepresented with 32% (n=14). The difference in the number of occupations is an indication for unbalanced manifestation of gender in occupations. It is worth noting

that in this series, the difference in the number of occupations lies in the types of jobs males do. That is, males are seen more in physically demanding jobs (e.g. logger, carpenter, painter, truck driver, factory workers, cleaners, welder, etc.). Females are seen more occupying relatively less physically demanding jobs (e.g. cashier, customer service, receptionist, sales assistant, accountant, etc.). (See Appendix E) With reference to the secondary level units analyzed, it was noticed that males are also shown in more occupations than females with a ratio of 11:2 of male occupations compared to females. (See figure 7) Based on the above, it can be concluded that there is a biased representation in all the 12 selected units. The findings indicate that males outnumbered females by 46%. (See figure 8) In reality, females are present in all walks of life (e.g. ministers, members of the parliament, judges, lawyers, engineers, police-officers, doctors, taxi drivers, sellers, etc.). Hence, it is very surprising that textbook authors do not reflect reality in their work. This unequal gender representation is also an indication that there is a lack of consistency and systematic approach in implementing gender diversity in school textbooks. The results of this section correlate with those of Porreca (1984), Farooq (1999), Otlowski (2000), Ansary and Babaii (2003), Holmqvist (2006) and Hamdan (2008). They all concluded that males occupy more jobs than females by 70% in ESL/EFL textbooks.

Figure 8: Overall total frequency of occupations
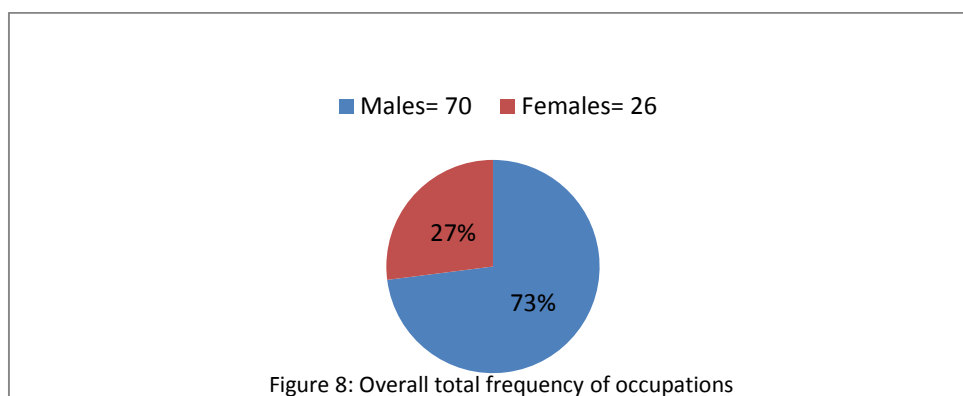
5.2.5 Who plays the role of subject in sentences more frequently?

The focus of this section is on the role of the subject (proper nouns, nouns, subject pronouns) as formerly mentioned. It is worth mentioning that each pronoun was counted as a subject in he/she pronouns. It was observed that these pronouns were only used twice in 2 different sentences in one exercise. For instance, does he/she understand it? Does he/she see any mistakes?

The frequencies of males presented in the role of the actor are more than females in the selected units in the elementary level. Although the females' proportion is 43% (n=52), the males' is higher 57% (n=69). For example, <u>Ali</u> is a student. <u>He</u> is smart. (See Appendix F) This can be attributed to the fact that males were more dominant in the reading texts and exercises. This is another sign of gender- biased content. However, middle level units present females in the role of the subject more than males in the selected units. Females occupied the role of the actor (n=53) with 58% and males with (n=38) 42%. This may be due to the fact that females were in control of the reading texts, exercises, etc. (See figure 9)

Figure 9: Total frequency of grammatical functions by level
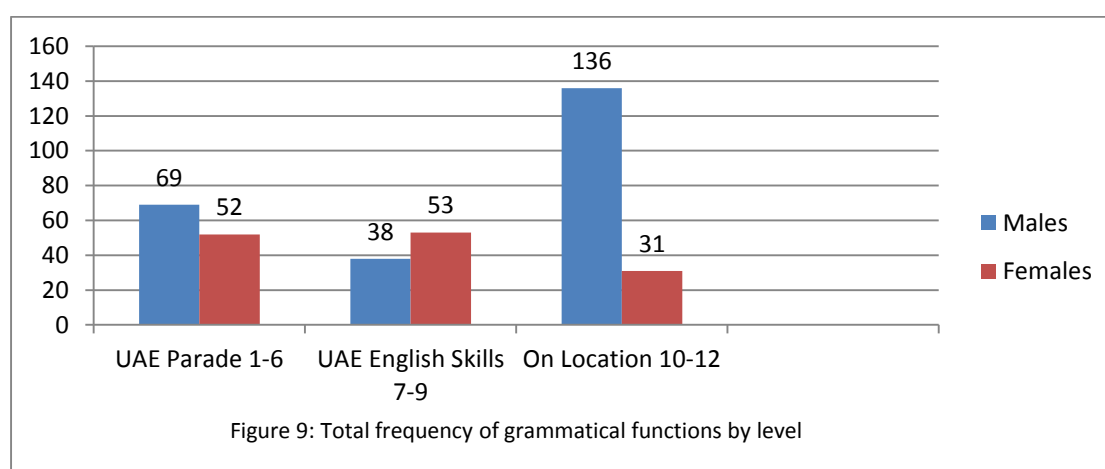
With reference to secondary level, males are presented more than females as subjects. According to figure 9, males occupy the role of the actor (n=136) with 81% of the time whereas females played the same role (n=31) 19% of the time. Therefore, it can be concluded that this series is also gender unbalanced. The overall total in this category is in favor of the males who played the role of the actor 243 times with 64% and females 135 times with 36%. (See figure 10) Thus, a conclusion can be drawn that the selected units are gender biased in terms of the role of the actor. Androcentrism might explain the above results. Males were dominant in the reading texts, exercises, listening sections and writing sections. However, a matriarch can also be in control of the units as observed in middle level. A similar conclusion was drawn by Farooq (1999) who analyzed two old and new editions of an English textbook Series. The results showed that in the old edition, females were presented in 276 times and males 322. In the newer edition, the females occupied the role of the actor 249 whereas males occupied the same role 397 times. Moreover, Hamdan (2008) revealed

that the textbook series used at Jordanian schools from grade 1-9 presented males playing the role of the actor 77% (n=958) and females 23% (n=283).

Figure 10: Overall total frequency of grammatical functions
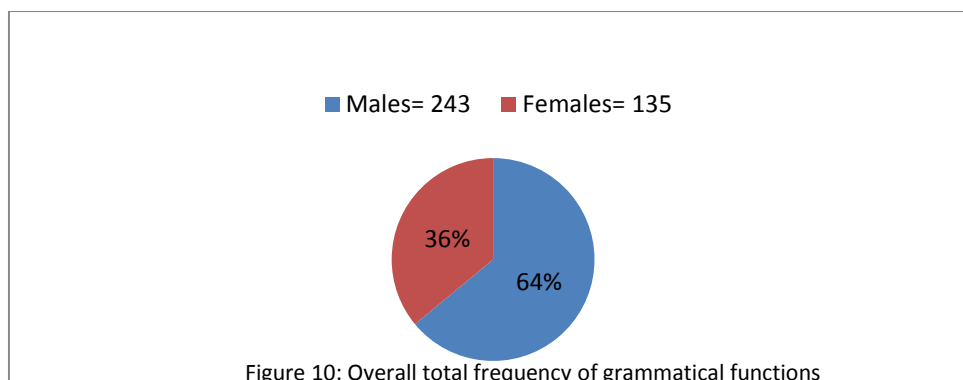
5.2.6 Do males and females share fair personal qualities and frequencies?

After the careful examination of the selected units, it was clear that the use of adjectives is limited. The total number of adjectives identified is 20, and they are used in 3 units; 11 adjectives with 55% are used to describe males while 9 adjective with 45% are used for females. For instance, females are ascribed as being patient, annoying, kind, modern, talented, etc. Males, however, are described as handsome, athletic, studious, nice, funny, etc. (See Appendix G)

Figure 11: Overall total frequency of character traits
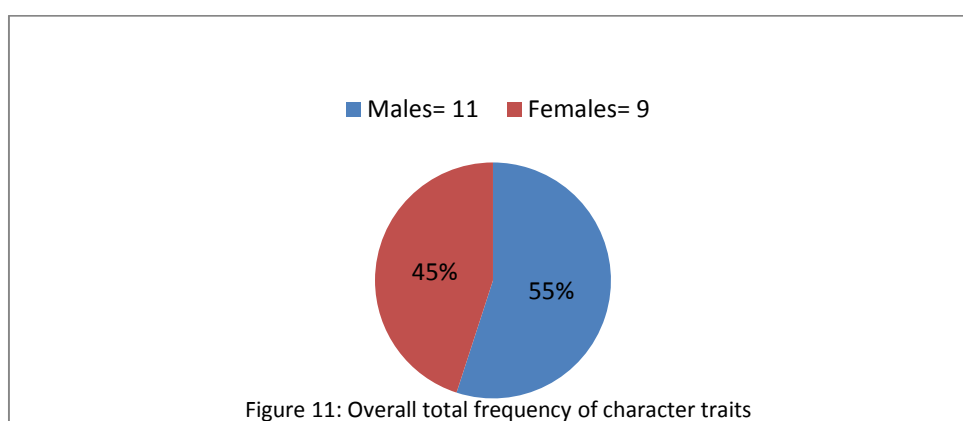
Moreover, the adjectives ascribed to each gender are different. There is only one negative adjective used to describe one female character namely "annoying". In conclusion, the authors tried to use more positive traits rather than negative ones for both genders. This aspect is in congruence with Porreca (1984) who summarized that the numbers of adjectives given to males in the ESL textbooks surpass that for females. Hamdan (2008) also stated that females were given 27 traits while males appeared in 38. In summary, this is an indication of the authors' awareness of the

importance of attributing positive traits to characters and avoiding any negative traits that may have a negative impact on learners.

5.2.7 Do males and females equally practice the same leisure activities?

It is very common in textbooks to involve characters in leisure activities to promote healthy habits. Therefore, the researcher examined every leisure activity the textbooks' authors used in the selected units. In the elementary level, females are recorded practicing 13 different activities with 43% whereas males are found doing 17 activities with 57%. (See Figure 12)

Figure 12: Total frequency of character activities by level
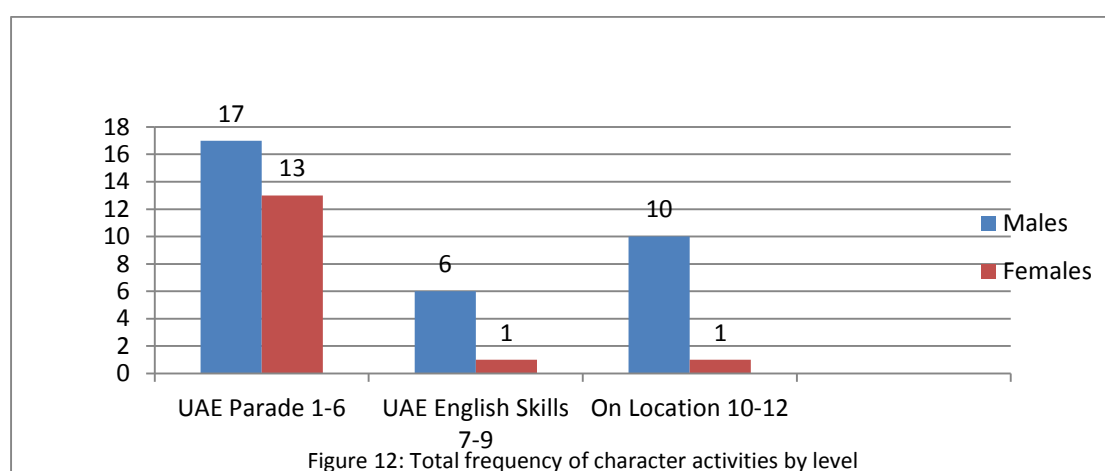
Therefore, there should be an equal representation of both genders with the similar activities to avoid any an unfair representation of leisure activities. Moreover, the selected units from middle level textbooks have a lower frequency of leisure activities compared to elementary ones. That is, females practice only 1 activity with 14% whereas males share 6 different activities with 86%. (See Figure 12) Although the numbers are different when compared to the previous textbook series, the unfair representation is similar. With regard to the secondary level, the selected units hardly present females doing activities. There is only 1 case recorded in which a female character is reading a book. However, males are involved in 13 different types of activities (e.g. playing football, playing basketball, etc.) with 89%. (See Appendix H) This is a clear example that these units are unfair in terms of leisure activities distribution. In a nut shell, the 12 selected units present females doing fewer activities than males. The overall total activities shared by males is (n=33) with 69% whereas females is (n=15) with 31%. (See Figure 13) These numbers are not reflective of real-life situations where females share almost all leisure activities that males practice

whether at home, school or outdoors. There is no limit to what activity a female can practice. Females play football, basketball, run, swim, etc. This is another clear indication that the selected units contain gender biased materials that textbook authors should have eluded. The results of this section agree with the results of Porreca (1984), Sakita's (1995), Otlowski (2000), Ansary and Babaii (2003), and Hamdan (2008). However, each study showed that there is a difference in the types of activities practiced by males and females.

Figure 13: Overall total frequency of character activities
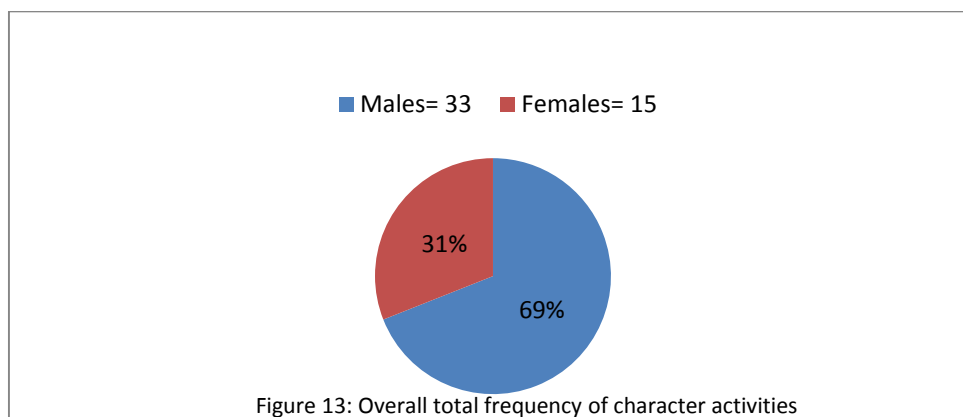
5.2.8 Are there any cases of masculine generic words?

It is worth noting that in this section, the researcher and after careful analysis did not find any words that can be referred to as generic masculine. The authors of the textbooks used more neutral words which are gender appropriate. For example, firefighter was used instead of fireman, police officer instead of policeman, and mail carrier instead of mailman.

5.3 Pedagogical Implications

Investigating gender representation in EFL textbooks is crucial. Researchers should develop a set of instruments that will aid them in evaluating EFL textbooks not only for gender representation but also for general textbook evaluation. It is undeniable that gender is an important component of any culture. Hence, EFL textbooks should present the culture more accurately, authentically, and representatively by objectively representing different aspects of the targeted culture and society and avoid any biased and imbalanced content. Furthermore, authors, publishers, curriculum supervisors and teachers should suggest new plans and ideas to alter any imbalanced contents found in the current textbooks by creating new and balanced EFL supplementary materials in

order to prevent students from forming stereotyped images and thoughts about their culture and that of the target culture.

Teachers should also take part in designing textbooks since they can aid in the examination, evaluation and recommendation process. Since curriculum is the means of socialization of gender at schools, teachers should expose students to equal views of the roles and responsibilities of males and females in real life which might not be included in textbooks. For example, teachers could prepare discussion activities using equal presentation about famous males and females to break stereotyping ideas and create gender awareness in their classes by exposing students to bias free materials. In addition, teachers should create gender awareness in writing classes by teaching students how to use gender free language.

Through these techniques, teachers can identify students' perception of gender stereotypes and how they can help in changing such perceptions. The researcher suggests textbook authors and evaluators ask the following questions when examining gender inequity in textbooks:

1. Do males and females appear equally in illustrations?

2. Do males and females appear equally in reading texts?

3. Do males and females equally practice leisure activities?

4. Are males and females equally presented in occupations?

5. Do males and females equally share traits?

6. Who is dominating the conversation?

7. Who is the problem solver?

Chapter VI

Conclusion, Recommendations and Limitations

This chapter presents a summary of the findings of the current study, recommendations and limitations.

6.1 Conclusion

Despite the claims that efforts are made and necessary steps are taken to design gender balanced educational materials, biased materials, one way or another, are still found. Based on the results, this study demonstrates that the selected units portray a manifestation of gender inequity.

Illustrations in EFL textbooks are considered to many researchers (e.g. Porecca, 1984, Rifkin, 1998) a powerful element that might impact students' learning motivation and social life greatly. The results of the study in terms of gender representation in illustrations in EFL textbooks are parallel to many previous studies. It is stated that illustrations were more in favor of males whereas females were underrepresented. The findings of this study show that females are illustrated as housewives in family context; babysitting, doing household tasks, etc. but also as doctors, teachers, nurses and dentists on few occasions. Males, on the other hand, are mostly portrayed more in physically demanding jobs. In addition, male appearance in illustration is varied from leadership roles to the role of ice-cream seller. It is worth noting that illustrations of kids (males and females) were also recorded; students being accompanied by a female teacher or parents. The selected units presented 628 illustrations. Females appeared in 254 illustrations with 40%. However, males appeared in 374 illustrations with the 60%. This is an indication of the absence of fairness in dealing with males and females in the representation of gender in illustrations. It is worth mentioning that the types of illustrations changed by the level. In other words, in the elementary level, kids are seen both as real characters and as cartoons. In the middle level, the illustrations are a mixture of images of real people and few animated characters. However, kids' illustrations do not exist in the selected units of this level. The same applies to the units in the high school level.

With reference to visibility in texts, the results show that unbalanced representation continues to appear in EFL teaching materials. The results of the analysis show that 56% referring to females and 44% referring to males. In other words, females were the dominant character in terms of frequency. If ignored, these inequities might affect young social competence by limiting their cultural and social understandings.

There is also gender role stereotyping in topic dominance. Males appeared as the main character in 8 topics with the percentage of 62% whereas females appeared in 5 topics with 38%. These findings indicate that the gender inequity in topic dominance should be carefully considered when designing a textbook. When one gender is presented over the other gender, it suggests that it has a higher prominence in real life than the other. This biased behavior representation in textbooks might be the reason behind some students' behavior. Some of them believe that females are trivial when compared to males in their societies.

The results of this study also confirmed that there is an obvious imbalanced representation in occupations where both male and female characters are involved. Out of 96 occupations, males were shown occupying 70 occupations with 73% whereas females appeared in 26 occupations with 27%. Such biased representation may create prejudiced attitudes towards the other gender particularly among young students. Textbook authors should present a balanced portrayal of both genders in the work field. In the role of the actor, the findings revealed that males had 243 occurrences with 64%. Females, however, appeared in the same role 135 times with 36%. This gap indicates that females are inferior to males. Many studies have confirmed that the males always acted as subjects and females as recipients.

After analyzing character traits, the results revealed that males were given 11 traits with 55% whereas females were given 9 traits with 42%. It can be concluded from such numbers that textbook authors are unconsciously in favor of men. With reference to character leisure activities, the results disclose that males were practicing more leisure activities than females. Males were involved in 33 activities with 69% and females were actively engaged in 15 activities with 31%. These results give the impression that males once again are given better attention in textbooks. The unbalanced representation treats one gender as superior and has a higher status.   In

the last category, generic masculine words, textbook authors used more neutral words as police officer, firefighter policeman, and mail carrier.

The underrepresentation of females in textbooks may have a negative impact on the self-esteem, motivation and ambitions of students who are exposed to these textbooks on daily basis. Textbooks, therefore, should be designed in a way that includes a balanced representation of gender that young students can positively absorb and replicate in the modern societies. Also, textbooks should portray males and females in equal and varied activities which certainly exist in reality.

6.2 Recommendations

1. Curriculum committees and textbook developers should encourage researchers to assess the EFL curriculum critically by focusing on gender roles and the extent of their representation in the various aspects of textbooks. The researcher suggests that the Adaptation Committee should advise textbook authors to give both males and females balanced roles in these textbooks, and the focus of texts and illustrations should neither be masculine or feminine.

2. Textbook authors must review the content of their textbooks and the extent of representation of gender roles carefully. They should also check the credibility of the findings of the various studies on gender representation to achieve justice and fairness in the presentation of these roles through the texts, illustration, lessons, themes, etc.

3. Teachers should be involved in examining and evaluating textbooks, and recommending new materials to replace any biased ones.

4. The researcher recommends that gender representation in EFL textbooks be equal in all fields; educational, cultural, literary, economic, social, and political.

5. Finally, the researcher recommends further studies on the presentation of gender manifestation in the EFL textbooks with a focus on other aspects of textbook contents that were not covered by the current study.

6.3 Limitations of the Study

1. The focus of this study is limited to analyzing the content of one selected unit from every textbooks used in different stages (e.g. elementary, middle and

secondary) at public schools in the UAE. It is also important to mention that the Workbook was not part of this study due to the unavailability of few of them.

2. The content analysis in this study is only based on examining illustrations, the dialogues, reading texts, exercises and activities.

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Appendices

Appendix A

Instrument for analysis of gender representation equity in EFL textbooks					
Content Analysis	Males		Females		Total
	Number	Percentage	Number	Percentage	
1. Visibility in illustrations					
2. Visibility in texts					
3. Topic dominance					
4. Occupations					
5. Grammatical Functions					
6. Character Traits					
7. Character Activities					
8. Generic Masculine					

Appendix B

Illustrations

T1, unit 6 page 52
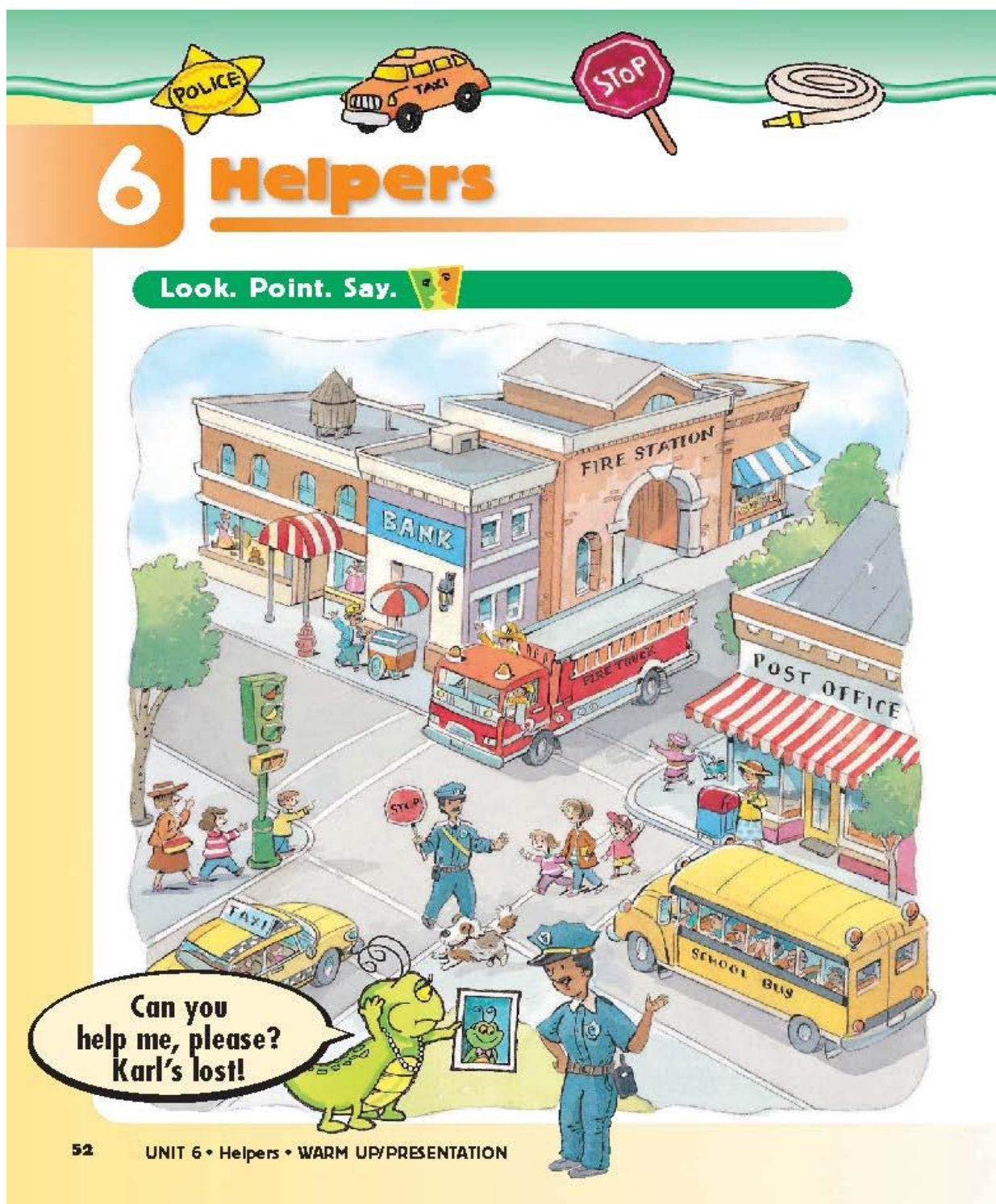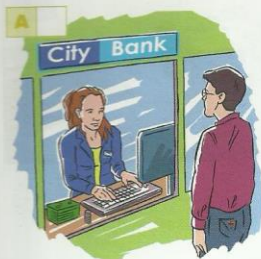
Table 1: *UK employment by sector (Winter 2003)*

sector	%
others	7
total	100

Source: Labour Market Trends, June 2004

A 🎧 Listen and point. ⬆

B 🎧 Listen. What is the name for each employment sector?

C 🎧 Listen and point to the employment sector.

D 🎧 Listen and complete Table 1.

T8, unit 3 page 38

B GETTING READY TO READ

1. Learning New Words Read the sentences below. Try to guess the meaning of the underlined words.

1. Everybody knows Mohamed Al-Mur because he is a writer. Writing is his claim to fame.
2. My father told me I should work hard. That was good advice.
3. Ali got a job after school. He has the opportunity to make money.
4. Fatema doesn't work for somebody else. She has her own business.
5. Dr. Fawaz Rahman is a medical doctor. Medicine is his career.
6. Reem studies hard. She is serious about school.

Now match each word or phrase on the left with the correct definition on the right.

1. claim to fame
2. advice
3. opportunity
4. business
5. career
6. be serious about

a. to care a lot about something
b. a chance to do something that will be good for you
c. the main reason a person is famous
d. a job you have trained for and will do for a long time
e. an opinion about what to do or not do
f. buying and selling things

2. Talking It Over Work in a small group. Make a list of six famous people who have different careers. Write a sentence that describes each person's claim to fame. You can use the careers below or think of others.

EXAMPLE: _Mohamed Al-Mur is a writer_____.

a.

An athlete

b.

A writer

c.

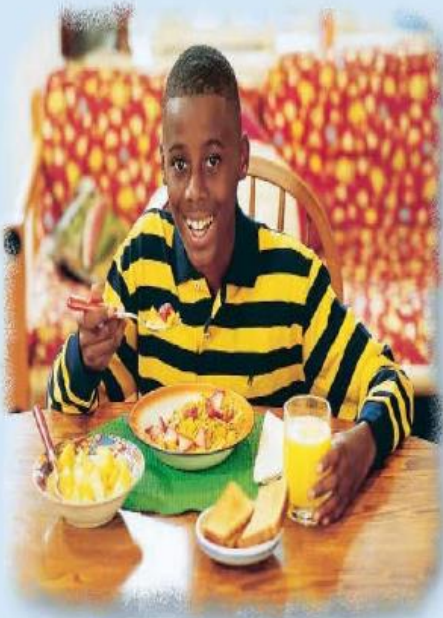An actor

d.

A world leader

e.

Someone who helps others

f.

A politician

T10, unit 4 page 58

Appendix C

Visibility in texts

Play Sports

Take Care of Yourself

by Judy Veramendi

Richard and Amy love sports. When they exercise, they feel healthy and happy. How do they do it? Let's take a look.

Amy plays baseball and is on a swim team at her school. So, she needs to take care of herself. Amy says you can do many things to take care of yourself.

When you play baseball, you should stretch before every game. Amy says you shouldn't drink much water right before a game. When she did, she got a stomachache.

Richard says that you should swim and eat foods like fruit, chicken, and bread to stay healthy. He does not eat a lot of sweets. Richard says that when he doesn't take care of himself, he sometimes gets sick. He gets an earache or a cold.

Richard says that when you work hard to be healthy, you will feel good about yourself. And that's what sports are all about!

4

1

Amy says that the night before a game, you should eat foods like spaghetti and bread. The morning of a game, you should eat foods like toast and fruit for breakfast.

There can be accidents in a baseball game. So you should always wear a helmet on your head when you go to hit the ball.
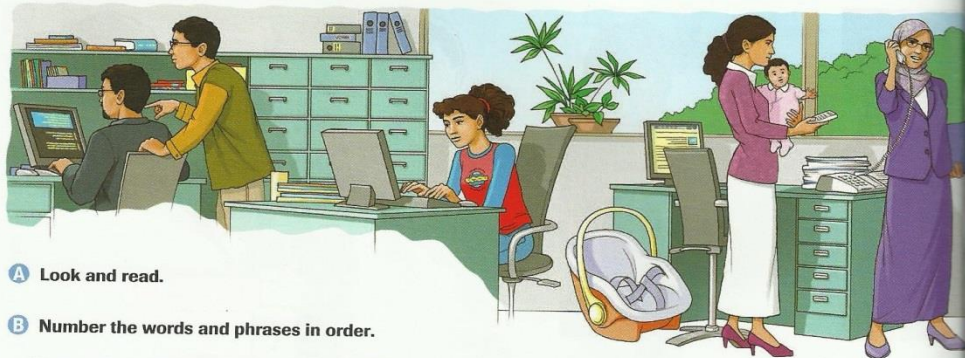
Richard is on a swim team. He swims all year. He is at the pool every morning at six o'clock and swims for ninety minutes. After that, he starts his school day.

Before Richard swims, he likes to stretch. This is how he prepares his body for swimming. He stretches because he doesn't want to hurt his body while he's swimming.

T5, unit 4 page 37

A Look and read.

B Number the words and phrases in order.

adult		baby		old person	
young adult		child		young baby	
young child		teenager			

C In your culture, when does …

1 a baby become a child?

2 a child become an adult?

3 a person become old?

D Write each word from the box in the correct place in the table.

~~male~~ ~~adult~~ boy child
girl man woman female

	male	
adult		

E Read the text. ⇨

1 (Circle) the names.

2 [Box] the other nouns.

3 Join the names to the other nouns.

F Look at the picture. Name each person. ⇧

I work for an international company. There are five people in my office, three women and two men. They come from different countries. Laila is the manager. She is about 45. She is from Lebanon. Mone is the accountant. She is about 30. She is from Egypt. She has a new baby. He is called Amer. He is about 3 months old. Anna is a typist. She is still a teenager. She is about 18. She is from Italy. The two men are Bader and Yaser. They are computer programmers. Bader is about 40. Yaser is the same age as Anna. Bader is from Oman and Yaser is from Qatar.

T7, theme 4 page 56.

C READING TO LEARN

Essays of Advice

1. Before You Read This article appeared in *TIME for Kids*. Does it describe a typical day for you?

Too Much Homework!

US: practicing

UK: practising

¹ It's a typical day for Molly Benedict. The 12ᵗʰ grader gets home from Presidio Middle School. She does not break for cookies; she does not call a friend. She doesn't even sit down to rest. Molly heads straight for the computer in the basement and starts writing a page-long book report.

² After half an hour of work and some helpful suggestions from her mother for improving the report, Molly has a quick snack and starts chipping away at more than 100 math problems. She moves on to social studies—labeling all the countries and bodies of water on a map of the Middle East. Then it's time for science. She studies the way blood circulates through the human body for an upcoming test. All that's left is practising aerobics, a little fine-tuning on that book report, dinner and—finally!—sleep.

³ Does Molly's schedule sound familiar? "I don't have a lot of time to do just whatever," says Molly. "My friends and I think it's a lot of work."

Adapted from: "Too Much Homework!: American kids spend more time than ever on homework. Will their hard work pay off?" *TIME for Kids*, January 29, 1999. Used with permission from *TIME for Kids* Magazine

break for—to take time for

improve—to make better

chip away at—to reduce something slowly

circulate—to flow

upcoming—happening soon

fine-tuning—the process of making something perfect

Why do children have so much homework? Talk with a partner. List three reasons.

1. _____

2. _____

3. _____

T12, unit 6 page 6

Appendix D

Distribution of Topic Dominance				
Textbook	Unit	Topic	Male	Female
1	6	0	0	0
2	5	Fluffy is missing	0	1
3	1	Mary has a little lamb	0	1
4	2	The two brothers	1	0
5	6	Plays sport	1	0
6	5	0	0	0
7	4	"No Title"	0	1
8	3	Should I continue my education	0	1
9	2	0	0	0
10	4	Claim to fame	2	0
11	6	Facing "Growing pains" and overcoming them A lesson learned.	2	0
12	1	Too much homework	0	1

Appendix E

Distribution of Occupations			
Textbook	Unit	Male	Female
1	6	Ice-cream seller Police officer Firefighter School bus driver Taxi driver Dentist Doctor	Cashier Doctor Nurse School bus driver
2	5	-	-
3	1	-	Teacher
4	2	Coach Barber Mail carrier Firefighter Teacher Doctor Shepherd Waiter Pilot	Doctor Dentist Nurse Mail carrier
5	6	Knights Chef Writer Cowboy Explorer Inventors	Maid

6	5	Waiter	-
7	4	PC programmer Customer assistant Construction workers Paper boy	Manager Typist Accountant Secretaries
8	3	Sargent Nurse Pipeline engineers Teller Pharmacist Engineer Factory worker Truck driver Farmer Carpenter Wall painter Cleaner Manager Professor Doctor Welder Banker Train driver Construction workers Judge Athletes Teacher	Nurse Secretary Pharmacist Teller Customer service Sales person Manager Teacher Cashier Receptionist

		School bus driver lumberjack	
9	2	-	-
10	4	Football player Novelist Golf champion Journalist Athlete Actor Leader/president Politician Author Police officer Paramedic	Novelist/writer Nurse
11	6	-	1
12	1	-	-

Appendix F

Grammatical functions

2. Read. Write the number.

1. My uncle is a waiter. He serves food.
2. My aunt is a dentist. She fixes teeth.
3. My mother is a nurse. She helps sick people.
4. My father is a pilot. He flies planes.
5. My cousin is a barber. He cuts hair.

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7. Listen and match.

1. What does Kim do at 4 o'clock in the afternoon?
   She usually   eats lunch.
   a. She sometimes   does her homework.
   b. She never   plays games.

2. What does Kim's uncle do at 4 o'clock in the afternoon?
   a. He usually   goes to the barber shop.
   b. He sometimes   fights fires.
   c. He sometimes   helps sick people.
   d. He never   teaches soccer.

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Study the dialogues.
1 Complete each dialogue with one of the green words or phrases.

He always _criticizes_ people.
I know. He never _praises_ people.

He never _____. He is very _____.
In fact, he always tells the truth.

She's a _____.
She is. She always _____ people.

She's very _____. She makes me laugh.
You're right. She's not _____.

2 ✎ Listen and check your answers.
3 Practise the dialogues in pairs.
4 Write and say two more lines for each dialogue.

Study the table on the right.
Think of more ways to complete each sentence for:
1 you.
2 your best friend.
3 your mother or father.
4 your grandparents.
5 your teacher.

Personality	Behaviour
What you are	What you do
I am honest.	I often tell jokes.
He is kind.	He sometimes helps me with my homework.
She is patient.	She never says bad things about people.

year (n)
yesterday (n)
arrogant (adj)
angry (adj)
annoying (adj)
behaviour (n)
boring (adj)
bully (n and v)
criticize (v)
friendly (adj)
funny (adj)
helpful (adj)
honest (adj)
hurt (v)
interesting (adj)
kind (adj)
lie (v)
make fun (of) (v)
moody (adj)
personality (n)
patient (adj)
quiet (adj)
shout (v)
smoke (v)
praise (v)
tell a joke (v)
tell the truth (v)

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3. Unlocking Meaning

❶ Finding the Main Idea Check (✔) the correct answer. "Facing 'Growing Pains'" is the story of a boy who learns...

_____ a. how to play sports, even though he is injured.

_____ b. that he can overcome a problem and go on to be successful.

_____ c. how to grow taller.

_____ d. that he doesn't have to play sports to be popular.

❷ Finding Details Read the sentences. If the sentence is correct, check (✔). If it is not correct, mark (✗).

_____ 1. Henry is a boy who is good at team sports, especially football.

_____ 2. Henry suffers from a condition that causes him to grow very slowly.

_____ 3. Osgood-Schlatters is caused by leg bones that grow faster than the ligaments.

_____ 4. As a result of his condition, Henry had to give up playing sports.

_____ 5. Henry enjoys throwing the discus because it involves throwing a heavy object.

❸ Reading Between the Lines The following words are often used to describe a person who overcomes great difficulties or problems. Read the definitions of each in your dictionary. Which word best describes Henry? Why?

☐ persistent   ☐ spirited

☐ courageous   ☐ cowardly

❹ Listening Between the Lines You already know about the Olympics. But have you ever heard of the Paralympics? Listen and learn more, then answer the questions.

1. How are the Paralympics like the Olympic Games? How are they different?

2. How is wheelchair basketball played?

3. How is ice sledge hockey played? How do players move around?

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Appendix G

Distribution of Character Traits			
Book	Unit	Female	Male
9	2	patient kind annoying	A kind person kind interesting funny
10	4	friendly articulate talented energetic modern artistic	handsome athletic studious surprising audacious nice
12	1	-	studious

Appendix H

Distribution of Character Activity			
Textbook	Unit	Male	Female
1	6	-	-
2	5	playing with a toy cutting papers and gluing reading a book watching TV	reading a book watching TV drawing cutting papers and gluing
3	1	reading a book running skating singing coloring writing	reading a book painting skating singing coloring writing
4	2	playing football doing homework	playing with cards
5	6	-	-
6	5	hiking cycling playing football skiing fishing	picking flowers skiing

7	4	dancing	dancing
8	3	running playing tennis	-
9	2	playing basketball playing volleyball playing the drums	-
10	4	driving a car	-
11	6	playing football cycling spinner skating playing table tennis riding horse boat rowing playing chess	-
12	1	reading a book	-