

**Gender Representation in English Textbooks for
Secondary Level Students in Jordan: Action
Pack 11 & 12**

تمثيل النوع الاجتماعي في كتب اللغة الإنجليزية لطلاب المرحلة الثانوية
في الأردن: أكشن باك 11 و 12

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**A Thesis Submitted in Partial Fulfillment of the Requirements
for the Master's Degree in English Language and Literature**

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May, 2023

Authorization

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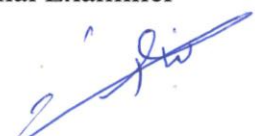
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Thesis Committee Decision

This thesis “**Gender Representation in English Textbooks for secondary level students in Jordan: Action Pack 11 & 12**” was discussed and certified in 27th May , 2023.

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Dedication

This thesis is dedicated to my great and beloved wife, Walaa Suliman, for her love, trust, encouragement and continuous support. I also dedicate this work to my beloved father, Ishaq Mish'al, for all his love and encouragement; to my dear mother, Hanan Shaheen, for her love, trust and encouragement; to my sisters and my brother for their support; to my beloved and sweet daughter Daline whom I live for, Watad team especially the general manager Nasser Hammad. I would also like to dedicate my thesis to all my beloved students.

Table of Contents

Subject	Page
Title.....	i
Authorization	ii
Thesis Committee Decision.....	iii
Acknowledgements	iv
Dedication.....	v
Table of Contents	vi
List of Tables	viii
List of Figures.....	ix
Abstract.....	x
CHAPTER ONE: Introduction.....	1
1.0 Introduction	1
1.1 Background of the Study	1
1.2. Statement of the Problem	4
1.3 Objectives of the Study	5
1.4 Questions of the Study.....	5
1.5 Significance of the Study.....	6
1.6 Limits of the study.....	6
1.7 Limitations of the study	7
1.8 Definition of Terms	7
CHAPTER TWO: Literature Review	8
2.0 Introduction	8
2.1 Theoretical Literature	8
2.1.1 Gender	8
2.1.2 Textbooks	18
2.2 Empirical Studies.....	25
2.2.1 Local Studies Related to Gender Representation in English Textbooks.....	25
2.2.2 International studies Related to Gender Representation in English Textbooks ..	27
CHAPTER THREE: Methods and Procedures.....	32
3.0 Introduction	32
3.1 The Selected Textbooks	32
3.2 Data Analysis Procedures	33
3.3 Reliability of the Analysis	35
3.4 Procedures of the Study	35
3.6 Summary.....	35

CHAPTER FOUR: Results of the Study	36
4.0 Introduction	36
4.1 Results Related to the First Question	37
4.2 Results Related to the Second Question	44
4.3 Results Related to the Third Question.....	50
4.4 Summary.....	51
CHAPTER FIVE: Discussion, Conclusions and Recommendations	53
5.0 Introduction	53
5.1 Discussion Related to the Findings of Question One	53
5.2 Discussion Related to the Findings of Question Two	55
5.3 Discussion Related to the Findings of Question Three	56
5.4 Conclusion.....	57
5.5 Recommendations for Future Research.....	58
5.6 Summary.....	58
References	59

List of Tables

Chapter NO. - Table NO.	Table Content	Page
2 - 1	Personal traits	14
4 - 1	Visibility of Male and Female characters in action pack 11 in Photos and Illustrations.	37
4 - 2	Frequency of occurrence of Males and Females in pictures in Action Pack 11	38
4 - 3	Total Visibility of Male and Female characters in Photos and Illustrations in Action Pack 12 (SB and AB).	39
4 - 4	Frequency of occurrence of Females and Males in pictures in Action Pack 12	40
4 - 5	Visibility of Male and Female characters in Photos and Illustrations in AP 11 & AP12	40
4 - 6	Total Males and Females mentioned in Action Pack 11	41
4 - 7	Total Males and Females mentioned in Action Pack 12	42
4 - 8	Total Males and Females mentioned in Action Pack 11&12	43
4 - 9	Distribution of social roles and occupations in Action Pack 11	44
4 - 10	Frequency of occurrence of Female and Male in social roles in Action Pack	45
4 - 11	Distribution of social roles and occupations in Action Pack 12 (Student's and activity books) from reading texts.	46
4 - 12	Frequency of occurrence of female and male in social roles in Action Pack 12.	47
4 - 13	The frequencies of Males and Female's occupations in reading texts (AP 11&12)	48
4 - 14	Frequency of occurrence of female and male in domestic c roles in Action Pack 11	51
4 - 15	Frequency of occurrence of female and male in domestic roles in Action pack 12 (student's and activity books).	51

List of Figures

Chapter NO. - Figure NO.	Content	Page
4 - 1	Woman is planting	48
4 - 2	Woman is taking care of the child	48
4 - 3	Woman is cooking	49
4 - 4	Woman as a teacher	49
4 - 5	Woman in the kitchen	49
4 - 6	Businessman	49
4 - 7	Man as a doctor	49
4 - 8	Craftsman	50

Gender Representation in English Textbooks for the Secondary Level Students in Jordan: Action Pack 11 & 12

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Abstract

The aim of this study is to investigate how gender is presented and represented in two of the English language textbooks in Jordan, namely, Action Pack 11 and Action Pack 12. The research sets out to address the following key issue:

Is there equitable gender representation in Jordanian EFL textbooks?

Three questions are posed concerning the ratio of female to male characters and the depiction of female and male characters in social settings and in domestic settings as well.

A quantitative analysis is applied in the study by counting the number of male and female mentions, male and female characters, and male or female roles. Additionally, this study presents a frequency analysis of illustrated images in the activity and student's books, and then presents characters and roles in the reading texts of the student's and activity books.

Male characters are overrepresented linguistically, graphically, and socially, according to the findings. In the texts and photos, the ratio of females to males in the texts and illustrations is 1:2, whereby the men monopolize more social roles than women do.

Furthermore, they displayed some gender stereotyping, particularly in the context of occupations and how women were represented in photos and illustrations. These obvious outcomes demonstrated that the creators of the Action Pack Series were not constrained by any particular gender criteria when creating these educational materials.

By analyzing the roles of male and female characters in representation and reality in social and household contexts, the study aimed to show how far the gender representation in the textbooks reflects the ideals of the contemporary Jordanian society.

Action Pack 11 and 12 have so far failed to accurately represent the contemporary Jordanian society, where Jordanian women hold outstanding jobs and are greatly

admired. The results are only applicable to Action Pack 11 and 12 textbooks. Therefore, the results cannot be generalized to all of the different boards or curricula in use in Jordan. For future research, it is recommended to analyze different Series of EFL texts, and to examine other aspects of gender in the Activity types, etc.

Keywords: Gender Bias, Gender Representation, EFL Textbook, Jordan, Action Pack 11, Action Pack 12.

تمثيل النوع الاجتماعي في كتب اللغة الإنجليزية لطلاب المرحلة الثانوية في الأردن آكشن باك 11 و 12

إعداد: محمد بدر إسحق مشعل

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الملخص

تهدف هذه الدراسة لتحليل كيفية عرض النوع الاجتماعي وتمثيله في اثنين من كتب اللغة الإنجليزية في الأردن، وهما آكشن باك 11 و آكشن باك 12. يهدف البحث إلى معالجة القضية الرئيسية التالية:

هل هناك تمثيل عادل بين الجنسين في الكتب المدرسية لتعليم اللغة الإنجليزية كلغة أجنبية؟
تم طرح ثلاثة أسئلة تتعلق بنسبة الشخصيات الأنثوية إلى الذكور، وتصوير الشخصيات الأنثوية والذكورية في الأوساط الاجتماعية وفي البيئات المنزلية أيضاً.

تم تطبيق التحليل الكمي في الدراسة والذي استخدم لحساب عدد الذكور والإناث المذكورين، وشخصيات الذكور والإناث، وأدوار الذكور أو الإناث. بالإضافة إلى ذلك، قدمت هذه الدراسة تحليلاً تكرارياً للصور الموضحة في كتابي الطالب والأنشطة، ثم الشخصيات والأدوار في نصوص القراءة في كتابي الطالب والأنشطة.

لوحظ انه يتم تمثيل الشخصيات الذكورية بشكل مفرط لغوياً وتصويرياً واجتماعياً، وفقاً للنتائج. في النصوص والصور، تبلغ نسبة الإناث إلى الذكور في النصوص والرسوم التوضيحية 1: 2، ويحتكر الرجال الأدوار الاجتماعية أكثر من النساء.

علاوة على ذلك، تم عرض بعض القوالب النمطية للنوع الاجتماعي، لا سيما في سياق المهن وكيفية تمثيل النساء في الصور والرسوم التوضيحية. أظهرت هذه النتائج الموضحة أن مؤلفي كتاب آكشن باك لم يتم تقييدهم بأي معايير لها علاقة بالنوع الاجتماعي عند إنشاء هذه المواد التعليمية.

من خلال تحليل أدوار الشخصيات للذكور والإناث في التمثيل والواقع في السياقات الاجتماعية والأسرية، تهدف الدراسة إلى إظهار المدى الذي يذهب إليه تمثيل النوع الاجتماعي في الكتب المدرسية الذي يعكس المثل العليا للمجتمع الأردني المعاصر.

وبذلك، فشلت حزمة الآكشن باك 11 و 12 في تمثيل المجتمع الأردني المعاصر بدقة، حيث تشغل المرأة الأردنية وظائف متميزة وتحظى بإعجاب كبير. النتائج قابلة للتطبيق فقط على الكتب المدرسية 11 و 12 من آكشن باك. لذلك، لا يمكن تطبيق النتائج على جميع المناهج المختلفة

المستخدمة في الأردن. توصيات للدراسات المستقبلية ومنها تحليل سلسلة مختلفة من نصوص اللغة الإنجليزية كلغة أجنبية ، وكذلك هناك جوانب أخرى من الجنس يجب فحصها أنواع النشاط ، إلخ الكلمات المفتاحية: التحيز الجنساني، التمثيل للنوع الاجتماعي، كتاب اللغة الإنجليزية كلغة أجنبية، الأردن، آكشن باك 11، آكشن باك 12.

CHAPTER ONE

Introduction

1.0 Introduction

This chapter starts with the background of the study, followed by statement of the problem, objectives and questions of the study. It also points out the significance of the study and sheds light on its limitations and limits. Finally, it ends with definition of terms.

1.1 Background of the Study

Language is a tool for more than just conveying just linguistic information. Instead, it is a crucial humanistic instrument for creating and preserving social bonds among speech participants in all communities. An excellent instance of the kind of social purpose that language serves is gender-based linguistic variance. It is surprising that gender inequalities are reflected in language and in school textbooks, despite the fact that they are considered a major aspect of sociolinguistic life (Hamdan 2010).

Using textbooks in the classroom is a common practice, as they provide guidance for teachers regarding course material and activities. By utilizing a textbook, teachers are able to plan their lessons and utilize additional resources such as CDs, videos, and workbooks, which can enhance both teaching and learning. Therefore, textbooks play a vital role in the teaching and learning process (Ummu Salamah 2014).

The textbook is an essential resource that assists teachers in contributing to the success of teaching and learning. It plays a prominent role as a primary source of education (Anjartwati 2020). According to Cunningsworth, the textbook serves various functions, such as providing presentation materials, activities for learners, communicative interactions, and supporting experienced teachers (Cunningsworth

1998). Additionally, textbooks provide teachers with assistance and support in achieving their goals in the teaching and learning process. They save teachers' time and allow them to focus on teaching students (Ur 2009).

Furthermore, Ummu Salamah (2014) believed that a textbook serves as a valuable resource for students in acquiring linguistic input and offering an effective language model and input. Moreover, a textbook enables students to anticipate their learning objectives and to review their previous learning. Consequently, selecting an appropriate textbook is crucial for successful language learning.

The vast number of EFL textbooks available commercially presents a challenge for selecting and evaluating appropriate materials. Although textbooks can be useful for teaching and learning, they cannot guarantee specific learning outcomes, and there is no one-size-fits-all solution for every learner. Therefore, effective teaching requires consideration of individual student's needs (Anjartwati 2020). Developing a high-quality textbook requires a careful attention to various aspects, including unbiased and non-stereotypical materials, a comprehensive and inclusive perspective on society and history, and diverse viewpoints. A good textbook should represent females and males equally and avoid gender bias and stereotyping females and males (Echavez 2016).

Based on the above, gender-biased language in textbooks can impact students and establish an oppressive environment for them because it is frequently unjustified and unfair. Gender and language studies have discovered that gender bias and gender stereotypes in written text and images have negative effects on female students (Lesikin 1998). Feelings of exclusion, depreciation, disconnection, and lower-expectations are among the consequences which reflect the perspective of Arab society towards females.

It is believed that many textbooks portray females only as housewives or represent fewer females than males in their texts and illustrations.

People often perceive men and women differently, despite the fact that they both perform essential tasks in society. Their perceptions of women and men may reflect their beliefs and attitudes. Men are commonly, though mistakenly, assumed to hold higher social positions than women do. Although the activities are similar or the same, men's activities are valued more than women's. Such beliefs about women and men reflects the gender-related stereotypes in society (Ummu Salamah 2014).

Textbooks still exhibit gender bias, as research has revealed gender inequity in their content. For example, a study by Nofal and Qawar (2015) found that the representation of males in the Jordanian Action Pack 10 textbook was significantly greater than that of females. Male characters were overrepresented socially, graphically, and linguistically. Similarly, Hamdan (2010) discovered a strong stereotypical image of males as influential and dominant figures in the labor market, while females were depicted in traditional roles such as teachers and nurses. These are just a few examples of gender inequity in textbooks.

Stereotype is a challenge that has influenced someone's life from time to time. Stereotypes can occur in a wide range of aspects. For instance, in the daily life and education, stereotypes also occur in gender. Some examples of stereotypes include: a girl is fussy and bossy, a boy is more powerful than a girl, and women are bad drivers. These are gender stereotypes, as Elbalqis (2020) suggests. Gender bias has been largely observed and acknowledged in education, specifically in the educational curricula (Ahmad & Shah 2019). Clearly in English language teaching (ELT) textbooks a variety

of ethnic origin, age, class, mental level, gender, and function, must be taken into account.

The government of Jordan, as a country striving for gender equality, one method is to educate young learners through textbooks used in Jordanian schools. Children may grow up with no preconceived notions of gender roles if men and women are presented equally and no particular gender is stereotyped. Furthermore, for language is not static, with each step people take toward gender equality, the English language can be used to accommodate more gender equal features, while children in English classrooms should be familiar with a language free of stereotypes. This can be accomplished in the new world of equality through education (Bhattacharya 2017).

Starting from this perspective, examining the gender representation in textbooks is crucial as it enables educators to identify and address any potential social issues, such as gender bias, present in the textbooks. This, in turn, helps teachers to make informed decisions when selecting the most suitable textbooks for their students (Hassan 2015). As a result, the present study investigates the portrayal of gender in Action Pack 11&12: the content used for this study was taken from the English language textbooks that are taught to students in grades 11 and 12. While Judith Greet, Cheryl Pelteret, and Liz Kilbey wrote Action Pack 12, Edwina Johnson wrote Action Pack 11. The two publications, which are written by York Press in England, are based on Jordan's General Guidelines and General and Specific Outcomes for the English Language: Basic and Secondary Stages, which cover all four skills of language in depth.

1.2. Statement of the Problem

Gender bias in English as a Foreign Language (EFL) textbooks has been an unnoticed impediment to equality in the educational context (Nofal & Qawar 2015).

Despite the efforts Jordanian ministries exert in a wide range of context, including politics, economy and education to empower women and to bridge the gap between males and females, research has shown that there is evidence that this issue has not been adequately addressed in EFL textbooks (e.g. Nofal & Qawar 2015; Shteivi 2003; Hamdan 2010). This study focuses on the representation of gender for it has a great importance and role in society. This gender disparity may, though unwittingly, lead to a narrower understanding of female social positions and limited opportunities for female students to practice the target language (TL) than male students (Nagatomo 2010).

1.3 Objectives of the Study

This study aims to:

- examine the representation of gender and gender roles in an EFL textbook. Specifically, it examines whether there is balance in gender representation in two EFL textbooks, which are the 2014 Action Pack11 and the 2015 Action Pack 12 for grades eleven and twelve respectively. The two textbooks are designed for Jordanian secondary schools.
- examine how Action Pack 11 & 12 represent equal opportunities for men and women, as they are actually acting in society.
- explore the portrayal of both males and females in domestic and social settings in Jordanian society.

1.4 Questions of the Study

The main research question guiding this study asks: “Is there equitable gender representation in Jordanian EFL textbooks?” Equitable gender representation refers to the number, type, content, and context of male and female images. Sub-questions related to the main research question include the following:

1. What is the ratio of female to male characters in Action Pack 11 & 12?
2. How are [wo]men portrayed in social settings?
3. How are [wo]men portrayed in domestic settings?

1.5 Significance of the Study

The importance of this research lies in the study of gender representation in the content of the textbooks: Action Pack 11 & 12 through exploring how wo[men] are mentioned socially and graphically in the activity and student's books. Additionally to the best of the researcher's knowledge these two editions of Action Pack have not been focused on since their latest development.

Furthermore, the study shows the extent to which gender representation in textbooks corresponds to the values of the modern Jordanian society, through showing the roles of male and female characters between representation and reality in social and domestic settings.

The results of this research are very important because it may contribute to improving textbooks' curricula to present a semi-realistic picture of gender representation in modern Jordanian society, and positively affect English language teaching and students' performance in understanding linguistic. Also, this research will be of benefit to decision-makers in the Ministry of Education, teachers, and researchers in applied linguistics and curriculum design.

1.6 Limits of the study

This study was conducted in Amman, during the academic year 2022/2023.

1.7 Limitations of the study

The results are limited to the students' books of Action Pack 11 and 12. This study focuses on only two books in Jordan. Thus, the findings cannot be generalized for all of the other board/curriculums operating in Jordan.

1.8 Definition of Terms

Action Pack: Action Pack 11 and 12 refer to Jordanian grade twelve in accordance with the Board of Education decision for the 2014/2015 academic year. Action Pack 11 and 12 include a student book, audio cassettes, a workbook, and an extensive teacher's manual. As a result, some emphasis should be placed on the content of Action Pack 12, particularly the gender aspects, as an essential component in any EFL textbook.

Gender: Theoretically, Thiyagu (2015: 2) defined gender as the roles and responsibilities assigned to males and females by our families, societies, and cultures. He also defined gender as "societal expectations and norms regarding the appropriate behavior, features, and duties of the two sexes. Operationally, gender refers to men and women as perceived in the Jordanian culture but is not in other Western cultures.

EFL textbooks: textbooks that introduce English as a foreign language (outside its natural environment) as is the case in the schools of Jordan. In this research, EFL textbooks refer to Action Pack series, particularly classes 11 and 12.

Stereotypes; It refers to generalized beliefs and attitudes that males and females have toward each category based on contacts or images they internalize through upbringing and education

CHAPTER TWO

Literature Review

2.0 Introduction

This chapter aims to review related theoretical and empirical literature. The theoretical literature discusses studies that have tackled the definitions of sex, gender, gender stereotypes as well as analyzing and evaluating textbooks. As for empirical studies, the researcher reviews local and international research that examines the gender bias that existed in EFL textbooks.

2.1 Theoretical Literature

2.1.1 Gender

a. Understanding of Gender

The central idea regarding gender is that it is not an innate quality that individuals are born with, but rather, it is constructed through various factors in their environment. Gender is formed by a combination of different influences and is not predetermined by fate or biology (Sirén 2018, p7). This includes factors such as self-perception, the perceptions of others, and both biological and social factors. Similarly, Ullah and Haque (2016, p12) point out, that “gender identity is made up of these building blocks and contributes to an individual's overall personality”.

Gender identity is sometimes mistaken to be synonymous with biological sex, but this is a false assumption since these are distinct concepts. Although they are related to each other, gender and sex are different. Gender identity is often conflated with biological sex, but this is incorrect (Fahriany, Alek, & Wekke 2018). Gender is not simply determined by the physical differences between individuals with two X chromosomes or one X and one Y chromosome (Healy 2009, p. 19). Meanwhile,

Chafetz supports the idea that sex refers to biological differences while gender pertains to characteristics that are associated with being male or female. Therefore, it is important to recognize that gender and sex are not interchangeable and have different implications for discussion (Chafetz 2006, P46).

However, it is difficult to differentiate between gender and sex. They are both related to one another. Crawford and Unger (2004, P21) define sex as "biological differences in genetic composition and reproductive anatomy and function," whereas gender is "what culture creates from the "raw materials" of biological sex." Therefore, while sex is biologically determined, gender is socially constructed. This statement is also supported by Holmes (2007), who stated that sex is the biological diversity of men and women, whereas the term "gender" refers to the culturally constructed distinctions between being feminine and masculine.

Moreover, Thiyaagu (2015, p.2) also defines gender as "the roles and responsibilities assigned to males and females by our families, societies, and cultures". He also defined gender as "societal expectations and norms regarding the appropriate behavior, features, and duties of the two sexes". Gender can be thought of as a sociocultural concept that divides males and females and thus defines their interactions. These responsibilities and roles are passed down through families and cultures (Thiyaagu 2015). It is widely believed that gender and sex are synonymous. According to Ummu Salamah (2014), the two terms are related, but have different meaning. It is difficult to differentiate between gender and sex.

Additionally, Vedari (2021) states that gender a term that is encountered frequently in everyday life. As a result, understanding gender is critical. Gender is not inborn; rather, it is shaped by a variety of environmental factors. Gender is a reflection of our

own self-concept, not a genetic structure. Gender is an important part of our identity and the image we create of ourselves. Gender identity is made up of many different components, including personality, other perceptions, biological influences, and environmental influences (Vedari 2021).

Gender is the distinction that is created by society between men and women, and is heavily influenced by social norms and expectations. The social environment plays a crucial role in shaping individuals as they navigate their lives in society. Rachmijati and Cahyati (2018) emphasize that gender is largely determined by social roles and norms. In addition, as cited in Holmes, Healy (2009, p. 92) argues that “gender is a term used to describe the set of social expectations, rules, and norms that are associated with what it means to be feminine or masculine”.

To put it briefly, gender is a social construct that gives rise to different social and gender roles for women and men. These roles guide individuals on how to behave in accordance with their gender, often without their conscious awareness. This ultimately shapes the characteristics that are associated with being male or female in society. Although people do not have the ability to choose their gender, they can decide to conform to socially-defined gender roles and behave in ways that are typically associated with being male or female (Anjarwati 2020).

b. Gender and Language

The concepts of gender and language are distinct yet deeply intertwined. The social roles assigned to women and men influence how they use language (Weatherall 2002). Gender has an impact on linguistic variety, encompassing vocabulary, grammar, pronunciation, and communication style. Wardhaugh (2006, p. 315) also suggests that “gender and language are connected through social responsibilities, with women's

speech differing from that of men". Men's speech is often the standard against which women's speech is evaluated. Women tend to use more color words like mauve, beige, aquamarine, lavender, and magenta, as well as adjectives such as adorable, charming, divine, lovely, and sweet, whereas men rarely do. Moreover, women use their own vocabulary to emphasize particular emotions, with expressions like so good, such fun, exquisite, lovely, divine, precious, adorable, darling, and fantastic. Overall, gender influences how people use language (Wardhaugh 2006, p. 316).

In addition, there are differences between males and females in certain grammatical expressions in English. Women tend to use patterns associated with politeness and expressing uncertainty more frequently than men. The reason why is that women are generally less confident in their opinions and beliefs than men. As a result, they often respond to questions with a rising tone, using tag questions in their statements, such as "They apprehended the thief last week, didn't they?" Although this is not an interrogative sentence, it is used to seek information (Weatherall 2002, P321).

Moreover, According to Weatherall (2002, p. 2) language serves as "a reflection of power and social status within a society. Language highlights the power and social advantages of men, as well as the lack of power and social disadvantages experienced by women". For instance, the English language utilizes masculine terms like chairman, mankind, fireman, and guys to refer to individuals of unspecified gender. Although these terms conventionally include both men and women, they can also be interpreted as excluding women, thereby indicating their lack of power and tendency to be ignored.

The domination of men in language is also noticeable in how women are named based on their association with men. This is highlighted by Weatherall (2002) who gives examples such as women taking on their husband's last name when they get

married and the titles used before their names indicating their marital status, either "Mrs." or "Miss". Conversely, the title "Mr" used before men's names does not reveal their marital status.

In conclusion, there is a correlation between gender and language, with gender influencing the way women and men use language. The vocabulary, grammar, pronunciation, and communication style employed by women and men can define them in distinct linguistic roles. Men tend to exhibit greater dominance in their language use in English compared to women (Vidari 2021).

c. Gender Stereotypes

Nowadays, in some countries, despite living in a modern era, there is still a prevailing issue where males are depicted as outnumbering females in various aspects of life such as daily routines, career, and education. This inequality in positions is attributed to the societal view of males and females as being unequal and treated differently. Nonetheless, both genders ought to have equal rights and status within societies (Elbalqis 2019). These cases raise the need for discussions on gender stereotypes.

Baron and Kotthoff (2001) define gender stereotypes as stereotypes about female and male traits that distinguish the two genders from each other. It appears that gender stereotype is more concerned with the overgeneralization idea about gender traits that make them easily distinguishable. Baron and Kotthoff (2001, p. 201) has also defined gender stereotype as “an overgeneralization or simplistic view of the gender role. It can happen when one gender - male or female - is treated unfairly and feels discriminated against”.

Additionally, Ummu Salamah (2014) defines stereotypes as a widespread perception of the characteristics of a particular group of individuals. Such groupings are

based on shared qualities, and the stereotypes attached to these groups may either be positive or negative, according to (Baron & Kotthoff 2001). For example, women are often considered dependent and passive, with interests in gossiping and shopping, while men are viewed as independent and active, with characterizations that differ from women.

Gender stereotypes refer to commonly held beliefs about the characteristics of women and men. Gender is a social construct based on shared beliefs that ascribe certain qualities to individuals based on their gender category as either male or female (Lips 2003). The notion that differences in reproductive strategies account for gender-based differences in behavior has been disputed by both social and physical scientists (Chafetz 2006). Additionally, Matsumoto and Juang (2008) describe gender stereotypes as psychological or behavioral characteristics that are attributed to males.

Furthermore, Ummu Salamah (2014) identifies several components of gender stereotypes, including personal traits, social roles (such as occupation), behavior, and physical characteristics.

To start with, there are contrasting adjectives used to describe personal characteristics of men and women. Men and women are classified into two categories based on their traits: instrumentality and affective traits. The instrumentality traits associated with men include being active, objective, independent, aggressive, direct, unemotional, dominant, and competent, while affective traits associated with women include being expressive, warm, sensitive, and caring. This suggests that men and women have opposite traits and that men are often perceived as superior to women.

Table 2.1: Personal Traits

Female traits	Male traits
Warm	Competent
Emotional	Stable
Kind/polite	Tough/coarse
Sensitive	Self-confident
Follower	Leader
Weak	Strong
Friendly	Accomplished
Fashionable	Nonconformist
Gentle	Aggressive

According to Matsumoto and Juang (2008) men possess a set of traits that include being active, strong, critical, adult-like, conscientious, extroverted, and open. These traits are associated with the needs for dominance, autonomy, aggression, exhibitionism, achievement, and endurance.

In contrast, Matsumoto and Juang (2008) suggest that women are typically perceived as exhibiting passive, nurturing, and adaptable qualities, as well as being agreeable and neurotic. They also suggest that women have psychological needs that include a desire for abasement, deference, nurturance, affiliation, and heterosexuality.

According to Rachmijati and Cahyati (2018), societal expectations dictate that women should possess nurturing, suggestible, talkative, emotional, and intuitive qualities, while men are expected to exhibit aggression, tough-mindedness, taciturn behavior, rationality, analytical thinking, and promiscuity.

The second factor to be considered is the social roles assigned to men and women. Traditional beliefs hold that women are responsible for domestic tasks such as grocery shopping, cooking, washing, ironing, and childcare (Shaw & Lee 2007). While men may occasionally perform household chores, they generally gravitate towards tasks that

require the use of tools or machinery. Similarly, Lips (2003) supports this view, noting that men typically handle maintenance and repair tasks, whereas women take care of cooking, cleaning, laundry, and ironing duties. These observations highlight the different ways that household chores are divided between men and women, with men taking on tasks considered more masculine and women handling those considered more feminine.

Furthermore, women often bear the responsibility of nurturing relationships within their families and social circles, as well as engaging in acts of kindness towards others. They may organize visits, plan family gatherings and holidays, manage wedding preparations, mediate conflicts, delegate tasks, and maintain contact with distant relatives, according to (Shaw & Lee 2007). Despite the significant workload this creates, such tasks are not typically viewed as formal employment, but rather as something women naturally do. It has become a societal norm that women are expected to perform these duties, even if they also work outside of the home.

In English, the use of pronouns can sometimes perpetuate gender stereotypes regarding occupations traditionally associated with women or men. For instance, nurses, secretaries, and elementary school teachers are often referred to by using feminine pronouns, while doctors, engineers, electricians, and presidents are typically referred to by using masculine pronouns (Richards 2001). Feminists object to this usage for two reasons. Firstly, it can be unclear whether the pronouns include both genders or only males. Secondly, research has shown that people tend to think primarily of men when masculine generics are used, thus contributing to the marginalization of women.

Another common manifestation of sexism in language is the use of paired pronoun expressions such as "he/she," "him/her," or using a person's name followed by their

occupation. These constructions can be confusing because they refer to both genders, yet the pronouns used are typically masculine, as in "policeman" or "chairman." However, "chairman" refers to a leader, and leaders can be of any gender (Richards 2001).

Additionally, people tend to avoid using generic nouns like humankind and police, and instead opt for male-marked terms like mankind and policemen. Moreover, the generic pronoun 'he' is commonly used to refer to professions such as president, sportsperson, farmer, and thief (Lee, et al 2008). These linguistic choices could be indicative of gender stereotypes held by individuals.

The third and the last aspect of gender stereotypes pertains to physical attributes, which involve how men and women look. Typically, women are portrayed as being attractive, feminine, and intelligent, while men are depicted as strong, muscular, sexy, and macho (Crawford & Unger 2004). Moreover, these physical attributes are categorized into four subtypes for women: housewives, athletic women, businesswomen, and sexy women. For men, the subtypes include athletic men, blue-collar workers, businessmen, and macho men. Athletic women are usually described as having a muscular, strong, aggressive, masculine, and healthy body, while athletic men have similar physical attributes. Sexy women are mostly associated with having a good figure, long hair, attractive clothing, nail polish, and a pretty face, while macho men are typically muscular, hairy-chested, mustached, attractive, and self-centered. Businesswomen are usually described as being smart, well-dressed, hard-working, and organized, while businessmen are associated with wearing suits and having a smart and appealing appearance (Crawford & Unger 2004). It seems that women can be similar to men in terms of physical attributes, but the reverse is not always true. For instance,

athletic women and men have comparable physical characteristics, and businesswomen also exhibit some masculine traits like businessmen. Thus, men and women possess their own unique physical attributes, but there are some similarities in appearance between the genders.

In summary, society often portrays women and men differently, with gender stereotypes having both positive and negative effects. Men tend to be dominant and associated with masculine activities, while women are associated with feminine activities. This leads to the construction of gender roles that differ for men and women.

d. Gender Bias

Gender stereotypes can shape and influence society's attitudes and behaviors, particularly in the context of education. These stereotypes can guide unconscious gender bias, and schools are one of the primary places where gender socialization occurs through textbooks and teacher-student interactions. Gender bias is often implicitly taught through the classroom resources chosen (Fahriany et al. 2018). Additionally, in traditional societies like Saudi Arabia, there is a dual system of education with gender-segregated schools and gender-specific curricula that emphasize women's domestic roles (Chafetz 2006). Teachers play a crucial role in mitigating gender bias in schools, as they are the primary agents who interact directly with students. In some societies, there is a tendency to prioritize the education of boys over girls due to the normative principle that men are the primary economic providers and therefore need better schooling (Echavez 2016).

Based on the previous explanation, it is crucial to analyze textbooks to prevent gender bias. It is important to ensure that both genders are equally represented in various roles to achieve gender equity. This approach allows students to learn science

without encountering gender inequality. As a result, gender bias will not persist in students' minds (Fahriany et al. 2018).

2.1.2 Textbooks

a. definition of textbooks

Textbooks are a common instructional tool used in education, and have been defined in various ways by scholars. One such definition comes from Tomlinson (2011) who describes a textbook as a comprehensive resource that covers all the necessary material for a language learning course. The main goal is to include as much content as possible within a printed book, and is designed to be the primary resource for learners to use throughout a course. In addition, Tomlinson views textbooks as a means of presenting information, while also providing students with opportunities to engage in various activities, such as developing their vocabulary, pronunciation, language comprehension, reading, writing, and speaking skills.

Numerous scholars have provided definitions for textbooks, which are regarded as instructional materials that contain language teaching materials to aid students in achieving their learning objectives. Textbooks are a collection of materials that help students attain their learning goals (Anjarwati 2020). Similarly, Fahriany et al (2018) consider textbooks as a type of instructional media that are commonly used by teachers and students to acquire knowledge through reading.

Additionally, according to Ummu Salamah (2014), textbooks are commonly used in the teaching and learning process to provide guidance to both teachers and students. A textbook is an instructional tool that is primarily used in the classroom. Similarly, Ur (1996, p. 183) defines textbook as “a lesson book that teachers and students use as the foundation of a language course”.

The previous statements demonstrate that textbooks are an essential component of classroom instruction. Teachers rely on textbooks to deliver subject material in class, and to select appropriate textbooks to meet learning objectives (Vidari 2021). For example, if a teacher is teaching writing, she would use a writing textbook. Students also benefit from using textbooks, as they can use them as a guide to understand the material and practice exercises assigned by the teacher.

b. EFL Textbooks

English language textbooks are of utmost importance in EFL education, as they serve as a primary means for learners to familiarize themselves with the target language culture and values (Fahriany et al. 2018). It is crucial to pay close attention to all aspects that contribute to the completeness of English textbooks. These textbooks serve as a vital tool for teachers to save time in preparing instructional materials and to enable students to learn individually without losing essential materials. However, teachers must be vigilant in selecting appropriate EFL textbooks, as they can significantly influence student learning and behavior. Inadequate textbooks can have negative effects on the learning process. Therefore, selecting an appropriate EFL textbook that covers the learning objectives and aligns with the students' needs is necessary. The Ministry of Education must take into account the students' needs and learning objectives while choosing the EFL textbook.

c. Textbook Analysis

There are many textbooks available, each with different authors and versions. This makes it important for teachers to carefully choose the appropriate textbook. The success or failure of the study can be influenced by the textbook selection process (Mukundan, Hajimohammadi, and Nimehchisalem 2011). Therefore, it is crucial for

teachers to evaluate textbooks beforehand and to select the one that aligns with the learning objectives.

Cunningsworth (1995) has listed four guidelines for textbook analysis. Firstly, textbooks should be relevant to the needs of the students and should correspond with the objectives of language learning. Secondly, textbooks should exhibit how the subject can be applied by the learners in real life situations. In the context of language learning, effective textbooks should equip learners with the necessary skills in order to use language appropriately to achieve their objectives. Thirdly, textbooks must consider the learners' needs and assist them in their learning process without imposing a rigid methodology. Lastly, textbooks should serve as a clear aid in facilitating learning.

Moreover, Wen-Cheng and colleagues (2011) suggest that when evaluating textbooks, certain factors should be taken into consideration. These factors are as follows:

1. Recent publication
2. Relevant and appropriate content
3. Linguistic and cultural diversity
4. Proper layout and formatting
5. Clear and suitable images
6. Authentic and appropriate audiovisual materials
7. Compatibility with a variety of learning methods
8. Suitable for use with a variety of teaching methods
9. Contain exercises.

To sum up, the success or failure of learning depends on the teacher's selection and analysis of textbooks based on the aims and objectives of the study. In addition,

teachers should consider various textbook characteristics, including their social implications.

d. The Relationship between Gender and Textbooks

1. Gender and Textbooks in Education

Lloyd in Mburu and Nyagah (2012) suggest that the way gender is depicted in children's textbooks can impact societal attitudes and perceptions of gender-appropriate behavior (Mburu and Nyagah 2012). Sexist content in textbooks can lead to negative perceptions among students, despite the existence of gender equity policies. Mburu and Nyagah (2012) further explain that little progress has been made in developing content that creates positive identities for women in textbooks in developing countries. This is due to a preference for male representation over female representation, which has resulted in women being largely ignored as subjects of learning, as was the case in 1967.

Education often perpetuates gender stereotypes, which can be reinforced through classroom interactions and textbook usage. Chafetz (2006) discusses how male-female interactions can be influenced by certain factors. For instance, boys tend to spend more time playing outside and utilize the available space more efficiently. Conversely, girls tend to play in smaller groups or alone and place greater importance on working as a team.

Furthermore, boys are often associated with loud and rowdy behavior, such as teasing and rough play. On the other hand, girls are encouraged to be polite, kind, and well-presented, while boys are taught to be impolite, aggressive, and confrontational. (Rachmijati & Cahyati 2018). These gender stereotypes may affect how students are perceived and evaluated in the classroom, which can have both positive and negative consequences. For males, these stereotypes may lead to positive changes or negative

behavior, while for females, they may inspire growth or result in stagnation. Therefore, gender stereotypes are pervasive throughout the educational system.

Gender stereotyping in textbooks is a difficult issue to address, but it persists. Gender stereotyping is frequently presented in the materials under consideration. (Lee & Collins 2008). However, the availability of a wide range of textbooks has grown in popularity. Furthermore, handbook sorting is difficult because not all educators have the knowledge or requirements for selecting the best textbook for their students' needs. Furthermore, gender stereotypes may have a negative impact on students. The depiction of two genders in school books may influence how students learn and behave. Lloyd asserts in Mburu and Nyagah (2012) that the way gender is described in kids textbooks influences perceptions and views of gender-appropriate behavior in society. Gender representation in textbooks includes social thoughts and behaviors, as suggested by Frasher and Walker in Lee and Collins (2008). Gender stereotypes can eventually lead to gender bias.

Based on the above, it is clear that promoting equal treatment and gender equality in education is crucial. Women should receive the same education as men on equal terms, and educational materials should show a diverse range of male and female students actively participating at different ages to promote gender parity and eliminate discrimination (Fahriany et al. 2018). Mukundan et al (2011) suggest three strategies to avoid gender imbalance. Firstly, textbooks should aim to include diverse representations. Secondly, gender-equitable standards should be considered when selecting educational materials. Finally, the content of textbooks should be modified to suit the intended readership.

2. Gender Representation in Textbook

To maintain the value of textbooks, it is crucial to ensure gender equality. Both genders should be treated equitably. Gender equality is achieved when women and men, girls and boys have equal human rights, opportunities, and the ability to design their lives and participate in society (Taylor, Whittier, & Rupp 2006). Similarly, Anjarwati (2020) defined gender equality as the absence of discrimination based on sex with regard to goals, priority setting, benefit distribution, and access to healthcare. Furthermore, gender equity pertains to the fair and equal allocation of rewards, authority, finances, and responsibilities between women and men.

To achieve gender equity in media, it is important to have a balanced representation of males and females and equal distribution of resources among them. Gender imbalance occurs when one gender is overrepresented in content or imagery, while the other is underrepresented. This issue is also important in the context of schools, which play a significant role in the socialization processes and may contribute to the development of gender biases among students. Gender stereotypes can also be reinforced through interactions and textbooks. Therefore, it is crucial for educators to be aware of gender prejudice and strive to eliminate it in their interactions with students. Providing students and teachers with textbooks that do not contain gender bias is equally important for creating a fair and inclusive learning environment (Vedari 2021).

Hamidah (2017) shows that gender representation can be determined by four factors: (1) characteristics and behaviors, (2) types of games, (3) aspirations and interests, and (4) achievements. In terms of aspirations, men are often portrayed as having ambitions in physically challenging and intellectually demanding jobs, whereas

women are depicted as having ambitions in careers that emphasize emotion and subtlety.

Gender representation is studied by various scholars in different areas. For instance, Healy (2009) focuses on gender representation in occupations and conversations, while Lee and Collins (2010) categorize gender representation in textbooks based on female and male characters, social and domestic roles, semantic roles, masculine generic constructions, titles, order of appearance, and pictorial representation of males and females. Similarly, Ummu Salamah (2014) analyzes gender representation based on categories such as female/male pictures, mentions, roles, games, role models, and patterns of mentioning female/male names.

Likewise, Karima (2017) investigates various categories to analyze gender representation, which includes:

- a) Invisibility: a lower number of males or females compared to the opposite gender.
- b) Occupational stereotyping: the portrayal of females or males in fewer and less prestigious occupational roles.
- c) Relationship stereotyping: women are depicted more in relation to men than men in relation to women.
- d) Personal characteristic stereotyping: for instance, portraying women as emotional and timid.
- e) Disempowering discourse roles: portraying more males speaking first.

Overall, analyzing gender representation in textbooks is a crucial process. This is because textbooks can contain gender stereotypes, which can lead to the development of

gender bias and have a lasting impact on students. Therefore, it is important to ensure that both women and men are represented equally in textbooks.

2.2 Empirical Studies

2.2.1 Local Studies Related to Gender Representation in English Textbooks

Shteiwi (2003) in his study "Gender Role Stereotypes in Primary School Textbooks in Jordan" investigated the representation of gender roles in 96 textbooks in primary schools. He also analyzed the content and data of the textbooks. The results of Shtewi's study showed that 87% of the majority of the public roles are male-dominated, while female roles were traditional as in teaching.

Hamdan (2010) in his study titled "Topics in EFL textbooks and the question of gender dominance: A case study from public schools of Jordan" focused on the issue of gender bias in textbooks, which is a work package series from Grade 1 to Grade 9, used in public schools in Jordan. He did a content analysis based on the calculation of the number and types of jobs for males and females. He collected qualitative and quantitative data. The results revealed that the selected textbooks reflected culturally prevalent gender biases. Hamdan also shed light on the males who are portrayed in the textbooks as the influential and dominant figures in the labor market. While females practiced traditional jobs such as teachers and nurses.

Bataineh (2014) conducted a study that involved content analysis of gender representation in nine Jordanian English as a Foreign Language (EFL) textbooks. The research findings indicated that these textbooks contained significant and substantial gender disparities. The quantitative and qualitative data demonstrated that males were represented more frequently than females in images, photographs, pictures, and illustrations. Furthermore, the study revealed that images and texts in these textbooks

covertly and overtly portrayed males as superior and females as inferior. The study also concluded that these textbooks still contained traditional, stereotypical, and biased images and perceptions of gender inequality.

Nofal and Qawar (2015) examined gender representations in an ELT textbook used in Jordan (i.e. Action Pack 10). As a result, they discovered that male characters were over-represented socially, visually, and linguistically. Females outnumbered males in illustrations and texts by a factor of 3:1. They also discovered that men dominated more societal roles than women. Based on these findings, they concluded that 'Action Pack 10' failed to meet modern Jordanian society, in which women were highly regarded and given prominent positions.

Hassan (2015) conducted a study to examine the prevalence of gender stereotyping in Jordanian English language textbooks used in Action Pack Grades 6, 7, and 8. The findings revealed that while some aspects have improved, such as the reduced use of masculine generic pronouns, the majority of illustrations and text examples still displayed male dominance. In all three textbooks, there was a clear bias towards male characters occupying dominant roles, while female characters were portrayed in passive, domestic, or subservient roles.

Khawaldeh and Alzubi (2020) explored in their study gender representation in EFL textbooks within the context of Jordan. The researchers gathered data from the international ELT textbook series, specifically Interchange 1A & 2B Student's Textbooks, which were used in teaching undergraduate students at Al-Balqa Applied University. The results of the investigation indicated that the textbooks displayed a bias towards men in certain roles and activities, such as "craftsman" and "fitness trainer," while women were underrepresented. However, the study also revealed that the

textbooks did demonstrate some degree of gender equality in terms of visual representation and certain activities and roles.

2.2.2 International studies Related to Gender Representation in English Textbooks

Ram (2008) investigated gender biases in primary school textbooks that are utilized in public sector schools in Pakistan. Through a content analysis of textbook illustrations, the study revealed gender disparities consistent with those prevalent in Pakistan. Female representation was significantly lower (30.1%) in comparison to male images (69.9%), and women were often portrayed in stereotypical roles. For instance, women were typically restricted to traditional "female professions," such as nursing, while household chores were depicted as exclusively a woman's responsibility.

Shah (2012) investigated the gender inclusion in English language textbooks educated in secondary schools in Punjab, Pakistan. She discovered that equal gender integration in the selected books was almost indistinguishable when using the content analysis technique of textbooks, interviews, and questionnaires. Female representation was not proportionate to male representation. Female roles seemed to be traditional. The majority of the female role models represented in the said textbooks were Muslims. Based on her findings, she concluded that women constituted more than half of the total Pakistani population but were completely ignored.

Hall (2014) in his study titled "Gender Representation in Current EFL Textbooks in Iranian Secondary Schools" examined gender representation in EFL textbooks that were designed and taught in Iranian secondary schools. Hall used two methods of systematic analysis, quantitative and qualitative. The results showed that there is an imbalance in the representation of the genders in the curricula of teaching English in Iran, because of the religious and cultural ideologies in the state.

Aljuaythin (2018) investigated the representation of gender in two English as a Foreign Language textbooks for elementary students in Saudi Arabia. The analysis of the two textbooks revealed a gender imbalance in favor of males. As a result of this disparity, women were portrayed as marginalized and stereotypical figures. According to this study, such underrepresentation of women may create a false reality about women's perceptions and may impede the process of ensuring equality for all humans. This paper also indicated a symmetrical representation of gender in textbooks could increase female empowerment in Saudi Arabia.

Lee (2018) investigated whether the Japanese government's recent efforts to promote a "gender-equal" society and women's improved status are reflected in gender representation patterns in Japanese English as a foreign language textbooks. The study examined the ratio of female-to-male appearances, the extent of use of gender-neutral and gender-marked constructions, the common adjectives associated with women and men, the common address titles for reference to women, and the order of appearance of women and men in four popular series of English language textbooks published in 2011 for local Japanese students using corpus linguistic tools (e.g. concordancing, keyword in context). The findings revealed some evidence of gender equity, such as the widespread use of gender-inclusive terminology (e.g., salesclerk, waitress) and the neutral address title Ms for women. The 'male-first' phenomenon, on the other hand, is still prevalent in contemporary Japanese textbooks, implying women's secondary status.

Ahmad and Shah (2019) investigated gender representation in an English language textbook taught to the students of Grade-5 in public and private schools in Punjab (Pakistan) by applying Fairclough's three-dimensional model. To that end, content and critical discourse analysis approaches were used to examine the textbook's eight-factor

gender discrimination. As a result, it was discovered that the said textbook was highly gender biased, favoring males over females. It also appeared that the said textbook was intended to maintain male dominance in both implicit and explicit ways. In practice, such a state of affairs may result in gender discrimination. As a result, the study suggested that both genders should be represented in an equalized proportion. This can be accomplished by increasing the number of female authors, educating teachers about gender discrimination, and encouraging them to highlight gender biased issues in education.

Anjarwati (2020) analyzed the representation of gender in *Pathway to English*, the primary English language teaching ELT resource used in Senior High Schools across Indonesia. The findings of the study indicated that gender stereotypes persisted in the textbook. Specifically, there were 24 images of females and 38 images of males, and 23 female occupations depicted in pictures and texts compared to 55 male occupations. Moreover, there were only 5 images of females engaged in games or sports, while 21 male counterparts were represented. The study also showed that male characters were presented as "first" in dialogues more frequently (11 times) than female characters (4 times). Additionally, domestic roles were attributed to females in 14 instances, while only 5 instances of male characters were depicted in similar roles. Lastly, there were 14 female role models shown through texts and pictures, in contrast to 37 male role models. Based on these findings, it is evident that gender stereotypes continue to persist in the *Pathway to English* textbook.

Aguilar (2021) examined male and female representation in three EFL textbooks used in early elementary grades in public schools in Mexico. To that end, two types of analyses were carried out in order to investigate the distribution of males and females in

terms of visibility in illustrations and photos, as well as the representation of male and female occupational roles in the visuals. Males were significantly more frequent than female characters in the illustrations, indicating that there is not a balanced representation of characters in the three textbooks. In terms of photos, it was discovered that both genders were given an equal number of appearances. Similarly, the findings revealed that occupational gender stereotypes appeared in all three textbooks.

Chan (2021) discussed the hidden curriculum of language textbooks and teaching materials with a specific focus on gender representation. A quantitative content analysis was performed. While the results showed that the textbook maintained stereotypical representations of gender roles, gender equality was reflected in the use of gender-neutral language.

Vedari (2021) conducted a study to explore how gender was portrayed in three English textbooks for tenth-grade students that were utilized in Indonesian schools. The research aimed to identify any imbalances in the gender representation within the textbooks. The results indicated that there was a significant imbalance in the portrayal of females and males. Specifically, the majority of the gender representation depicted in the selected textbooks was dominated by male characters, with almost all aspects of gender representation being portrayed in favor of males.

The researcher chose this topic because previous studies in Jordan discussed the gender representation of males and females for grades from one to ten. The first study was conducted by Hamdan and Jalabnah in 2009, and studied grades from the first to the ninth. The second study was conducted by Nofal and Qawar in 2015, and was for the tenth grade. The action books 11 and 12 have not been analyzed before so I chose this important topic that no one did it. Furthermore, Ummu Salamah (2014) posited that

textbooks exert great importance in influencing the culture of students. Therefore, I decided to conduct this study due to its importance in influencing the representation of gender in the textbooks Action pack 11 and 12.

In conclusion, Action Pack 11 and 12 were recently introduced in 2010/2011 and it was the first edition of this release. The researcher will analyze the second developed edition of this curriculum, which was taught in 2014-2015. It is worth mentioning that the study that will be conducted differs from what was mentioned above in that it analyzes the two books action pack 11 and 12 that have not been analyzed before, specifically in the study of gender bias within them.

CHAPTER THREE

Methods and Procedures

3.0 Introduction

This chapter provides insight on the methodology used in this study. It describes the selected books of the study. It also elaborates on the research instruments, their validity and reliability as well as data collection, and criteria of analysis. Finally, the chapter shows the procedures used in this study.

3.1 The Selected Textbooks

The content of this study was drawn from the English language textbooks taught to Grade 11 and 12 students. While Action pack 12 which is authored by Judith Greet, Cheryl Pelteret and Liz Kilbey, Action Pack 11 is authored by Edwina Johnson. The two textbooks are published by York Press in England, and are based on Jordan's General Guidelines and General and Specific Outcomes for the English Language: Basic and Secondary Stages, which incorporate all four language skills into topics. Each Action Pack Series level comes with a Student's Book, a cassette with listening material, an Activity Book, and a Teacher's Book. The chosen student's book, The 2014 Action Pack 11 and the 2015 Action Pack12, are made up of six modules.

I chose this crucial subject since Action Pack 11 and 12 have not been analyzed from a gender perspective. Additionally, Ummu Salamah (2014) has a significant impact on how students' cultures are shaped. This study's significance in determining how gender is portrayed in Action Pack 11 and 12 textbooks led me to decide to conduct it.

Action Pack 11 and 12 were selected for content and visual analysis. The analysis was carried out on the personalities of men and women mentioned in the written texts, which contain dialogues, interviews, letters, stories and biographies that are related to different topics such as technology, health, achievements, learning, choices, celebrations, sports and world cultures.

In order to help answer the research questions, the researcher used the content analysis which is a research tool used in determining the presence of certain words, themes... etc. Usually content analysis is applied to written or visual data. According to Babbie (1998), content analysis involves categorizing or coding various types of communication based on a conceptual framework. This method can be applied to a wide range of communication forms, including books, magazines, songs, paintings, speeches, and letters. Content analysis provides a comprehensive and precise analysis of the data.

3.2 Data Analysis Procedures

The researcher went through the following steps in order to collect data. First, the textbook is chosen. The textbooks were then fully investigated and studied. This is known as 'mass observation' (Gharbavi & Mousavi 2012). The content analysis process included two stages of mass observation: the first was performed after the textbook was selected to allow the researcher to take a quick look at the textbook and to ensure that it consisted of the data needed by the researcher (Gharbavi & Mousavi 2012). After examining the textbooks, the researcher divided the contents into various categories, such as graphic characters, characters mentioned, social and domestic activities, and so on. The second phase focused on revising the main hypothesis that had been developed prior to the first phase (Gharbavi & Mousavi 2012). It is worth mentioning that the researcher cooperated with another colleague to ensure the reliability of the analysis.

This was done by conducting the analysis individually and then the results were cross-checked jointly to solve the discrepancies detected (Nofal & Qawar 2015).

The data were analyzed based on these aspects:

- Female/male images: the researcher counted the number of female/male images in the book. First, the visibility category was employed to evaluate whether gender representation was present in the pictures. This category was utilized to examine the frequency of male or female individuals depicted in the textbook images.
- Female/male mentioned in the book: the female/male mentioned in the books was counted. It included both female and male names, personal pronouns (such as he, she, his, and her), and female/male terms (such as Sir, Mrs , Mr) (Vedari 2021).
- Female and male social roles: it determines which occupations were associated with men or women, and a category was created and analyzed. The category included text and picture examples for various occupations in each module. As a result, the researcher was able to categorize the occupations as being predominantly for females, males, or for both genders (such as doctor, designer, inventor, and chemist) (Nofal & Qawar 2015).
- Female and male domestic roles: The purpose of the domestic role category was to identify how gender was portrayed. Through analyzing text and picture textbooks, the study identified various domestic roles and determined whether they were associated with males or females. (Anjarwati 2020)

A quantitative analysis was applied in the study by counting the number of male and female mentions, male and female characters, and male or female roles. Additionally, this study presented a frequency analysis of illustrated images in the

activity and student's books, and then characters and roles in the reading texts in the student's and activity books.

3.3 Reliability of the Analysis

It is worth mentioning that the researcher cooperated with another one of his colleagues to ensure the reliability of the analysis. The analysis was conducted individually and then the results were cross-checked jointly to solve the discrepancies detected (Nofal & Qawar 2015).

3.4 Procedures of the Study

1. Reviewing theoretical literature related to the relationship between teaching English language and gender, and reviewing studies on how to evaluate EFL textbooks
2. Reviewing empirical studies relevant to evaluating textbooks especially the ones related to the gender
3. Selecting a textbook for the study and conducting initial analysis of gender to check gender inequalities
4. Analyzing the selected textbook by counting the number of male and female characters, pictures and centered topic/themes.
5. Presenting and reporting the findings and discussing them in light of previous research
6. Listing references as per the APA style.

3.6 Summary

This chapter tackled the methodology adopted in this research by describing the selected textbook, data analysis. It ended with highlighting the reliability of the analysis.

CHAPTER FOUR

Results of the Study

4.0 Introduction

This chapter provides answers to the following three research questions:

1. What is the ratio of female to male characters in Action Pack 11 & 12?
2. How are [wo]men portrayed in social settings?
3. How are [wo]men portrayed in domestic settings?

This chapter reports the results of the textbooks analysis quantitatively along with illustrative examples from the selected textbooks. It provides detailed information using simple descriptive statistics, viz. frequencies and percentages, in order to answer the questions of the study. Four gender aspects are investigated in this study. They are (1) female/male pictures, (2) female/male mentions (including names, e.g. Adeeb, Adnan), common nouns (e.g. man, woman), and personal pronouns (e.g. he, she, his, her), (3) domestic roles (e.g. mother, father, uncle, sister) and (4) occupations (teacher, waitress, chairperson). It is worth mentioning that only the reading texts and pictures were analyzed. For the sake of time and space, listening and grammar exercises were excluded from the analysis.

The researcher divided the textbooks into two parts for practical and statistical purpose. While the first part consists of Action Pack 11 books (both the SB and AB), the second comprised action pack 12 (SB and AB). The researcher analyzed and presented the results of the study by following the procedures adopted by other researchers such as Nofal and Qawar (2015), Ummu Salamah (2014), and Hamden (2008).

4.1 Results Related to the First Question

What is the ratio of female to male characters in Action Pack 11 & 12?

The first question is pertinent to the visual and linguistic appearance of males and females in the selected textbooks in order to gauge the ration of female to male characters in the textbooks. To answer this question, I start by presenting the findings of the visual representation of both males and females followed by the linguistic ones from texts of Action Pack 11 and then by presenting the findings from Action Pack 12 following the same order.

A. The ratio of female to male characters in photos and illustrations

Action Pack 11 includes a total of 83 pictures (one-character and multi-character pictures). The visual analysis for both of the SB and AB as shown in Table 4.1 shows that male characters visually appear more often than female characters.

Table 4.1. Visibility of Male and Female characters in Action Pack 11 in Photos and Illustrations.

Action Pack 11: Illustrations (Photos)				
Units	Females		Males	
	SB	AB	SB	AB
Module One	1	1	12	1
Module Two				
Unit One	2	0	2	0
Unit Two	5	0	4	0
Module Three				
Unit Three	4	0	15	0
Unit Four	4	0	6	0
Module Four				
Unit Five	1	0	1	0
Unit Six	0	0	0	0
Module Five				
Unit Seven	0	0	8	4
Unit Eight	1	0	4	1
Module Six				
Unit Nine	0	0	0	0
Unit Ten	2	0	4	0
Total	20	1	56	6
Percentage	25.3%		74.69%	

Table 4.1 shows that male characters are more visible in photos and illustrations in Action Pack 11 for both SB and AB with 62 occurrences (74.69%) while female characters appear 21 times (25.3%). The ratio of female to male characters in the pictures of the AP 11 is around 1:3. This suggests that generally female characters are visually underrepresented in AP11.

Examining the visual representation of men and women in the one-character pictures and multi-character pictures of AP11, Table 4.2 shows that there are 71 one-character pictures and only 12 multi-character pictures. Furthermore, Table 4.2 shows that while men and women are equally represented in multi-character pictures, men are over represented in one-character pictures which represent the majority of pictures in the textbook.

Table 4.2. Frequency of Occurrence of Males and Females in Pictures of Action Pack 11

One-character pictures		Multi-Characters Pictures	
Male	Female	Male	Female
56	15	6	6
78.8%	21.1%	50%	50%

Table 4.2 shows that male in One-character pictures are more visible in photos and illustrations in Action Pack 11 for both the SB and AB with 56 occurrences (78.8%) and that female characters appear 15 times (21.1%). While in the Multi-Characters Pictures, the result was equal between males and females with 6 occurrences (50%) in Action Pack 11 for both the SB and AB.

Action Pack 12 includes a total of 103 pictures (one-character and multi-character pictures). The visual analysis of the both the SB and AB as shown in Table 4.3 shows that male characters visually appear more often than female characters.

Table 4.3. Total Visibility of Male and Female Characters in Photos and Illustrations in Action Pack 12 (SB and AB).

Grade 12: Illustration (Photos)				
Units	Females		Males	
	SB	AB	SB	AB
Module One				
Unit One	6	0	7	0
Module Two				
Unit Two	4	0	8	0
Unit Three	3	0	6	0
Module Three				
Unit Four	1	0	5	0
Unit Five	1	0	5	1
Module Four				
Unit Six	6	0	4	0
Unit Seven	5	0	5	0
Module Five				
Unit Eight	7	0	5	0
Unit Nine	1	0	2	1
Module Six				
Unit Ten	8	0	12	0
Total	42	0	59	2
Percentage	40.7%		59%	

Table 4.3 shows that male characters presence in photos and illustrations in AP 12 for both the student's and activity books constitutes the total number 61 with the percentage 59% while females have appeared 42 times with the percentage 40.7%. It is obvious that, similar to AP 11, male characters appear in AP 12 more than do the female characters but in varying degrees.

Again, having a look at the types of pictures in AP 12, one can notice the majority of the pictures are one-character pictures (n=81) and are male-dominated and only 22 multi-character pictures are presented in the textbook.

Table 4.4. Frequency of Occurrence of Females and Males in Pictures in Action Pack 12

One-Character Pictures		Multi-Character Pictures	
Male	Female	Male	Female
50	31	11	11
62%	38%	50%	50%

Regarding one-character pictures, Table 4.4 shows that males have 62% of the pictures while only 38% of them are for females. On the other hand, when it goes to multi-character pictures, it shows that this type of pictures is 50% of the characters are males while 50% of them are females.

Having a look at the total of pictures in AP 11 and AP 12, one can notice that the majority of the pictures, 123 occurrences (66.12%), are male characters while 63 occurrences (33.8%) are female characters.

Table 4.5. Visibility of Male and Female Characters in Photos and Illustrations in AP 11 & AP 12

Male		Female		Total	
Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
123	66.12%	63	33.8%	186	100%

Table 4.5 shows that in the two Action Pack textbooks (11&12), male characters are shown in 123 photos and illustrations out of 186 with the percentage 66%. Female characters appear in photos and illustrations 63 times with the percentage 33.8%. The results demonstrate that female characters appeared 32.32% less than male characters, which means that male characters are dominant in terms of appearance in photos and illustrations with the overall ratio of female to male of about 1:2.

B. The ratio of female to male characters in reading texts.

After analyzing the ratio of females and males in photos and illustrations, the researcher analyzed the ratio of females and males in the reading texts.

Action Pack 11 includes a total of 202 nouns and pronouns in the reading texts. The linguistic analysis for both the SB and AB as shown in Table 4.6 shows that male characters linguistically appear more often than female characters.

Table 4.6. Total Males and Females Mentioned in Action Pack 11

Action Pack 11 – SB & AB: Noun and Pronoun								
Units	Females (SB)		Males (SB)		Females (AB)		Males (AB)	
	Noun	Pronoun	Noun	Pronoun	Noun	pronoun	Noun	Pronoun
Module One	3	6	6	6	0	0	0	0
Module Two								
Unit One	3	1	3	0	0	0	0	0
Unit Two	8	10	0	1	6	0	0	0
Module Three								
Unit Three	2	5	7	24	1	0	3	0
Unit Four	13	29	8	4	0	0	1	1
Module Four								
Unit Five	9	0	4	0	2	3	0	0
Unit Six	0	0	11	0	0	0	0	0
Module Five								
Unit Seven	2	0	30	28	1	0	13	22
Unit Eight	7	13	5	5	0	0	5	3
Module Six								
Unit Nine	8	4	5	2	1	0	1	0
Unit Ten	0	0	0	0	1	0	4	0
Total	55	68	79	70	12	3	27	26
Percentage	45.22%		54.77%		22.05%		77.94%	

The data presented in Table 4.6 reveal that in AP 11 (SB & AB), male characters are mentioned (including nouns, and pronouns) 202 times with the percentage 59.94% while female characters occurred 138 times with the percentage 40.94%. Table 4.6 shows that there are more male mentions than female mentions with the ratio of female to male mentioned is approximately 1:1.5 . It is noticed that the dominance of males over females in the stage one (Action Pack 11) book, includes nouns and pronouns. By

comparing these results with the result of Table 4.1, we can find that this book contains male dominance over female in terms of their appearance in photos and illustrations.

Meanwhile, Action Pack 12 has a total of 163 nouns and pronouns in the reading texts. The linguistic analysis of both the SB and AB as shown in Table 4.7 shows that the male characters are linguistically present more frequently than female characters.

Table 4.7. Total Males and Females Mentioned in Action Pack 12

Action Pack 12 – Student’s and Activity Book								
Nouns and Pronouns								
Units	Females (SB)		Males (SB)		Females (AB)		Males (AB)	
	Noun	Pronoun	Noun	Pronoun	Nouns	Pronouns	Nouns	Pronouns
Module One								
Unit One	0	0	1	0	0	0	0	0
Module Two								
Unit Two	1	0	1	0	1	0	0	0
Unit Three	0	0	19	14	0	0	2	13
Module Three								
Unit Four	5	2	10	12	0	0	6	10
Unit Five	0	0	9	10	1	0	4	10
Module Four								
Unit Six	1	0	1	0	0	0	0	0
Unit Seven	1	0	0	0	0	0	0	0
Module Five								
Unit Eight	2	2	3	0	1	1	1	1
Unit Nine	0	0	2	4	0	0	1	0
Module Six								
Unit Ten	2	0	8	1	0	0	0	0
Total	12	4	54	41	3	1	14	34
Percentage	14.41%		85.58%		7.69%		92.3%	

Table 4.7 indicates that Action Pack book for grade twelve (second stage) presents males mentioned including nouns and pronouns 143 times out of 163 times with percentage 87.7%. Whereas females were presented 20 times out of 163 times with a percentage of 12.2%. The table shows that there are more male mentions than female

mentions with The ratio of female to male mentioned is 1:7.15. Here we can say that there is a strong and significant dominance of the male-to-female ratio mentioned in Action Pack 12. If we refer to Table 4.3, it shows that it is also clear that there is a dominance of males over females in photos and illustrations.

Looking at the total of males and females mentioned in Action Pack 11 and 12 and the total number of nouns and pronouns mentioned in the reading texts for both textbooks in the SB and AB was 503 distributed into 345 occurrences (68.5%) for males and 158 occurrences (31.4%) for females.

Table 4.8. Total Males and Females Mentioned in Action Pack 11&12

Male		Female		Total	
Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
345	68.5%	158	31.4%	503	100%

The findings above show that the ratio of females to males in the two books is approximately 1:2.2. In addition, the analysis of the written texts as shown in table 4.8 shows that the total number of the characters is 503 in the books, and that the majority of characters are males, 68.5%, whereas a small fraction of the characters is allotted to females, 31.4%.

We can also notice that females are not mentioned at all in some units, such as the sixth unit of Action Pack 11, and in unit ten, they are mentioned only once. Whereas in the Action Pack 12, females are absent from the first, second, and ninth units. It is important to mention that in some units there is complete dominance of males over females. In unit Seven, Males and the pronouns referring to them are mentioned 93 times, compared to three times for females only. This lack of gender representation and presentation in textbooks is an indicator of not having a plan towards implementing gender diversity in school textbooks.

4.2 Results Related to the Second Question

How are [wo]men portrayed in social settings?

The second question pertains to the depiction of females and males in terms of their roles in the society (i.e. social settings). This question seeks to delve into the presentation of the occupation and the roles that men and women have outside of the home. To answer this question, I start with the findings of the representation of both males and females from Action Pack 11. Then I present the findings from Action Pack 12.

Action Pack 11 includes a total of 27 types of jobs of both the SB and AB as shown in Table 4.9 below. It shows that the female occupation types are more than their male counterparts.

Table 4.9. Distribution of Social Roles and Occupations in Action Pack 11.

Table info: Action Pack 11, Student's and Activity Books								
Occupations								
No.	Female (SB)		Male (SB)		Females (AB)		Males (AB)	
	Occupation	Frequency	Occupation	Frequency	Occupation	Frequency	occupation	frequency
1.	Princess	1	Doctors	2	Dentist	1	Athlete	1
2.	Rider	4	Craftsmen	1	Sportswoman	1	Sportsman	1
3.	Trainer	1	Horsemen	1	Queen	1	Teacher	1
4.	Horsewomen	1	Writer	1			trainer	1
5.	Groom	1	clerk	1	Total	3		4
						42.8%		57.1%
6.	Nuclear physicist	2	Lawyer	1				
7.	Research assistant	1	Journalist	1				
8.	Author	1	Author	1				
9.	Artist	1	Officer	1				
10.	Queen	3	Spokesmen	1				
11.	Athlete	1	Chef	1				
12.	Empress	1	King	1				
13.			Athlete	1				
Total		18		14				
		56.2%		43%				

The occupation category is used to analyze gender representation in textbook. The data were collected from texts referring to gender in the textbook. Action Pack 11 English textbook refers to a wide variety occupations with 27 different types of jobs. Table 4.9 shows that females are more often appearing than males in occupations category whereas the males portion type of occupations are also less appearing than female's occupation types. This indicates that the 18 occurrences of occupations refer to males with the percentage of 46.1% while 21 occurrences of occupations refer to females with the percentage of 53.8%.

The results reported in Table 4.10 indicate the social roles that males and females occupy as illustrated in Action Pack 11 textbooks.

Table 4.10. Frequency of Occurrence of Female and Male in Social Roles in Action Pack 11

Male-monopolized Social Roles	6
Male-dominated Social Roles	7
Female-monopolized Social Roles	5
Female-dominated Social Roles	6
Gender-shared Social Roles	3

The results reported in Table 4.10 show that the frequency of male-monopolized social roles is 6. Examples include craftsmen, horsemen, officer, king, spokesmen and sportsman. On the other hand, the frequency of female-monopolized social roles is 5. Examples include princess, queen, empress, sportswomen and horsewomen.

Male-dominated social roles are seven (e.g. doctors, writer, lawyer, journalist, clerk, teacher, and chef). Female-dominated social roles which appear in the textbook are 6 (i.e. rider, groom, nuclear physicist, research assistant, artist, and dentist). The frequency of gender-shared social roles are 3 including (Athlete, author and trainer).

Again, Action Pack 12 includes a total of 31 types of jobs of both the SB and AB.

Table 4.11 shows that the male occupation types are more than female occupation types.

Table 4.11. Distribution of Social Roles and Occupations in Action Pack 12 (Student's and Activity Books) from the Reading Texts.

Female (SB)		Male (SB)		Male (AB)	
Occupation	Frequency	Occupation	Frequency	Occupation	Frequency
Interpreter	4	Scientist	1	Writer	2
Director	1	Inventor	1	Scientist	2
Total	5	Prince	1	Engineer	1
percentage	11.6%	Sheikh	3	Polymath	1
		King	2	Scholar	1
		Founder	1	Total	5
		Pupil	1	percentage	100%
		Businessman	2		
		Physician	1		
		Philosopher	1		
		Mathematician	1		
		Chemist	1		
		Musician	1		
		Astronomer	1		
		Polymath	1		
		Craftsman	1		
		Developer	1		
		Director	2		
		Shop assistant	2		
		Reporter	1		
		Editor	1		
		Captain of	1		
		School			
		basketball			
		Worker	3		
		Chemistry	1		
		teacher			
		Researcher	2		
		Scientific	1		
		journal			
		Salesperson	2		
		Total	38		
		percentage	88.3		

Action Pack 12 touches upon 31 various types of jobs, covering a wide range of professions. According to Table 4.11, males occupy forty-three out of forty-eight with the total percentage 89.5% while females have appeared doing five jobs with the percentage 10.4%. Table 4.11 shows that males are more often appearing than females in occupations category whereas the females portion type of occupations are also less than the male's occupation types.

The results reported in Table 4.12 indicate the social roles that males and females occupy as illustrated in Action Pack 12 textbooks.

Table 4.12. Frequency of Occurrences of Females and Males in Social Roles in Action Pack 12.

Male-monopolized Social Roles	5
Male-dominated social roles	22
Female-monopolized Social Roles	0
Female-dominated social roles	1
Gender-shared social roles	1

The results presented in Table 4.12 indicate the social roles that males and females occupy as illustrated in Action Pack 12 textbooks. The findings show that the frequency is 5 for male-monopolized social roles, such as Prince, Sheikh, King, Businessman and Craftsman. It is worth mentioning that the female-monopolized social roles are never mentioned in the textbooks. Male-dominated social roles are 22 (e.g. developer, shop assistant, reporter, editor, captain of school basketball and worker), and only one female-dominated social roles appear in the textbook (i.e. interpreter) the frequency of gender-shared social role is only one including director.

Looking at the total of males and females occupations in Action Pack 11 and 12, the total number of occupations mentioned in reading texts for both textbooks in SB and AB was 87 distributed into 61 occurrences (70%) for males and 26 occurrences (30%) for females.

Table 4.13. The Frequencies of Males and Female's Occupations in the Reading Texts (AP 11 & 12)

Male		Female		Total	
Frequency	Percentage	Frequency	Percentage	Frequency	percentage
61	70.11%	26	29.88%	87	100%

Table 4.13 shows that Action Pack Series 11&12 present males in sixty-one jobs out of eighty-seven with the percentage 70.11%. Females are shown doing 26 jobs only with the percentage of 29%. The results indicate that males outnumbered females with (40%) which mean that males dominate the occupations and jobs presented in the course books.

It is important to highlight that female occupations were never mentioned in Activity Book of Action Pack 12 and that the male occupations dominated in the Activity Book one hundred percent. Therefore, it is clear to us that the results here are similar to the result of the first question which was the lack of gender representation in the textbooks.

There are some findings to assess based on the data description. There are more male pictures offered in the textbook when comparing the number of female and male images. It indicates that males are dominantly portrayed in the images of both men and women. In addition, many of the textbooks illustrations show stereotypes of both men and women. The following are the images from Action Pack 11 and Action Pack 12:



Figure 4.1: woman is planting
It is shown in Action Pack 11, Module Six,
Unit Ten, page 83.



Figure 4.2: woman is taking care of the child
It is shown in Action Pack 11, Module Two, Unit
Two, page 23.



Figure 4.3: woman is cooking
It is shown in Action Pack 11, Module One, page 9.

Those figures are examples of the pictures found in the textbook. This shows that women are commonly associated with domestic works (i.e. planting, taking care of children, and preparing meals). Additionally, the women's occupations such as a cook, a teacher, and baby sitter are also related to their stereotypes as warm, weak, gentle,



Figure 4.4: woman as a teacher
It is shown in Action Pack 12, Module One, Unit One, page 9.



Figure 4.5: woman in the kitchen
It is shown in Action Pack 11, Module Three, Unit Four, page 35.



Figure 4.6: businessman
It is shown in Action Pack 12, Module Six, Unit Ten, page 76.



Figure 4.7: man as a doctor
It is shown in Action Pack 12, Module Two, Unit two, page 18.

friendly etc. Because men are stereotyped as strong and powerholder, they are portrayed as a businessman, a doctor and a craftsman which are considered more masculine occupation.



Figure 4.8: Craftsman
It is shown in Action Pack 12, Module Three, Unit 5, page 38

4.3 Results Related to the Third Question

How are [wo]men portrayed in domestic settings?

The third question focuses on the depiction of females and males in terms of their roles in domestic settings (the home). This question seeks to delve into the presentation of the roles that men and women have within the home.

To answer this question, I presented the findings of representation of both males and females from Action Pack 11. Then I presented the findings from Action Pack 12.

The results reported in table 4.14 below show the domestic roles occupied by males and females in the Action Pack 11. The three domestic roles undertaken by males as presented in the textbooks are father, son, and brother. Each of them is found once except for the father role which is repeated three times.

The results presented in Table 4.14 indicate the domestic roles for males and females as illustrated in Action Pack 11 textbooks.

Table 4.14. Frequency of Occurrence of Female and Male in Domestic Roles in Action Pack 11

Domestic Roles	Male	Book	Domestic Roles	Female	Book
Father / Dad	3	SB	Mother / Mum	9	SB
Husband	0	-	Wife	2	SB
Son	1	SB	Daughter	1	SB
Brother	1	SB	Sister	1	AB

Moreover, the domestic roles that are occupied by females as presented in the textbooks include mother, wife daughter and sister. The domestic roles of daughter and sister are portrayed one time, wife is mentioned twice, and mother is mentioned nine times.

The results shown in Table 4.15 below indicate the domestic roles occupied by males and females in the Action Pack 12. The only domestic role undertaken by males as presented in the textbooks is father. It is repeated twice (one time in each book).

Table 4.15. Frequency of Occurrence of Female and Male in Domestic Roles in Action pack 12 (Student's and Activity Books).

Domestic Roles	Male	Book	Domestic Roles	Female	Book
Father / Dad	2	SB&AB	Mother / Mum	2	SB&AB
Brother	0	-	Sister	2	SB&AB

Furthermore, the domestic roles that are occupied by females as presented in the textbooks include mother and sister. The domestic roles of mother and sister are portrayed twice.

4.4 Summary

This chapter presented a detailed analysis of the findings of the quantitative data obtained from the textbook analysis. It included answers to the three questions that were raised in the first chapter; the result of the first question was that the ratio of females to males in Action pack 11&12 in photos and illustrations was under gender

representation. In the second question which asked how females were portrayed in social settings, the results showed a lack of gender representation in both textbooks. The last question which asks about the domestic settings of women in the textbooks, the answer was the domestic roles of females mentioned were more than the domestic roles of males.

CHAPTER FIVE: Discussion, Conclusions and Recommendations

5.0 Introduction

This chapter starts by providing a brief discussion of the research findings, attempting to explain and interpret the findings in light of previous research. The chapter concludes with conclusions, and suggestions for future research. The rationale for this study is that there is a need to examine foreign language textbooks since the findings may help improve and develop the content of these textbooks. Due to Jordan's growing interest in teaching English to students at both the elementary and secondary levels, extra consideration must be given to the instructional materials, mainly textbooks. Certain texts are authored and published outside of Jordan. Action Pack authors and publisher are not Jordanians and the textbook series was introduced as the main textbook for students in Jordanian elementary schools in 1998. Against this backdrop, the study has sought to provide an answer to the following overarching question:

“Is there equitable gender representation in Jordanian EFL textbooks?”

5.1 Discussion Related to the Findings of Question One

“What is the ratio of female to male characters in Action Pack 11 & 12?”

To achieve an accurate analysis, the researcher analyzed the textbooks visually and linguistically. Graphically by observing and tallying every character in pictures, and linguistically by tallying names, nouns and pronouns in the reading textbooks.

The findings shown in Table 4.5 showed that males are numerically double that of girls in photos and illustrations, despite the ongoing efforts to improve and adapt Action Pack Series to be suitable for representing the contemporary Jordanian society. It is obvious that the ratio of female to male characters is nearly 1:2. As a result, when

females do not appear as often as males, the implicit message is perhaps that women are not as important as men or that their accomplishments are not as worthwhile to mention as men's (Hamdan 2008). Similarly, the results reported in Table 4.8 revealed that males surpass females in number linguistically. The ratio of female to male mentions in the reading text is 1:2. Male mentions surpass female mentions as 68% of the characters are males and 32% of them are females.

Additionally, it was noticed that some units -like the sixth unit in Action Pack 11- do not mention women at all, while in unit ten, they are only mentioned one time. In contrast, the first, second, and ninth units of the Action Pack 12 do not have any female characters. The full dominance of males over females in some units should also be noted. For example, in unit 7, males and pronouns referring to them are mentioned 93 times, compared to three times only for females alone. Lack of gender representation in textbooks is a sign that there is no plan in place to incorporate gender diversity in educational materials.

The results of the study concerning this aspect agreed with the findings of the previous studies which emphasized the frequent visibility of males over females in Photos and Illustrations. The findings of this study agree with those of Porecca (1984) who concluded that the female to male ratio of occupations in 15 textbooks (15 currently most widely used EFL textbooks in Virginia) was 1:5. The findings also resonate those of Hamdan (2010) who has concluded that male characters are dominant in terms of appearance in photos and illustrations with percentage 54% in nine textbooks from Action Pack series which is taught in the school curricula in Jordan from the first to the ninth grade. This also agrees with Nofal and Qawar (2015) who has concluded the ratio of female to male characters is 1:3 in Action Pack 10 in Jordan.

Hence we note that Hamdan's work was published in 2008, Nofal and Qawar's paper was published in 2015, and my current thesis was written in 2023. All of them analyzed textbooks from the Action Pack series. Unfortunately, seemingly gender representation in AP series is not crucially considered by the authors, publishers, and the Ministry of Education in Jordan.

Based on the findings of the reviewed literature, it is urgently necessary to update the teaching materials made available to Jordanian students who are taking foreign language courses so that they can be exposed to more equitable gender representation in images and illustrations. The domestic setting (school and home) must therefore be expanded to include other institutions, which will result in the inclusion of a variety of male and female characters.

5.2 Discussion Related to the Findings of Question Two

“How are [wo]men portrayed in social settings?”

The popular manifestation of gender-related occupations in EFL/ESL texts has drawn a lot of attention in both study and discussion. While female occupational positions were conventional and few in number, male jobs were unconventional and varied.

For the best results, the researcher analyzed the occupations that were mentioned in the reading texts by counting the number of occupations in both AP 11 and 12. The results reported in Table 4.13 concerning the presence of females and males in social roles reveal that the majority of roles are male-dominated, where 61 roles for males corresponding with only 21 roles for females with ratio near to 2.3:1. An essential point to emphasize here is that the Activity Book for Action Pack 12 exclusively lists male occupations, with no mention of female occupations. The results here are in agreement with Shteivi (2003) who concluded that the majority of public roles are male-

dominated whereas the female roles were traditional such as teaching. Also, the results agree with those of Nofal and Qawar (2015) who indicated that men predominate in the majority of roles. Moreover, the results resonate Anjarwati (2020) who demonstrated that while female occupation types were substantially rarer than male occupation types, males appeared in the category of occupations more frequently than females do.

In actuality, women are observed working in a wide variety of professions in the third-world nations like Jordan, including those of dean of a college, minister, upper house member of parliament, judge, engineer, police, lawyer, pilot, doctor, therapist biologist, etc. So it was surprising to learn that the creators of a new educational series couldn't handle the realities of the contemporary living.

These findings allow for discussion of the appropriate nature of the relationship between society and language textbooks. Should they reflect the current state of affairs? Or should they depict a more advanced state of affairs than what is actually the case? The findings of the study showed that gender asymmetry in EFL texts has a tendency to be bigger than the gender asymmetry in the society they were intended to depict (Hamdan 2010).

5.3 Discussion Related to the Findings of Question Three

“How are [wo]men portrayed in domestic settings?”

Here, the researcher analyzed and counted the domestic roles for females and males that were mentioned in the reading texts in both textbooks. Results reported in Table 4.14 and Table 4.15 concerning the depiction of females and males in domestic roles show that the frequency of occurrence of female domestic roles is 17 while it is 7 for male. So, the number of occurrences of these roles is more for females than males. This outcome is consistent with Lee and Collins (2008) who maintained that some authors

supported the stereotyped image of women as weaker than men, and as acting primarily within household rather than social domains. This also agrees with Nofal and Qawar (2015) who indicated that Men and women were depicted in a limited number of domestic roles, and with Anjarwati (2020) who showed the occurrences of domestic roles were 14 times for females and 5 times for males.

5.4 Conclusion

Based on the results of analyzing the Action Pack 11 and 12, it can be concluded that the textbooks are biased when it goes to gender. Occurrences of male characters are higher than female characters in relation to visual and textual visibility in terms of mentions, occupation, and social and domestic roles. There are still gender stereotype traces in the Action Pack textbooks based on the domestic role which is represented in reversing the stereotypical image of women in the home. As a result, Action Pack 11 & Action Pack 12 failed to accurately depict contemporary Jordanian society, where Jordanian women hold outstanding positions and are greatly respected. Also this contradicts the role of the Jordanian government in highlighting the role of women in all areas and fields. Therefore Action Pack 11 and 12 need some modifications that reflect the image of women in Jordanian society and their effective roles.

In conclusion, the findings of the current study demonstrated that the researchers' hypotheses are broadly applicable to the issue highlighted in this study:

1. In both written texts photos, the proportion of female to male characters is roughly equal. Male characters are portrayed as being two times as numerous as female characters, with an approximate ratio of 1:2.
2. Women are depicted in different social settings such as horsewoman, interpreter, teacher, princess, and trainer. Nonetheless, men are depicted in more social settings

than women. Men monopolize a variety of roles such as writer, doctor, scholar, polymath and king.

3. Men and women are depicted in a number of domestic roles. While the former are portrayed as father and brother, the latter are portrayed as mother, daughter, sister and wife.

5.5 Recommendations for Future Research

In order to verify this study findings, other studies are recommended:

1. This study should be repeated by looking at and analyzing different Series of EFL texts, particularly because there are many Series available for teaching English as a foreign language and because many private schools in Jordan utilize different Series.
2. There are other aspects of gender that need to be examined such as (firstness, Activity types, Attributed traits and qualities, and women's lexical and grammatical choice.
3. Examining teacher-student interactions in both male and female classes in order to find out the strategies **that** teachers use to deliver aspects of gender.

5.6 Summary

This chapter provided a brief discussion of the research findings, and ran out with conclusions, and suggestions for future research. It can be concluded that the Action Pack 11 and 12 are biased when it goes to gender either linguistically or visually, or in occupations aspect, or in domestic roles. So, Action Pack 11 and 12 require some adjustments to reflect how women are perceived in Jordanian society and their essential roles.

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