

Hebron University
Faculty of Graduate Studies
English Department



*Analyzing Aspects of Gender in English Language
Palestinian Basic Stage Curriculum from Grade One
to Grade Six*

Nidal Abu Ayyash

Supervisor : Dr . Hazem Bader

This Thesis is Submitted in Partial Fulfillment of Requirements for the Degree of Master of Applied Linguistics and the Teaching of English, College of Graduate Studies, Hebron University, Palestine.

2012

Dedication

Hebron University

Faculty of Graduate Studies

Analyzing Aspects of Gender in English Language

Palestinian Basic Stage Curriculum from Grade One to Grade Six

By

Nidal Yousef Zedan Abu Ayyash

This thesis was successfully defended on April 22, 2012 and approved by:

Committee members:

1. Dr . Hazem Bader
2. Dr . Samir Rammal
3. Dr. Hanna Tushyeh

Signature

Supervisor



External Examiner



Internal Examiner



This dissertation is dedicated
To my parents, wife and children,
To my brothers, sisters,
To my father-in-law, my mother-in-law,
To my friends and colleagues,
And to the souls of martyrs.

Acknowledgments

I first would like to extend my loads of thanks to my great supervisor Dr. Hazem Bader who helped me to complete my study. He devoted his time to guide me and help me by providing me with his endless advice and encouragement. He never abstained from giving me all what I needed for my study including references and any relevant material he could find.

Loads of thanks also go to my instructor Dr. Mohamad Farah for his comments and corrections regarding the proposal. Furthermore, I thank my internal examiner Dr. Hanna Tusheha and my external examiner Dr. Samir Rammal besides all the instructors of the English Department for their support.

In this regard, I can't forget my dear colleagues at work who also offered help to me especially in analyzing some of the textbooks for the sake of the study.

I am also very thankful for my family and friends who always prayed for my success.

Table of contents

	Page
Dedication.....	I
Acknowledgments.....	II
Table of Contents.....	III
Tables.....	IV
Appendices.....	V
English abstract.....	VI
Arabic abstract.....	VII
Chapter One: Introduction.....	1
1.1 Statement of the problem.....	2
1.2 Rationale and significance of the study.....	2
1.3 Scope and limitations of the study.....	3
1.4 Purpose of the study.....	4
1.5 Research questions.....	4
1.6 Hypotheses of the study.....	5
1.7 Definition of key terms.....	5
Chapter Two: Review of related literature.....	7
2.1 Theoretical background.....	7
2.2 Feminism.....	7
2.3 Bias against women in education and politics.....	8
2.4 Sexism in English.....	9
2.5 The role of textbooks.....	9
2.6 Sexism in grammar.....	12

2.7 Culture in EFL textbooks.....	13
2.8 Studies that investigated gender in EFL/ESL textbooks.....	13
2.9 Summary and conclusion.....	24
Chapter Three: Methodology.....	26
3.1 Participants and sample of the study.....	26
3.2 Instrumentation.....	26
3.3 The main guidelines of analyzing aspects of gender.....	28
3.4 Instrumentation validity.....	31
3.5 Instrument reliability.....	31
3.6Textbook content.....	35
3.7 Statistical analysis.....	35
3.8 The procedures of the study.....	36
Chapter Four: Results of the study.....	37
4.0 Introduction.....	37
4.1 The first question.....	37
4.2. The second question.....	40
4.3 The third question.....	42
4.4 The fourth question.....	45
4.5 The fifth question.....	47
4.6 The sixth question.....	50
4.7 The seventh question.....	52
4.8 The eighth question.....	55
4.9 The ninth question.....	58
Chapter Five: Discussion	60
5.1 To what extent do males and females appear in equal number in photos and illustrations?..	60

5.2 To what extent do males and females appear in equal numbers in the text?	62
5.3 To what extent are conversational topics controlled equally by male and female characters?	64
5.4 To what extent are numbers and types of occupations and jobs linked to male and female characters?	65
5.5 Who appears first more frequently males or females when given two nouns paired for gender?	66
5.6 Who plays more frequently the role of actor males or females?	67
5.7 What numbers and types of personal traits are ascribed to males and females	68
5.8 What number and kind of leisure activities are practiced by males and females?	69
5.9 Are there examples of masculine generic nouns in the text?...	70
5.10 Conclusions, pedagogical implications and recommendations....	71
References.....	73
Appendices.....	82

List of Tables

Percentage of agreement among the three analysts	32
Total visibility of M/F in photos and illustrations in textbooks 1 and 2	37
Total visibility of M/F in photos and illustrations in textbooks 3 and 4	38
Total visibility of M/F in photos and illustrations in textbooks 5 and 6	39
Total visibility of M/F in photos and illustration in textbooks 1 – 6	39
Total visibility of M/F in the text in textbooks 1 and 2	40
Total visibility of M/F in the text in textbooks 3 and 4	41
Total visibility of M/F in the text in textbooks 5 and 6	41
Total visibility of M /F in the text in textbooks 1 – 6	42
Distribution of gender topic domination in textbooks 1 and 2	42
Distribution of gender topic domination in textbooks 3 and 4	43
Distribution of gender topic domination in textbooks 5 and 6	44

Distribution of gender topic domination in textbooks 1- 6	44
Distribution of gender linked jobs in textbooks 1 and 2	45
Distribution of gender linked jobs in textbooks 3 and 4	45
Distribution of gender linked jobs in textbooks 5 and 6	46
Distribution of gender linked jobs in textbooks 1– 6	47
Distribution of gender firstness in textbooks 1 and 2	47
Distribution of gender firstness in textbooks 3 and 4	48
Distribution of gender firstness in textbooks 5 and 6	49
Distribution of gender firstness in textbooks 1–6	49
Distribution of gender grammatical actor in textbooks 1 and 2	50
Distribution of gender grammatical actor in textbooks 3 and 4	51
Distribution of gender grammatical actor in textbooks 5 and 6	51
Distribution of gender grammatical actor in textbooks 1–6	52
Distribution of gender personal adjectives in textbooks 1 and 2	52
Distribution of gender personal adjectives in textbooks 3 and 4	53
Distribution of gender personal adjectives in textbooks 5 and 6	54
Distribution of gender personal adjectives in textbooks 1– 6	54
Distribution of gender leisure activities in textbooks 1 and 2	55
Distribution of gender leisure activities in textbooks 3 and 4	56
Distribution of gender leisure activities in textbooks 5 and 6	56
Distribution of gender leisure activities in textbooks 1–6	57
Distribution of gender masculine generic words in textbooks 1 and 2	58
Distribution of gender masculine generic words in textbook 3 and 4	58
Distribution of gender masculine generic words in textbooks 5 and 6	58
Distribution of gender masculine generic words in textbooks 1-6	59

List of appendices

Instrument of analysis of gender aspects	82
Analysis of gender visibility in photos and illustrations in 1 st grade students' books	83
Analysis of gender visibility in photos and illustrations in 2 nd grade students' books	85
Analysis of gender visibility in photos and illustrations in 3 rd grade students' books	86
Analysis of gender visibility in photos and illustrations in 4 th grade students' books	87
Analysis of gender visibility in photos and illustrations in 5 th grade students' books	88
Analysis of gender visibility in photos and illustrations in 6 th grade students' books	89
Analysis of gender visibility in the text of 1 st grade students' books	90
Analysis of gender visibility in the text of 2 nd grade students' book	91
Analysis of gender visibility in the text of 3 rd grade students' books	92
Analysis of gender visibility in the text of 4 th grade students' books	93
Analysis of gender visibility in the text of 5 th grade students' books	94
Analysis of gender visibility in the text of 6 th grade students' books	95
Gender topic domination in the 1 st grade students' books	96
Gender topic domination in the 2 nd grade students' books	97
Gender topic domination in the 3 rd grade students' books	98
Gender topic domination in the 4 th grade students' books	99
Gender topic domination in the 5 th grade students' books	100
Gender topic domination in the 6 th grade students' books	101
Distribution of gender occupations in students' books from grade 1– 6	102
Distribution of gender firstness in students' books from grade 1-6	104
Analysis of grammatical function in 1 st students' book	106
Analysis of grammatical function in 2 nd students' book	107
Analysis of grammatical function in 3 rd students' book	108
Analysis of grammatical function in 4 th students' book	109

Analysis of grammatical function in 5 th students' book	111
Analysis of grammatical function in 6 th students' book	112
Distribution of gender personal traits in students' books from grade 1 -6	113
Distribution of gender linked leisure activities in students' books from grade 1–6	117
Distribution of gender linked common activities in students' books from grade1-6	124

Abstract

Analyzing Aspects of Gender In English Language Palestinian Basic Stage Curriculum(*English for Palestine*) from Grade One to Grade Six

The study aimed to investigate the aspects of gender in English Palestinian textbooks in which bias against women exists. Besides, it aimed to investigate the extent to which a certain gender outnumbers the other gender in some different aspects.

The study was conducted in the second semester 2011/2012. The *English for Palestine* series from grade one to grade six served as the corpus of the study as well as the subjects. The researcher used two main instruments to conduct the study: discourse analysis and content analysis.

The study focused on answering the following question:

How are aspects of gender presented and represented in English language Palestinian Basic stage curriculum from grade 1- 6? This question was answered by examining the following sub questions: To what extent does gender appear in equal number in photos and illustrations? To what extent does gender appear in equal number in the text? To what extent are topics controlled equally by gender characters? To what extent are numbers and types of jobs are linked to gender characters? Who appears more frequently M/F characters when given two nouns paired for gender? Who plays frequently the role of subject M/F characters? What types and number of traits linked to each? What number and kinds of leisure activities practiced by each? What are some examples of generic conception if found? Findings showed that female characters are underrepresented in all of the aspects analyzed, while male characters are dominant .

In light of the these results, this study recommends the following:

-Researchers should conduct similar studies by analyzing similar or new aspects of gender, particularly, on the EFL textbooks used in the private schools here in Palestine.

-Textbook writers in cooperation with teachers should reassess our English EFL textbooks by suggesting some techniques to avoid bias to be used by teachers.

-Teachers should be able to know how to deal with bias in textbooks, especially, with basic stage children by avoiding bias expressions and by using neutral or equal gender statements.

-It is better if textbook writers can avoid bias in Palestine EFL textbooks by introducing constructions as he/she constructions, or tend to use neutral nouns instead of using masculine generic conceptions if these are found.

- This study will also be a motive for the writers of our university books to avoid all biased expressions as much as possible.

المخلص

تحليل مجالات الجنس في منهاج اللغة الإنجليزية من الصف الأول إلى الصف السادس في فلسطين. هدفت هذه الدراسة إلى الكشف عن مجالات الجنس في كتب اللغة الإنجليزية في فلسطين التي يوجد فيها تحيز ضد المرأة، بالإضافة إلى معرفة مدى درجة تفوق جنس معين على غيره في مختلف المجالات.

تم تحليل هذه المجالات خلال الفصل الثاني من العام الدراسي 2011/2012، حيث تكون مجتمع الدراسة من تحليل جميع العشر وحدات الأولى في كتاب اللغة الإنجليزية من الصف الأول إلى الصف السادس. استخدم الباحث وسيلتان أساسيتان للدراسة وهما: تحليل محتوى وتحليل على مستوى النص ككل.

تمحورت مشكلة الدراسة في الإجابة عن السؤال الرئيس الآتي:

ما هي الطريقة التي من خلالها تم عرض وتمثيل المجالات التي تمثل الجنس في منهاج اللغة الإنجليزية للمرحلة الأساسية من الصف الأول إلى الصف السادس في فلسطين؟ تم إجابة هذا السؤال من خلال الأسئلة الفرعية الآتية وهي:

1. ما مدى ظهور جنس معين – ذكر أو أنثى- بشكل متساوي من حيث الصور والشروح؟
2. ما مدى ظهور جنس معين – ذكر أو أنثى- بشكل متساوي من حيث العدد في مجال النص؟
3. ما مدى أن تكون الموضوعات متساوية من حيث كون الذكر أو الأنثى هو الشخصية الرئيسية؟
4. ما مدى عدد وأنواع الوظائف التي تنسب للأشخاص الذكور والإناث؟
5. ما الذي سيتكرر ظهوره أكثر الذكر أم الأنثى في حال وجود إسمين يدلان على الجنس وراء بعضهما البعض؟
6. من الذي سيلعب دور الفاعل أكثر الذكر أم الأنثى؟
7. ما هو عدد ونوع الصفات التي تنسب لكلي الجنسين؟
8. ما هو عدد وأنواع النشاطات الترفيهية التي يمارسها الجنسان؟
9. ما هي الأمثلة الدالة على الأسماء التي تشير إلى الذكر بشكل متحيز إن وجدت فعلا؟.

أشارت نتائج الدراسة بأن جنس المرأة هو أقل ظهوراً في جميع المجالات التسعة التي تناولتها الدراسة ، في حين كان جنس الذكر هو الذي أكثر ظهوراً. وفي ضوء النتائج خرجت الدراسة بعدد من التوصيات منها:

1. عمل دراسات مشابهة تعمل على تحليل نفس المجالات السابقة من الجنس ، أو مجالات جديدة، وخصوصاً على كتب اللغة الإنجليزية في المدارس الخاصة في فلسطين.
2. أن يعمل مؤلفي كتب اللغة الإنجليزية بالتعاون مع بعض المعلمين على تقييم هذه المناهج عن طريق اقتراح أساليب معينة لتجنب عبارات التحيز ليتم تجنبها من قبل المعلمين.
3. يجب أن يكون المعلمين على درجة من المعرفة للتعامل مع عبارات التحيز في كتب اللغة الإنجليزية المدرسية، وخصوصاً مع طلاب المرحلة الأساسية، وذلك عن طريق استخدام عبارات متساوية أو محايدة للجنس.
4. يا حبذا لو يتفادى مؤلفي الكتب المدرسية عبارات التحيز في كتب اللغة الإنجليزية عن طريق استخدام عبارات معينة مثل هو أو هي، أو استخدام أسماء محايدة بدلاً من الأسماء المتحيزة أصلاً للجنس الذكري.
5. يمكن أن تكون هذه الدراسة أيضاً حافزاً لمؤلفي الكتب في الجامعات ليتجنبوا عبارات التحيز قدر الاستطاعة.

Chapter One : Introduction

Gender is one of the most important issues that attracted the attention of so many researchers in the past. Therefore, it is not an individual who decides what gender is. It is the community which usually determines what gender is through how it sees someone as being either a male or female (Healy, 2009 p.92).

In this respect, school textbooks have a very significant role in showing our pupils' view of male and female in society. Language in this regard is the main source responsible for showing gender differences. Gender differences are reflected in language and in school textbooks. That is to say, gender linguistics is concerned with various concepts of the presentation and representation of gender through language.

Much effort has been made in this regard to show equality between male and female and neglect bias to one of them. For example, to show unbiased to one sex, we have to use the construction he/she to substitute the generic masculine pronoun "he" (Martyna, 1983).

It is worth mentioning that the research on language and gender has been basically concerned with reducing the discrimination between male and female roles in society through the role that language plays.

Sociolinguistics in this regard considers schools as sources of knowledge by which social values are transmitted with textbooks. Furthermore, school textbooks are considered as a significant tool that presents educational materials as the basic things through which students can understand their social identity (Freeman and Mc Elhinny, 1996). Also, textbooks are considered to be very important because through them students can learn some new values, concepts, and attitudes. Textbooks authors then must make sure if their educational materials could present male and female characters in a way that reflects the actual role they play in their society.

This study aims to investigate some of the aspects of gender in EFL textbooks used in basic stage in the Palestinian school curriculum. The study aims at answering one major question:

How are gender aspects presented and represented in English language Palestinian Basic School Curriculum from grade 1- 6 ?

The study will analyze 6 textbooks to investigate 9 major aspects of gender:

1. visibility in photos and illustrations
2. visibility in the text at the level of word and sentences
3. topic domination
4. jobs and occupations
5. firstness
6. grammatical function (subject)
7. attributed personal traits
8. adjectives, leisure–activity types
9. masculine generic conception

1.1 Statement of the problem

The issue of how to look at male and female and how to treat them in the society or even in textbooks was a matter of concern in the past. Most of the studies in the past showed that women were simply invisible and undervalued in textbooks. That's why the study will investigate whether this invisibility is portrayed in our textbooks or not by examining textbooks 1-6 used in the basic stage in the Palestinian schools to reveal the manifestation of some aspects of gender.

1.2 Rationale and Significance of the study

Since gender is part and parcel of all societies, it was a must for all writers to write about it. Therefore, one of the best tools for those writers to use is textbooks. Textbooks in this respect are regarded as one of the best tools in education to manifest this issue. They are considered so important because they could teach our children new concepts and values. Also, they could reflect the society and its values whether positive or negative. In brief, textbooks are a mirror for societies.

Since the present mainstream view of most of our societies is gender equality, it is a must that all school textbooks present both genders in an equal way. From this point

of view, this study has come out to investigate whether this view of equality is really found in our Palestinian English school textbooks or not.

It is the researcher's pleasure to say that this study is the only one of its kind conducted on the English basic stage curriculum in Palestine. It is mainly conducted to see if there is really bias towards females or not. It will also be a strong motive for other researchers to investigate this issue of gender on curriculum in their countries.

This study is very important because it could shed light on what extent the male gender in the Palestinian society – as portrayed in school textbooks – surpasses the female gender. Furthermore, it reveals the so various hidden aspects in which there is bias towards the female gender. Therefore, this study can also be:

1. An attempt to urge linguists and textbook authors to get rid of using masculine generic nouns to refer to males and females and to use neutral constructions.
2. An attempt to decrease the false image and discrimination that may affect school students, especially in the basic stage by presenting them with gender treatment and distribution.

1.3 Scope and limitations of the study

The study has the following limitations:

1. The study limits its analysis to the English for Palestine textbooks from grade one to six used by students in Palestinian basic stage schools because these textbooks are simpler and to work on. Other grades from grade seven to twelve are not included . Furthermore, the writing books are excluded.
2. The content analysis is based mainly on analyzing the dialogues, reading passages, illustrations, photos, activities and exercises included in the students' course books only.
3. The study limits its analysis to the English basic stage textbooks in Palestine. Other textbooks in other countries are not included.
4. Not all of the units in the textbooks were analyzed. The first ten units from each of the six books were only analyzed.

5. The study was conducted in only one semester.

1.4 Purpose of the study

The study attempts to analyze some aspects of gender in the textbooks from grade one to grade six used in the basic stage in the Palestinian schools.

Objectives of the study

The study is intended to achieve the following aims:

1. Examining the *English for Palestine Series* from grade one to grade six to reveal some aspects of gender.
2. Offering some guidance to EFL textbook authors and publishers who are concerned with studying gender.
3. Investigating the extent to which a certain gender outnumbers the other in some different aspects.

1.5 Research questions

The main research question is:

How are gender aspects presented and represented in English language Palestinian Basic School Curriculum from grade 1- 6?

Besides the above main question, the following sub questions have been formulated:

1. To what extent do males and females appear in equal number in photos and illustrations?
2. To what extent do males and females appear in equal number in the texts at the level of words and sentences?
3. To what extent are conversational topics controlled equally by male and female characters?
4. To what extent are numbers and types of occupations and jobs linked to male and female characters?

5. Who appears first more frequently males or females when having two nouns paired for gender?
6. Who plays more frequently the role of actor as syntactic and semantic entity males or females?
7. What numbers and types of personal traits are ascribed to males and females?
8. What number and kinds of leisure activities are practiced by males and females?
9. Are there instances of masculine generic constructions (nouns and pronouns, mainly "he" and "his") in the texts?

The data will be analyzed respectively relating to these research questions.

1.6 Hypotheses of the study

1. The male gender is more visible than the female gender in photos and illustrations.
2. The male gender is more visible in the texts at the level of the words and sentences.
3. Topics are initiated to a great extent by males.
4. Males and females have jobs that are somehow different from each other.
5. Males appear more frequently when having two nouns paired for gender.
6. Males play the role of actor in the text more than girls.
7. Different kinds of traits are given to each gender.
8. Males are portrayed doing very traditional leisure activities more than females.
9. There are some little examples of masculine generic constructions.

1.7 Definition of key words

1. Gender: is used to describe those characteristics of women and men, which are socially constructed, while sex refers to those which are biologically determined (World Health Organization, 2002, p.4).

2. Firstness: according to Porreca (1984) "Given two nouns paired for sex, such male/female, the masculine word always comes first, with the exception of the pair ladies/gentlemen" (1984:706).
3. Validity: the extent to which one has really observed what one set out to observe, and the extent to which one can generalize one's findings from the subjects and situations to other subjects and situations (Nunan 1992).
4. Reliability: the extent to which (a) an independent researcher, on analyzing one's data, would reach the same conclusions and (b) a replication of one's study would yield similar results. Internal reliability refers to the consistency of the results obtained from a piece of research (Nunan 1992).
5. Sexism: prejudice or discrimination based on sex (the New Meriam Webster Dictionary 1993).

This chapter focused on the study's main question through which the *English for Palestine series* from grade 1-6 will be examined to reveal some aspects of gender. It also showed that the study is important in the sense that it is an attempt to urge textbook authors to get rid of using masculine generic nouns and to use neutral constructions. It also showed some limitations of the study as being only limited to the *English for Palestine* textbooks from grade 1-6 for instance as well as offering some guidance to EFL textbook authors and publishers in the field of gender. Furthermore, the hypotheses revealed that the male gender is more visible and more dominant in all of the nine aspects of gender in addition to giving definitions to some key words. This chapter will be followed with a literature review about gender in addition to some important studies that investigated gender in EFL and ESL textbooks.

Chapter Two: Review of Related Literature

This chapter will discuss the following : theoretical background, feminism, bias against women in education and politics, sexism in English, the role of textbooks, sexism in grammar, and culture in EFL/ESL textbooks. It also mentions some of the studies that investigated gender in EFL/ESL textbooks. In addition, there is a summary and conclusion at the end of the chapter.

2.1 Theoretical background

In her thesis, Laakkonen (2007) mentioned that the concept of sexism was changed. It was not just discrimination against women. *Macmillan English Dictionary for Advanced Learner* (2002: 1301) as cited in the thesis defines sexism as the idea that women and men should be treated in different ways and are suited to different kinds of jobs in society. Furthermore, textbooks should aim to challenge the injustices and bias and not just reflect society. They are significant in implementing the equal goals in curriculum.

Sexism went beyond school textbooks to reach literature. One of the most prominent shapes of bias is the female invisibility in literature. Weitzman et al (1972: 1128) as cited in Mineshima (2008), found that women were somehow invisible in literature. They were underrepresented in the titles and pictures and they had minor roles.

2.2 Feminism

The concept of feminism is totally different from other concepts in linguistics. It is therefore hard or even impossible to define the word "feminism. This is because this concept is completely new and recently used as well. There are some doubts when and where the word feminism was first used. It can be said that this new or modern concept was first used in a French medical text in 1871.

However, the term feminism was used in political terms to describe a feminization of women. The term feminism even appeared before the advent of the women's rights movement in America in the 1840s. Feminism as a term appeared long after women began questioning their strange status in the community (Freedman, 2001).

Gramstad (2000) in a response to Glenn Lamonts' article defines feminism as "The belief that women and men are, and have been, treated differently by our society, and that women have frequently and systematically been unable to participate fully in all social areas and institutions. As cited in Freedman (2001), in spite of the various types of feminism, there are just three of them approved by feminists which are:

1. The first type sees women as oppressed and inferior to men .
2. The second type of feminism looked at women as having different experiences from men due to gender socialization and to biology.
3. The third and the last type of feminism sees women's perspectives not incorporated into Western culture.

2.3 Bias against women in education and politics

Away from bias against women in school textbooks, discrimination against female gender has recently appeared in education and even in politics. In very important statistics in January 2000, Beaman (2006) shows that women constituted just 13.8 percent of all parliament members in the whole world up from 9 percent in 1987. For him, regarding education and legal rights, economic chances, differences concerning their participation in politics has narrowed between 1995 and 2000.

Pattalung (2008) shows that women are doing higher education in great numbers, while gender differences in college majors are still found in the world. For Pattalung, women are somehow deprived of involving in top professional programs and occupy a high position in lower paying fields as education. Lin and Carpenter (2005) as cited in Pattalung also added that an inequity in education chances for the female gender is still increasing.

Much effort has been made in these two respects to eliminate discrimination against the female gender. In article number seven cited in the Factsheet (1993), there are clear appeals for state parties to eliminate bias against women in politics and make them equal with men. Furthermore, it is also an appeal to allow women to vote in elections as men do.

There are also appeals for those state parties to get rid of the bias against women in education. They focus on allowing women to have access to studies and obtaining

diplomas in all urban and rural areas, as well as an equality in all types of vocational training. The most significant of all is to eliminate all the forms of bias from men against women by revising textbooks and school programs.

2.4 Sexism in English

According to Hyde (1984), sexist language is the notion that the English language contains sex bias, particularly in usages as "he" and "man" to refer to everyone". Generally speaking, this bias is in favor of the male gender against the female one.

In most societies, the male gender is portrayed as the norm, their beliefs, thoughts are portrayed as wholly representing those of all humans male and female. This portrayal can surely contribute in making women underrepresented and even invisible. If women are to be considered as dependant, then sexist language shouldn't portray or represent both of the male and female gender as different but as equal in all aspects of life (Lie, 2006).

It is worth mentioning first to say that the term "sexism" has not been found in many linguistics dictionaries. This is somehow because this term or concept is a modern one. In spite of this fact, some important dictionaries tried to define this concept or term. For example, the Meriam–Webster Dictionary as cited in Elkhatib (1997) gave two definitions for sexism: Sexism as "a prejudice or discrimination based on sex, especially discrimination against women, and "behavior, conditions, or attitudes that foster stereotypes of social roles based on sex".

According to Elkhatib (1997), there are various forms sexism can take. For instance, the generic pronouns are one of the most obvious examples of this sexist language. These are commonly used here as of what Martyna (1983) calls "the he/man approach". Another form that sexist language can also take is generic nouns as "mankind". Other forms are as metaphors e.g.

Ahmad is a block of ice ... etc.

2.5 The role of textbooks

According to Mohammad and Kumari (2007), textbooks play a very significant role in the educational process and in many countries as well. These textbooks are considered the centre and the core of the educational process. This significance

springs from the fact that educational textbooks can offer and provide students with rich interesting facts. For Mohammad and Kumari, textbooks are regarded as basic generators for knowledge, and they could determine what goes on inside the classroom. It has been known that access to textbooks is a very important thing that predicts students' achievement. However, this significance and function of textbooks didn't become the last goal for creating an effective class.

Richards (2001) explained that textbooks are the core of language programs. They are regarded as the main factor for the language input learners receive. Textbooks can make up the content of many lessons and the necessary kinds of skills and language practice for students as well. Furthermore, they can add something to the teacher's knowledge and strengthen the instruction of the teacher. Also, textbooks can be considered to be the main source of contact that students can have with the language without being in need to the input given from the teacher.

In the same regard, Gerouki (2008) commented on the role of textbooks and explained that they occupy a very important role in the learning process. From what he said, nearly 70 percent of the activities in the classroom depend totally on textbook content. Furthermore, textbook references can promote teachers and students to select a topic and develop it into a research.

Taxel (1989) and Apple (2004) reported that the importance of school textbooks springs from the fact that they transmit beliefs and values to students. Furthermore, they have the power of authority. That's, such authority is taken from the social context in which these textbooks are produced (Chen Su, 2007).

According to Kountourictis (2009), school textbooks can constitute a very vital role in both the learning and the teaching of all subjects. They are also important since they are the authority of societies or rather the social context as was previously mentioned. Furthermore, textbooks can determine the nature of the pedagogical relation between both the teacher and the student.

Apple and Christian-Smith (1991) as reported in Abu-Saad (2007) clearly expressed the importance of school textbooks. According to them, these textbooks express and convey significant messages about the future. They organize knowledge in societies and support how societies see certain knowledge as truthful and legitimate

as well. They can transmit a real image of the real culture, beliefs and knowledge to students. Furthermore, school textbooks can strongly dominate all what students learn at school from facts in all subjects to a broad range of knowledge. In addition to that, most teachers depend on these textbooks in order to organize their lessons and prepare for the students the real knowledge.

Textbooks have three main roles. The first one is the information role through presenting certain items of knowledge about a specific topic, as well as filtering some items in order to be intelligible for our pupils. The second role of school textbooks is organizing and structuring learning. This role is clearer in the efforts made to organize learning either from practical experience to theory or from theory to practical experience. Furthermore, this role is obvious in organizing and structuring learning from statements to examples and illustrations or from illustrating examples to analysis. The third and the last role of textbooks is to guide learning. This guidance can take different forms such as repetition, copying models and playing some activities that allow students to make use of their experiences and allow them to be creative (Seguin, 1989).

According to Litz (2005), school textbooks can offer some advantages and benefits for students and teachers. As being psychologically important for students, school textbooks are also considered important because students' developments and fulfillments can be measured after students' use of the language. Another advantage for school textbooks is that our students can hide their expectations regarding the use of textbooks in their language classroom. They are also significant since they are very sensitive to students' needs as well as being effective in terms of money and time.

What else? School textbooks can have the potential as a source of activities and ideas, and a resource for presenting material. They are also a good and reliable resource for students.

Furthermore, school textbooks can open the doors for students to new and fantastic facts. They are considered as basic generators of knowledge as well as being valuable and important components to what they reflect things that happen inside the classroom.

All in all, school textbooks play another role in showing educational quality. Therefore, any changes should be made in the textbooks in order to increase our students' needs and develop quality (Fakir, 2007).

2.6 Sexism in grammar

Sexism or bias has nearly invaded all forms of education especially textbooks to reach grammar. One of the most prominent areas of sexism in grammar is the use of the generic masculine of "he" and "man, which signal all humans. According to Mineshima (2008), this usage of such generic words shows a clear kind of bias or sexism which affects students understanding of events.

Grammars' view for the use of the generic pronoun "he" was somehow affected in the nineteenth – century grammar books. Grammarians became conscious of the pronouns that are inflected for grammatical gender as well as being able to tell audience of the word that denotes bias. By the end of the nineteenth century, grammarians succeeded to show that the generic use of "he" intended not to include or exclude women. Therefore, the generic use of "he" gained currency in many textbooks as well as reference books (Miniamide, 1993).

Prejudice in grammar against women was so clear in the eighteenth century. At that time, it was very unexpected and even strange to hear that some grammarians argue that their text is intended for women. One of the forms of bias at that time is the use of the generic pronoun "he".

Here, it is better to mention that this generic pronoun became dominant in appearance for two reasons. The first is to cope with the traditional rule of pronominal replacement which states that a pronoun must agree with its antecedent noun in gender, person, and number. The second reason is that after grammarians noticed the indefinite pronouns anyone, everyone .. etc, then they said that "he" should be the pronoun of reference. Furthermore, American grammarians by 1906 had decided that the pronoun "he" was the correct pronoun to use for generic reference (Stanely, 1979).

Fromkin and Random (1988), investigated language and sexism. One of the well known and obvious areas in which researchers investigated among the differences between the two genders was speech styles. These differences in speech styles are as

intonation and phonology. Writings at that time were dominated by men more than by women, which haven't to do with the writers' style. Therefore, the quality between the two genders was a distinguished feature of the writing itself.

2.7 Culture in EFL/ESL textbooks

Based on the fact that gender is a vital component for all cultures, then it was a must for textbook authors, and educationalists to represent the real image of culture in EFL textbooks. Because textbooks' purpose is meeting the students' needs, so they should include the real culture that represents societies. Since these textbooks are one of the most used materials in the classrooms, it was then very significant that such textbooks should contain all the main components to teach language. They are also considered very important to reflect culture and be in line with the students' needs. Furthermore, students can be promoted to talk about their own culture. To check whether students can think of their self identity through textbooks, it was necessary that textbooks should present real culture for students (Turkan and Cellk, 2007).

How is gender related to culture? Schalkwyk (2000) explained that all the forms of relations between men and women (gender) are formed by culture. All the aspects of gender are represented by culture, which itself reflects the way people live in their communities. Gender is considered to be a very important factor that is responsible for organizing societies based on the meaning either male or female. For example, the differences between the two genders in terms of work and other aspects are all cultural issues.

Since nobody can argue the importance of implementing culture in textbooks, then what is the quantity to be immersed into textbooks? Kramsh (1993) supported what sociolinguistics see the necessity to implement culture in textbooks. Furthermore, he said that culture can have the ability to strengthen the learners' feeling of being in need to use the target language.

2.8 Studies that investigated gender in EFL/ESL textbooks

Sexism can be found not only in literature, but also in grammar. Macaulay and Brice (1997) analyzed a grammar reference book and found that females were seen as direct objects (43%) than as subjects (41%), whereas males appeared greatly as subjects (84%).

Sunderland (1998) as cited in Johansson (2009) mentioned that the idea of gender bias really exists in textbooks and in the classroom. She didn't only base this on observations, but also on research done in 1970's and 1980's. She questioned whether gender bias is important or not. She felt that gender bias is significant for teachers only if they saw that bias could affect learning.

Pierce (1995) as reported in Hamdan (2008) mentioned that the roles which learners play in society is conditioned by their use of English. Therefore, these social roles and the components of language and curriculum as well should be carefully selected.

The first pioneering study was carried out by Hartman and Judd (1978). They explored the treatment of women in ESL materials. Some of their observations showed that women were often less visible than men, were often the butt of many jokes and were often replaced in stereotypical roles and assigned stereotypical emotional reactions.

Coles (1977) as reported in Ansary (2003) examined some adult basic education materials and found that men outnumbered women by 3:1. Coles also found that 39 out of 61 females engaged in just 11 jobs, and 19 out of those 39 females worked as housewives.

Walford (1980) as cited in Elgar (2004) examined the illustrations in 13 introductory science textbooks, and found twice as many images of men as women. As he mentions, textbooks contribute to the sex socialization of children, and sex bias in science textbooks may be primary in emphasizing the view that science is a boys 'subject more than a girls' one.

Concerning the representation of gender and national identities in Pakistani curriculum texts. Durrani (2008) mentioned three elements for such representation: dress codes, the gendering of work and gendered public spaces. For Durrani, dress codes are used by people to signal association to gender. So, all graphic representations of Pakistani women (26) and teenage girls (7) in the three textbooks show them wearing the national dress. The graphic representation of women and men in careers in the textbooks shows that women's representation in paid work is extremely rare (only five women compared to 37 men).

King and Morrissey (1988) analyzed 20 Caribbean secondary school textbooks in history, geography and social studies. They found that women were invisible in most of the texts and relegated to subordinate or minor roles when they did appear.

From the Palestinian environment, Nordbruch (2002) analyzed several textbooks. Regarding the National Education textbook for the elementary grades, he observed that girls and boys as well as women and men are depicted in similar surroundings, potentially occupied with identical activities.

There was some gender prejudice in textbook dialogues found by Jones, Keteth and Sunderland (1995). In the three ESL textbooks published by them, female characters appeared more in words than males, and initiated dialogues more than male characters (5-4). Concerning words spoken by the two genders, they found that female characters averaged 23.2 words per female character, whereas the male characters averaged 27.5 words per female character. However, the differences were not great regardless the fact that the female characters were over represented in two of the previous ESL textbooks. The findings were not different in 1993 textbook from that between 1987–1994. In 1994 female characters used more words (632–501) and also initiated more conversations (6–3). On the other hand, male characters averaged 501 words spoken per male character, while female characters averaged 31.6 words (Johansson, 2009).

In a quantitative study of bias in Greek textbooks for adults conducted by Poulou (1997) as reported in Johansson (2009), it was found that the male characters were given 914 utterances in the dialogues, whereas just 801 allocated to female characters. That meant that the female characters accounted for 47 percent of the utterances, whereas the male gender accounted for 53 percent. Concerning the second textbook, it was found that the female characters allocated 51 percent of the words and utterances, while the male gender allocated 49 percent of the utterances in the dialogues. On the other hand, Poulou's study focused on the issue of initiation and endings of dialogues by female and male characters as well as the kind of words used.

Regarding the first textbook, it was found that female characters initiated a dialogue 37 percent compared to 63 percent of the time for the male characters. Furthermore, the female characters could finish 35 percent of the dialogues, while 65 percent was for the male characters. Poulou also discovered that male characters

could provide information or directives, whereas the female characters could request for information. All in all, bias was clearly against women compared to men.

Reguerio (2000) analyzed male and female representation in a Spanish textbook. He found that musician women were clearly underrepresented. They were basically portrayed as singing instruments with low technology, as well as weakly represented as song composers. Women were represented in a form of a caricature holding the musical instruments as if she was jogging. Furthermore, her portrayal as playing the trumpet was not a factual life, but only a film scene. Concerning the male gender, they were portrayed in this textbook as playing various sets of instruments in all sets of contexts. However, regarding their relation to music technology, men's relations were clear compared to musician women.

Moreover, men musicians' status was not equal compared to women. Women musicians' status was low since there was portrayal for women as conductors, whereas men occupied many positions in these. Also, although there were composers, still they were not famous abroad compared to men.

According to Thomas and Otsuji (2003), there was clear bias and prejudice against women in Japanese business textbooks. Among the 284 characters represented in practical conversations in practical Japanese textbooks, it was found that the overwhelming majority were the Japanese male characters. Regarding occupying managerial positions as represented in business textbooks, Japanese males were the highest, whereas Japanese female characters were ranked in the lowest of the managerial positions. Furthermore, some of the business textbooks showed invisibility of non – Japanese females, while none of the textbooks analyzed showed non – Japanese female managers.

Giacomini, Koker, and Rockwell (1986) showed that there was some bias against women in human anatomy textbooks. In most standard anatomy chapters, males were extremely represented. Females were depicted in just 11 percent of illustrations, whereas male illustrations showed 64 percent. Both of the two genders were represented equally. That's, males got only 48 percent compared to 45 percent for females.

McDonald (2001) talked about bias against women in children's picture books. Children's literature didn't succeed to represent both sexes equally. Therefore, it was found that male characters appeared to a greater extent in the text, titles and even in illustrations of children's books than female characters.

Weitzman, Eiffer, Hokada, and Ross (1972) as cited in Anderson and Hamilton (2005) studied some Caldecott medal winners and runners to see who appears more frequently: males or females. What they found was that bias was against women compared to men. That's, the female gender was underrepresented in pictures, central roles as well as titles. Girls and boys were portrayed as being active and passive. Furthermore, women were depicted as just mothers and wives, whereas men had careers.

According to Blumberg (2007), it was shown that about 75 percent of the main characters in the textbooks of the USA were males. It was also discovered that the illustrations in many of these books were limited to female characters as well as drawings that revealed a high portion of males than photographs of street scenes.

Hamilton et al (2006) reached significant findings after they analyzed 200 books of Caldecott award winners for 1995–2001. They found approximately twice as many male as female titles as well as main characters. Male characters appeared 35 percent more times in illustrations. They also discovered that there was some bias in occupations (Blumberg, 2007).

In a study cited in Stephanie (1976), women were portrayed as underrepresented and males and females were limited to stereotyped roles in picture books. About 11 percent of the illustrations included just a female character, while approximately 40 percent of the illustrations included just male characters. Regarding the main characters as portrayed in picture books, roughly 13 percent were females whereas nearly 57 percent were male characters. On the other hand, male characters were involved in 81 different roles, whereas female characters were involved in just 17 different roles.

Sunderland (2000: 152) as reported in Sano and Hardly (2001) say that verbs that come with females show that females don't speak very much, speak first less often, and perform very limited roles in discourse.

In 2010, the working group on the status of Palestinian women citizens of Israel did a research to decide whether bias is really existing in children's Arabic school books. The research was done to examine sexism in the content of books in Israeli schools, from the first grade to the sixth grade. There were many different aspects of gender that the research examined. The aspects were e.g. the sex of the text writer, boy's games versus girl's games and the main characters in the text. Furthermore, the illustrations were analyzed in terms of: the number of male and female characters, the settings in which the characters were portrayed, etc. The study mainly revealed that the texts were male dominated and oriented in addition to the invisibility of female characters.

The overwhelming majority of these texts mainly evoked male characters at the expense of female characters. The female characters were even underrepresented in titles. Males were basically looked at as shown in the public sphere, while females were portrayed staying at home. Regarding careers and jobs, every gender was given different jobs. To emphasize their dominance, male characters were portrayed as leaders, whereas the female characters were portrayed and represented as sacrificing. For example, men were portrayed as judges and scientists, whereas the female characters were described as occupying low positions as nurses. Furthermore, almost all of the roles that demanded heroism deeds were given to male characters, while women were portrayed as having minor roles as being helpless.

Arnold analyzed two earth science textbook series. One of her findings was that women were just onlookers, while men were portrayed as working in the field of reading instruments. From the illustrations as well as language, Arnold discovered that males were scientists but not females (Wirtenberg, Murez and Alspetor 1980).

Females were underrepresented in math textbooks as it is in Wirtenberg, Murez and Alspektor (1980). Steel found that stereotyping is existent in such books. Females were not mentioned and were ignored at all when references were made to the both genders. Steel also found in other series of textbooks that females were portrayed as collecting shells, combining hair in word problems. In contrast, males were represented as being more active. Furthermore, girls and boys were portrayed as riding horses and traveling. In these exhausting activities, 9 girls were shown

compared to 85 boys which in the researcher's opinion reflects and emphasizes bias against women.

In the same reference, Stern analyzed 25 foreign textbooks. She found some bias in the dialogues, activities, photographs and jobs. Regarding photographs, Stern found that males were portrayed in nearly all professional roles, while female characters were portrayed in domestic roles. On the other hand, males dominated in the sports field.

Chung (2005) analyzed the main distinguishing features of 68 books in Korea in 2000. For the analysis, he followed a feminist approach to examine and study those features. One of his findings was that boys and girls as main characters kept an equal percentage. Furthermore, men appeared more than women. In terms of bias, both boys and girls were portrayed equally as human beings. That's, their participation in activities was equal as well as both of the boys and the girls behaved wisely and independently. The most noticeable thing was that women were depicted in the appearance of picture books.

In an analysis of *SB 52* textbook, Kemp (2011) showed that texts' writers followed clear steps to avoid accusations of sexism and stereotyping as well. The findings showed that women were portrayed textually and visually as well. Concerning verbs and adjectives, analysis revealed that language was not used at all to undermine female integrity. However, there were two nouns paired for gender, and women seldom came first. The most strange thing here as the researcher has found was that men were the butt of jokes. Careers of characters appeared to be not representative of reality. Furthermore, the representation of minority groups was absent in textbooks.

Dominguez (2003) did an analysis for New Interlanguage Introduction for Jack Richards. He found that there was a balance that existed between male and female characters in the text and illustrations. Concerning firstness, it was found that most of the occurrences were divided equally among the two genders.

Regarding occupational roles of the two genders, bias was not found at all. Both of the two genders were given the same amount of talk in dialogues. This finding is similar to one of the studies cited by Cameron (2007) in which women and men talked the same amount. In the researcher's opinion, this contradicts with the normal

saying that women talk more than men. Men and women had the same portrayal in terms of their images in illustrations.

Erinosho (1997) as cited in Ifegbesan (2010) analyzed 76 science textbooks. He found some differences in the portrayal and representation of gender. It was just 36.8 females out of the 2995 of the illustrations that he analyzed compared to 63.2 percent to males. Regarding the generic words (nouns/pronouns), he found 24.4 percent were female, whereas 75.6 percent were males. These percentages surely show clear bias against women compared to men.

In the same reference, Ogunbanwo (1998) analyzed eight school textbooks and found that all of them were male authored. In the generic words, it was found that males were cited in big numbers compared to females. This was the same regarding occupational roles and pictorial illustrations. It is worth mentioning to say that one of the most important findings she observed was that males were portrayed as doctors, engineers and scientists. In contrast, females were depicted as secretaries, hairdressers and traders.

English primary school textbooks in Kenya showed bias against women. The study on the English primary school textbooks revealed that women were underrepresented and undermined in nearly the whole aspects including typesetting, editorship, authority, photography and illustrations. Furthermore, the study found that the male gender outnumbered the female gender in the characters as represented in photographs, illustrations, titles and names. Also, the study found that the LLE–Locally Linear Embedding- textbooks began using gender sensitive, neutral as well as inclusive language (Kobia, 2009).

One of the most important analysis of gender representation was the one done on the Hong Kong English textbooks. Au (1992) analyzed gender in the earlier English Hong Kong textbooks. Au found some kind of discrimination against women compared to men. Visual illustrations as well as written texts were both male oriented (Lee and Collins, 2006). One of Au's important findings was that the sex ratio of the characters in textbooks was 1.9:1, whereas the population in general was 1.03:1 in 1991. The image of women was negatively portrayed. That's, they were portrayed and represented as working in the home, engaged in very traditional work e.g. nurses,

teachers. On the contrary, the male characters were represented and portrayed as active outside the home.

Sydney (2004), Subakir et al (2007) and Bahiyah et al (2008) analyzed the image of male and women in science primary Qatari textbooks in English. They found that bias was obvious against the female gender. The male gender constituted 47 percent out of the total 787 occurrences. They calculated the percentage and frequency of words indicating gender. Furthermore, they found that the percentage of males was 29 percent out of 479 occurrences, whereas the percentage of females was 24 percent out of 401 occurrences. Regarding male and female pronouns, the majority of the pronouns was higher for male characters with a frequency of 279 (49.63 percent) . In contrast, the female pronouns were 255 occurrences (44.82 percent). Neutral pronouns were 35 percent. (Baharuddin, Keongm Abddul Hamid and Jaludin 2011

Nair (2009) did a content analysis of gender representation in Malaysian children's literature. Nair found non equal distribution of male and female. Social actors were as main, minor and supporting characters. This bias and discrimination in the distribution of actor roles was in favor of males. Out of the 69 texts, just 12 had female characters as main characters. This imbalance was attributed to the fact that it was rarely that children see females in active roles as main characters. The content analysis showed that nearly 70 percent of the characters in illustrations were male only. In contrast, female characters, had a percentage of 23.4 percent of the characters in the illustrations. Furthermore, it was noticed that out of the 69 texts, just 31 got no representation in the illustrations, while just 2 texts had no male representation at all. One can notice that the invisibility of girls could reflect the minor or the secondary role in their country. The results also revealed that out of the 3.363 words, the pronoun "he" was the fifth most frequently word, while the pronoun "she" was the 27th most frequently used word in the study. In the researcher's opinion, these statistics undoubtedly revealed clear bias from men against women.

In a content analysis of gender in Choral classrooms textbooks, Hawkins (2007) showed that male characters dominated the female characters in k–12 texts. Hawkins observed that women's invisibility in such texts reflected that this sex is not important in the society either in fictional or non– fictional form. He added that girls confronted linguistic prejudice in the choir texts. Girls were portrayed and represented as mothers

and workers, whereas boys were portrayed as having jobs in songs. Furthermore, so many traits that showed love and endearment were linked to girls but not boys. These traits only emphasized that girls were just worthy for their appearance.

Peck – Chong (2007) analyzed gender and ethnic representations in Chinese and school reading textbooks. The results of the study showed that an equal gender and ethnic representation of story characters were not showed at all in both Malay and Chinese reading textbooks. Regarding women in Malaysia, they were represented stereotypically in terms of traits , setting , role of characters and so on. The findings of the study didn't represent at all the ethnic groups of Malaysia. Furthermore, it was shown that the issue of having equal representations is a problem itself in Malaysian's school textbooks. The study recommended that curriculum ministries need to show and reflect the real view of Malaysian society and culture to students.

Ena (2011) analyzed the visual images in two English textbooks for the ten grades in Indonesia. He found the two English – textbooks represented the images of male and female unequally. Nearly 76.4 percent of the figures were for male characters, whereas just 23.6 percent of them were for female characters. What was strange in these two texts was that both of the old and younger people were absent. Also, the total number of the occurrences of male and female figures was the same in the second E- textbook. Male characters had a percentage of 53.1 percent compared to 46.9 percent for female characters, which supported the mainstream saying that males are almost dominant. Furthermore, the second E- textbook didn't include older people. Adults' images were also dominant and prominent, 72.4 percent compared to that of teenagers which was just 25.5 percent.

Both men and women were portrayed having the same kind of occupations and activities with slight differences. There were three occupations in which women didn't appear, while men did. Women were represented as being soldiers, government offices and police officers.

Saktanber, 1988, Dokmen, 1995, Helvacioğh, 1996, Gurkan and Hazir, 1997; Esen, 1998; Esen and Baglli, 2003 analyzed gender in Turkish textbooks. What they found was that the figures of male characters were not as of that of female characters. That's, the former was represented in a vast variety of jobs and activities, whereas the latter were portrayed and represented as working in the domestic sphere. For example,

women were portrayed as nurses and teachers. In contrast, boys were portrayed as being more successful and active. Furthermore, the role of gender was different and distinguished from each other (Esen, 2007).

Yanowitz and Weathers (2009) did a contrastive analysis of student characters in educational textbooks. They found that male characters were portrayed through using non positive masculine adjectives e.g. aggressive in contrast with female characters. It is worth mentioning here that the study didn't show disagreements for either positive masculine traits or feminine traits. However, the study showed the engagement of male characters in stereotypically masculine activities more than female characters. Furthermore, the study revealed no difference in the activities of science as a function of gender.

The representation of women in geography textbooks in the United States were underrepresented. Women occupied marginal spaces and were simply excluded from the written text. In illustrations, women were underrepresented and were shown as doing simple work as factory work, or agricultural work. Even when women are included and represented in geography textbooks, the necessity of discussing or just thinking of the economic and social roles played by women was not important. (Zagumny and Pulsipher, 2008).

Expressing A - a current English language textbook- in Japan was analyzed for gender bias. Women in this book were represented as having minor roles just as mothers and homemakers. Of the whole illustrations found in the book, twelve were for men and just five were for women. It was strange to see that when the need was to deal with domestic issues, it was found that conversations were initiated by women. On the other hand, it was found that in the whole situations outside the home, dialogues were initiated by men (Otlowski, 2003).

A 1972 study of award winning children's books revealed that both girls and women were totally absent. As in most of the studies investigated in the field, boys were represented as active and girls were passive characters. Furthermore, women as compared to men were followers, while men were leaders. It is worth mentioning here that the research done in 1987 found that male characters were very independent, while female roles were becoming less and less independent. Furthermore, most women had no specific behavior or roles (Taylor, 2003).

Gender bias also extended to prevail the field of medicine. That's, it is not strange to see that medical texts today include gender bias. For example, a study conducted in 1999 revealed gender bias in psychiatric textbooks regarding the frequency of case Vignettes. Not suitable numbers of male subjects were used by case Vignettes to illustrate disorders in which widespread rates were equal or not known among women and men. Most disorders that mainly belong to the female gender were seldom presented in such textbooks (Dijkstra, Verdonk, Lagro- Janssen, 2008).

According to Greenberg (1984), there was bias in the treatment of women in Judaism textbooks. In these textbooks, women were represented as doing and practicing usual daily activities. Women portrayed cleaning, sewing, cooking, etc. Broadly, women were portrayed as praying in synagogues while men were portrayed as fathers and teachers.

Cerezal (1991) did a content analysis on some English textbooks regarding characters. He found that males in most of the textbooks were dominant. Furthermore, these characters had top occupations and played the role of the protagonist. (Mukundan & Nimehchisem, 2008).

2.9 Summary and conclusion

This chapter has attempted to focus on the image of both males and females as seen in EFL textbooks. It is very obvious from the chapter that all of the studies reviewed from 1970 to 2011 revealed unjust gender treatment. The previous studies clearly showed a clear bias and discrimination against women with some very slight dominance in favor of women. However, the female gender was invisible and underrepresented as well in most of the EFL textbooks. As it is seen from the studies, women's main role was inside the home with the basic role for them as mothers. Furthermore, women were allowed to get the right in education but they were somehow deprived from involving in top professional programs and careers. On the other hand, men were portrayed as the norm and dominant when compared to women. Anyway, the main aspects of bias against women can be summarized as follows:

1. Women were underrepresented in education and in politics as well.
2. Women were also underrepresented in grammar textbooks and literature as well.

3. Men were overrepresented in history, geography, social studies, music and medicine books as well.

The chapter shed light on the role of textbooks in the educational process. Textbooks were portrayed as significant either in providing knowledge or in showing equality between the two genders. Gender was shown as the main component of all cultures and textbooks were shown as the best to reflect culture. That's, the big connection between gender, culture and textbooks was very clear in the chapter.

Chapter Three: Methodology

The study aimed at answering one major question about how the image of the males and females are presented and represented in the EFL textbooks of the Palestinian basic stage curriculum. In order for the researcher to understand the main question, the researcher used other nine sub questions to see how each gender aspect is represented. The researcher used a checklist to collect the data needed to answer the research questions. Both of the validity and the reliability of the research instruments were examined. Furthermore, the researcher discussed the kinds of the instruments used in the study. Also, the researcher discussed the statistical instruments and the broad guidelines that have been adopted to control each aspect as well.

Description of the six English basic Palestinian textbooks

The six *English for Palestine* series are all published by the Ministry of Education . Two of these textbooks were published in 2008 which are: grade one and four. Three textbooks out of the six textbooks were published in 2010 which are : textbook grade two, textbook grade five and textbook grade six whereas textbook grade three was published in 2002. Each of the following textbooks consists of 75 pages which are : textbook grade two, textbook grade three and textbook grade four. Textbook grade one consists of only 71 pages whereas textbook grade five consists of 103 pages and 111 pages for textbook grade six. It is worth mentioning that each of these textbooks has 24 units.

Methodology and data collection

3.1 Participants and sample of the study

The students' books of "*English for Palestine*" from grade one to six used by the basic stage in the Palestinian governmental schools, served as the corpus of the study as well as the subjects.

3.2 Instrumentation

In order to elicit the data for the study, some methods were used .

1. Content analysis

George (2009) explained that content analysis is a statistical method that is used to get data based on some content variables. He argued that this method or technique is so important since it provides the researcher with the chances of getting precise and accurate data as well as more reliable observations regarding the frequency of certain occurrences.

It is an approach, a method and an analytic strategy that entails the systematic examination of forms of text contents or documents. Mkuchu (2004) as cited in Hamdan (2008) explained that content analysis involves analyzing the material of course books by identifying and counting the characteristics and examining the hidden meanings of the underlying material. In the same reference, Weber (1990) emphasized that the core of content analysis is categorization. In this regard content analysis deals with data as a set of categories and of the number of examples counted in each category. So, the categories under investigation which the researcher adopted from Hamdan in this study are:

1. Visibility in photos and illustrations
2. Visibility in the text
3. Topic domination
4. Occupations
5. Firstness
6. Grammatical function
7. Attributed traits and qualities
8. Activity types and generic conception

The researcher made a checklist to help him do the analysis, as well as different appendices for each aspect of gender keeping up with every page in the textbooks to gather the data. Checklists are lists that include the nine aspects of gender with the main variables to be analyzed in every page in the books. For example, the checklist begins with the first aspect of gender which is "visibility in photos and illustrations".

The main variables here are the photos and illustrations. The second aspect is visibility in the text at the level of words and sentences. The main variables here are the text with its exercises. These checklists or you may call them appendices will have the occurrences of males and females regarding every aspect of gender with percentages. We can say that these checklists help the researcher get the exact number of occurrences and percentages.

3.3 The main broad guidelines followed in analyzing the aspects of gender

The following are the main guidelines that the researcher has used in analyzing the nine different aspects of gender. However, these guidelines are here according to the systematic order through which the different aspects of gender were analyzed. It is worth mentioning that these guidelines are adopted from Hamdan (2008) with some changes and modifications. Moreover, these guidelines were validated by three specialist referees in the English Department at Hebron University. However, these main guidelines are as follow:

1. Visibility in photos and illustrations

- a. Every character in photos or illustrations is investigated either as a male or a female.
- b. An illustration is a picture, a cartoon, a drawing or a photograph.
- c. If it happened that the same character is repeated twice or more, then every occurrence is considered as a separate one.
- d. Personified animal characters are not taken into account, while human characters who are personified as animals are taken into account.
- e. The number of male and female characters is counted. Clothing and hair style are all clues that determine the gender of the character.
- f. When the character is not clear or ambiguous it is omitted.

2. Visibility in the text at the level of words and sentences

- a. All pronouns and nouns that refer to male or female characters in the text either at the level of words or sentences are counted.

b. Titles as Mr, Miss, Mrs or words as dad or mum are also taken into account.

3. Topic domination

The researcher and the two analysts- his colleague in school and his wife's uncle- examined all of the dialogues and the reading passages in the textbooks from grade 1 to grade 6 to determine the main dominant characters. However, the main dominant character was identified according to the following:

- a. The one who initiates and starts speech in mixed gender dialogues.
- b. Dialogues that include human characters with personified animal characters are not taken into account.
- c. The number of speech turns also guide us to this main character.
- d. The main character is the one that guides the dialogue and solves certain problems. Sometimes, the title itself or the caption of an illustration guides us to the dominant character.
- e. Dialogues of just two turns are not taken into account.
- f. If it happened that the title shows two main characters e.g. Ahmad and Ali, or even Ahmad and Laila, then there are two and not one character.

4. Jobs and Occupations

- a. All words that show the work that belong either to male or female characters are found and then counted in the whole text.
- b. Sometimes, photos and pictures could help identifying the job of the character.

5. Firstness

All of the examples that show firstness in dialogues, reading passages and exercises are identified and counted. Firstness as when we say Ahmad and Laila live in Hebron.

6. Grammatical function (subject)

- a. Dialogues, reading passages and exercises should be carefully examined to see who plays the role of actor (subject) male or female.

b. Frequencies are then calculated.

7. Attributed personal traits

a. All of the adjectives that are linked either to males or females in dialogues, reading passages and exercises are to be identified .

b. Frequencies are then calculated.

8. Activity types

a. All leisure activities that are usually done by either males or females are to be found. Frequencies are then calculated.

b. These activities as well as their acts of recreation to relax them or their hobbies.

c. All dialogues, reading passages and exercises are taken into account.

9. Masculine generic conception

a. All dialogues, reading passages and exercises should be carefully examined to find masculine generic words as "policeman", "businessman" and "his" etc. Frequencies are then calculated.

b. All neutral nouns as "children" for example which are different are also found and calculated.

It is worth mentioning to say that the three referees said nothing for any suggestions or modifications regarding these guidelines.

2. Discourse analysis

Discourse analysis is an another instrument that deals with analyzing written and spoken material. It is a qualitative rather than a quantitative approach. Here, it will be used for analyzing written materials (textbooks materials). Since the study has to do with gender bias, many things that could show bias are hidden here and there in the text. So, for the sake of revealing these hidden things, the researcher and the two analysts have carefully decided to use the discourse analysis approach.

The discourse analysis approach is used to show and discover how certain pieces of a text are related to each other. One of the main concerns of discourse analysis is , for

example, utterance relations, and structure use. This approach is regarded very significant since it can be conducted to reveal for example how effective the relation between teachers and students in the classroom is (Bader, 2009).

As reported in Hamdan (2008), discourse analysis can make researchers understand the different circumstances behind a certain problem. This approach can best open many doors for those researchers to start thinking about the relations between characters or rather between male and female in so many texts. This approach can be flexibly used with some aspects of gender rather than others. That's, some aspects of gender in this study as for example jobs and occupations and topic domination were analyzed using this approach, whereas others as visibility and illustrations were analyzed using the content analysis approach.

3.4 Instrumentation validity

The main checklist (appendix 1) for the two types of instruments at the end of the thesis, was judged by five main specialist referees. The researcher asked them to give their comments on the number of the aspects that are to be analyzed in the study. Furthermore, the researcher asked them to give their opinions about the variables that are to be taken into account when analyzing the different aspects of gender. The instrument had been under study for a week. Fortunately, just very minor spelling mistakes, because of speed, in the checklist were found, and then were modified accordingly. However, the checklist was approved by the five specialist referees and nothing was refused. Moreover, the researcher showed the guidelines that he needed for analyzing the aspects of gender to the supervisor and other three teachers as well. All of the referees approved aspects of gender.

3.5 Instrumentation reliability

The researcher and the two analysts applied the instrument to one of the six textbooks. That's, the researcher took the textbook for grade six as a sample to be analyzed. Two specialist teachers helped the researcher in analyzing the data. One of them is his colleague at Al-Arroub Agricultural School who has been teaching English for thirteen years. The second teacher is his wife's uncle who has been teaching English for more than twenty years. Just the first ten units from grade six

were chosen for doing the analysis. They took the nine different aspects of gender for analysis in the book.

The researcher met with each of the two analysts and showed them how to do the analysis. Everyone of the two analysts received a copy of the guidelines on which he should conduct the analysis. Three weeks later, the researcher received their work and compared their results with his. After that, the researcher calculated the coefficient agreement among the two analysts, and accepted any percentage above 80 percent.

The results were as follow:

Table 1. Percentages of agreement among the three analysts

Aspect 1: Visibility in photos and illustrations

Gender	Researcher	First analyst	Percentage of agreement	Second analyst	Percentage of agreement
Male	142	159	89%	136	95%
Female	99	106	93%	108	91%

Aspect 2: Visibility in the text at the level of words and sentences

Gender	Researcher	First analyst	Percentage of agreement	Second analyst	Percentage of agreement
Male	223	180	80%	227	98%
Female	134	110	82%	126	94%

Aspect 3: Topic domination

Gender	Researcher	First analyst	Percentage of agreement	Second analyst	Percentage of agreement
Male	10	8	80%	10	100%
Female	9	8	88%	9	100%

Aspect 4: Jobs and occupations

Gender	Researcher	First analyst	Percentage of agreement	Second analyst	Percentage of agreement
Male	12	10	83%	14	86%
Female	4	5	80%	4	100%

Aspect 5: Firstness

Gender	Researcher	First analyst	Percentage of agreement	Second analyst	Percentage of agreement
Male	11	9	82%	10	91%
Female	6	5	83%	5	83%

Aspect 6: Grammatical function (subject)

Gender	Researcher	First analyst	Percentage of agreement	Second analyst	Percentage of agreement
Male	145	118	81%	140	96%
Female	64	52	81%	58	90%

Aspect 7: Attributed personal traits

Gender	Researcher	First analyst	Percentage of agreement	Second analyst	Percentage of agreement
Male	9	8	89%	8	89%
Female	4	5	80%	5	80%

Aspect 8: Activity types

Gender	Researcher	First analyst	Percentage of agreement	Second analyst	Percentage of agreement
Male	49	40	81%	40	81%
Female	24	20	83%	20	83%

Aspect 9: Masculine generic words

Gender	Researcher	First analyst	Percentage of agreement	Second analyst	Percentage of agreement
Male	1	1	100%	1	100%

Female	0	0	100%	0	100%
--------	---	---	------	---	------

3.6 Textbooks content

As usual, all of the school textbooks are divided into units. What is noticed is that all of the units include different topics. That's, the topics in grade one are different from the other topics in the other textbooks. Topics are about authentic and real life situations. For example, textbook one includes authentic activities as the parts of the body, classroom objects, animals and so on. Textbook two has some activities related to birthdays, family members and classroom objects. Textbook three has also some activities about months, birthdays and food. Textbook four has other activities about school, home and sports. Regarding textbook five, it has some different activities as basketball, our country and the Dead Sea. There are also some of these authentic activities in grade six as activities about the human's body and the Dead Sea. It is worth mentioning that many of the units in textbook six include real life topics as Palestinian omelet, and a visit to the Dead Sea.

All of the textbooks vary the use of the activities that focus on the four language skills (reading, speaking, writing and listening). However, some of the textbooks ignore some skills as writing in textbook one and to an extent somehow in textbook two. Each unit has some certain language functions to teach. These functions are greetings, instructions, asking personal information and so on. There are 24 units in each textbook which means that the teacher should cover 12 of them per semester. Moreover, the range of pages in the six textbooks is from seventy one to one hundred and eleven in each book as shown in table 1.

3.7 Statistical analysis

By statistical analysis the researcher means to count all the occurrences of males and females regarding their manifestations in the nine different aspects. Then, he calculated all the percentages of males and females in regard with chosen gender aspects. That's, the researcher worked on the data by using both the quantitative as well as the qualitative methods in examining the representations of that gender aspects.

For instance, all the adjectives that are linked to males and females were found in the text. Furthermore, all the examples in which males or females come first in nouns paired for sex in dialogues, reading passages and exercises were also identified. The researcher calculated all the frequencies and percentages for all the previous aspects regarding male and female. It is worth mentioning to say that this statistical analysis was similar to all other aspects in counting occurrences, calculating percentages and so on.

3.8 The procedures of the study

The following procedures were used in the study:

1. Reviewing related literature to build the instrument of the study.
2. Examining the validity and the reliability of the instrument.
3. As it has been said, the researcher trained two EFL teachers on the steps of analysis. After sample examination, the books were divided among them. The researcher took books 3 and 4. The first analyst took books 5 and 6. The second analyst took books 1 and 2. Everyone of them examined the nine aspects of gender.
4. Later, with the help of the two analysts, the researcher used appendices to gather his needed data, analyze the information, then present the findings and discuss them.

This chapter explained the methodology of doing the research. The chapter showed that the researcher used content analysis and discourse analysis as methods to elicit his data. It also discussed the main guidelines used in analyzing the different aspects of gender. The main checklist that the researcher used for the two types of instruments was validated as well as the guidelines. The researcher took textbook grade six to be analyzed with the help of two teachers. Later, the researcher divided the six textbooks between them. The researcher with the help of the two teachers used some appendices to gather the data and presenting the findings. Furthermore, the chapter briefly described the textbooks in addition to the contents.

Chapter Four

Results of the Study

4.0 Introduction

This chapter provides the main findings of the study. It provides the reader with some illustrative tables. Moreover, it fully elaborates on the occurrences and the percentages and provides answers to the research questions. This chapter again presents an image for the position of gender in the Palestinian English basic stage textbooks going through the nine major aspects that were previously mentioned. These nine aspects of gender under investigation are: gender visibility in photos and illustrations, gender visibility in the text, topic domination, gender linked jobs and occupations, firstness, grammatical function (subject), gender attributed adjectives, activity types practiced by gender, and masculine generic conception.

Since this study deals with six school textbooks, the researcher has decided to take every two textbooks together when presenting the results regarding each aspect. That's, he will present the findings concerning every aspect by making a comparison between two books. For example, regarding the first aspect, the researcher will present the findings as in books one and two. In the second stage, he will present and then compare the findings in books three and four. In the third stage, he will present the findings in books five and six. In the end, the researcher will present and compare these findings regarding aspect one in the whole books together. Furthermore, the results of this study will be presented respectively by addressing every single sub-question alone. The findings regarding every question will be shown through illustrative tables that show the frequency and percentages of gender for the aspects.

4.1 The First Question

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

Table 2. Total visibility of gender characters in the 1st and second students' books in photos and illustrations.

Students' books	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1	8	36%	14	64%	22	100%
2	114	52%	124	48%	238	100%
Total	122	44%	138	56%	260	100%

The above table shows that males have appeared 8 times in photos and illustrations in the pupils' book one with the percentage of 36%, whereas women have been visible in photos and illustrations 14 times with the percentage of 64%. Concerning pupils' book two, males have been visible in photos and illustrations 114 times with the percentage of 52%, while the female gender have appeared 124 times with the percentage of 48%. That's, males have appeared 122 times in photos and illustrations in the two books with the percentage of 44%, while the female characters have appeared 138 times with the percentage of 56%. This indicates that the two second Palestinian English textbooks for grades one and two present female characters in photos and illustrations more than male characters.

Table 3. Total visibility of gender characters in the 3rd and 4th students' books in photos and illustrations.

Students' books	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
3	182	57%	137	43%	319	100%
4	145	69%	66	31%	211	100%
Total	327	63%	203	37%	530	100%

As table 3 shows, male characters have appeared in photos and illustrations 182 times in textbook 3 with the percentage of 57%, while female characters have been visible 137 times with the percentage of 43%. Regarding textbook four, male characters have appeared 145 times with the percentages of 69%, whereas the female gender have been visible 66 times with the percentage of 31%. That's, male

characters have appeared 327 times in photos and illustrations in the two textbooks with the percentage of 63%, while the female characters have been visible in photos and illustrations 203 times with the percentage of 37%. This clearly shows that both of textbook three and textbook four present male characters more than female characters.

Table 4. Total visibility of gender characters in the 5th and 6th students' books in photos and illustrations.

Students' books	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
5	90	47%	103	53%	193	100%
6	142	59%	99	41%	241	100%
Total	232	53%	202	47%	434	100%

Table 4 above shows that the presence of male characters in photos and illustrations in pupil's textbook 5 is 90 times with the percentage of 47, while the presence of female characters in photos and illustrations in the same book is 103 times with the percentage of 53%. On the other hand, male characters have appeared in photos and illustrations in textbook six 142 times with the percentage of 59%, whereas the presence of female characters in the same book is 99 times with the percentage of 41%. As a result, the male characters have appeared in photos and illustrations in both of textbooks 5 and six 232 times with the percentage of 53%, whereas the presence of the female characters in photos and illustrations in these two books is 202 times with the percentage of 47%. Thus, we notice that the total appearance of male characters in photos and illustrations in the two textbooks is greater compared to women.

Table 5. Gender total visibility in photos and illustrations in students' textbooks from grade 1– 6 .

Students' books	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1 - 6	681	53%	543	47%	1124	100%

The above table shows that the total number of male characters in the six Palestinian textbooks in photos and illustrations is 681 out of 1260 with the percentage of 53%. On the other hand, the female characters appeared in photos and illustrations 543 with the percentage of 47%. Generally, it is noticed that the male characters are dominant in the six textbooks in photos and illustrations compared to that of women.

4.2 The Second Question

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

Table 6. Total visibility of male and female characters in the 1st and 2nd Palestinian English textbooks in the text at the level of words and sentences.

Students' books	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1	8	36%	14	64%	22	100%
2	27	46%	31	54%	58	100%
Total	35	41%	45	59%	80	100%

This table shows that the appearance of male characters in the text at the level of words and sentences in grade 1 is 8 times with the percentage of 36%, whereas the appearance of women is 14 times with the percentage of 64%. The second textbook shows that the male characters appeared in the text at the level of words and sentences 27 times with the percentage of 46%. On the contrary, the female characters' appearance in the same textbook is 31 times with the percentage of 54%. To summarize, the male characters appeared 18 times less than female characters. This

indicates that the female characters are dominant in terms of appearance in the text at the level of words and sentences in textbook 1 and 2 compared to male gender.

Table 7. Total visibility of male and female characters in the 3rd and 4th textbooks in the text at the level of words and sentences.

Students' books	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
3	97	55%	81	45%	178	100%
4	87	55%	72	45%	159	100%
Total	184	55%	153	45%	337	100%

We notice from the above table that male characters appeared in the third book 97 times in the text with the percentage of 55%, while female characters appeared 81 times in the same book with the percentage of 45%. For textbook number four, the appearance of male characters in the text is 87 times with the percentage of 55%, whereas the female characters appeared 72 times with the percentage of 45%. In brief, the male characters appeared 184 times in the two textbooks with the percentage of 55%, while the female characters appeared 153 times with the percentage of 45%. Thus it is clear from the table that the male characters are more dominant in the text in both of textbooks 3 and 4 compared to women.

Table 8. Total visibility of male and female characters in the 5th and 6th textbooks in the text at the level of words and sentences.

Students' books	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
5	157	75%	123	25%	280	100%
6	223	63%	134	37%	357	100%
Total	380	69%	257	31%	637	100%

Table 8 reveals that the frequency of male characters in the text in textbook 5 is 157 times with the percentage of 75%. Compared to males, female characters appeared in the text 123 times with the percentage of 25%. Regarding their appearance in textbook 6, males appeared in the text 223 times and got a percentage of 63%, while female characters appeared in the same book 134 times and got a percentage of 37%. On the other hand, the total number of male characters in the two textbooks is 380 times and the percentage is 69%, while the female characters are shown as a whole 257 times with the percentage of 31%. Therefore, we notice that male characters are more dominant than female characters in the two textbooks.

Table 9. Gender total visibility in the text at the level of words and sentences in students' textbooks from grade 1– 6 .

Students' books	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1 – 6	599	55%	455	45%	1054	100%

It is obvious from the above table that the frequency of male gender in the six Palestinian English textbooks is 599 with a percentage of 55%. On the contrary, female characters appeared in the text from grade one to grade six 455 times with a less percentage 45%. However, it is noticed that male characters are shown in the text in the six books more than female characters.

4.3 The Third Question

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

Table 10. Representation of M/F topic domination in the 1st and 2nd students' textbooks.

Students' books	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1	0	0%	2	100%	2	100%
2	3	75%	1	25%	4	100%
Total	3	75%	3	25%	6	100%

Table 10 above shows the distribution of the main topics dominated by male and female characters in textbooks 1 and 2. However, it is noticed that out of the two topics in textbook 1, male characters didn't participate in any of them. In textbook 2, topic domination is in favor of male characters. That's, male characters dominated three topics out of four, whereas the female gender dominated in just one of them with the percentage of 25% compared to 75% for male characters. To sum it up, out of the six topics, three topics are dominated equally by both genders, but the percentage was higher in favor of male characters than female characters.

Table 11. Representation of M/F topic domination in the 3rd and 4th students' textbooks.

Students' books	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
3	7	44%	9	56%	16	100%
4	13	77%	4	23%	17	100%
Total	20	60.5%	13	39.5%	33	100%

Table 11 above shows the representation of topics in terms of dominance by male or female characters in textbooks 3 and 4. We notice that out of the sixteen topics in grade 3, male characters dominated 7 with the percentage of 44%, while 9 of them are dominated by female characters with the percentage of 56%. Concerning topic domination in textbook 4, it is noticed that out of the 17 topics males dominated 13 with the percentage of 77%. Compared to males in the same book, female characters

dominated just four with the percentage of 23%. All in all, out of the 33 topics in both of textbooks 3 and 4 male characters dominated 20 with the percentage of 60.5% , while the female gender dominated only 13 with the percentage of 39.5 %.

Table 12. Representation of M/F topic domination in the 5th and 6th students' textbooks.

Students' books	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
5	8	61%	5	39%	13	100%
6	10	53%	9	47%	19	100%
Total	18	57%	14	43%	32	100%

This table reflects the main distribution of gender topic domination in pupils' textbooks 5 and 6. As it shows, male characters dominated 8 topics out of 13 topics with the percentage of 61%, compared to women characters who dominated just 5 topics and got a percentage of 39%. In textbook six, male characters dominated 10 topics out of 19 topics with the percentage of 53%, whereas female characters initiated more in just 9 topics with the percentage of 47%. However, out of the 32 topics in both textbooks 5 and 6, 18 topics are initiated more by male characters with the percentage of 57%, while female characters dominated 14 topics and got a percentage of 43%.

Table 13. Representation of M/F topic domination in students' textbooks from grade 1– 6.

Students' books	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1 – 6	41	64%	30	36%	71	100%

Table 13 above reveals that in the *English for Palestine* series from grade 1– 6, male characters dominated 41 topics out of 71 with the percentage of 64%, while there are only 30 topics initiated more by female characters. Furthermore, female

characters dominated 28 times less than male characters which itself gives more dominance to male characters.

4.4 The Fourth Question

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

Table 14. Representation of M/F– linked jobs and occupations in the 1st and 2nd students' textbooks.

Students' books	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1	2	50%	2	50%	4	100%
2	5	50%	5	50%	10	100%
Total	7	50%	7	50%	14	100%

Table 14 shows distribution of jobs and occupations that are explicitly or implicitly linked to male and female characters in the *English for Palestine* series in textbooks 1 and 2. The table obviously shows equity in the distribution of jobs and occupations among the two genders. That's, both male and female characters in textbook 1 occupy two jobs out of 4 with the percentage of 50%. Regarding textbook 2, also male and female characters occupy the same number of jobs. That's, out of 10 occupations, both male and female characters occupy five jobs with the same percentage of 50%.

Table 15. Representation of M/F– linked jobs and occupations in the 3rd and 4th students' textbooks.

Students' books	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
3	3	60%	2	40%	5	100%
4	9	69%	4	31%	13	100%
Total	12	65%	6	35.5%	18	100%

Table 15 shows the frequency and percentages of jobs and occupations linked to male and female characters in the *English for Palestine* series in grades 3 and 4. It is observed from the above table that male characters occupy 3 jobs out of 5 with the main percentage of 60% in grade 3 compared to women who occupy just 2 occupations with the percentage of 40%. On the other hand, male characters occupy 9 occupations out of 13 in textbook 4 with the percentage of 69%, while female characters occupy only 4 occupations with the percentage of 31%. To sum up, male characters occupy 12 occupations out of the 18 jobs presented in the two books together with the percentage of 65%, while the female gender occupy half the number with the percentage of 35.5%.

Table 16. Representation of M/F– linked jobs and occupations in the 5th and 6th students' textbooks.

Students' books	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
5	4	50%	4	50%	8	100%
6	12	75%	4	25%	16	100%
Total	16	62.5%	8	37.5%	24	100%

The table above shows the distribution of jobs and occupations that are linked to male and female characters in the English for Palestine series in grades 5 and 6. This table reveals that both of the genders get the same frequency and percentages of jobs in grade 5. That's, male and female characters occupy 4 occupations out of 8 with the

percentage of 50 % . It is observed that the occupations linked to male characters in grade 6 increase those linked to female characters three times. That's, male characters occupy 12 occupations out of 16 with the percentage of 75%, but the female characters occupy just 4 with the percentage of 25%. Moreover, in the two textbooks together, male characters occupy 16 jobs out of the total 24 with the percentage of 62.5%, while women occupy half of this number with the percentage of 37.5%.

Table 17. Representation of M/F– linked jobs and occupations in the *English for Palestine* series from grade 1– 6.

Students' books	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1 - 6	35	59%	21	41%	56	100%

Table 17 above shows that in the *English for Palestine* series from grade 1–6, male characters occupy 35 occupations out of the total 56 with the percentage of 59%. On the contrary, female characters occupy 21 jobs out of that total number of occupations with the percentage of 41%.

4.5 The Fifth Question

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

Table 18. Representation of gender firstness examples in the *English for Palestine* series from grades 1– 2.

Students' books	Males First		Females First		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1	0	0%	0	0%	0	100%
2	1	100%	0	0%	1	100%

Total	1	100%	0	0%	1	100%
--------------	---	------	---	----	---	------

The above table reveals the distribution of firstness examples as they are presented in the *English for Palestine* series in grades 1 and 2. If we look at grade 1, we see that this textbook is totally free from presenting any examples of firstness. That's, textbook 1 didn't include male characters before female characters or vice versa at all. On the contrary, textbook 2 includes just one example of firstness where male characters precede female characters in nouns paired for gender. To sum this up, only one example of firstness in favor of male characters is included in the two series of textbooks with the percentage of 100%.

Table 19. Representation of gender firstness examples in the *English for Palestine* series from grades 3–4.

Students' books	Males First		Females First		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
3	2	100%	0	0%	2	100%
4	0	0%	0	0%	0	100%
Total	2	100%	0	0%	2	100%

The above table shows the distribution of firstness examples as they are presented in grades 3 and 4. As it is noticed, textbook 3 reveals just two examples where male characters come first with the percentage of 100%, whereas no any examples are shown here where female come first before males. On the other hand, we can see that the *English for Palestine* textbook 4 is free from all examples regarding to firstness. All in all, the above table clearly reveals that firstness examples in the two series in terms of having male characters at the beginning are so dominant than the ones in favor of having females first though they are limited in number.

Table 20. Representation of gender firstness examples in the *English for Palestine* series from grades 5–6.

Students' books	Males First		Females First		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
5	8	67%	4	33%	12	100%
6	11	64%	6	36%	17	100%
Total	19	65.5%	10	34.5%	29	100%

Table 20 shows the distribution of all of the firstness examples in the *English for Palestine* series in grade 5 and grade 6. Out of the 12 examples of firstness in textbook number 5, the male gender occupy 8 examples where male characters come first with the percentage of 67%, while the female characters in the same book occupy only 4 examples where female characters come first with the percentage of 33%. In grade 6, we face 11 examples of firstness where male characters come first with the percentage of 64%, whereas female characters occupy just 6 examples of firstness where female come first with the percentage of 36%. In conclusion, out of the 29 firstness examples presented in the two English Palestinian textbooks, male characters occupy 19 examples with the percentage of 65.5% compared to women who occupy just 10 examples with the percentage of 34.5%.

Table 21. Representation of gender firstness examples in the *English for Palestine* series from grades 1–6.

Students' books	Males First		Females First		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1 – 6	22	65.5%	10	34.5%	32	100%

This table reveals the representation of gender firstness in the *English for Palestine* series from grade 1–6. Here, we notice that there are more examples of firstness where males come first than females first. In other words, out of the 32 examples of firstness from grade 1– 6, male characters occupy 22 examples with a high percentage of 65.5 %, whereas there are only 10 examples as females first with the percentage of 34%.

4.6 The Sixth question

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

Table 22. Representation of gender grammatical function in the *English for Palestine* series from grades 1– 2.

Students' books	Males (Subject)		Females (Subject)		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1	0	0%	0	0%	0	100%
2	3	50%	3	50%	6	100%
Total	3	50%	3	50%	6	100%

Table 22 above shows the distribution of male and female characters in the subjective case in the *English for Palestine* series in grade 1 and 2. It is very clear from this table that pupils' textbook 1 is totally free from presenting males or females as actor or subject. On the contrary, pupils' textbook number 2 offers 6 examples that show male and female characters in the subject case. That's, in textbook 2, we encounter three examples where male and female characters act as subject with the percentage of 50%. To conclude, textbook 2 includes examples of grammatical subject that are equally divided between the two genders.

Table 23. Representation of gender grammatical function in the *English for Palestine* series from grades 3–4.

Students' books	Males (Subject)		Females (Subject)		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
3	28	49%	29	51%	57	100%
4	100	76%	32	24%	132	100%
Total	128	62.5%	61	37.5%	189	100%

This table presents the percentages and frequencies as well that demonstrate the distribution of male and female as actors in the *English for Palestine* series 3 and 4. Regarding textbook 3, male characters are shown as actors 28 times out of 57 with the percentage of 49%, while female characters are presented as subjects 29 times with the percentage of 51%. Things are totally different in grade 4. That's, male characters are shown as actors more than female characters. In other words, male characters occupy 100 times in terms of grammatical subject with the percentage of 76%, whereas females occupy only 32 times with the percentage of 24%. In brief, out of the total number 189 males occupy 128 times with the percentage of 62.5%, while female characters are shown only 61 times with the percentage of 37.5%.

Table 24. Representation of gender grammatical function in the *English for Palestine* series from grades 5–6.

Students books	Males (Subject)		Females (Subject)		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
5	64	63%	38	37%	102	100%
6	145	69%	64	31%	209	100%
Total	209	66%	102	34%	311	100%

Table 24 above reflects the distribution of all male and female grammatical function examples in the series of grade 5 and 6. The results show that in pupils' book 5, male

characters are shown 64 times as actor with the percentage of 63%, while female characters are shown 38 times with the percentage of 37%. In grade 6 for example, male characters are presented as subject 145 times with the percentage of 69%, whereas female characters are shown as actor 64 times with the percentage of 31%. However, out of the total 311, male characters are shown as actor 209 times with the percentage of 66%. Regarding women, they are shown as subject 102 times with the percentage of 34%.

Table 25. Distribution of gender grammatical function in the *English for Palestine* series from grade 1–6.

Students' books	Males (Subject)		Female (Subject)		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1 – 6	340	59.5%	166	40.5%	506	100%

This table reveals the gender distribution in terms of grammatical function in the *English for Palestine* series from grade 1–6. It is observed from the table that male characters are shown as actor (subject) 340 times with the percentage of 59.5%. On the other hand, female characters occupy just 166 as actor out of the 506 in the whole books with the percentage of 40.5%.

4.7 The Seventh Question

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

Table 26. Representation of gender personal adjectives in the *English for Palestine* series from grades 1–2.

Students' books	Males		Females		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1	0	0%	0	0%	0	100%
2	2	66%	1	34%	3	100%

Total	2	66%	1	34%	3	100%
--------------	---	-----	---	-----	---	------

The above table shows the distribution of male and female personal traits as presented in the *English for Palestine* series in grade 1 and 2. It is observed that pupils' grade 1 is totally free from presenting any personal traits linked to both genders. On the other hand, pupils' grade 2 includes some limited examples of traits. That's, there are two personal adjectives that are linked to male characters with the percentage of 66%, while there is only one adjective linked to female characters with the percentage of 34%. To sum up, out of the three adjectives offered in textbook 1 and 2, two of them linked to male characters with the percentage of 66%, whereas just one adjective linked to female characters with the percentage of 34%. All in all, the adjectives that are linked to male characters are more than the ones linked to female characters.

Table 27. Representation of gender personal adjectives in the *English for Palestine* series from grades 3–4.

Students' books	Males		Females		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
3	2	33%	4	67%	6	100%
4	12	60%	8	40%	20	100%
Total	14	46.5%	12	53.5%	26	100%

This table is about the distribution of personal adjectives linked to male and female characters in the *English for Palestine* series in grade 3 and 4. It shows that in pupils' grade 3, there are just two personal traits linked to male characters with the percentage of 33%, while in the same book, four personal traits are linked to female gender with the percentage of 67%. On the contrary, the percentage of personal traits linked to male characters is higher than that of female characters in grade 4. That's, the number of personal traits linked to male characters are 12 with the percentage of 60%, while the traits that are linked to female characters are just 8 with the percentage of 40%. To conclude, out of the 26 adjectives presented in both of grades 3 and 4, 14

of them are linked to male characters with the percentage of 46.5%, while there are just 12 traits that are linked to female gender with the percentage of 53.5%. Therefore, the personal traits linked to male characters are more than that of female characters.

Table 28. Representation of gender personal adjectives in the *English for Palestine* series from grades 5–6.

Students' books	Males		Females		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
5	15	34%	29	66%	44	100%
6	9	66%	4	34%	13	100%
Total	24	50%	33	50%	57	100%

Table twenty eight above reflects some equity in the distribution of personal adjectives that are linked to both genders in grade 5 and 6. That's, out of the 44 adjectives offered in grade 5, 15 of them are linked to male characters with the percentage of 34%, while 29 of these adjectives are linked to female gender with the percentage of 66%. On the contrary, the number of the adjectives that are linked to male characters in grade 6 are more than that of traits linked to females. That's, out of the 13 personal adjectives presented in grade 6, 9 of them are linked to males with the percentage of 66%, while just 4 are linked to female characters with the percentage of 34%. In terms of total, there are 24 personal traits linked to male characters out of 57 with the percentage of 50%, while there are 33 of these linked to female characters with the percentage of also 50%. All in all, the percentage of personal traits that are linked to male characters in grade 5 and 6 is the same to that of females' traits percentage.

Table 29. Representation of gender personal adjectives in the *English for Palestine* series from grades 1– 6.

Students' books	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1 - 6	40	54%	46	46%	86	100%

Table twenty nine above shows that out of the eighty six personal adjectives presented in the *English for Palestine* series from grade 1– 6, 40 adjectives are linked to male characters with the percentage of 54%. On the other hand, there are 46 personal traits linked to females with the percentage of 46%. In brief, the percentage of the traits that are linked to male characters from grades 1– 6 are more than that of personal traits linked to female characters.

4.8 The Eighth Question

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

Table 30. Representation of gender linked leisure activities in the *English for Palestine* series from grades 1– 2.

Students' books	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1	1	25%	3	75%	4	100%
2	1	50%	1	50%	2	100%
Total	2	37.5%	4	62.5%	6	100%

Table thirty above shows that pupils' grade 1 presents more activities that are practiced by female characters than male characters. That's, out of the 4 activities presented, just one of them is practiced by male characters with the percentage of 25%, whereas 3 of these activities are practiced by females with the percentage of 75%. In grade 2, every gender of the two is shown as practicing just one leisure activity with the percentage of 50%. In terms of total, out of the 6 activities presented in grades 1 and 2, two of them are practiced by male characters with the percentage of

37.5%, while there are 4 leisure activities practiced by female gender with the percentage of 62.5%. To conclude, leisure activities that are presented in grade 1 and 2 are more practiced by female characters than by male characters.

Table 31. Representation of gender linked leisure activities in the *English for Palestine* series from grades 3–4.

Students' books	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
3	25	66%	13	34%	38	100%
4	12	63%	7	37%	19	100%
Total	37	64.5%	20	35.5%	57	100%

Table thirty one above shows that leisure activities that are presented in pupils' textbook 3 are practiced by male characters more than by female characters. That's, out of the 38 activities presented in this book, 25 activities are practiced by male characters with the percentage of 66%, while just 13 of these are practiced by females with the percentage of 34%. Regarding pupils' textbook 4, 12 activities out of 19 are practiced by male characters with the percentage of 63%, while 7 activities are practiced by female characters with the percentage of 37%. For total, we notice that out of the 57 leisure activities presented in grade 3 and 4, 37 of these are practiced by male characters with the percentage of 64.5%, while just 20 activities of the total are practiced by female characters with the percentage of 35.5%. All in all, the leisure activities presented in textbook 3 and 4 are practiced more by male characters than by female characters.

Table 32. Representation of gender linked leisure activities in the *English for Palestine* series from grades 5–6.

Students' books	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
5	14	56%	11	44%	25	100%
6	49	67%	24	33%	73	100%
Total	63	61.5%	35	38.5%	98	100%

Table thirty two above shows that textbook 5 offers leisure activities that are practiced more by male characters than by female characters. That's, 14 leisure activities are practiced by male characters with the percentage of 56%, while just 11 out of 25 are practiced by female characters with the percentage of 44%. In pupils' textbook 6, out of the total 73 activities , 49 activities are practiced by male characters with the percentage of 67%. Compared to males, female characters practiced 24 leisure activities with the percentage of 33%. Out of the 98 leisure activities presented in both of textbook 5 and 6 (61.5%) activities are practiced by male characters ,while females practiced only 35 with the percentage of 38.5 % . To conclude, textbook 5 and 6 presented leisure activities that are practiced more by male characters than by female characters.

Table 33. Representation of gender linked leisure activities in the *English for Palestine* series from grades 1– 6.

Students' books	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1 – 6	102	54.5%	59	45.5%	161	100%

Table thirty three shows that the number of the leisure activities presented in the *English for Palestine* series from grade 1– 6 are more practiced by male characters than by females. That's, out of the 161 activities, 102 of them are practiced by male

characters with the percentage of 54.5% while female characters nearly practice half of the number 59 with the percentage of 45.5%.

4.9 The Ninth Question

Table 34. Distribution of gender generic words in the *English for Palestine* series from grades 1– 2.

	Masculine nouns	Masculine pronouns that refer to males and females
Students' textbook	Frequency	Frequency
1	0	0
2	0	0
Total	0	0

Table thirty four above shows that both of textbooks 1 and 2 are free from offering any examples of generic use either nouns or pronouns. However, the authors of these textbooks compensated the absence of generic conceptions by using some neutral nouns.

Table 35. Distribution of gender generic words in the *English for Palestine* series from grades 3–4.

	Masculine nouns	Masculine pronouns that refer to males and females
Students' textbook	Frequency	Frequency
3	0	0
4	0	0
Total	0	0

Table thirty five above shows that also both of textbooks 3 and 4 are free from using any examples of generic use either nouns or pronouns. However, the authors of these textbooks used some neutral nouns instead of using generic nouns and generic pronouns.

Table 36. Distribution of gender generic words in the *English for Palestine* series from grades 5– 6.

	Masculine nouns	Masculine pronouns that refer to males and females
Students' textbook	Frequency	Frequency
5	1	0
6	0	0
Total	1	0

Table thirty six above shows that pupils' textbook 5 included just one example of masculine generic nouns. Furthermore, textbook 6 is free from presenting masculine generic nouns and pronouns though there are some examples of neutral nouns.

Table 37. Distribution of gender generic words in the *English for Palestine* series from grades 1– 6.

	Masculine nouns	Masculine pronouns that refer to males and females
Students' textbook	Frequency	Frequency
1 – 6	1	0
Total	1	0

Table 37 above shows that grade 1–6 are free from presenting any masculine generic nouns as policeman or masculine generic pronouns for instance except one example in grade 5. However, some of the textbooks include a variety of neutral nouns.

The previous chapter carefully presented the major findings of the study's nine questions. The researcher chose to take every two textbooks together when presenting his results regarding each aspect and he finally presented these results as in the whole textbooks together. Most of the numbers and percentages regarding the manifestations of gender in the tables revealed male dominance at the expense of females which itself reflected clear unjust treatment against women.

Chapter Five

Discussion , Conclusions and Pedagogical Implications

In this chapter, there will be a discussion for the previous findings, conclusions and some important pedagogical implications for other researchers. Moreover, discussing the study's main results will begin by taking the nine questions according to their order as in chapter four. However, there will be no need here for tables. That's, the researcher will refer to the percentages or frequencies as they are in the tables of chapter four when discussing any question pertaining to males and females.

Results discussion

Rifkin (1998) said that the representation of gender in school textbooks can have a strong effect on our pupils' understanding of language, it was then a need for the researcher to investigate how gender is represented in Palestinian English textbooks. By taking this into account, the researchers' main study intended to answer one major question.

How are gender aspects presented and represented in English language Palestinian Basic School Curriculum from grade 1- 6?

To answer this big question carefully, the researcher created other nine questions to cater for the nine aspects of gender. Anyway, the nine questions that can answer the above major question are fully discussed below:

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

Most of the studies that investigated gender in educational textbooks stressed the importance of gender in these textbooks. One of these aspects of gender that most researchers investigated in their studies is the visibility or invisibility of gender in textbooks. The issue here is that the most common thing between them is that wherever gender is omitted, this means that this gender is not so important. Sometimes, pictures and images are more important than the text itself. In the same connection, Levin and Mayer (1993) explain the importance of having pictures in

texts. They explain that pictures do have the effect of thousands of words and they can improve the learning of students. Better still, they make the text more understandable(Carney&Levin 2002).

Because the expected goal is maintaining equity between male and female characters, then it was a must for the publishers of the *English for Palestine* series to present equal number of photos. To make sure of having equity between male and female characters in photos, the researcher and his two analysts carefully identified and counted all gender photos in the six different textbooks. However, the researcher's own findings revealed that out of the 1260 gender occurrences in grade 1 and 2, male characters got a percentage of 53% compared to 47% for female characters. It is noticed here that all of the character photos are very young. The characters kept their original names till unit ten. The characters are Ann, Rose and Max. However, there are five new characters who appeared in unit seven (lesson three p.18) whose names are: Muna, Huda, Nadia, Samir and Basim. Regarding grades 3 and 4, the study found that 69% was in favor of male photos compared to just 31% to female photos. Most of the characters in textbook 3 are young. The main young characters in textbook 3 are Rania, Huda, Arwa, Hassan, but the minor characters are many as Ahmad, Fadi, Yazan and Shadi, etc. However, some new characters are introduced here and there as Basmah in unit 10. The only mature characters are Mr. Jamal and his wife. Furthermore, most of the characters in textbook 4 are also young as Rami, Adnan , Hatem, Deena, Yazan etc. Mature characters are Salamah, Ahmad and Omar. Some new characters were introduced here and there as Basim in unit 10, Mr White and John in unit 6 and Yassir and Areej in unit 9. In textbook 5, females outnumbered males 103: 53% while males were less in number and frequency 90: 47%. Things are totally different in textbook 6, that's males outnumbered females 142: 59% whereas females were represented less 99: 41%. Textbook 5' major characters are young whose names are: Omar, Nadia, Ben, Amy, and Mansour. These are the same characters who were introduced in most of the ten units. However, the textbook introduces some minor mature characters as Michael Jordan, and Mr. Green. There is only one photo for an old man character. Also the major characters in textbook 6 are young. Their names are: Amy, Rania, Omar and Ben. The only mature and minor characters in this textbook are: the Sultan, Nooh Ibn Mansour, a doctor and Ibn Battuta. However, Samir is the only new character who appeared in unit 8 p.35.

All in all, it was found that the male characters were more visible than female characters in the *English for Palestine* series from grade 1–6. However, this result agrees with the first hypothesis of the study. Moreover, this result agrees with the results of the most studies conducted on the same issue (See Weitzman 1972), Hamilton et al 2006) and Erinosh (1997).

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

To see whether the dominance in the text is to male characters or to female characters, the researcher carefully identified all the referents to male or to females in the text. That's, he identified these referents either nouns or pronouns in the text at the level of word and sentences. Therefore, the analysis included reading passages, dialogues and exercises without any exception. The pronouns analyzed included "he", "him", "his" , "she" , and "her. First singular and plural pronouns as "I" and "we" or object pronouns as "them" were out of the scope of the study. Moreover, all male nouns as Ahmad or Female nouns as Rania were taken into consideration. Words as "Dad" or "mother" and titles as "Mr. and "Miss, etc were taken into account for the analysis. Take for example the following extract from grade 5 (unit 8 p. 34):

"**Nadia** was tall. *She* was the tallest *girl* in *her* school. One day *she* had a bad morning."

All of the female nouns and pronouns (Nadia, she, girl, her and she) in the above sentence were taken into account because they belong to female characters .Sometimes, some neutral nouns were taken into consideration because they clearly showed what kind of gender it is. Look for instance at the following dialogue taken also from grade 5 page 35:

Patient: Good morning, **doctor**.

Doctor: Good morning, **Sameer**. What's the matter with you?

Patient: I've got a pain in my shoulder.

Doctor: What happened ?

Patient: I fell when I was climbing a tree.

Doctor: Let me have a look.

In this example all the occurrences of the words 'doctor' and 'patient' were identified and taken into consideration because having the accompanying picture with the dialogue made the neutral nouns not ambiguous in terms of gender. That's, the two words (patient and doctor) were considered and counted for male characters. However, all the ambiguous neutral nouns were not taken into analysis.

In textbook 1 for example, male characters appeared in the text less than females 8:36%, while female characters appeared in the text more in terms of frequency and percentage 14:64%. In textbook 2, males also appeared in the text less than females 27:46%, whereas females appeared in the text 31:54%. In grade 3, males appeared more 97:55% compared to 81:45% for females. Males also appeared more in grade 4 (87: 55%) compared to 72: 45% for females. Females appeared in the text less than males in grade 5 (123: 25%) compared to 157:75% for male characters. In grade 6, males appeared 223:63% compared to 134:37% for females (see tables 6–9) . All in all, from grade 1- 6, males appeared in the text more than females 599:55% compared to 455:45% for females.

Generally speaking, this study revealed that female characters are underrepresented in the text at the level of words and sentences. On the contrary, males were seen as more visible in the *English for Palestine* textbooks from grade 1–6. However, this second finding makes our second hypothesis really true. Again, this result is not a newborn one in the field since many and many earlier studies revealed this. All what we can say here is that this result is a unique one since this is the first study being conducted on the English for Palestine textbooks. As it has been shown earlier, Sydney (2004), Subakir et al (2007) and Bahiyah et al (2008) found that women are invisible in the text of the primary Qatari textbooks in English. The results showed that the pronouns that show male gender were greater than of females' 279: 49.63% compared to 255: 44.82% for females. McDonald (2001) supported the same results in terms of the males' dominance in the text. So far, it seems that there is something in common between the six *English for Palestine* series in terms of females' invisibility in the text and in photos and illustrations as well. That's, all of them show

women invisibility in the text and in photos as well. However, there is no interpretation for females' invisibility either in the text or in illustrations except that they are undervalued and not important in the society as well. Their invisibility expanded from the past up to the present. Furthermore, the previous interpretation is in concord with Zagumny and Pulsigher (2008) and other researchers in the field. Hawkins (2007), as it was said before, also referred to this issue by saying that the invisibility of women in texts gives an indication that this gender is not strong in the society.

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

Topic domination is again one of the most significant areas in which bias or discrimination arises. To determine who the dominant in topics is, the researcher decided to take all the dialogues and reading passages for analysis. Not only this, but the researcher put some guidelines to illuminate his way to do the required analysis. (see the guidelines of analysis in chapter three). The researcher took into account the number of the turns or who initiates the dialogue to decide the dominant character. Besides, the researcher relied on the one who solves problems in a reading passage to decide who the main character is besides other criteria found in the guidelines. In grade 4 (unit 7 lesson 2 p.34) for example, there is a dialogue with equal turns. The main character is Murad. That's, the researcher based his inference on the title and the starting of the dialogue. Therefore, the researcher knew that the main character is Murad because he is the one who initiates the dialogue.

Tables 10, 11, 12 and 13 presented the frequencies besides the percentages regarding gender topic domination. Unexpectedly, in pupils' book 1, the researcher found that females dominated the speech more than males 2:100%. On the contrary, males dominated topics more in grade 2 than females 3:75% compared to 1:25%. In textbook 3, things were in favor of females rather than males. That's, females were more dominant 9:56% compared to 7:44% for males. In the other three textbooks, males described as dominating topics more than females. That's, in book 4, males dominated topics more 13:77% compared to 4:23% for females. Males also were topic dominants in grade 5 (8 :61%) compared to 5:39%. Furthermore, males were topic dominants in book 6 (10:53%) compared to 9:47% for women. All in all, males

dominated topics more either in dialogues or in reading passages in the whole series. That's, 41:64% compared to 30:49% for females.

However, these main findings agree with the results of many previous studies in the field. It goes in concord with Stephanie's study in (1976), and U'rens' study in (1971). In the same regard and as it has been said before, the working group on the status of Palestinian women citizens of Israel (2010) found that the main characters were in favor of males at the expense of female characters. Anyway, these findings are in harmony with the third hypothesis of the study. Furthermore, it is identical with the main results found in the previous studies as the researcher has shown before.

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

It is worth mentioning that most of the studies that the researcher reviewed in the past viewed that the basic role of women is her house. That's, women were described as mothers and work in the house. (see Weitzman, Eiffer, Hokada and Ross (1972) and Stern as cited in Wirtenberg (1980). To see whether this limited occupational role given to women is found in our curriculum or not, the researcher identified and counted all the instances of jobs' referents in the text. He also identified the type of jobs practiced by each gender in order to check if there is some disparity in the jobs practiced by gender or not. In the *English for Palestine* book 1, both genders shared the same number and percentage of practicing jobs 2:50%. That's, each of the two genders occupied two similar jobs (student job). In grade 2, also both of them practiced five jobs. That's, males occupied the same job (student) five times, while females occupied (student job 3 times and as a teacher 2 times). In pupils' book 3, males occupied more jobs 3:60% compared to 2:40% for women. That's, males occupied the occupation of a teacher 2 times and the occupation of a student just one time. On the contrary, females practiced the role of a student for 2 times. In book 4, males occupied more occupations than women did (9:69% , 4:31%). That's, males occupied 9 occupations (student 4 times, teacher 1 time, doctor 2 times , shopkeeper 1 time and bike repairer 1 time). On the other hand, women practiced nearly half of the number (teacher 3 times and 1 time as a student). Regarding textbook 5, the number and percentages of jobs were equal among males and females (4:50%). That's, males occupied 4 jobs (student 3 times and basketball player 1 time). Women occupied 4

jobs (basketball player 1 time, 3 times as a student). In pupils' book 6, males occupied more jobs (12:75%), while females occupied less (4:25%). That's, males occupied 12 jobs (student 3 times, pilot, volleyball player, painter, player, scientist, doctor 2 times, discoverer and a traveler...). Women on the other hand occupied just four jobs (student 3 times and a famer). However, males practiced more jobs in the whole books 35:59% compared to women 21: 41%.

What it is important here to notice is that some of the jobs found in the study were shared by both genders. However, the two genders shared the following jobs which are: student, basketball player, and teacher. Moreover, we notice that the jobs presented in our Palestinian curriculum do exist in reality. So the jobs practiced by the two genders reflect to a great extent the same in our Palestinian society. In brief, these findings go well with the fourth hypothesis and with the studies conducted in the field as well.

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

Firstness is one of the most prominent areas that show gender discrimination. The issue of balance in the case of having two nouns paired for gender was a matter of argument in the past. Most of the previous studies as Porreca 1984 and Hartman and Judd 1978 favored males at the expense of females in the case of order (Stocckdale, 2006).

In the same regard, Wilson (1560) mentioned that females should be mentioned after males. Furthermore, Eckert & McConnell-Ginet (2003:34) said that the masculine gender deserves to come before the feminine gender. (Eckert & McConnell-Ginet, 2003). However, Kemp (2011), as it was said before, supported this fact.

Again, tables 18, 19, 20 and table 21 show the distribution of gender firstness in the *English for Palestine* series from grade 1-6. As it is noticed, the examples where male names preceded female names were greatly dominant. That's, grade 1 was free from presenting any firstness examples. Grade 2 presented just one example where male preceded female names with the percentage of 100 %. Grade 3 presented other

two examples of males first with the percentage of 100%. Grade 4 was similar to grade 1 of being free from introducing any firstness examples. Grade 5 and 6 were the most two textbooks that included examples of males first. That's, grade 5 included 8 examples where males preceded females with the percentage of 67%, while females preceded males 4 times with the percentage of 33%. Grade 6 presented 11 examples of males first with the percentage of 64%, whereas females came first 6 times with the percentage of 36%. Below are some examples showing this aspect of gender:

Grade 2: Abdulla and Muna are going home. (unit 7, p.19) .

Grade 3: Basims' tray or Rania's tray. (unit 9, p.27).

Grade5: Omar and Rania . (unit 2, p.10).

Grade 6: Ben and Amy. (unit 9, p.40).

From these examples above, we notice a big preference of males first with few examples that show females first. These findings are similar to Willson's as previously mentioned. However, it is observed that most of the names used in firstness were pure Palestinian names except very few names which don't belong to our names as Ben and Amy for example.

All in all, it was found that males preceded females when having two nouns paired for gender. However, this result makes the study's fifth hypothesis true. Moreover, this result again shows bias against women which isn't new for the first time. Of course, this issue was supported by previous researchers in the past (see Kemp 2011) for example.

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

The issue when a male or a female comes as a subject is a noticeable thing. What the researcher means is that when a certain gender comes as an actor, this gives an indication that this gender is important. Below are some examples in which males appear as an actor:

"He loved to read and write, and his head was always full of ideas. He also worked and travelled a lot. His friends worried about him, but he told them he preferred a short interesting life to a long boring one". (Grade 6, unit 6 p.26).

Tables 22–25 reveal gender grammatical actor from grade 1–6. Results showed that out of the 506 examples presented in the six textbooks in terms of grammatical subjects, 340 examples revealed males as subjects. On the contrary, just 166 out of the total presented women in the role of actor. In other words, grade 1 was free from presenting both genders as subjects. In grade 2, there was an equity in dividing the subject roles between males and females. In grade 4, males played the role of actor 100 times with the percentage of 76%, while women appeared as subjects (32:24 %). Grade 5 included 64 examples where males appeared as subjects with the percentage of 63% compared to women who occupied just 37%. Anyway, grade 6 was only the textbook in which males played the role of actor more than females (145:69%), while women appeared as subjects in just 64 examples with the percentage of 31%.

The above results obviously show that women were not only underrepresented in the text, in photos .. etc, but they were also underrepresented in grammatical subject aspect. This result again met some support in the previous studies. (Look at Macaulay &Brice 1997 and Nair 2009). Moreover, these results again make our hypothesis 6 true.

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

It is noticed that grade one didn't present any adjective to describe male or female characters. Male and female characters were given similar attributes in grade 2 (fine). That's, two traits were linked to males and just one linked to females (66%: 34%) . The attributes linked to female characters in grade 3 were more than which linked to males (33%:67%). Grade 4 presented adjectives that are linked to males more to females (12:8). On the contrary, the attributes that were linked to females in grade 5 were more than which linked to males (15:29). Regarding textbook 6, the attributes that were linked to males were more than which linked to females (9:4). Moreover, out of the 86 traits presented from grade 1-6, 40 traits were linked to males and 46

were ascribed to females. (Look at tables 26–29 to see percentages). Below are some examples taken from the textbooks:

She has **long** hair . (an adjective linked to a female character , grade 4, p. 2)

Ibn Sina was a **brilliant** Muslim thinker and scientist. (an adjective linked to a male character, grade 6, p. 26).

Males were seen as brilliant, better, famous, older ... , while females were seen as younger, shorter, sad , angry, happy... (look at appendix 28 to see other traits linked to each gender). However, some adjectives ascribed to both males and females as (fine, new, tired, best, thinner). Generally speaking, though the number of traits linked to females was more than in textbook 3 and 5, still the number of traits ascribed to males was greatly dominant in the whole textbooks together. Moreover, males were given adjectives that described them as being clever (e.g. **brilliant** in grade 6, p.26), great and adventurer (e.g. **famous** , grade 6, p. 42). On the other hand, females were described as being impatient (e.g. **angry** and **sad**, grade 5, p. 34) and emotional (e.g. **awful**, grade 6, p. 6). To conclude, this result is in concord with the study's hypothesis number 7. It is also similar to the findings that some researchers found in the past as in Wirtenberg (1980).

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

The *English for Palestine* series from grade 1–6 were rich in activities practiced by both genders. In grade 1, females practiced activities more than males (1:3). That's, males were portrayed as dancing only, while females did jumping and writing and dancing also. In grade 2, each gender practiced one activity (clapping). On the contrary, men in grade 3 practiced activities more than females (25:13). In grade 4, men practiced 12 activities, women practiced just 7. In grade 5, males practiced more activities than females (14:11). In grade 6, men practiced activities more than they did in the previous textbooks (49:24). (Look at tables 30-33 to see all percentages and frequencies). All in all, males practiced more activities than females from grades 1–6 (102:59).

Males engaged in activities as playing football, drawing, driving a bus, hopping...etc. On the other hand, females engaged in activities as skipping, feeding

hens, washing clothes... etc. Sometimes, both genders shared similar activities as dancing, clapping, running.. etc. (Look at appendix 30 to see all gender shared activities). This result is similar to the findings of Nordbruch's study 2002. Moreover, males and females were described as practicing indoor and outdoor activities. That's, men practiced indoor activities as drawing, watching TV, doing homework....etc, and women also practiced indoor activities as washing clothes, writing, dancing, celebrating a birthday...etc. In addition, men differed from women in the sense that men practiced activities that demand physical effort as (e.g. digging a garden , grade 4, p.29.

5.9 Are there examples of masculine generic nouns in the text?

One of the most common areas of bias between males and females is the use of the generic masculine pronouns and nouns. It is observed that the *English for Palestine* series from grades 1–6 are lacking the use of the generic masculine pronouns and nouns (look at tables 34–37 to have more information). However, the only example of masculine generic nouns was in grade 5, unit 7, p 33:

The boy went to sleep very late and was tired the next day at school

The authors of the *English for Palestine* series from grade 1–6 preferred to use some neutral nouns instead. The following are some examples :

Grade 3 (Children, teacher, p.1).

Grade 5 (people p.25, player p.26).

Grade 6 (friend p.6, teacher p.23, children p. 24, person p. 32, patient p. 35, doctor p.35)

Although all of the aspects previously discussed clearly showed bias against women, the researcher can't see why the authors here aren't showing some equity by using neutral nouns and not using masculine items more except the one example showed above! Moreover, compared with previous studies, this study includes very little examples of generic nouns . (see Ifegbesan 2010).

5.10 Conclusions, pedagogical implications and recommendation

Many people see that the image of women compared to men is equally portrayed in our curricula. However, we shouldn't always take this belief for granted. This is somehow a fallacy because the findings in the study showed the opposite.

Women were totally underrepresented in the *English for Palestine* series from grade 1–6. This study again has attempted to analyze some aspects of gender in the *English for Palestine* series from grade 1–6 to investigate the image of both genders in the curriculum and especially to see if the image of women is still neglected. The researcher used nine major aspects to see how gender is represented in the *English for Palestine* textbooks which are: visibility in photos and illustrations, visibility of gender in the text, gender topic domination, jobs and occupations, firstness, grammatical function, attributed personal traits, activity types and masculine generic conception. Generally, the results showed that women were underrepresented in all of the aspects analyzed. That's, men appeared more in photos and illustrations (681/53% versus 543/47%). Men characters also appeared more in the text (599/55% versus 455/45%). Men were also the main characters in all of the dialogues and reading passages (41/64% versus 30/49%). Male characters also practiced more jobs than females (35/59% versus 21/41%). Regarding firstness, it was found that males appeared first more than females when given two nouns paired for gender (22/88.5% versus 10/34%). Furthermore, it was observed that males as subjects were more than females in the text (340/59.5% versus 166/40.5%). The study found that many of the adjectives were attributed to males than females (40/54% versus 46/46%). In terms of activities, results found that women practiced less activities than males (102/54.5% versus 59/42%). Concerning the last aspect, the researcher found less masculine generic items. That's, the six textbooks showed somehow equity in the sense of using neutral nouns instead of using masculine generic nouns or masculine generic pronouns. To sum up, females were greatly underrepresented in the *English for Palestine* series which itself is something approved in the past studies.

In the light of the previous results, the researcher sees that there is a clear contradiction between how the society looks at women, and how it is really portrayed in textbooks. Because gender is a basic component of any culture, the researcher sees

that textbook writers should be cautious in introducing such gender in our Palestinian textbooks.

Moreover, the researcher sees that textbook writers should carefully think when they face questions regarding the equal representation of both genders in texts, photos, traits, activities, firstness and jobs. Textbook authors should rely on the real society's culture in dealing with such issues.

Based on what it has been said, the researcher recommends the followings:

1. Researchers should conduct similar studies by analyzing similar or new aspects of gender, particularly, on the EFL textbooks used in the private schools here in Palestine.
2. Textbook writers in cooperation with teachers should reassess our English EFL textbooks in Palestine by suggesting some techniques to avoid bias to be used by teachers.
3. Teachers should be able to know how to deal with bias in textbooks, especially, with basic stage children by avoiding biased expressions and by using neutral or equal gender statements.
4. It is better if Palestinian curricula writers can avoid bias in Palestine EFL textbooks by introducing constructions as he/she constructions, or tend to use neutral nouns instead of using masculine generic conceptions if these are found.
5. This study will also be a motive for the writers of our university books to avoid all biased expressions as much as possible.

References

- Abu- Saad, I . (2007). The Portrayal of Arabs In Textbooks in the Jewish Schools System in Israel. Vol.29. No.1.
- Anderson, D; Hamilton, M. (2005). Gender Role Stereotyping of Parents in Children's Picture Books: The Invisible Father. Sex Roles. Vol.52. PP.145- 151. No.3/4.
- Ansary, H and Babii, E (2003). 'Subliminal Sexism in Current ESL/ EFL Textbooks". Asian EFL Journal,5,pp.200-241.
- Au, K. C. (1992). Studying of gender roles in the Hong Kong primary textbooks. Occasional paper . Hong Kong: Institute of Asian- Pacific Studies.
- Bader, H. (2009). A Dictionary of English Language: Learning and Teaching. Hebron: Hebron Graduate Press.
- Baharuddin, J ; Keong, Y ; Abdul Hamid, B, Jaludin, A. (2011). Linguistic Sexism and Gender Role Stereotyping in Primary School Science Textbooks of Qatar . SoLLs. INTEC 2011 proceedings.
- Beaman, L. (2006). Women Politicians, Gender Bias, and Policy – making in Rural India . The state of the World's Children 2007.
- Blumberg, R.L . (2007). Gender bias in textbooks: a hidden obstacle on the road to gender equality in education. Background paper prepared for all global Monitoring Report 2008bEducation for All by 2015:will we make it?unesco.unesco.org / images / 0015 / 001555 / 155509e.pdf
- Cameron, D.(2007). The Myth of Mars and Venus: Do Men and Women Really Speak Different Language? The Guardian: Oxford University Press, USA.
- Carney, R; Levin, J . (2002). Pictorial Illustrations Still Improve Students' Learning From Text. Educational Psychology Review. Vol. 14. No. 1.pp.5-27.

- Cerezal, F. (1991). Gender discrimination and ELT textbooks. Paper presented at 25th ATEFL conference , Exeter.
- Chen Su, Y. (2007). Ideological Representation of Taiwan's History: An analysis of Elementary Social Textbooks 1978 – 1995. Vol. 3, Issue 3, PP 205 – 237.
- Chung, D . (2005). A study on Gender Representation in Children's Picture Books in the Early 2000s. The International Journal of Early Childhood Education Vol.11. No. 73- 90.
- Coles, G. (1977). Dick and Jane grow up: Ideology in adult basic education readers. Urban Education, 12(1), 37-53.
- Dijkstra , A ; Verdonk, P ; Janssen,A. (2008). Gender bias in medical textbook textbook: examples from controrary heart disease, depression, alcohol abuse and pharmacology. Medical Education . Vol. 42. Issue 10. P. 1021 – 1028.
- Dominguez, L. (2003). "Gender Textbook Evaluation" a paper submitted for the M.A. degree in TOESL , Birmingham : University of Birmingham.
- Durrani, N. (2008). Schooling the "other": the representation of gender and national identities in Pakistani curriculum texts. Vol.38, no 5, 595-610.
- Eckert, p. and McConnell-Ginet, Sally. (2003). Language and Gender. Cambridge University Press.
- Elgar, A. (2004) . Science textbooks for lower secondary schools in Brunei. Issues of gender. International Journal of Science Education. Vol. 26. No.7.875 – 894.
- Elkhatib, S .(1997). Sexism in English with a brief Examination of the Situation in Arabic.,FLTS, Vol. 28, pp.243 – 273.
- Ena , O, T . (2011). A visual Analysis of English E – textbooks for the Ten Graders in Indonesia. The Jakarta Post – PT. Bina Media Teggara . imo. [Thejakartapost.com/ ... /a – visual – analysis – of – englis...](http://Thejakartapost.com/.../a-visual-analysis-of-englis...)

- Erinosho, S. Y. (1997). *Female Participation in Science: An analysis of Secondary School Curriculum Materials in Nigeria*. A bridged research report No.29, Nairobi : Academy of Science Publisher.
- Esen, Y. (2007). *Sexism in School Textbooks Prepared under Education Reform in Turkey* . Vol. 5. No. 2. URL: < [http // www. Jceps.com / ? page ID = article &article ID = 109](http://www.Jceps.com/?pageID=article&articleID=109)>
- (June, 1993) . " Fact Sheet No. 22, Discrimination against women :The convention and the committee", Vienna declaration and programme of Action, (part 1, para. 18).
- Fakir, R, M. (2007). *Effective Use of Textbooks: A neglected Aspect of Education in Pakistan* *Journal of Education for International Development* 3:1. Monitoring Report 2008 Education for All by 2015:will we make it
- Freedman, J . (2001). *Feminism* . Open University Press. Buckingham, T. Philadelphia.
- Freeman, R. and McElhinny, B. (1996). *Language and gender* In Mckay, S.L&Hornberg, N.H. (Eds.), *Sociolinguistics and Language Teaching*. (pp 218-280) USA:Cambridge University Press.
- Fromkin, Victoria and Robert Rodman. (1988). *An Introduction to Language*. New York: Holt, Rinehart and Winstor, Inc . (Fourth Edition).
- George, A. (2009). *Quantitative and Qualitative Approach to Content Analysis*. In Krippendroff, K& Bock, M.A. (Eds.). *The Content Analysis Reader*. Los Angeles: Stage.
- Gerouki, M . (2008) . *Pushed to the margins – sex relationships in Greek primary textbooks*. *Sex Education*. Vol. 8. No.3. 329 – 343.

- Giacomini, M ; Koker, P ; Rockwell, F. (1986). Gender Bias in Human Anatomy Textbook Illustrations. *Psychology of Women Quarterly*. Vol.10.No.4.pp.413-420.
- Gramstad, T. (2000). What is Feminism ?Free Radical .No.40. [http:// www. If. uio. No / ~ Thomas / po / whatisfeminism. Html.](http://www.if.uio.no/~Thomas/po/whatisfeminism.html)
- Greenberg, C. (1984). Textbook Treatment of the Roles of Ritual and Women in Judaism. *Jewish Social Studies* . Vol. 64. No. 1. Pp. 37 – 82
- Hamdan, S . (2008). Analyzing Aspects of Gender in English Language Jordanian Basic Stage Curriculum from A socio - Cultural Perspective. Doctoral thesis. Amman Arab University For Graduate Studies.
- Hartman, P. L ., and Judd , EL . (1978) . Sexism and TESOL materials . **TESOL Quarterly**, 12, (4), pp.383 – 393.
- Hawkins, P . (2007). What boys and girls learn through song: A content analysis of Gender Traits and Sex Bias in Two Choral Classroom Textbooks. *Research and Issues in Music Education* . Vol.5.No.1.pp.1-8.
- Healy, D . (2009). The representation of women in a modern EFL textbook: Are popular textbooks biased? *Memoirs of the Osaka Institute of Technology Series B*.Vol. 54, No. 2 (2009). Pp. 91 – 100.
- Hyde, J, S . (1984). Children's Understanding of Sexist Language. *Developmental Psychology*. Vol.20. No4. pp. 697–706.
- Ifegbesan, A . (2010). Gender – Stereotypes Belief and Practices in the Classroom: The Post – Primary School Teachers . **Global Journal of Human Science**. Vol. 10. Issue u (ver 1.0).
- Johanson, S . (2009). Gender bias in EFL Textbook Dialogues. *Lararexamen 27 ohp, Engelska med inriktning mot underisning Larande 2009 – o5 – 19.*

- Kemp, N. (2011). A gender Analysis of the ESL Textbook Side by Side. *Kokusai Kankeigaka Bulletin*. Vol.6. No.2. pp.217-233.
- King, R. and M. Morrissey. (1988). "Images in Print: Bias and prejudice in Caribbean Textbooks. "Institute of Social and Economic Research . Mona, Jamaica : University of the West Indies.
- Kobia, . (2009). Femininity and Masculinity in English Primary School Textbooks in Kenya. **The International Journal of Language Society and Culture**. Url: www.Edu.utas.edu/users/tle/JOURNAL/ISSN1327-774Y.
- Kountouriotis, G. (2009). Analysis of the New Physics Textbook for the 9th Grade of the Greek Schools. Secondary Education, 4th Lyceum of kavak, Greece.
- Kramsch, C. (1993). *Context and Culture in Language Teaching*. Oxford: Oxford University Press. Page2 . Index 073.
- Laakkonen, I. (2007). Representations of gender in Finnish EFL textbooks. A pro Gradu Thesis in English, University of Jyvaskyla.
- Lee, J . F. K. , & Collins, P. (2006). Gender Representation in Hong Kong English Textbooks. A Paper presented at the 2nd International Conference on Gender Equity Education in the Asian-Pacific Region. Challenges and Possibilities in Gender Equity Education, The Hong Kong Institute of Education, China.
- Lie, X . (2006). Sexism in Language. *Journal of Applied Linguistics*. Vol. 5. No. 1.
- Litz, D. (2005). Textbook Evaluation And ELT Management: A South Korean Case Study. www.AsianEFLjournal.com/Litz_thesis.pdf.
- Macaulay, Monica, and Brice, Colleen. (1997). "Don't Touch My Projectile : Gender Bias and Stereotyping in Syntactic Examples. Vol.73.No.4.pp. 798 – 825.

- Martyna, Wendy. (1983). Beyond the he / man approach: The case for nonsexist language. In Barrie Thorne, Cheri Kramarae and, & Nancy Henley (Eds.), Language; Gender and Society (pp. 25 – 37). Cambridge, MA: Newbury House.
- McDonald, S. (2001). Sex Bias in the Representation of Male and Female Characters in Children's Picture Books. The Journal of Genetic Psychology: Research and Theory on Human Development. Vol. 150. No.4. pp.384- 401.
- Mineshima , M . (2008). Gender Representations in an EFL Textbook. Departmental Bulletin Paper . Vol.13. pp.121-140.
- Miniamide, K. (1993). English Grammar and Sexism with special reference to Generic He and Singular They. Http : repository. Osakafu – u. ac. JP/ dspace/. Vol.45.pp. 23-55.
- Mkuchu,V. (2004). Gender Roles in Textbooks as a Function of Hidden Curriculum in Tanzanian Primary Schools. Doctor of Education Thesis, University of South Africa.
- Mohamad, R; Kumari, R. (2007). Effective Use of Textbooks: A neglected Aspect of Education in Pakistan. Journal of Education for International Development . Vol. 3. No.1. pp.1-12.
- Mukundan , J ; Nimhchisalem. (2008). Gender Representation in Malaysian Secondary School. English Language Textbooks. Indonesian Journal of English Language Teaching. Vol.4. No.2. pp.155-172.
- Nair, R. (2009). A content Analysis of gender representation in Malaysian children's literature . Academy of Language Studies, Universiti Teknologi MARA, Shah Alam, MALAYSIA. [ramesh @ salam. Uitm.edu.my](mailto:ramesh@salam.Uitm.edu.my)
- Nordruch, G. (2002). The new Palestinian textbooks for national education. A review, Georg – Eckert- Institute for Internationale. Schulbunchforschung, Braunschweig, Germany.

- Nunan, D. (1992). *Research Methods in Language Learning*. Cambridge University Press :USA.
- Ogunabwo, I. O. (1998). *Assessing Gender Factors in Secondary School Physics textbooks in Ogun State* . Unpublished M. ED Thesis submitted to Olabisi Onabanjo University, Ago- Iwoye.
- Otlowski, M. (2003). *Ethnic diversity and Gender bias in EFL textbooks*. *Asian EFL Journal* . Vol.5. issue 2. pp.1-15.
- Pattalung, N, P. (2008). *(An analysis of sexist language in ESL Textbooks by Thai authors used in Thailand*. Dissertation prepared for the degree of doctor of philosophy.
- Peck – Chong, L. (2007). *An analysis of gender and ethnic representation in Chinese and School reading textbooks: Grades 2 – 6*. Tennessee State University : Unpublished dissertation. 255 pages.
- Pierce, B. N. (1995). *Social Identity, Investments and Language Learning*. *TESOL Quarterly*, 24, pp.105-112.
- Porreca, K. L. (1984). *Sexism in current ESL textbooks*. **TESOL Quarterly**, 18 (4), 705- 724.
- Poulou, S. (1997). *Sexism in the discourse roles of textbook dialogues* . *Language Learning* , 15, 68-73.
- Refkin, B. (1998). *"Gender Representation in Foreign language Textbooks: A case study of Textbooks of Russian*. *"The Modern Language Journal"* Vol.82.No.2 217- 236.
- Regueiro, D, P. (2000). *An analysis of Gender in a Spanish Music Textbook*. *Music Education Research* . Vol. 2. No. 1. pp.57-73

- Richards, J. (2001). *The Role of Textbooks in a Language Program*. Acn: Cambridge.
- Sano, F, Lida, M ; Hardly, T. (2001). *Gender Representation in Japanese EFL Textbooks*. International Conference Center, Kitakyashu Japan.
- Schalkwyk, J. (2000). *Culture, Gender Equality and Development Cooperation*. [www.acdi-Canadian International Development Agency \(Cida\)](http://www.acdi-Canadian International Development Agency (Cida).). <http://cida.gc.ca>.
- Seguin, R. (1989). *The Elaboration of School Textbooks: Methodology Guide*. Division of Educational Sciences, Contents and Methods of Education, Unesco.
- Stanley, J. (1979). "Sexist Grammar", *College English*, Vol. 39.No.7, 800- 811.
- Stephanie, L. (1976). *A content – Analysis of Selected Picture Books Examining the Portrayal of Sex – Roles and Representation of Males and Females*. SLaDow – 1976 – ericed. Gov.
- Stockdale, D. (2006). *Gender Representation in an EFL Textbook*. MA thesis in Teaching English as a Foreign or Second Language (TEFL/TESL): University of Birmingham, UK.
- Sunderland, J. (1998). *New dimensions in the study of language education and learner gender*. Retrieved February 16, 2009.
- Sunderland, J. (2000). *New understandings of gender and language classroom research : texts, teacher talk and students talk*. *Language Teaching Research* 4, 149-173.
- Taylor, F. (2003). *Content Analysis and Gender Stereotypes in Children's Books*. *Teaching Sociology*. Vol. 31. No. 3. Pp. 300 – 311.
-, (1993). *The New Meriam – Webster Dictionary*. Meriam – Webster Inc: Springfield, Massachusetts.

- The working Group on the Status of Palestine Women Citizens of Israel. (2010). The Status of Palestinian Women Citizens of Israel. Submitted to the Committee on the Elimination of Discrimination against Women.
- Thomas, C & Otsuji , E. (2003). Evaluation of Business Japanese Textbooks: Issues of Gender. Japanese Studies. Vol. 23. No. 2, September 2003.
- Turkan, S ; Cellk, S. (2007). Integrating Culture Into EFL Text And Classrooms: Suggested Lesson Plans. Novitas – Royal . Vol: 1(1), pp. 18 – 33.
- Walford, G. (1980). The masculine face of science Education. 3-13, 8(1),51-53.
- Weber, Robert Philipi. (1990). **Basic Content Analysis: Second Edition** . Sage Publication, The International Professional, Newbury Park, London, New Deldi.
- Wirtenberg, J; Murez , R; Alspektor, R. (1980). Characters In Textbooks: A Review Of The Literature. Clearinghouse Publication 62 May 1980.
- World Health Organization .(2002). Integrating gender perspectives into the work of WHO. Switzerland: Author
- Yanowitz, K ; Weathers, K. (2009). Do Boys and girls Act Differently in the Classroom? A content Analysis of Student Characters in Educational Psychology Textbooks. Behavioral Science. Vol. 51. Nos. 1 / 2, July 2004 (c 2004).
- Zagumny, L ; Pulsipher, L. (2008). "The races and conditions of men "women in nineteenth – century geography school texts in the United States. Gender, Place and Culture. Vol. 5. No. 4, August 2008, 411.

List of appendices

Appendix (1)

Instrument of analysis of gender aspects

	Gender Aspect	Male		Female		
		Number	Percentage	Number	Percentage	Total
1-	Visibility in photos and illustrations					
2-	Visibility in the text					
3-	Topic domination					
a-	Dialogues					
b-	Reading Passages					
4-	Occupations					
a-	Dialogues					
b-	Reading Passages					
c-	Exercises					
5-	Firstness					
a-	Dialogues					
b-	Reading Passages					
c-	Exercises					
6-	Grammatical Function					
a-	Dialogues					
b-	Reading Passages					
c-	Exercises					
7-	Attributed Personal Traits					
a-	Dialogues					
b-	Reading Passages					
c-	Exercises					
8-	Leisure-Activity Types					
a-	Dialogues					
b-	Reading Passages					
c-	Exercises					
9-	Masculine Generic Conception					
a-	Dialogues					
b-	Reading Passages					
c-	Exercises					

Appendix (2)

Analysis of gender visibility in photos and illustrations in 1st grade students' books.

Page No	Male	Female
4	1	2
5	1	2
6	2	4
7	-	-
8	5	6
9	4	4
10	5	3
11	6	5
12	2	1
13	0	4
14	7	6
15	0	1
16	0	5
17	4	4
18	5	7
19	0	4
20	4	5
21	6	8
22	0	5
23	2	4
24	2	2
25	4	0

26	3	5
27	2	3
Total	NO	Percentage
Male	65	42%
Female	90	58%
Total	155	100%

Appendix (3)

Analysis of gender visibility in photos and illustrations in 2nd grade student books

Page No	Male	Female	Page No	Male	Female
1	8	6	16	9	1
2	9	6	17	3	4
3	6	8	8	7	2
4	8	1	19	6	6
5	3	5	20	4	1
6	3	3	21	2	3
7	1	10	22	1	6
8	4	5	23	3	4
9	3	8	24	3	2
10	1	9	25	-	4
11	3	5	26	8	8
12	2	4	27	10	4
13	3	4	28	3	5
14	1	-	29	-	-
15	-	-	30	-	-
			Total	N0	Percentage
			Male	114	48%
			Female	124	52%
				238	100%

Appendix (4)

Analysis of gender visibility in photos and illustrations in 3rd grade students' books

Page No	Male	Female	Page No	Male	Female
1	23	7	16	4	4
2	9	6	17	2	2
3	14	9	18	4	0
4	2	4	19	1	1
5	7	5	20	21	19
6	4	4	21	-	-
7	8	9	22	1	1
8	8	6	23	2	4
9	7	5	24	6	5
10	1	1	25	6	6
11	2	2	26	2	0
12	2	1	27	2	1
13	14	3	28	0	4
14	10	4	29	2	5
15	18	14	30	0	5
			Total	No	Percentage
			Male	182	57%
			Female	137	43%
				319	100%

Appendix (5)

Analysis of gender visibility in photos and illustrations in 4th grade students' books

Page No	Male	Female	Page No	Male	Female
1	9	0	16	2	0
2	3	0	17	6	0
3	3	1	18	-	-
4	0	22	19	-	-
5	-	-	20	11	1
6	-	-	21	2	2
7	-	-	22	5	8
8	4	3	23	13	0
9	4	7	24	8	1
10	11	1	25	5	3
11	4	6	26	2	1
12	1	1	27	5	7
13	9	0	28	-	-
14	2	1	29	35	0
15	1	1	30	-	-
			Gender	No	Percentage
			Male	145	69%
			Female	66	31%
			Total	211	100%

Appendix (6)

Analysis of gender visibility in photos and illustrations in 5th grade students' book.

Page No	Male	Female	Page No	Male	Female
6	4	-	29	2	1
7	3	5	31	3	3
8	-	6	32	7	3
9	1	1	33	1	2
10	8	6	34	1	10
11	2	1	35	2	1
12	-	1	36	-	1
13	1	-	37	1	7
15	1	1	38	8	1
16	2	4	39	4	6
17	1	-	40	-	7
19	7	6	41	1	-
22	4	5	42	2	-
23	3	5	43	2	5
24	2	6	44	2	2
25	-	1	45	5	3
26	2	-	Male	90	47%
27	2	2	Female	103	53%
28	6	1	Total	193	100%

Appendix (7)

Analysis of gender visibility in photos and illustrations in 6th grade students' book

Page No	Male	Female	Page No	Male	Female
6	2	0	24	2	4
7	2	2	25	8	3
8	0	6	26	1	0
9	0	0	27	10	3
10	2	1	28	3	0
11	6	4	29	12	0
12	1	0	30	1	0
13	1	1	31	5	7
14	2	1	32	2	5
15	1	1	33	1	1
16	9	8	34	1	0
17	1	0	35	4	4
18	0	0	36	1	0
19	7	9	37	1	0
20	2	2	38	6	5
21	3	4	39	4	10
22	6	0	40	6	0
23	15	6	41	5	6
Gender	No	Percentage	42	0	0
Male	142	59%	43	7	2
Female	99	41%	44	1	0
Total	241	100%	45	1	4

Appendix (8)

Analysis of gender visibility in the texts of 1st grade students' book

Page NO	Male	Female
5	0	1
11	1	1
12	5	2
16	0	3
17	0	2
18	2	3
19	0	1
22	0	1
Gender	No	Percentage
Male	8	36%
Female	14	64%
Total	22	100%

Appendix (9)

Analysis of gender visibility in the texts of 2nd grade students' book

Page No	Male	Female	Page NO	Male	Female
1	4	1	20	-	-
2	1	3	21	-	-
3	5	9	22	-	1
4	2	-	23	-	-
5	-	-	24	-	1
6	-	-	25	-	-
7	-	2	26	3	3
8	-	-	27	4	3
9	-	3	28	-	-
10	-	-	29	-	-
11	-	-	30	-	-
12	-	-	Gender	N0	Percentage
13	1	2	Male	27	46%
14	-	-	Female	31	54%
15	-	-	Total	58	100%
16	4	-			
17	-	-			
18	-	-			
19	3	3			

Appendix (10)

Analysis of gender visibility in the texts of 3rd grade students' book

Page No	Male	Female	Page NO	Male	Female
1	6	0	20	8	5
2	12	9	21	-	-
3	-	-	22	5	4
4	1	10	23	-	-
5	6	5	24	-	-
6	5	4	25	1	1
7	3	1	26	3	3
8	5	3	27	5	3
9	-	-	28	0	4
10	3	5	29	4	4
11	3	3	30	-	-
12	4	0	Gender	N0	Percentage
13	7	6	Male	97	55%
14	-	-	Female	81	45%
15	-	-	Total	178	100%
16	10	7			
17	-	-			
18	3	0			
19	3	4			

Appendix (11)

Analysis of gender visibility in the texts of 4th grade students' book

Page No	Male	Female	Page NO	Male	Female
1	5	0	20	6	6
2	7	5	21	0	0
3	-	0	22	4	4
4	1	6	23	0	0
5	5	5	24	0	0
6	5	2	25	1	1
7	3	1	26	3	3
8	5	3	27	5	5
9	-	0	28	0	5
10	3	5	29	4	4
11	3	3	30	0	0
12	-	0	Gender	N0	Percentage
13	4	0	Male	87	55%
14	8	5	Female	72	45%
15	0	0	Total	159	100%
16	8	5			
17	0	0			
18	4	0			
19	3	4			

Appendix (12)

Analysis of gender visibility in the texts of 5th grade students' book

Page No	Male	Female	Page No	Male	Female
6	10	7	29	2	0
7	1	0	30	1	0
8	4	5	32	3	0
9	12	11	34	0	21
10	11	12	35	0	1
11	12	10	36	0	2
12	0	1	37	0	2
13	0	2	38	10	0
14	0	2	39	8	0
15	0	0	40	0	4
18	4	5	41	4	2
19	2	2	42	27	1
22	6	5	43	0	2
24	2	5	44	6	1
25	5	3	45	7	4
26	2	2	Male	157	75%
27	11	11	Female	123	25%
28	7	0	Total	280	100%

Appendix (13)

Analysis of gender visibility in the texts of 6th grade students' book

Page No	Male	Female	Page No	Male	Female
6	6	17	24	4	6
7	0	1	25	6	3
8	0	18	26	31	0
9	7	2	27	5	0
10	16	11	28	9	0
11	9	4	29	12	0
12	6	3	30	0	0
13	3	5	31	2	2
14	1	1	32	0	0
15	0	2	33	0	0
16	2	1	34	0	0
17	2	3	35	10	0
18	0	0	36	0	0
19	0	5	37	0	0
20	0	4	38	6	16
21	4	4	39	0	6
22	10	0	40	16	0
23	8	3	41	9	6
Gender	No	Percentage	42	23	0
Male	223	63%	43	1	7
Female	134	37%	44	5	0
Total	357	100%	45	10	4

Appendix (14)

Gender topic domination in the 1st grade students' books

Unit	Topic	Male	Female
5	Hello..	0	1
9	Talking about animals	0	1
Gender	No	percentage	
Male	0	0	
Female	2	100%	
Total	2	100%	

Appendix (15)

Gender topic domination in the 2nd grade students' books

Unit	Topic	Male	Female
1	Greetings	1	0
	Hello , Ali	0	1
7	Naming vehicles	1	0
8	Asking about location	1	0
Gender	No	Percentage	
Male	3	75%	
Female	1	25%	
Total	4	100%	

Appendix (16)

Gender topic domination in the 3rd grade students' books

Unit	Topic	Male	Female
1	Good morning	1	0
	Who am I ?	1	0
2	Our English club	0	1
	Emilys' letter	0	1
3	What are you doing?	1	0
	When do you have?	0	1
4	Make a conversation	0	1
5	Can you see.?	1	0
	Who am I ..?	0	1
7	When is your birthday..?	0	1
	How old is..?	1	0
	When is your mothers' birthday.?	0	1
8	Is this Jerusalem?	1	0
	Do you like figs?	1	0
	Do you like grapes	0	1
10	Our English club	0	1
Gender	No	Percentage	
Male	7	44%	
Female	9	56%	
Total	16	100%	

Appendix (17)

Gender topic domination in the 4th grade students' books

Unit	Topic	Male	Female
1	How are you?	1	0
	How old are you?	1	0
2	There is a garden..	0	1
	Dear Jihad...	1	0
3	Where are my blue socks?	1	0
4	Basim is at the market.	1	0
5	Murad crashed into a tree.	1	0
	Where you in Ramallah yesterday?	1	0
6	Mr White has a bicycle shop.	1	0
	John is at a road safety lesson.	1	0
	A letter to Miss Huda.	0	1
7	Murad is taking his bike to the bike repair shop.	1	0
8	Mr Ahmad checked his first aid kit yesterday.	1	0
	Mr Omar checked his first aid kit yesterday.	1	0
9	Yassir is buying figs.	1	0
	Were you in the gas station yesterday?	0	1
10	A letter to Aunt Suhaila.	0	1
Gender	No	Percentage	
Male	13	77%	
Female	4	23%	
Total	17	100%	

Appendix (18)

Gender topic domination in the 5th grade students' books

Page No.	Male	Female
9	1	1
10	1	1
11	1	0
14	0	1
26	1	0
29	1	0
34	0	1
38	1	0
42	1	0
43	0	1
45	1	0
Gender	No	Percentage
Male	8	61%
Female	5	39%
Total	13	100%

Appendix (19)

Gender topic domination in the 6th grade students' books

Unit	Topic	Male	Female
1	Old friends.	1	1
			1
2	Get well soon.	1	1
		1	0
3	Are you a good friend?	1	0
4	The old woman and her goats.	0	1
5	Ben is back.	1	1
6	A head full of ideas.	1	0
7	Inside of the body.	0	1
8	The parts of the body.	0	1
		1	0
9	A visit to the Dead Sea.	1	1
10	Great travelers.	2	0
		0	1
<i>Gender</i>	<i>No</i>	<i>Percentage</i>	
<i>Male</i>	<i>10</i>	<i>53%</i>	
<i>Female</i>	<i>9</i>	<i>47%</i>	
<i>Total</i>	<i>19</i>	<i>100%</i>	

Appendix (20)

Distribution of gender occupations in students' books from grade 1– 6

				Total	
Book	Page No	Male	Female	Frequency	Percentage
1	8	Student	student		
	9	student	student		
		2	2		
Total		50%	50%	4	100%
2	1	student	student		
	3	---	teacher		
	5	student	student		
		---	teacher		
	18	student	---		
	23	student	student		
	24	Student	---		
		5	5		
Total		50%	50%	10	100%
3	1	Teacher	---		
	2	Teacher	---		
	8	---	student		
	10	student	student		
		3	2		
Total		60%	40%	5	100%
4	1	student	---		
	2	student	student		
	4	teacher	teacher		
	6	student	---		
		---	Teacher		
		---	teacher		
		Shopkeeper	---		
		student	---		
		Bike repairer	---		
		Doctor	---		

		doctor	---		
		9	4		
Total		69%	31%	13	100%
5	14	---	student		
	19	student	Student		
	26	Basketball player	---		
	28	Student	---		
	34	---	Basketball player		
	40	---	Student		
	45	student	---		
		4	4		
Total		50%	50%	8	100%
6	6	Student	---		
	8	---	student		
	11	Pilot	---		
		Volleyball player	---		
		Painter	---		
		---	farmer		
		Player	student		
		Student	---		
		Scientist	---		
		doctor	---		
		student	Student		
		doctor	---		
		Discoverer	---		
		Traveler	---		
		12	4		
Total		75%	25%	16	100%

Appendix (21)

Distribution of gender firstness in students' books from grade 1- 6

				Total	
Book	Page No	Male first	Female first	Frequency	Percentage
1		0	0		
2	19	Abdullah and Muna	0		
		1	0		
Total		100%	0	1	100%
3	2	Two boys and two girls	0		
	27	Basims' tray and Rania's tray	0		
		2	0		
Total		100%	0	2	100%
4		0	0		
5	10	Omar and Rania (3 times)	Amy and Ben (3 times)		
	11	Ben and Amy	0		
	22	Omar and Rania , Ben and Amy.	0		
	26	Boys and girls.			
	27	0	0		
	42	Ben and Amys' father.	0		
	44	0	Rania and Omar's father.		
		8	4		

Total		67%	33%	12	100%
6	9	0	Amal and Basim.		
	10	0	Rania and Omar.		
			Rania and Omar.		
		Omar and Rania.	Rania and Omar.		
		Ben and Amy.	Rania and Omar.		
		Omar and Rania.			
		Omar and Rania.			
		Ben and Amy.			
		Omar and Ben.			
	12	Omar and Rania.	0		
		Omar and Rania.	0		
	13	Omar and Rania.	Amy and Ben.		
		Omar and Rania.	0		
	40	Ben and Amy.	0		
		11	6		
Total		64%	36%	17	100%

Appendix (22)

Analysis of grammatical function in 1st students' book

Page No	Male	Female
	0	0
Gender	No	Percentage
Male	0	0
Female	0	0
Total	0	0

Appendix (23)

Analysis of grammatical function in 2nd students' book

Page No	Male	Female
19	1	1
26	2	2
Gender	No	Percentage
Male	3	50%
Female	3	50%
Total	6	100%

Appendix (24)

Analysis of grammatical function in 3rd students' book

Page No	Male	Female
2	3	4
	0	4
5	5	5
6	1	1
7	2	0
8	4	1
14	4	0
16	2	4
20	2	0
27	2	2
28	0	3
29	4	4
Gender	No	Percentage
Male	28	49%
Female	29	51%
Total	57	100%

Appendix (25)

Analysis of grammatical function in 4th students' book

Page No	Male	Female
2	9	3
4	2	2
5	1	1
6	4	0
7	8	0
9	1	0
10	10	0
11	2	5
13	11	0
14	3	3
16	6	6
17	2	0
18	7	5
20	13	0
22	3	1
23	6	0
24	0	1
25	8	1
26	4	1
28	0	0
30	0	3
Gender	No	Percentage
Male	100	76%

Female	32	24%
Total	132	100%

Appendix (26)

Analysis of grammatical function in 5th students' book

Page No	Male	Female
6	1	1
10	3	5
11	6	6
12	0	0
13	0	2
19	2	2
22	2	2
25	3	2
27	2	2
28	4	0
29	1	0
30	1	0
33	4	0
34	0	8
38	8	0
41	3	2
42	13	0
43	0	2
44	4	1
45	7	3
Gender	No	Percentage
Male	64	63%
Female	38	37%
Total	102	100%

Appendix (27)

Analysis of grammatical function in 6th students' book

Page No	Male	Female	Page No	Male	Female
6	6	2	27	4	0
7	0	2	28	4	0
8	0	6	29	10	0
9	4	0	30	0	2
10	7	8	31	2	2
11	11	4	38	8	5
12	3	2	39	0	2
13	4	4	40	6	1
16	0	1	41	7	5
17	2	1	42	17	0
19	0	3	43	1	3
20	0	4	44	5	0
21	2	2	45	6	0
22	5	0	Gender	No	Percentage
23	6	2	Male	145	69%
24	0	1	Female	64	31%
25	5	2	Total	209	100%
26	20	0			

Appendix (28)

Distribution of gender personal traits in students' books from grade 1-6

					Total	
Book	Page No	Adjective	Male	Female	Frequency	Percentage
1		0	0	0		
2	7	fine	0	1		
	14	fine	1	0		
	24	fine	1	0		
			2	1		
			66%	34%		
Total					3	
3	1	New	1	0		
	2	New	1	0		
		Long skirt	0	1		
		Big hat	0	1		
		Bright clothes	0	1		
		Favorite	0	1		
		green	0	0		
			2	4		
Total			33%	67%		100%
					6	
4	1	New	2	0		
	2	Short hair	1	0		
		Blue bag	1	0		
		Long hair	0	1		

		Green bag	0	1		
		Black hair	1	0		
		Red bag	1	0		
		English	0	1		
		New	0	1		
		Arabic	0	1		
		Nice	1	0		
		Blue socks	1	0		
		Blue chair	1	0		
		Hot, thirsty	0	2		
		Tired	0	1		
		Hot	1	0		
		Thirsty	1	0		
		tired	1	0		
			12	8		
Total			60%	40%	20	100%
5	6	fine	2	0		
	7	fine	0	1		
	8	fine	0	3		
	22	Favorite sport	3	3		
	24	well	0	1		
	26	Best player	1	0		
	27	older	0	1		
		thinner	1	1		
		taller	1	0		

		Younger	0	1		
		Shortest	0	1		
	28	Best sport	1	0		
		Tallest	1	0		
		Favorite	1	0		
	34	Tall	0	1		
		tallest	0	1		
		Bad morning	0	1		
		Worst day	0	1		
		Sad	0	3		
		Bad grades	0	1		
		Angry	0	2		
		Happy	0	2		
		Best player	0	1		
	35	shorter	1	0		
	36	Happy	0	1		
		Angry	0	1		
		Bad morning	0	1		
		Best	0	1		
		sad	0	1		
	42	Favorite country	2	0		
		Favorite place	1	0		
			15	29		

Total			34%	66%	44	100%
6	6	Awful/happy	0	2		
	13	Best	0	1		
	17	Broken leg	1	0		
	20	Old	0	1		
	26	Brilliant	1	0		
		Full	1	0		
		Interesting life	1	0		
	28	Busy and exciting life	1	0		
	29	ill	1	0		
		Better	1	0		
	42+ 43	Famous/ English	2	0		
			9	4		
Total			66%	34%	14	100%

Appendix (29)

Distribution of gender linked leisure activities in students' books from grades 1-6

Book	Page No	Male	Female	Frequency	Percentage
1	11	Dancing	dancing		
	16	0	jumping		
		0	writing		
		1	3		
Total		25%	75%	4	100%
2	2	clapping	clapping		
		1	1		
Total		50%	50%	2	100%
3	4	0	Writing a letter		
	5	0	Writing a letter		
		Making a kite.			
		Reading a book			
		Flying a kite.			
		Drawing			
			Writing a letter.		
		Reading a book.			
		Washing hands.			

			Brushing hair.		
	6	Riding a bicycle.	Riding a bicycle		
	7	Playing football (2)	Skipping (2)		
		Dancing	dancing		
		Hopping(2)	Running(2)		
		Swimming(2)	Flying a kite.		
		Jumping.			
	8	Riding a bicycle.	Making a clock.		
		Flying a kite.	Running.		
	13	Looking for a bird.			
	14	Swimming.			
		Playing football.			
		Riding a bicycle.			
		Skipping.			
		Hopping.			
	18	Flying a kite.			
		Playing football.			
		25	13		
Total		66%	34%	38	100%
4	6	Writing			
	9	eating	Celebrating		

			birthday		
	10	Shopping			
	11		buying		
	16	Selling bicycles			
	17	Learning to ride a bike			
	18		writing		
	20	Repairing			
	22	Checking first aid kit			
	23	Checking first aid kit			
	25	Shopping			
	26	Shopping(2)	shopping		
	29	Digging a garden			
	30		Buying(3)		
		12	7		
Total		63%	37%	19	100%
5	19	Singing	walking		
		writing			
			Doing homework		
	22	Playing basketball	Playing tennis		
	24	running	running		
		Swimming	swimming		
		Playing			

		sports			
	25	Playing sports	running		
			Playing tennis		
	26	Playing basketball	Playing basketball		
	28	Playing basketball			
	29	Playing tennis			
	34		Playing basketball		
	37		Playing tennis		
			swimming		
	41	writing			
	42	Sailing / climbing			
		Traveling			
		14	11		
Total		56%	24%	25	100%
6	6	Playing volleyball	Playing volleyball		
	7		swimming		
	9	Riding a camel (2)			
		Flowing in a plane	Flying in a plane		
		Sailing on a ship	Sailing on a ship		

		Driving a bus			
		Traveling by train	Traveling by train		
	10	Writing a letter (2)			
	11	Playing volleyball			
		Playing on a computer	Having a quiz		
			Doing a homework		
			Washing clothes		
	19	Painting			
		Cleaning teeth	Feeding hens		
			Taking goats to the farm		
		Doing homework			
	22	Playing football			
	23	Playing football	Writing an email		
		Listening to music			
		Watching a film	Doing homework		
	24	Playing a computer game	sleeping		

		reading	Watching TV		
		Watching a film			
	25	reading	Sleeping(2)		
		Doing homework	Watching TV		
		Reading a newspaper	Playing a game		
	26	Studying medicine			
		Writing math physics			
		Working as a doctor			
		Reading + writing			
		Traveling			
	27	Learning English			
		Playing football			
		walking			
		shopping			
		Doing homework			
		Listening to radio			
	28	Writing books			
	29	Climbing a mountain			

	35		running		
		Climbing a tree			
	38		Visiting the Dead Sea		
	40	Sailing a boat			
	41	Playing football	Watching TV		
		Sailing a boat	Swimming in the Sea		
			sleeping		
		Having a shower	shopping		
	42	Visiting countries			
		traveling			
		Writing about experiences			
		discovering			
		sailing			
	44	Visiting countries			
	45	Writing book			
		49	24		
Total		67%	33%	73	100%

Appendix (30)

Distribution of gender linked common activities in students' books from grades 1-6

No	Activity	Male	Female
1	dancing	+	+
2	writing	+	+
3	Clapping	+	+
4	Riding a bicycle	+	+
5	Running	+	+
6	swimming	+	+
7	Shopping	+	+
8	buying	+	+
9	walking	+	+
10	Singing	+	+
11	Doing homework	+	+
12	Playing tennis	+	+
13	Playing basketball	+	+
14	Sailing	+	+
15	Playing volleyball	+	+
16	Flowing in a plane	+	+
17	Watching TV	+	+