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Abdelhamid Ibn Badis University of Mostaganem
Faculty of Letters and Arts
Department of English
EDOLAS



**Gender Stereotyping through Textbook
Illustrations: a Case Study of Algerian Middle
School Textbook- '*Spotlight on English 1*'**

By

Wassila BENCHADDUCHE

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Board of Examiners

1. Prof. Abbes BAHOUS	Prof	Chairman	University of Mostaganem
2. Dr. Bakhta ABDELHAY	MCA	Supervisor	University of Mostaganem
3. Dr. Mohamed MELOUK	MCA	Examiner	University of Sidi Belabbes
4. Dr. Zoubir DENDANE	MCA	Examiner	University of Tlemcen
5. Dr. Melouka ZIANI	MAA	Guest Examiner	University of Mostaganem

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This dissertation is dedicated to my family

My mother Malika, My father Nacereddine

My eldest brother Tawfik

And my Nephew Nacereddine

Whose

Love, Encouragement, and Support

Made the Person I am Today

To my Dearest Friend Sabrina

Whose

Close Friendship gave me power to move forward

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Abstract

Research confirms that combining both texts and illustrations in teaching materials including textbooks, enhances learners' achievements. However, many other educators, authors and textbooks' analysts may not share this claim. For them, the idea that the textbooks, in general and the textbook illustrations in particular have a positive impact on EFL learners' outcomes has not been yet thoroughly examined. Therefore, this study hopes to provide more empirical evidence regarding the side-effects of the use of textbooks' illustrations and their influence on EFL learners' attitudes from a hidden curriculum perspective. More specifically, this study is designed to determine if gender is portrayed in *Spotlight on English*, a textbook of first year Middle School, in a neutral and impartial way. The sample of the study consists then of the abovementioned textbook of English currently in use and a number of pupils estimated as approximately 23 boys and 23 girls. To collect data, the textbook illustrations where male and female characters are shown, are content analyzed. In order to know how women and men are depicted, a set of well-defined variables are put forward without which the fieldwork would be too vague, ill-defined and thus unable to be systematically analyzed. In our study, these variables include productive versus reproductive occupations, sport activities, and frequency of appearances. The results show that males' illustrations outnumber the females' picture representations. In addition to that, women were portrayed more often, in stereotypical activities that reinforce the traditional image of them in society such as being a teacher, secretary, type-writer, and top-model. On the other hand, men were depicted in more outdoor, adventurous, and skillful activities such as being a doctor, journalist, veterinarian, and actor, among many other occupations. Physical education and sport games are also depicted as a male-domain. It is also important to stress the fact that, such a preconceived allocation of roles, attitudes and actions reduces the girls' future prospects in their lives as well as boys' attitudes and knowledge about people and how do they relate to each other.

Key words: Gender bias, textbook illustrations, content analysis.

الملخص:

لقد أثبتت الدراسات العلمية بان الجمع بين النصوص و الصور في الكتب المدرسية يساعد على تحسين المستوى الدراسي للتلاميذ. إلا أن بعض المحللين و الباحثين و مفتشي التربية قد لا يتفقون مع هذا الرأي، بالنسبة إلى هؤلاء فان الادعاء بان الكتب المدرسية بشكل عام والصور الموجودة فيها على وجه الأخص لها دور فعال في رفع نتائج التلاميذ، أمر لم يتم التحقق منه بعد. لذلك عن طريق هذه الدراسة نأمل إيجاد دلائل واقعية تثبت دور الكتب المدرسية وتأثير مضمونها على التلاميذ. بدقة أكثر فان هذا البحث يهدف إلى الكشف عن الطريقة التي وصفت بها الشخصيات الذكرية والأنثوية المدرجة في صور كتاب اللغة الانجليزية المخصص لتلامذة السنة الأولى متوسط. بالإضافة إلى فحص الكتاب المدرسي، فقد أخذت أيضا عينة من تلامذة السنة أولى متوسط و يبلغ عددهم ثلاثة و عشرون بنتا وثلاثة وعشرون صبيا. لجمع المعلومات المطلوبة، فان الصور الموجودة في الكتاب قد تم فحصها لمعرفة كيف تم وصف النساء والرجال، فان معايير محددة تم اختيارها. هذه الأخيرة يبلغ عددها أربعة وتضم نسبة الظهور في الكتاب، الأعمال داخل وخارج المنزل وأخيرا مشاركة كل من الرجال والنساء في ميدان الرياضة. نتائج هذا البحث اثبتت أولا ظهور الرجال في الصور بنسبة تفوق نسبة النساء، بالإضافة إلى ذلك النساء المدرجة في صور الكتاب يقمن بأعمال تقليدية نحصرها في زاوية ضيقة من الاختيارات. أما الرجال فقد وجد بأنهم يقومون بأعمال راقية وفي ميادين مختلفة. أما في مجال الرياضة فقد وجدنا بان هذا المجال هو حكر على الرجال فقط. بعد التطرق إلى النتائج التحصل عليها، فلا بد من القول بان الكتاب المدرسي متحيز للرجال أكثر من النساء وبان هذه الأخيرة تم تهميشها والتقليل من دورها في المجتمع.

Résumé:

Les études scientifiques ont montrés que l'assemblage des textes et des images dans les livres scolaires aident à la progression du niveau scolaire des élèves. Alors que certains analyseurs, chercheurs et inspecteurs de l'éducation ne sont pas de cet avis, pour ces derniers l'hypothèse qui dit que les livres scolaires en général et les images qui s'y trouvent en particulier ont un rôle efficace dans la progression des résultats des élèves, chose qui n'a pas encore été prouvé. C'est pourquoi à travers cette étude, nous espérons trouver des preuves réelles qui prouvent le rôle des livres scolaires et l'influence de leurs contenus sur les élèves. Avec plus de précision cette recherche vise à montrer la méthode avec laquelle les différents personnages masculins et féminins ont été représentés dans les images du livre d'anglais des élèves de première année moyenne. En plus de l'analyse du livre scolaire on a pris un échantillon d'élèves de première année moyenne dont le nombre est de vingt trois filles et vingt trois garçons. Pour rassembler les informations nécessaires on a examiné les images qui se trouvent dans le livre scolaire pour voir comment ont été représentés les femmes et les hommes. Alors on a choisi des paramètres bien définis au nombre de quatre qui sont représentés par le pourcentage d'apparition dans le livre, les travaux dans et hors maison et en dernier la participation des hommes et des femmes dans le domaine sportif. Les résultats de cette recherche ont montrés que le pourcentage d'apparition des hommes en image est plus supérieur à celui des femmes. En plus les femmes dans les images du livre scolaire exercent des travaux traditionnels et limités dans les choix alors que les hommes en images exercent des fonctions plus modernes et dans différents domaines. Dans le domaine sportif on a constaté que ce dernier est préservé aux hommes seulement. Après l'analyse des résultats obtenus on peut dire que le livre scolaire favorise plus les hommes que les femmes et que cette dernière a été marginalisée en limitant son rôle dans la société.

Les Mots Clés : Manuel Scolaire, Discrimination de Genre, Evaluation

List of Abbreviations and Acronyms

ELT: English Language Teaching

EFL: English Foreign Language

UNESCO: United Nations Educational, Scientific and Cultural Organization

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General Introduction

Applied linguistics research continues to look for an in-depth understanding about the reasons that would facilitate both the learning and the teaching process. To ensure a better and successful instruction, is an objective that such an area of study mainly concerns itself with. Therefore, many theories and methods appeared, through time, but which were continuously displaced by others. To pursue the set aims both in word and deed Materials including the textbooks didn't escape the researchers' constant and close scrutiny too. In this connection, educators in general and feminists in particular under the banner of gender studies were of great support and assistance to the field of applied linguistics .they recurrently conduct, among the many, enquiries concerning the quality of the textbooks used in schools of all levels. For them textbooks that are free from any kind of bias are better instruments for raising academic achievement generally and among girls in particular. Seeking equality has been then the motivation behind much of their efforts for the provision of an educational system that recognizes the importance of gender equity.

As an extension to what has been said, Gender studies is a field of investigation that seeks the improvement of the educational systems through implementing equality and eliminating bias and discriminatory attitudes against women. Equality is consequently a beacon that lightens the way for successful learning. In the same thread of thought, the achievement of learners can be enhanced, among many other alternatives, by putting greater emphasis on the impartial portrayal of the two sexes in textbooks. Gender researchers had obviously their fair share in contributing to the welfare of learners and teachers as well. Their voices speak values of respect, self-esteem and most importantly equity. By and large, one has to dip deep into a basket of intersecting disciplines so as to be finally able to make sound instructional decisions that would, in turn lead to success.

A number of reasons, in fact, fuelled my desire to investigate such a topic where the significance of biased illustrations in the textbooks and more importantly in the Algerian context, seems to be overlooked. First, such a motivation emanates from the little interest invested to study the portrayal of gender in the textbooks of our country. Therefore, this research is a simple endeavor that aims to fill this knowledge gap. Further attention will be then, paid to the representation of both male and female characters, however, with much emphasis on the latter. Pouring into the same vessel, Textbooks are faithful projection of the real world in general and the content they carry affects ultimately the learners' perceptions.

Therefore, they should deserve our careful attention and detailed consideration. Second, it stems from an impatient personal will to accentuate the fact that textbooks availability and use are being critical for the improvement of educational quality. Besides, the reform that took place raised even more my eagerness to discover how far textbook designers have gone in providing gender friendly materials. All these factors urge the need for a systematic study to be carried out in the light of gender equality.

The present work offers an opportunity to reflect critically upon the distribution of gender roles in a series of middle school textbooks' pictorial illustrations and see to what extent do they duplicate society's deep-seated stereotypes. More than that, one of the primary goals is to find out if they contribute to their continuation and to figure out what ideas and values do the people of both sexes stand for. Furthermore, among the set objectives of this research is to determine gender bias, and to see whether the pictorial contents used in our textbooks are sexist and discriminatory against women or are they rather neutral and represent the two sexes in an impartial and fair manner. Such an attempt aims to carry out an evaluation that would be fruitful in raising gender-sensitive awareness among teachers as well as learners and to turn their gaze towards the underresearched gender stereotyped issues.

It is often said that an image is worth a thousand words. Therefore, throughout this research work it is worth digging a bit further on the current representations of men and women in EFL textbooks. But, before delving deeper into the details of such an evaluative account, it can hardly bear a second thought the idea that textbooks are considered as important in teaching and learning process. However, their significance gains even more momentum as they not only provide knowledge about the subject matter but also echo the outside world at large. It is only through such instructional materials that children are easily cast into a colorful world of static but very much expressive drawings and words.

Unfortunately most of them if not all go unaware of the fact that while they spend much time and invest more energy and attention to read the content those textbooks carry, their perceptions are moulded and their knowledge about people and how do they relate to each other develops at a much faster pace. This study revolves then around the portrayal of gender in the illustrations and therefore provides restricted insights that need other evaluative studies in order to be forceful enough to be noticed.

Research Questions and Hypotheses

The following questions are raised to probe deep into the current study and shape the maturity of this reflective account:

Research Question 1

- ✓ -In what form in the illustrations does gender stereotyping appear?

Research Question 2

- ✓ -What are the possible impacts of gender bias from a hidden curriculum perspective on learners?

Research Question 3

- ✓ -What are the possible impacts of gender bias from a hidden curriculum perspective on teachers?

As stated above, the primary concern of this research work is to identify the discriminatory representations of women in the textbook illustrations. To this end, some hypotheses are suggested as tentative answers to the questions above:

Hypothesis 1

- ✓ The EFL textbook currently in use in middle schools as designed after the reform (2005) is biased against women.

Hypothesis 2

- ✓ The illustrations represent a carbon copy of society's cultural stereotypes and share even the responsibility of their continuation in reality. In this connection, it seems advisable not to belittle the importance of the visual mode of learning apart from the textual information found in the textbooks.

Hypothesis 3

- ✓ Gender bias transmitted through the textbook Illustrations has negative impacts on the learners' construction of identities and perceptions.

The steps of the study

The research work comprises two parts. The first one contains three chapters and the second part is made only of two chapters. The first chapter of the first part deals with a theoretical basis of issues of the research. It consists of a review of literature concerning the need for textbook evaluation in general and illustrations in particular, in order to spot and remedy gender bias. Besides, Focus will be centered on gender studies and how they are related to the educational field. In addition to that, the rise of feminist movements will be tackled especially the liberal wave whose main impetus is to change and suppress male bias that might contribute to the perpetuation of women's subordinate status in the society.

The second chapter will pay close attention to visual imagery specifically illustrations used in textbooks and their role in improving the learners' achievements. Furthermore, it is of paramount importance to make the reader acquainted with the terminology used in this study and make him/her aware of the different possible manifestations of gender bias.

In the first part too, the third chapter discusses the potential hidden gender role messages transmitted to the learners and their impacts on them and on the teachers as well. It should be borne in mind that values and gender role stereotypes can be easily and unconsciously received and adopted by the learners. Therefore, it is crucial to condemn such discrimination in the school textbooks and especially against women.

Moving now to the second part, chapter one is an empirical study that seeks to answer research question number one. In our quest for understanding the portrayal of male and female characters in the illustrations, a set of procedures is to be strictly followed. First, the sample for this study consists of the textbook designed for learning and teaching English for first grade in middle schools and because the images in the chosen textbook are too numerous, those selected for analysis were those that represented, either in single or in collage, men and women. The scope of this research requires, then, a predominantly qualitative approach; however, quantitative method will also be needed. The illustrations will be content analyzed and data will be collected in terms of a number of variables. The latter will be explained in details in this chapter too.

The second chapter involves also a practical study that aims to answer the research questions number two and three. It seeks to unveil the possible gender hidden messages transmitted by the characters through a hidden curriculum in textbooks and which affect learners negatively. Data are collected using a questionnaire to both teachers and pupils.

Based on the questionnaires findings, the answers are interpreted and discussed in details. Besides, data are analyzed using descriptive statistics to identify any significant difference in the absence or presence of the characters as shown in a set of well-defined situations. How girls and boys internalize and adopt ideas, values and norms is the focal point of this part. Finally some relevant recommendations and suggestions will be offered in order to eliminate any discrimination based on gender in these textbooks. This is also coupled with the intention to generate awareness on the importance of designing school manuals that are not sexist.

Three theoretical frameworks are used in this research work to describe and analyze the illustrations of EFL textbooks from a gender perspective. They are as follows: The Liberal Feminism, Hidden Curriculum Theory, and eventually the social learning theory.

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Literature Review

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Part I

Literature Review

Chapter I: The portrayal of Gender in EFL Textbooks

Introduction

Many researchers concerned themselves with the field of language learning and among the many queries they raised was how learners' outcomes could be improved and what kind of teaching aids could be implemented in order to facilitate knowledge acquisition. As an answer to such an urgent need, teaching materials grabbed therefore, a considerable amount of their attention. They became a means that was assigned a status congruent with such a responsibility. However, textbooks seem to suffer a number of flaws that may hinder rather than enhance learning. In this first chapter, I intend to outline the major contributions presented by eminent figures interested in textbooks evaluation. Yet, while texts have been analyzed quite extensively, this work will focus on the visual images collected from EFL textbooks. As a result, I will try to shed light on a number of studies similar in tone to the present one and which sought to investigate gender bias in foreign language teaching instructional materials especially in the illustrations used in EFL textbooks. It is also in my intention to investigate their impacts from a hidden curriculum perspective on both learners and teachers.

I.1. Gender and Education

According to Tilak (2005) who quotes the president of Moscow Mikhail Gorbachev in his address to world congress of women in June 1987, that: " *The status of women is a barometer of democratism of any state and indicator of how human rights are respected in it.*" As it is evident in these words, gender equality should be prevailing in all the departments of life and any form of discrimination against women is a sign of ignorance, backwardness, and savagery. Equality is then a goal that should be pursued in all walks of men's and women's existence including the educational field.

However, while education is a universal human right that is granted for both boys and girls since their early age, it is reported by the latest EFA Global Monitoring Report (2010)

that:” *Young girls accounted for 54% of the global out-of school population in 2007. The proportion of out-of school girls are highest in the Arab states, Central Asia and South and West Asia.*” The reality in the Arab region presents a whole different scenario. Girls obviously still lag far behind boys and even if they go to school they drop out too soon. It becomes imperative now more than any time before, to put forward some laws and policies in order to re-gain girls and women’s right to access education. Gender inequality in The Arab Region in education calls then for public authorities and education policy-makers to take action against the discriminatory treatment based on one’s sex.

To fight against any discrimination or exclusion based on, among many other factors, gender, the right to access education is ensured therefore by a wide range of legal laws and charters at the national as well as the international level. Education occupies an integral part in for instance the Human Rights Charter and is at the very heart of UNESCO’s mission. Finally, gender equality in education should not be restricted to access only but also to the quality of education received, learning performances and finally in opportunities for employment. Education for all seems to be a challenging issue that requires to be closely scrutinized if we are to serve the end of promoting girls’ right to education and success.

I.2. The Role of Textbooks

The use of textbooks in ELT classrooms proves to be beneficial and provides extensive advantages for learners and teachers. However, prior to any further elaboration on this point, Hutchinson’s definition of what is a textbook is of great relevance to this study. Many theorists recommend strongly the use of these instructional materials as Hutchinson and Torres (1994) who suggest:

“The textbook is an almost universal element of English language teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce them in various countries...No teaching-learning situation, it seems, is complete until it has its relevant textbook”

(Hutchinson and Torres, 1994:315)

Other researchers such as Sheldon come to back up such a statement and claim that *“textbooks represent the visible heart of any ELT program.”* **(Sheldon, 1988:237)** Furthermore, as pointed out by Cunningsworth (1995), textbooks provide on the one hand, support and

guidance for novice teachers, and a source of ideas and activities that help learners pursue their own learning, on the other hand.

However, other theorists were reluctant enough to praise the usefulness of textbooks' use in classrooms. For them, a textbook apart from being an important means in the teaching-learning process, it still remains a dangerous tool that may reproduce a set of traditional outdated values, norms and attitudes. Allwright, for instance, is among those who outlined some of the major deficiencies that are common in textbooks and that impede the learning process. According to him, textbooks are not only a means used to support learners with adequate materials in order to enhance their learning outcomes but also can echo both in written and visual mode, their authors' own ideas, convictions and preferences. In this case, they will become a tool of imposition, manipulation, rather than nurturing freedom and creativity.

A set of other researchers as well, turned our gaze towards another type of drawbacks. Porecca (1984), for instance, support the fact that some textbooks still vehicle gender bias, sexism and stereotyping. The representation of gender is highly stereotypical, biased and work for the benefit of men thus maintain the status quo of gender inequalities in the society. In the same line of thought, O'Neil (1994) states that: *"Stereotypes re-affirm rather than challenge accepted notions of what a woman's role is or what kind of behavior is or is not appropriate for a male."* (O'Neil 1994:70)

I.2.1. Gender Issues in Textbooks

There have been several researches on gender issues in education and more specifically on textbooks. However, a widespread lack of gender awareness promotes the ignorance of actors in the field of education with regard to gender inequalities and discrimination. Gender bias is therefore, sufficiently important to merit more detailed consideration. This is, then, what the following point will consist of.

I.2.2. Gender Bias in Textbooks

One of the reasons for disappointment and skepticism with many textbooks in general and ELT in particular, is the way they bind the learners, parents, schools and the outside world in a very traditional, unquestioned manner that ultimately influences their own view of

life. In this connection, discriminatory treatment of women is one of the major inadequacies that textbooks suffer from and whose momentum is gaining ground in the educational field.

Research has shown that most textbooks are highly gendered. While the world depicted in them seems to be man-made, one cannot but notice the fact that women are driven to the margin of such instructional materials with little room to express their own thinking and experiences about the world. It is vehicled through textbooks the idea that women are inferior to men. The latter, on the other hand, are projected as superior and happen to occupy positions of power and leading roles. Minor efforts and personnel initiatives, in face of mounting momentum that gender bias is acquiring in the schooling system, can barely move against the mainstream current that prevail in textbooks.

Gender bias has been widely discussed and considerable amounts of data are produced to investigate the misrepresentations and imbalanced power relations between men and women in textbooks. Different researchers concerned themselves with such a thorny area of study, chief among them, Porreca (1984) who conducted a study to evaluate fifteen widely used EFL textbooks. She found out that: "*Sexism continues to flourish in EFL textbooks.*" (Porreca, 1984:718) Her findings revealed a serious degree of females' invisibility in both texts and illustrations.

Sunderland (2000) carried out an analytical study whereby she came to the conclusion that the representation of females in textbooks are heavily stereotyped and confine women within domestic and indoor passive activities. According to her, gender bias manifests itself through the over-representation of male characters. Furthermore, men seem to fulfill a strikingly wide range of interesting, creative and prestigious occupational roles unlike women.

Samer Hamden (2010) analyzed nine EFL textbooks (from grades 1 to 9) currently in use in Jordanian public stage schools. Through a checklist, the researcher aimed to calculate the number and kind of jobs assigned to both male and female characters. The results of the study are to a great extent similar to findings reported by earlier researchers who reported that EFL textbooks were doing a tremendous disservice to women by giving overt preference to males.

The abovementioned studies are few examples in the field of textbook studies, but to which the credit goes undoubtedly for raising actors' will in the educational domain to improve the status and image of women in textbooks. Therefore, a wide range of other textbook studies are done for the sole purpose of eliminating gender bias and stimulating

change when preparing new editions of textbooks. As the following point will indicate, textbook evaluation studies are of paramount importance. Analyzing their contents will not but ensure more chances to correspond to the social changes that occur in the same environment where learners live.

I.3. Textbook evaluation

In order to help our learners achieve better, it seems advisable to take a preliminary step, among many others, and try not to neglect the problems that exist in the teaching materials. Textbook evaluation is then a process that stimulates a spirit of self-improvement and lifelong criticism. In this connection, Hutchinson (1987) puts forward the idea that:

“Materials evaluation plays such an important role in language teaching that its potential for influencing the way teachers operate is considerable. Materials evaluation can and should be a two-way process which enables teachers not just to select a textbook, but also to develop their awareness of their own teaching/learning situation.”

(Hutchinson, 1987: 37-38)

Evaluation of textbooks is also considered to function as way to re-think and reflect upon our teaching experiences and avoid blind submission to the textbook's contents. It provides a chance for inspiring useful comments that not only spot and articulate the textbooks' flaws but also suggests some corrective measures. Consequently, textbooks should be assessed on a regular ground in order to remedy any possible destructive elements that might be found.

Any evaluative study is then a response to some disturbing observations and findings that necessitate a set of objectives to be achieved and actions to be taken with regards to the deficiencies encountered. As far as the purpose of the current research is concerned, textbook evaluation aims to uncover sexism and gender-stereotyping. However, this should in no way releases the teacher too from his responsibility to alert his learners to such a pigeonholing of both sexes.

There is considerable literature that helps textbook-writers, instructors and teaching professionals in their evaluative approach with regard to textbooks. Eminent figures whose contributions to the field of ELT textbooks' design and analysis have gone a considerable distance, such as Sheldon (1988), and Cunningsworth. (1995) All attempted to provide general criteria in order to serve the end of teaching materials' evaluation. According to them, evaluation should encompass matters such as the physical appearance of textbooks, subject

content, language, types of activities and skills, and eventually the integration of social and cultural dimensions.

I.3.1. Feminism and Gender inequalities

This section of literature review sheds light on feminism in general and with regard to the education field, in particular. Also through our discussion, we shall particularly focus on liberal feminism, the first of the three theoretical frameworks used in this study, and its role in pressing the need for ensuring a fair representation for both women and men in school textbooks.

I.3.2. Feminism

According to widely held academic beliefs, feminism is regarded as a movement with both social and political causes to defend. As a movement, it set in motion the theoretical debate concerning the rights of women. Feminism found its most energetic and early expressions while advocating an end for the traditional, narrow-minded and misrepresentative images of women. Other definitions pour into the same vessel, including Gibbon who defines feminism as a: “...*Practice, a philosophy that challenges social arrangements concerning male and female relative values, status, positions, roles and opportunities.*” (**Piltcher and whelehan, 2004:48**)

Therefore, feminists have a vested interest in attaining equal opportunities for women and men to pursue their goals in life on the same equal-footing and to end sexism. (Mackenzie, 1993:156) Among other gender-related issues, feminists probe into the reasons of women’s subordination and the possible factors that induce its perpetuation. (Aker, 1992:142) For his part, Basow goes deeper and contributes to the bulk of investigations by suggesting how gender bias could be stamped out. Feminism underwent a process of classification by a number of theorists, including Mackenzie (1993) who defines the movement in terms of cultural, ecofeminism, global, liberal, and socialist and radical orientations. Whereas, Aker and Basow outlined three major types namely social, radical and liberal. The last category in this classification deserves further elaboration for its relevance to the context of this study.

Before one looks specifically at the liberal feminist category, within the broad movement of feminism and its role in the teaching/learning field, a few words are to be said about the socialist and the radical feminism.

I.3.2.1. Types of Feminism

A) Socialist feminism

It is worth stressing the fact that according to this new wave of thinking, gender inequalities are seen as stemming from biased economic systems. Sexist oppression is therefore, a result of economic oppression. Considerable research support the assertion that, much of the socialist feminists' activities are organized around economic as well as health care and childcare issues. Therefore, they highlight the need for changing the capitalist system if gender equality is to prevail. Furthermore, among the set objectives they intend to reach is to raise people's awareness concerning women's oppression which can be manifest in the division of labor both in the public and domestic sphere.

B) Radical feminism

Radical feminism concerned itself with the same goal that of equality for women. However, it developed in tandem with civil rights movements. For them, male dominance as class over women is pervasive and pervades all aspects of life. It is thus high time to seek a shift of events in favor of women and at all levels. In this context, class should be banned in order to create equilibrium between male and female human relations. (Basow1993)Radical feminists may then resort to active politics, organizations and new culture to bring about gender equality.

C) Liberal feminism

As far as liberal feminists' scope of interest is concerned, they have always longed for obtaining economic, political and social rights for women equal to those of men. In the context of this study, liberal feminism calls for action against gender inequalities in schools and more specifically gender bias in textbooks.

Inspired by the equal rights thinking that prevailed during the eighteenth and nineteenth centuries, leaders of such a revolutionary wave of thinking aimed to redress some common inequalities that served most of the time men's needs, goals and interests at the expense of

women's rights. Therefore, the major motivation behind the rise of such a movement is to guarantee gender equality. (Mackenzie 1993) According to liberal feminists, gender discrimination is an issue that hinders a healthy up-bringing of both boys and girls. As far as education is concerned, it may provide an environment to learners that distort their attitudes and perceptions. Such an influence contributes then to the perpetuation of society's traditional orientations and stereotypes instead of fighting them. Liberal feminists press the need for revising anew and critique any possible male bias in the schooling system (Hayes 1992)

I.3.3. Liberal feminism and the teaching manuals

In an effort to solve gender issues, liberal feminists highlight the need to expose and critique the education system including the teaching materials. Therefore, a large number of studies and published works, under the light of liberal feminism, have been directed towards the analysis of gender bias in language teaching materials, especially in EFL textbooks. Only by doing so, gender roles as portrayed in textbooks will be identified, and any form of bias will be spotted and corrected. Gender stereotyping is thus the prior target that liberal feminists would like to touch on in order to break away with the traditional, unchallenged view of male dominance and female subordination. In other words, eliminating gender stereotyping in textbooks has been the motivation behind the liberal feminists' trend.

Liberal feminists have been active agents in promoting a fair and impartial education for both boys and girls (Aker 1987). The socialization process of learners through manuals should defy traditional attitudes and orientations produced by society's static cultural norms. This socialization should also neither disadvantage girls nor boys. Yet, school textbooks are strikingly at odds with the real world since females still occupy an inferior status which further perpetuates gender inequality.

Yet, it is only through education that things can be better. It is through education, those barriers of traditions and beliefs that have distorted girls' and boys' attitudes and perceptions about each other could be finally removed. To serve this end, liberal feminists adopt a set of strategies and techniques including:

- Evaluating teaching materials in order to be always on guard against any possible occurrence of gender bias in textbooks.
- The results and findings of any research resulting in a valuable amount of evidence of gender inequalities in the education system are transferred to enlighten those decision makers' designing strategies.

- As a remedial practice, liberal feminists provide training for teachers in order to combat sexism in schools.

Conclusion

Gender bias is an important issue that should gain close attention and immediate measures to limit its spread. It is worth noting the fact that gender bias can take multiple forms. Different research studies have been mentioned to stress the gender biased ideologies conveyed through the school textbooks and which promote an unfair treatment against women. It has been highlighted in this chapter too, the various ways through which the superiority of men is reinforced over women and the painstaking efforts of feminists, especially the liberal feminists, to fight against it.

Part I
Chapter Two: Gender Bias in Textbook’s Pictorial
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Part I

Chapter II: Gender Bias in Textbook's Pictorial Illustrations

Introduction

This part is to define and clarify some key concepts that would constitute the bulk of this study so as to avoid any ambiguity around their use in the present research work. Apart from the linguistic bias, a better understanding about gender bias in its pictorial form will be explained into details.

Visualizing information is a way among many others that help learners comprehend, retain and make effective use of the stored knowledge. Thus, it is so important to highlight the significance of the visual learning style in relation to visual imagery, and more specifically illustrations used in textbooks. Before, one looks specifically at the forms through which gender bias manifests itself in the textbooks' illustrations, few words are to be said about the definition of the term illustrations and their types.

II.1. Visual imagery

Research in cognitive psychology demonstrated how dependent the modern world is on visual stimulation. The advent of computers and other high technology phenomena displaced all the traditional, hand-written means of communication. The resurrection of such an interest could not but encompass the education media. Incorporating visual imagery in instructional materials seems quite important to deserve one puts accent on it, however, in an educational context.

In the light of many definitions, visual imagery may be defined as diagrams, graphs and schematics. (Barbe and Malone, 1981) Yet, while this definition is by no means exhaustive and does not cater for all the expressions of visual imagery, other attempts to clarify its meaning came to include symbols, tables, charts and shapes (Knwoles, 1998), process charts or flow diagrams (Brasseur, 2003), as well as computer generated images known as screen captures. (Pettersson, 1993) It is noteworthy that most of these visual imagery expressions may mean the same thing and thus can be used interchangeably. The following paragraphs will shed light on each one of them:

II.2. Illustrations

To remove all doubt or confusion, the term illustration may refer to any visual imagery forms as mentioned above. For Martin Hewings: “*illustration is used here for everything that would not be considered text in teaching material.*” (Martin Hewings, 1991:237) Illustrations are defined as the visual representations that aim to put emphasis on a particular text. In this case, they are in complementarity relationship with each other. In other words, illustrations can function to take away any potential ambiguity and convey messages as close in meaning as to those of the text. Yet, illustrations are not always restricted to the visual representations of how, things, persons, animals look like in reality, but can also be graphs, charts, maps and other forms of visual representations. While the former are known as representational illustrations, in Levie and Lentz’s terms, the latter are called non-representational illustrations. For the sake of clarity of this study, the preceding terminology will be defined in what follows.

II.2.1. Types of Illustrations

The following section deals with two different types of visual illustrations. A clearer idea of both is offered in what follows:

II.2.1.1. Representational Illustrations

II.2.1.1.2. Pictures, Images, Photographs, Drawings

According to the American Heritage Dictionary, pictures are defined as “*visual representations or images painted, drawn, or photographed, or otherwise rendered on a flat surface.*” (Donald, H.2007:11) In this case, the word picture can be used synonymously with terms including image, drawing, or photograph. However, while many people use them interchangeably, they are still different. Therefore, to remove any ambiguity around such terms; detailed explanation of each will be provided next.

The word picture derives from the Latin word *Pictura* which means painting. Its first use in the English language dates back to the fifteenth century. As mentioned above, picture is a generic term for all types of visual representations that can be created by pens, colors, printing press or digital technology.

Photography is another way to create pictures. Photographs are the representations of different subjects with a camera. They are produced with light and digital imaging technology. It takes few minutes to get a photograph and does not need extraordinary talent.

A drawing is a form of visual expression that differs from the rest by its use of two-dimension tools. First; it requires paper and a variety of other materials such as colored pencils, pen, ink and the like. Most of the time drawings serve as a framework or an outline for other kinds of visual arts such as painting.

According to Levie and Lentz's classification of the textbook illustrations, the following one is considered as being non-representational illustrations. The latter bear no natural resemblance to the depicted object.

II.2.1.3. Non-representational Illustrations

A) Tables

As defined by the American Heritage Dictionary (Fourth Edition, 2000) tables are "*an arrangement of words, numbers, signs or combinations of them, as in parallel columns, to exhibit a set of facts or relations in a definite, compact, and comprehensive form; a synopsis or scheme*" (Donald, H.2007:11) On the other hand, graphic information expert Robert Harris defines tables as: "*Charts with information arranged in rows and columns in some meaningful way.*"(Ibid: 11) A table serves a variety of functions including analysis of data, reference for easy retrieval of data and scheduling, to name only few.

B) Graphs, Charts and Plots

Graphs are defined by the American Heritage Science Dictionary as *a diagram showing the relationship of quantities, especially such a diagram in which lines, bars, or proportional areas represent how one quantity depends on or changes with another.* (Ibid: 12) From Harris's perspective, a graph or plot is "*a chart that graphically displays quantitative relationships between two or more groups of information.*" (Ibid: 12)

C) Diagrams and schematics

A diagram or schematic is defined as "*a plan, sketch, drawing, or outline designed to demonstrate or explain how something works or to clarify the relationship between the parts of a whole.*" (Ibid: 14)

D) Shapes

Based on the American Heritage Dictionary of the English Language definition, shapes are “*the characteristic surface configuration of a thing; an outline or contour.*” (**Ibid: 14**) In the context of a textbook illustration, a shape is more likely going to grab the students’ attention than a mere verbal description would perform.

E) Symbols

Symbols are defined as stated by the American Heritage Dictionary of the English Language “*a conventional, printed, or written figure used to represent an operation, element, quantity, and relation, unit of measurement, phenomenon, or descriptor.*” (**Ibid: 15**)

F) Flow Charts

Process charts, flow diagrams, or flow charts, are typically synonymous, and are used to show, rather than tell what happens in a process to help readers reach a clearer understanding faster. According to Donald who cited Harris’s definition (1996): “*flow charts visually display interconnected information such as: functions, steps, or processes in succession by utilizing text enclosed by symbols, and connected by lines or arrows.*” (**Ibid: 16**)

G) Screenshots

A screen shot is defined as “*a reproduction of the current display on a computer screen, saved as a graphics file; also written screenshot; also called screen capture.*” (**Ibid: 17**) Such illustrations are very common in information technology textbooks.

The preceding forms of illustrations are used to help define visual imagery with regards to their use in school textbooks. Their incorporation in instructional materials supports the fact that they promote learning. Nevertheless, the following section of literature review revolves around the disadvantages of adding illustrations in an inappropriate way.

II.3. Gender bias in illustrations

After discussing the major types of illustrations, it seems necessary to point out the fact that they also belong to two distinct groups, namely representational and non-representational illustrations. The former bear a noticeable and flagrant resemblance to the person, object or the thing they describe like drawings and photographs; whereas, the latter include for instance graphs, maps, pictograms and geometric representations. This research project will only focus

on the representational illustrations. Therefore, gender bias will be investigated through reviewing the literature concerning the analysis of male and female characters via representational illustrations such as: photographs, drawings, cartoons, and caricatures. (Koza 1994) However, lack of research in this avenue of exploration, is the reason behind including other studies in this part and which fall within the category of works that concerned themselves with both texts and illustrations.

Although equality between men and women has been one of the basic tenets of so many organizations around the world, gender stereotyped roles, and power imbalances are still rampant in both public and private life. While education is also an important department of society, many other evidences of such gender-based discrimination have been found. Textbooks are in particular, active agents that solidify the beliefs set by the systems and cultures in which we live.

It is documented that in textbooks, a legacy of females' inferiority has been handed down through generations. On the other hand, men are always projected as superior and have highly esteemed roles, characters and occupations. Thus, the idea of gender bias in textbooks' illustrations will be tackled next in details through dealing with a number of published works and investigations in the field. However, to serve this end, bias will be investigated through the following variables namely: visibility, sex-related occupations, Domestic roles, and sport activities.

II.3.1. Invisibility

Several textbook studies exposed women's invisibility in different types of reading materials. This element of gender-biased textbooks concerns them as they are far less represented or excluded altogether. Discussed in this section is therefore the frequency of appearances of male and female characters in textbooks which is one of the variables that constitute biased instructional materials. What follows will look then closely at some researchers whose works and studies tackled this aspect. These among others, include: Koza (1994), Sunderland (2000), Otlowski (2003), Michio Mineshima (2008), and Khalid Kurshid (2010).

In the same line of thought, Koza (1994) quoted a study by Weitzman and Rizzo (1974) who analyzed illustrations in textbooks of five different subjects in The United States. The findings of the research point to the same direction. They show an obvious male dominance over the females especially in pictures from textbooks for upper-grade levels.

Sunderland (2000) states that apart from male dominance in classrooms, different and better teacher's attention to males, female characters in the textbooks are undermined, stereotyped and rendered invisible. Therefore, from an equity point of view, a fair appearance of characters has not been achieved. Male characters still outnumber the female ones.

In the same vein, in 2003, Otlowski alludes to a study carried out by Ansary and Babii (2003) whereby he concluded that women appeared far less than men. However, they were more visible in indoor passive activities and were placed in traditional roles. A good deal of gender bias was then reported in the representation of men and women in textbooks.

In 2008, Michio Mineshima conducted a research in order to investigate how the two genders are represented in an EFL Japanese textbook in both text and pictures. As far as we concerned, picture representations are relevant to the purpose of our enquiry. According to the researcher, there seems to be ample evidence to suggest gender imbalance in the linguistic content of the textbook. He uncovered some disturbing findings. Yet, concerning visibility in pictures, the two genders enjoy an even and egalitarian chances of appearances with almost 188 females and 187 males. However, this didn't prevent Michio Mineshima to consider that female invisibility should be of paramount importance to all educators and should also have its fair share of focus of any investigation in any research of sexism.

A wide spread discriminatory representation of females was found by, Khalid Kurshid (2010), in Pakistani Textbooks of Urdu and English used for secondary school classes. The findings of his research show that out of 727 human characters, 69 percent are male and 31 percent female in Urdu books and among the 245 human characters in English books, 72 percent are male and 28 percent female. Furthermore, according to the data collected, in lessons with historical theme, only 0 percent female images have been found in Urdu textbook and 10 percent female image is reported in English textbook. Those with the religious theme, provide only 2 percent female images in Urdu book and 24 percent female images in English textbook. Besides, in lessons with fictional images, female images appeared in no more than 5 percent in Urdu book and there are only 4 percent female images in English textbook. Finally in lessons with general themes, 60 percent female images are seen in Urdu book and 71 percent in English textbook. Females' invisibility is thus, one of worst forms of sexism that researchers have inspected.

II.3.2. Gender Bias through Productive Activities

In this section, the depiction of female and male characters' in textbooks with relation to productive and reproductive tasks is discussed. The findings that inform this part of the literature review cover studies from different countries and involve textbooks of different subjects. The following then, is a brief discussion that would help us gain a better understanding about the biased roles, men and women execute in textbooks.

A study carried out by Hartman and Judd (1978) revealed a tremendous bias in the representation of women and men in textbooks. Both of them claim that the roles assigned to women are stereotypical and they are seen mostly fulfilling functions such as mothers or homemakers. This depiction strengthens the outdated idea that women should seek the welfare and comfort of their families' members, stay at home, whereas men are breadwinners and thus should go out to work.

The types of occupations in which male and female characters engage in, is also one of the common misrepresentations through which the workplace is no more accurately portrayed. In this respect, Porreca argues that: "*another reflection of sexism is in the portrayal of males and females in occupational roles.*" (Porreca, 1984:706-7) Family and domestic roles such as cleaning, cooking, and other related house activities and food preparations are the situations in which women appeared most if not all the time.

The stereotypical pegging of occupations remains a terrain for struggle to all textbook analysts. According to Michel (1986) both texts and illustrations in Arab states' textbooks confine women's roles within the boundaries of the domestic environment. As far as other possibilities of exercising a job outside the house are also limited to teaching or nursing careers. The latter are considered as an extension of their caring, and sensitive nature.

In most studies, the results show a sharp discrepancy in the portrayal of activities carried out by female as well as male characters and Obura's research in Kenya (1991) was no exception. The data collected by Obura showed women in roles that could be summarized as follows: mother, child minder, clothes' mender, a nurse, and a worker in the kitchen. However, men were portrayed in different settings, performing tasks far away from the house such as builders and farmers.

In his research, Otlowski (2003) came to the undisputed conclusion that women were only portrayed in roles that perpetuate and reinforce the idea of servitude and subordination to men. Out of the seventeen illustrations within the evaluated textbook, twelve of them depicted

men in working situations and only five were of women. According to Otlowski, among the five illustrations, only one depicts a woman as a doctor but which remains a meager contribution to the demise of the traditional roles of women.

On his part, Khalid kurshid (2010), indicate that the results of his research show a clear discrimination in job opportunities based on gender. Men were portrayed in public domain and having leading roles such as spiritual or political leaders. On the other hand, women did have fewer images in the productive and practical world. The activities, which are related to women, have low status in society. Therefore, illustrations of the textbook analyzed are doing great disservice to the gender-wise division of Occupations among male and female characters.

II.3.3. Gender Bias through Reproductive Activities

The reproductive activities which encompass tasks performed at home such as sewing, cleaning, and washing, to mention only these, have long been portrayed as being the exclusive domain of women and girl characters. Findings from different studies strengthen such a statement.

The results obtained by Obura (1991) in a study undertaken in Kenya to evaluate textbooks in English, show women as housewives and mothers only. Men, on the other hand, did not participate to such activities. They were portrayed as many times as possible engaged in more outdoor activities.

Studies undertaken by both Michel (1986) and Koza (1994) get hold of the above mentioned results. Women characters, especially in Arab states, are once again confined to activities whose primary aim is to look after the well-being of the house-members. The only possible careers that give an expression to their professional aspirations is an extension to their selfless and helpful nature such as teaching and nursing.

II.3.4. Gender Bias through Sport Activities

Physical education and sport activities are usually skills related to men's domain. Therefore, to find out how this aspect of gender stereotyping can be manifested in textbooks, a study by Sydney Gamaliel Valentino Mkuchu (2004), involved 40 textbooks designed by the Tanzania Institute of Education (TIE) to be content analyzed, was carried out. These constitute the current textbooks in primary schools from grade one to seven namely: Mathematics, Social Studies, Science, English, Kiswahili (the national language) and

vocational skills subjects. The findings of such research show the exclusion of female illustrations in the physical education sports and competitive games such as athletics, handball, basketball, table tennis and wrestling. Once more, males' illustrations prevail as grades climb the education ladder. For Sydney, the illustrations tacitly transmit the idea that only men can in fact participate in sports and games, whereas, females are there as spectators to support the male players.

Conclusion

As it is evident from the above discussion, gender bias in textbooks has been a phenomenon widely documented in the education sphere. Analysts have tirelessly drawn material writers' attention to the multiple forms it can take and the possible negative effects, they are likely to exert on learners. As an illustration of that, the abovementioned research studies unveiled the misleading nature of the world represented in the textbooks that has little chance to match how really things are going on in society. Gender stereotyping therefore, reinforces the pre-conceived ideas and roles of both men and women rather than it challenges them, thus maintaining the status quo of gender inequalities. Females' invisibility, Conventional image of women shown in indoor activities such as housekeeping, caring for their husbands and children, males-dominated occupations outside the family, sport games as an exclusively male area, are all some of the subliminal manifestations of gender bias already dealt with and which require administrators, teachers, and textbook-designers to take measures against it.

Part I

Chapter Three: The Effects of Gender Bias on Learners from a Hidden Perspective

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Part I

Chapter III: The Effects of Gender Bias on the Learners from a Hidden Perspective

Introduction

As the title suggests, in this section, the effects of gender bias will be examined from the hidden curriculum perspective. The latter will be briefly dealt with. However, a much more detailed discussion will be devoted to its relation with the official curriculum as well as the unintended and hidden messages that disadvantage female learners.

III.1. The Official Curriculum

The official curriculum, also known as the intended or the formal curriculum, is devised by the ministry of education .According to Sydney (2007) a curriculum:” *Defines the subjects to be taught, how the subjects should be taught and furnishes the general guidance regarding the frequency and duration of instruction.*” (Sydney, 2007:73) He adds saying that: “*The official intended curriculum is then given to teachers for implementation through teaching and learning in a classroom situation.*” (Ibid:73) The official curriculum is accompanied by a number of learning objectives. Teachers are to abide by them in order to meet the nation’s desired goals in the education field. It is then imperative not to deviate from the already prescribed guidelines. One can find a curriculum in pupils’ textbooks, and teachers’ guides.

In the same vein, the taught curriculum is the actual version of the intended curriculum, implemented by a teacher to an audience of learners. This is done by transmitting the content of the textbook to be taught. In other words, the taught curriculum is the actual realization of the commonly approved content by the educational authorities.

III.2.The Learned Curriculum

The learned curriculum refers to the process through which pupils try to make sense of the taught curriculum. However, it should be born in mind that some unintended messages are filtered .The latter may constitute the hidden curriculum which imperil the free acquisition of knowledge from any bias or discrimination, be it based on ethnic, racial or gender differences. According to Sydney (2004) the learned curriculum refers “...to what happens to students in the

teaching and learning encounter. Some of these messages constitute the hidden curriculum, which can serve to advance the agendas of various groups in society, thus reproducing social inequalities and in this case, gender inequality.” (Sydney, 2004:74) The following is a discussion on the role of the hidden curriculum and the influence they have on learners.

III.3. The Hidden Curriculum

Both texts and illustrations can be of paramount importance. From this standpoint, Hartman and Judd claim that pictures can be the carrier of some implicit messages to the readers and their role is “*to reinforce traditional images.*” (Hartman and Judd, 1978:387) Kabira and Masinjila 1995, and Print 1987, among other researchers, shed light upon what hidden curriculum is, unlike the official curriculum, and its relation with the tacit body of knowledge vehicled to the pupils. According to them, Hidden curriculum refers then to the transmission of unintended messages as a result to the learners’ exposure to sexist instructional materials including textbooks.

Negative effects are, therefore, both communicated and internalized by them to shape future citizens. In other words, hidden curriculum is part of the content taught however, not stipulated in the official curriculum. Learners, on the other hand, are the repository of such unofficial and unintentional side effects conveyed through biased instructional materials. This is supported by Print who emphasizes hidden curriculum as “*the outcome of the unintended effect of the official curriculum but which are nevertheless communicated to the pupils and students in education institutions.*” (Sydney, 2004: 76) How textbooks perpetuate stereotyped gender roles, attitudes and behaviors, is discussed in the following section.

As it has been mentioned earlier, in implementing the official also known as the explicit, overt or written curriculum using textbooks, learners are in the meantime very receptive and sensitive towards gender roles hidden messages (Print 1987, Kabira and Masinjila 1995). By reading the textbooks, they go through a process where they unconsciously internalize ideas, values and role models that the characters in that teaching material stand for. However, the way children make sense of the knowledge presented by teachers with the help of textbooks is not always innocent and positive. This instructional means is not only a repository of knowledge but it is somehow also a means to reproduce and maintain social inequalities and in this case, gender inequality

III.3.1. Hidden Curriculum and Gender role stereotypes

After dealing with what hidden curriculum is and what does it involve, it seems noteworthy now, to point out at some of the stereotyped images of females and males passed on to students and which are not explicitly stated within the intended curriculum. Many researchers highly prized and emphasized the important role of textbooks including Sheldon who regard them as, “*the visible heart of any ELT programme.*” (Sheldon, 1988:237) For Hutchinson and Torres, textbooks are “*an almost universal element of ELT teaching.*” (Hutchinson and Torres, 1994:315) In addition to that, others did not hesitate to stress the fact that apart from being sources of information, they can also be responsible for moulding children’s attitudes, identities and personalities by transmitting Society’s culture. The diffusion of such hidden curriculum is done in so a pervasive and subtle way that neither teachers nor students can gain notice of it.

Addressing sexism in textbooks that both girls and boys encounter, however, with a special focus on girls, was Michel’s (1986) and Kabira’s main motivation behind their investigations. These researchers argue that most textbooks narrowed females’ prospects in their lives and career aspirations to the traditional activities such as their roles in families. Girls are portrayed, if not omitted altogether, as passive characters in technology, engineering, mathematics and sports domains; whereas, boys are depicted as active, adventurous actors in these areas.

The point in this case can well be elaborated by the findings of Obura too (1991). Obura found that textbooks in Kenya are organized around males’ lives, needs, and desires. On the other hand, girls are driven to the periphery with little room to voice their say and position in society. As it has been noticed in the few cases where females are shown in textbooks, their appearances were to no avail and still promote their subordination. Textbooks, for Obura, though they have reduced reality in size, drain it of color in case of white and black, they did not fail to portray a man’s world.

Discussion about gender roles and their effects on learners from a hidden curriculum perspective has been taken as a main concern. Many research studies reported the fact that while teachers use textbooks in order to carry out their classroom lessons or give homework assignments, learners are in the meantime required to pre-view, view and re-view their textbooks on many occasions. Such a constant exposure leads consequently, in a way or in

another to the transmission of some hidden unintended gender role messages to learners that will in turn shape the persons they will become in the future.

III.3.2. The Social Learning Theory and Gender Identities

Many researchers tackled the social learning theory in relation to textbooks. From this general theory, they emphasized the modeling and the cognitive development approaches. The former, refers to characters' identification whereby girls and boys construct gender appropriate behaviors from the role models they encounter in the print. Textbooks provide therefore, models of people to be imitated. For instance, if women are the disadvantaged gender, discriminated and ignored, female learners will assume the fact that woman are of less value in their society and learn to limit their own ambitions in life. It should also be noted that from a cognitive development approach, children develop and internalize their own views about what masculinity and femininity entail

According to many social learning theorists, children develop and mould their own thoughts and behaviors in accordance to the role models they encounter in the textbooks. Therefore, they make crystal clear the pronouncement that instructional materials teach children what sort of behaviors and attitudes they are expected to perform within the boundaries of their own society's cultural norms and traditions. Yet, blind adherence to these set of ideas prepares the ground for future normative citizens that they do not but look like carbon copies of their fathers and ancestors. Gender identity is then to a large extent dependent on the learners' identification with role models. Stereotypes are easily replicated by means of imitation and repetition.

Conclusion

Gender bias is a phenomenon that is receiving an increasing attention and scholarly efforts to fight against it. Unfortunately, it is spreading so fast to the extent that urgent measures should be taken. School textbooks became nowadays a means to perpetuate gender discrimination. As a result to that, repercussions on both the learners as well as the teachers cannot be predicted and eliminated. Unless, studies like the present one are encouraged to raise the teachers and learners' awareness to this subtle and unfair treatment of women, this phenomenon will still exist.

Part II

Methodology and Data Collection and Analysis

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Part II

Chapter I: Illustrations Analysis from a Gender Perspective

Introduction

This chapter investigates the first hypothesis. Both the manifest and hidden gender role messages will be content analyzed. To do so, quantitative and qualitative instruments will be used as data collecting approaches. In this section too, a detailed description of the illustrations used in each file will be made. Then, findings of the illustrated male and female characters and percentages are also shown. In addition to that, a closer look to the pegging of occupations will be taken in order to check whether it is stereotypical or not. It is also in the physical education and sport games, that the investigation will be organized around to discover the nature of gender portrayal in the textbook.

I.1. Sampling

Purposive sampling is implemented in this work. Therefore, out of the four textbooks used for the teaching and learning of English in middle schools, this study focused exclusively on the first year textbook of English. *“Spotlight on English”*. The latter is chosen to be not only content analyzed but also to determine the portrayal of gender roles in the illustrations of this textbook.

In this study, Levie and Lentz’s (1982) categorization of illustrations into representational pictures and nonrepresentational pictures is used. According to them, the first category of illustrations include: “... *ordinary drawings and photographs that show what things look like.*” (Levie and Lentz, 1982:214) On the other hand, non-representational pictures refer to, for instance, maps and diagrams which “*depict the organization and structure of the key concepts of a content area.*” (Ibid, 1982:215)

The choice of Spotlight on English to be examined is stimulated by the following reasons. First; the use of pictorial information, at the first grade level, in instructional materials is so much common if compared to second, third or fourth grade textbooks of English. Second, illustrations though remain an under researched area of interest; they still play a pivotal role in the socialization process of the learners. In the sense that, an infinite number of messages and values that could shape a stereotypical thinking are conveyed to learners and which contribute to their cognitive and emotional construction of identities. A great deal of these hidden gender role messages is, therefore, easily and tacitly passed on to

them. For instance, women are still depicted in traditional, stereotypical roles that no longer reflect accurately their roles in society. Therefore, stereotypes about women may, distort gradually the learners' attitudes and perceptions especially girls regarding the roles of both sexes. However, before unveiling the aspects of gender bias, a brief description of the textbook, is the main idea that will be discussed in what follows.

I.2. General Description of the Textbook

In this part, "Spotlight on English, a manual meant for first year middle school learners, will undergo a close and meticulous description. It constitutes the corpus of the present investigation. The textbook is co-authored by the following writers:

-Head of project: Mrs. Lakria MERAZGA

Authors: -Mrs. Ouahiba Guedoudj

-Mrs. Ouzna MEKAOUI

-Mr. Khelifa ACHOUR

-Mr. Hamid AMEZIANE

-Mr. Farouk BOUHADIBA

-Mr. Bouteldja RICHE

-Mr Lounis TAMRABET

-Publisher: O.N.P.S (Office Nationale des Publications Scolaires)

-Year/ Place of Publication: 2003-2004 / Algeria

-Number of Pages: 189

Spotlight on English is therefore, the product of their collaborative work and it is considered as the official English textbook provided for learners nationwide. It is intended for first year middle school learners as a medium whereby they make their first acquaintance with the English language. The textbook consists, first of all, of one pre-file which is made-up of few introductory pages (p.13-p 18).The latter provides the pupils with some basic vocabulary so as to familiarize them with the target language. Furthermore, Spotlight on English is made of other seven files and the following figure allows us to describe the structure of the file.

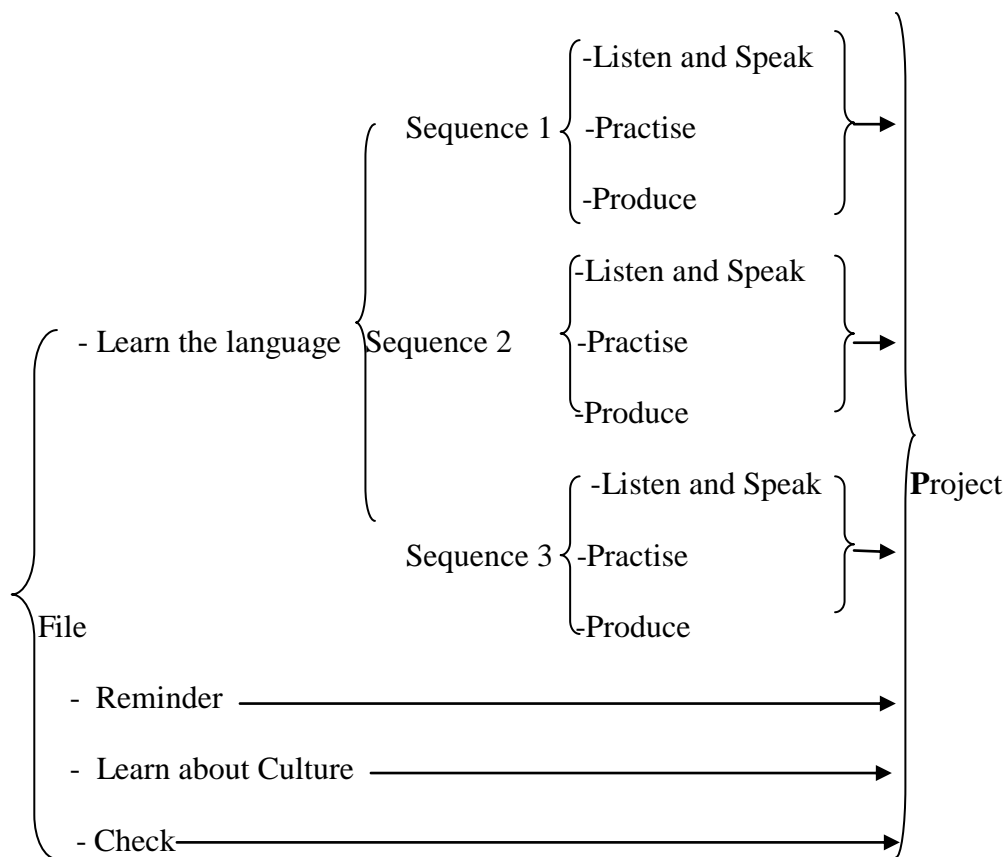


Figure1: File Structure in 'Spotlight on English, Book One'

Table 1 will help us highlight the different themes or topics that each file is centered on.

Table 1: Files' Titles in Spotlight on English'1

File	Title
One	Hello
Two	Family and Friends
Three	Sport
Four	In and Out
Five	Food
Six	Inventions and Discoveries
Seven	Environment

I.2.1. Files' Description

I.2.1.1. The Structure

There are six sections within each file:

- ✓ Learn the language.
- ✓ Listening scripts.
- ✓ Learn about culture.
- ✓ Reminder.
- ✓ Check and project.
- ✓ Project.

Learn the language is made up of three sequences, each divided into three sub-sections: "Listen and speak", "Practice" and "Produce". The listening scripts upon which all the sequences are based are given in a distinct part. The following section that is "Learn about Culture" provides the pupils with an explicit exposure to cultural phenomena.

Reminder offers learners the language's most basic rules, and structures on which the entire file is built upon. In check, a number of activities are made available. Finally, the file ends with an assignment to the learners, a project that must be accomplished through their collaborative work.

However, it might be helpful to point out from the outset that a file is a framework that subsumes several other parts, each one is assigned with the task to enhance a particular aspect of learning the English language .Each part of it, is meant to enable the learners meet the set objectives, yet gradually. All of the files revolve often around more than one topic. Moreover, language structures and functions are given more prominence over the themes. The latter receive further consideration throughout the linguistic and even the pictorial content of that file. Let us in what follows, examine from a thematic-approach each of the seven files.

I.2.1.2. The Themes and Illustrations

A close examination of the textbook reveals that all the files without exception are not topic-based. The titles of each unit are misleading, given that the content deals with unrelated themes. The latter serve first and foremost, the file's objectives and it is corresponding grammatical structures and functions which after being selected, they are contextualized in different topics. Very much in line with this observation, the thematic component is considered as being less important if compared to both the structural and functional components.

The first file is entitled: "Hello" and as the heading suggests, one may deduce that the primary theme would be solely concerned with encounters and how to provide the learners with the adequate linguistic apparatus with which they can greet others, introduce themselves, and engage in communicative situations. Yet, it also sheds some light on For instance, the British royal family, currencies, and flags. As far as the visual illustrations used within this file, they are thoroughly explained in the following table which in its turn is accompanied with a brief analysis. The same will be done with the rest of the files.

Table 3 : Description of Illustrations in “ File One”

	MP	FP	CP	BP	GP	CP	TYPES OF Illustrations	PAGE
FIRST YEAR	/	/	/	/	2	/	- Two pictures of two girls.	21
	/	/	/	5	2	/	- Two round small pictures of two girls and five others of boys.	22
	/	/	/	1	1	/	- Two round pictures of a teenage boy and a small girl	23
FILE : one	/	/	/	4	4	/	- Four square pictures of boys as well as girls.	25
	/	/	/	5	1	1	- A picture of two boys and a girl having a Conversation - Five square pictures of boys and one picture of a girl	28
	/	/	1	/	/	/	-A picture of a cameraman, showman, a male and a female candidate.	32
TOPIC : Hello	6	3	/	/	/	/	- Two square pictures :one of the queen Elizabeth and the other of Ann. -Four square pictures of king Philip, prince Charles and his sons William and Harry. - A picture of queen Elizabeth in a British currency.	34

							- A picture of two male figures in one Moroccan and the other USA currency.	
	/	/	/	/	/	2	- Two pictures where boys and girls study in the one and play in the other.	38
	1	1	/	1	1	2	- Two pictures where both a girl and a boy study alone. - Two pictures where girls and boys do a group work.	39
Total num of pictures	7	4	1	16	11	5		21/39

MP: male pictures

FP: Female pictures

GP: girls' pictures

BP: boys' pictures

CP: couple pictures of both female and male characters

CP: couple pictures of both boys and girls

CP/C AND /A: Couple pictures of both Children and Adults (males and females)

Analysis

As the first table concerns itself with file number one, results indicate that the majority of illustrations portray boys and girls characters, however with a higher boys' proportionate representation. As far as boys' illustrations are concerned, they are found to be seventeen while girls' as a result of counting them are eleven. Still represented in an imbalanced way, males' pictorial representations in this file outnumber the females' ones. There are seven illustrations reflecting male characters while only four depict women. It is worth noting that one illustration in page32 where three men: the TV presenter, a cameraman and a candidate are portrayed with a female candidate too.

The second file is entitled: "Family and Friends". One of the set goals of this file is to help learners introduce other people and also learn how to describe their physical appearances. To this end, one may be tempted to think that this unit is only about greetings, and family life. However, other themes are incorporated including, celebrations, modeling and fashion shows, to name only these. Concerning the visual elements included in this unit, they are displayed in the following table.

Table 4: Description of Illustrations in File Two

	MI	F I	C I	B I	G I	C I	Cp/c and /a	TYPE OF Illustrations	PAGE
FIRST YEAR	2	3	/	2	2	/	/	- Two pictures in a shape of a heart of two Young women and the third one of an old lady. - Two pictures in a shape of a heart: one of an old man and the other of a young one. - Two pictures in a form of a heart of boys and two of girls.	41
	/	/	/	/	/	1	/	- A picture of two boys and a girl having a conversation	43
	/	/	/	3	2	/	1	- Three pictures of boys. - Two pictures of girls. - A picture of Sally's family: mother, father and two brothers.	44
FILE : two	/	2	/	/	/	/	/	- A picture of a female top model. - A picture of two women having a telephone interview.	47
	/	/	/	/	1	/	/	- A picture of a fifteen years old girl named daisy and who is a top model.	49
	6	1	/	/	/	/	/	- Five pictures of five men of different physical appearances. - A picture of a man in a foreign currency. - A picture of queen Elizabeth in a British currency.	50
	9	2	/	/	/	/	1	- Nine pictures where men are portrayed as being: twice a doctor, a painter, twice mechanic, seller, Dancer, photographer, and a stonemason. - Two pictures of two men represented as being both teachers. - A picture of a man with a boy and a girl.	51

TOPIC : Family	10	2	1	/	/	/	/	<ul style="list-style-type: none"> - Ten pictures of men portrayed as a journalist, Postman, dancer, doctor, painter. - Two Actors, football player, commentator, and a Singer. - Two pictures of women as a singer: Celine Dion and an actrice: Beyouna. - A picture of women as dentist treating a male patient 	52
	5	1	/	/	/	/	/	<ul style="list-style-type: none"> - Five pictures of men represented as a doctor, painter, taxi-driver, engineer, mechanic. - A picture of women as a teacher. 	53
	1	/	/	/	1	2	6	<ul style="list-style-type: none"> - A picture of Santa Claus. - A picture of a girl. - Two pictures one: of a woman and a girl / woman and a boy. - Three pictures: one of a man and a girl/ and two of man and a boy. - A picture of two girls and a boy the day of Aid el fitr. - A picture of a boy and a girl the day of Halloween. 	56
Total num of pictu	33	9	1	5	6	3	8		41/56

Analysis

File two extends from page number forty-one till fifty-six. The theme highlighted throughout this section is Family and friends .At the bottom of the second table, the results found speak better than words about the disequilibrium in terms of representations. Thirty-three is the frequency of appearances of males' illustrations, while women are seen only nine times in the textbook's illustrations. The image on page forty-four depicts sally's family made of a mother, father and a brother. Once again, women are viewed from family lens. It should be noted that within this file boys and girls had a significant representation too. However; both men and women had been portrayed with children four times respectively. Furthermore, it is crucial to acknowledge the fact men were portrayed in fifteen different occupations including for instance: a doctor (four times), journalist, actor, football player, postman to name only these. On the other hand, women were teachers, singers, or top-models.

Sport is the main theme of the third file. It is considered as a worldwide phenomenon. Practitioners from different countries are involved, such as, England, Scotland, United States and Algeria. Besides, famous figures that excelled in sports like football, tennis, and boxing made their appearance too. Obviously, the pupils are introduced to a wide set of different activities, sports, world-cups, and even hobbies of foreign young men as the Londoners ones. With regard to the representational illustrations, they are exposed in the subsequent table:

Table 5: Description of Illustrations in File Three

	MI	FI	CI	BI	GI	CI	Cp/c and /a	TYPE OF Illustrations	PAGE
FIRST YEAR	5	1	1	/	/	/	/	- Five pictures of men playing in the first the running track, base ball, cycling, sport sailing and..... - A picture of five women playing field Hockey. - A Picture of a woman and a man turning on the Olympic flame.	61
	2	/	/	/	/	/	/	- A picture of two men watching two players playing football	63
File three	5	/	/	/	/	/	/	- Five pictures of five sportsmen : Zidane ,Graff ,Tyson, Johnson, Ronaldo.	66
	/	/	1	/	/	/	/	- A picture of a male interviewer and the student Sue.	67
TOPIC : SPORTS	6	/	/	/	/	/	/	- Six pictures of a man getting up in the first, put on his clothes in the second, do the running track in the third, take a shower in the fourth, have breakfast in the fifth, and go to the gym in the sixth picture.	71

	2	/	/	/	/	/	/	- A picture of a man playing Soccer. - A picture of a man wearing a traditional costume to practice horse riding.	75
Total num of pictures	20	1	2	/	/	/	/		61/75

Analysis

Sports are the prevailing topic expounded through the third file which starts from page sixty-one and ends at page seventy-nine. Within eighteen pages, twenty illustrations portray men exercising different types of physical education and sports, Whereas, Only one small photograph on the first page depicts a group of five girls playing field hockey. On page sixty-seven, a drawing portrays a female candidate conversing with a male interviewer in order to apply for something which has not been mentioned. No further details whatsoever were given about the candidate who is a student at a college of physical education, neither about the purpose of her application.

The subsequent file, that is the fourth one, is entitled “In and Out”. The latter deals with many topics including: holidays, animals, hobbies, and daily activities to mention but few. All this boils down to a single indisputable fact, that like all other files, the fourth unit suffers from a lack of coherence. These topics cannot be but in service to the language functions and structures which include the use of the present simple, present continuous, and prepositions of place and time to speak about present and everyday tasks. The next table aims at showing not only the number but also describe the visual content used in this file

Table 6: Description of Illustrations in File Four

	MP	FP	CP	BP	GP	CP	Cp/c and /a	TYPE OF IMAGE
FIRST YEAR	1	/	/	/	/	1	/	- A picture of a man doing carpentry.
	/	6	1	/	/	/	/	- Six pictures of a woman having breakfast, visiting the casbah, taking photos, buying souvenirs, eating - Algerian food, and writing a postcard. - A picture of two women Liz and Jane talking on the phone.
	1	/	/	2	/	3	/	- A picture of a man painting. - A picture of two boys running. - A Picture of a boy playing with his bike. - A picture of two girls playing the game of chess. - A picture of a boy and a girl walking together. - A picture of a little boy playing in the riding school.
FILE : FOUR	4	2	/	/	/	/	/	- Four pictures of men portrayed as being a painter, photographer, taxi-driver, and a mechanic. - Two pictures of two women portrayed as being a teacher and a type-writer.
	1	/	/	/	/	/	/	- A picture of man as a doctor.

	2	/	/	/	/	/	/	- Two pictures of two men in each portrayed as being hunters.
TOPIC : IN AND OUT	/	/	/	/	/	1	/	- A picture of a female teacher and the pupil tom.
	3	/	1	/	/	/	/	- A picture of a man working. - A picture of a man having breakfast. - A picture of a man arriving at work. - A picture of a woman serving something to drink to a male passenger.
	/	/	/	/	1	/	/	- A picture of a female British pupil.
Total num of pict	12	8	2	2	1	5	/	
	2	/	/	/	/	/	/	- Two pictures of two men in each portrayed as being hunters.
TOPIC : IN AND OUT	/	/	/	/	/	1	/	- A picture of a female teacher and the pupil tom.
	3	/	1	/	/	/	/	- A picture of a man working. - A picture of a man having breakfast. - A picture of a man arriving at work. - A picture of a woman serving something to drink to a male passenger.
	/	/	/	/	1	/	/	- A picture of a female British pupil.

Total num of pict	12	8	2	2	1	5	/	
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Analysis

The table above deals with data collected from file 4 .The latter is entitled In and Out. As I went through the pages, I figured out that the pictorial content of this forth part is devoted to the representation of men and women engaged in outdoor activities; be it at work for instance, or somewhere else to spend their spare time. If we take a glance over the table, we might notice the fact that women are seen in only eight illustrations while men appear in twelve illustrations. As six of them for example on page eighty-three may show, represent Jane, a foreigner, traveling in Algiers. She eats Algerian food, takes photos, writes postcards, has breakfast and visits the Casbah. With regards now to the occupational dimension; women are assigned three roles namely: a type-writer, teacher (page 86) and air-hostess (page 92). Men were involved in much more different occupations again such as being a photograph, mechanic, taxi-driver, veterinarian, and hunters. As far as now, how men spend their leisure time, as the illustration on page eighty-four demonstrates, a man in a park is painting.

The fifth file is about food. Much emphasis is placed on some traditional dishes, namely mhajeb and bourek. Some of other times, focus is put on international cuisines such as: pizza, hamburger, and pancakes. Nevertheless, it is worth noting that celebrations are also included in this file (mother's day). Apart from the thematic glimpse, the following table depicts in details the illustrations used to back up the written content of the textbook.

Table 7: Description of Illustrations in File Five

	MP	FP	CP	BP	GP	CP	Cp/c and /a	TYPE OF IMAGE
FIRST YEAR	/	/	1	/	/	/	/	- A picture of a female Customer buying from a male shop assistant.
	/	1	/	/	/	/	/	- A picture of a female TV presenter.
	/	/	/	1	1	/	/	- A picture of Sally. - A picture of Sally's brother, Tom.
FILE : FIVE	1	/	/	/	1	/	/	- A picture of a male doctor speaking on the phone. - A picture of a girl talking on the phone too.
	1	3	/	/	/	/	/	- A picture of a man having a stomachache. - A picture of a woman having a toothache. - A picture of a woman having a headache. - A picture of a woman having a sore throat.
	/	/	/	1	/	/	/	- A picture of a boy whose name is Michel.

TOPIC : FOOD	1	/	/	/	/	/	/	- A picture of a physically strong man.
	/	/	1	/	/	/	/	- A picture of two men shaking hands.
Total num of pictures	3	4	2	2	2	/	/	

Analysis

The illustrations contained within the fifth file revolve around the topic of food which is also the title of this part. Unlike previous results, females' illustrations exceed those of males', however the difference in terms of frequency of appearance is not significant .with thirteen as the total number of pictorial content within this file, women appear in four of them, boys as well as girls appear twice and men in three pictures. Only women in this file are in charge of food preparation.

Though the sixth file is entitled" Inventions and Discoveries", yet, it is not the major theme of it. Such a topic is only discussed in the second sequence, whereas the remaining parts explore a variety of topics having to do for example with one's journey and reporting past actions. As it has been stated earlier, these topics call for the use of the simple past tense, did questions and past time markers. In relation to the illustrations used, they are included in the next table.

Table 8: Description of Illustrations in File Six

	MP	FP	CP	BP	GP	CP	Cp/c and /a	TYPE OF ILLUSTRATIONS	PAGE
FIRST YEAR	1	/	/	/	/	/	/	- A picture of an old man reading a paper.	121
	5	/	/	/	/	/	/	- Five pictures of five men each one of them wearing a different facial expression from the other.	123
	/	1	4	/	/	/	/	- A picture of a male receptionist and a female customer. - A picture of a male manager of an hotel and a female customer. - A picture of a female customer and a male waiter. - A picture of a male chief and a female customer. - A picture of a female guide and a female customer as well.	125
FILE : SIX	/	3	2	/	/	/	/	- A picture of a woman and a waiter. - A picture of a woman and a male manager. - A picture of a woman watching TV. - A picture of a woman talking on the phone. - A picture of two women talking to each other.	126
	5	/	2	/	/	/	/	- A picture of Louis Braille. - A picture of Edward Jenner. - A picture of Alexander Fleming. - A picture of Albert Chalmette. - A picture of Louis Pasteur. - A picture of both Pierre and Marie curie. - A picture of a female guide and a female customer, Mona.	128
	1	/	/	/	/	/	/	- A picture of Bill Gates.	129
	1	/	/	/	/	/	/	- A picture of Thomas Edison.	131

TOPIC : INVENTIONS AND DISCOVERIES	/	1	/	/	/	/	/	- A picture of Liz and Jane talking on the phone.	132
	/	6	/	/	/	/	/	- A picture of a woman in the theatre. - A picture of a woman in the museum. - A picture of a woman in the park. - A picture of a woman in a party. - A picture of a woman in a fashion show. - A picture of two women in a music concert.	133
	/	/	/	/	3	/	2	- A picture of little girl named red riding hood walking in the forest. - A picture of the same girl knocking at a house's door. - A picture of the girl filling water in wooden. - A picture of the girl talking to her mother. - Another picture of the girl filling water.	134
Total num of pict	13	11	8	/	3	/	2		121/ 134

Analysis

The findings drawn from the above table depict female and male frequencies of appearances within the pictorial content of the sixth file as well as the type of the visual representations within which they occur. Inventions and discoveries is the topic of this file. Through the thirteen illustrations, as a result of counting them, most of men are portrayed as being inventors like for instance Louis Pasteur, Alexander Fleming, Braille, Thomas Edison, and Bill Gates. In midst of such male dominance, only one female character appears to be represented.

The last file is more concerned with environmental issues, such as: the weather, animals in jeopardy, and pollution. It is worth mentioning that in addition to all of these, other irrelevant topics are included to serve the grammatical structures and functions of the seventh file; in this case, the function of talking about future events using the future simple

with will. Finally, the table will not only enumerate the representational illustrations but also depict them.

Table 9: Description of Illustrations in File Seven

	MI	FI	CI	BI	GI	CI	Cp/c and /a	TYPE OF ILLUSTRATIONS
FIRST YEAR	/	/	/	10	9	/	/	- Ten pictures of ten boys dispatched all over the world map. - Nine pictures of nine girls also dispatched all over the world map.
	/	/	/	/	2	/	/	- A picture of a girl named Aminata. - A picture of girl named Sally.
	1	/	/	/	/	/	/	- A picture of a man presenting the weather forecast.
FILE : SEVEN	/	/	/	/	/	/	1	- A picture of a male TV presenter with two girls and four boys in a TV debate.
	1	1	/	/	1	1	/	- A picture of a man hunting a Gazelle. - A picture of a woman watering flowers. - A picture of a girl cleaning the beach. - A picture of a boy and a girl planting a tree.

TOPIC : ENVIRONMENT	/	/	/	/	1	/	/	- A picture of a little girl near a tree.
	/	/	/	1	1	/	/	- A picture of a girl. - A picture of a boy.
Total num of pict	2	1	/	11	14	1	1	

Analysis

The ninth table deals with the last file of the first year textbook of English which is entitled environment. This file contains, among many, one illustration where a male is represented as weather forecaster. Another one is devoted to portraying a woman watering flowers. However, the depiction of boys and girls took the lion's share of the illustrations in this part. While boys appear in eleven illustrations, girls on the other hand appear in fourteen images. Boys and girls are indulged in activities in order to protect the environment such as cleaning the beaches, preserving trees, protecting animals and so on.

After having now a clear idea about the nature of the illustrations involved in each file, it is time we dig a bit deeper into the portrayal of gender in more specific and well-defined situations. In tabular form, results about the frequency of appearances, sport activities and both productive and reproductive activities, carried out by male and female characters will be obtained. Also in tables, a kind of comparison between female and male

characters in percentages will be done. To begin with, the depiction of the characters' frequency of appearance is determined in the following section of our discussion

I.3. Data Collection

The process of analysis starts from exploring the quantitative aspects of the manifest pictorial content to qualitative aspects of hidden messages. The quantitative analysis looks at the presence or absence of illustrations based on chosen variables that depict gender roles as they are exhibited by the characters in the textbook. The latter is therefore, examined page by page. Data are first of all, analyzed to determine any statistically significant differences. Statistics representing information were also graphed.

The variables that have been chosen are relevant and appropriate to the research interest and serve the objectives of the study. However, before poignantly tackling each one of them; it is necessary to know that researchers devised other categories that depended very much on the kind of the material being examined and the aims of the researcher in a given study. For example, Davies 1995 in the commonwealth study on gender bias in school text books' selected: visibility, stereotyping, equal respect, inclusive gender sensitive vocabulary and authority as categories. Other researchers like Obura (1991) and Sadker and Sadker (1991) have used different but related categories to images, sexism and gender bias in instructional materials. The selected variables I used in the examination of the portrayal of male and female characters are mentioned and discussed below:

- 1- Frequency of appearance.
- 2- The portrayal of Reproductive roles (Family roles).
- 3- The portrayal of productive roles.
- 4- Depiction of sports activities.

I.4. Brief Description of Each Variable

I.4.1. Frequency of Appearance

The frequency of appearance of illustrated female and male characters was determined by counting them. Percentages are then examined and compared. Taking a closer look at the results will help us identify who is portrayed as invisible by being under-represented or omitted altogether and who was over-represented. Bearing in mind that if

females or males were underrepresented or omitted, this denotes a form of a gender biased textbook. However, stereotyped depiction of female and male characters carrying out reproductive and productive roles that duplicate society's system of traditional beliefs is another feature of biased textbooks. The following section offers a brief discussion on the reproductive and productive roles as categories for this study.

I.4.2. Reproductive Roles

Reproductive roles, also known by the domestic roles are, according to Sydney:” *Reproductive or maintenance activities are roles that are usually performed at the home for maintenance of the family.*”(Ibid: 106) usually tasks performed at the home. Examples of such domestic activities include housekeeping. The latter involves cleaning (dusting, sweeping, sewing, cooking as well as activities of shopping and food preparation. Reproductive roles may involve also taking care of the households' members including children and husbands. Traditionally, reproductive work is in all cases the exclusive responsibility of women and girls. Therefore, to determine if reproductive activities were stereotyped and associated with one gender is one of the aims of this study.

I.4.3. Productive Roles

Quoting Sydney's definition of the productive roles, he says that” *Productive activities are roles carried out to produce goods and services for the generation of income.*”(Ibid: 106) Both male and female characters are present in productive activities yet, it is hoped through this study to find an answer to the following questions:

1. Are the functions of both characters impartial or reflect the traditional division of labor?
2. Is one gender represented via a wide range and diverse occupational roles at the expense of the other?

I.4.4. Depiction of the Characters in Sport Games

Physical education and sports is another sphere that involves human illustrations in the textbook. It is one of primary goals throughout the study, to determine if the number of female illustrations in the textbook decreases, equals, or surpasses that of males' in sports. Females' participation in this domain is of prime significance to this research work.

I.5. Data Analysis

The information gathered was presented in summary tables, with the variables forming the columns. The numbers which appear in the cells of the tables were the frequencies which were a result of counting up how often that variable occurred. Shown in the table one are the numbers and percentages of the total illustrations in the textbook, then of female, male pictures and finally, both of them. Findings in the second table also show the number of the total illustrations, those that contain male characters, female and couple characters. The following seven tables provide a thorough description of the illustrations in accordance to the file they belong. Afterwards, the total number of both indoor and outdoor activities was also identified and compared. Furthermore, the types of sport activities, in which both men and women were involved, were calculated.

Only after doing that, the study proceeds to qualitative analyses of the textbook to further probe the illustrations of females and males the textbook writers portray. The qualitative procedure involved in carrying out this study kept according to Sydney: “*Track of implicit or underlying meanings.*” (Sydney, 2000:144) However, while carrying out this study the following limitation was noted: there were problems in some cases as in page 64, 69, and 71 and in 123 where it was difficult and almost impossible to distinguish between male and female characters. These illustrations represent, crowd scenes and pictograms. Furthermore, some illustrations have been used several times and in different contexts. Such a lack of creativity could be seen as an artistic poverty and could create boredom in the readers. Nevertheless, each repeated illustration was considered as a separate new unit of analysis.

To meet the objectives of the research, data, as it has been mentioned earlier, were content analyzed. Therefore, it may be helpful to define and justify from the beginning the choice of the content analysis method.

Philip Bell defines the visual content analysis method as: “an empirical (observational) and objective procedure for quantifying recorded audio-visual (including verbal) representation using reliable, explicitly defined categories (‘values’ on independent ‘variables’).” (Theo Van Leeuwen and Carey Jewitt, 2001:3) He also goes on defining it as “a method that is used to

test explicitly comparative hypotheses by means of quantification of categories of manifest content.” (Ibid, 2001:14)

Bell’s definitions outline, first of all, the fact that the issues under investigation and that content analysis seeks to evaluate are comparative in nature. He illustrates this point by a research concerning women’s appearance in television commercials. For him, the results would tell very little unless the comparable frequency of men is known (Ibid, 2001:13).

Second, his definitions place much emphasis on categorization and classification of data. In the same thread of thought, Sydney describes it: “as a research method in which answers are categorized into different types and a number of each type is counted up. It is type of research that involves numerical coding.” (Sydney, 2004:96) He even adds saying that: “The content analysis method involves establishing a number of different content categories and counting the number of times each of them occurs in a particular set of data.” (Ibid, 2004: 96) Content analysis requires then a set of explicit guidelines for evaluation and which Bell refers to them as the variables. These content variables are defined areas of representation or specified dimensions whereby the portrayal of gender roles will be explored. However, Philip Bell draws our attention to the fact that: “in content analysis, a variable refers to aspects of how something is represented, not to reality.” (Theo Van Leewen and Carey Jewitt, 2001:16)

I.6. Results and Findings

The first part of this study examines the quantity of the illustrations across the textbook. Such an investigation yielded the following results:

Table 2: Division of the textbook Illustrations

Number of Pages	Number of pages with representational illustrations	Number of pages with nonrepresentational illustrations	Number of pages without illustrations
189	87	49	53
Percentage	46.03%	25.92%	28.05%

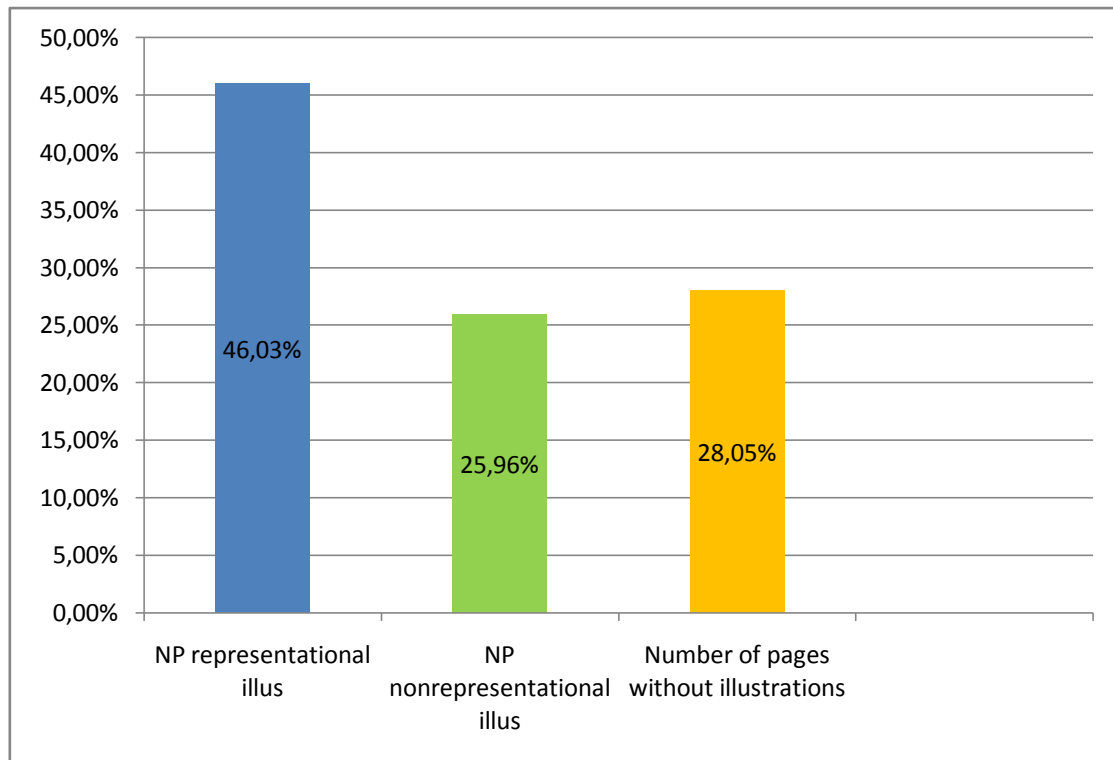


Figure 2: Division of Textbook Illustrations

Considering the age of the pupils, in textbook for first grade, illustrations surpass text and they are often the main content carrier in the lessons. Results show that the textbook is highly illustrated. Visual inspection of the textbook proved that it has a higher percentage of representational illustrations. However, statistical analysis shows that the difference in the percentage of representational versus nonrepresentational pictures is significant.

I.6.1. Frequency of Appearance

Table 10: Appearance Frequency of Illustrated Female and Male Characters in Spotlight on English Textbook.

File	Page	F	M	G	B
One	21-39	04	09	17	24
Percentage	/	07.40%	16.66%	31.49%	44.45%
Two	41-59	16	35	14	14
Percentage	/	20.25%	44.31%	17.72%	17.72%
Three	61-79	05	34	00	00
Percentage	/	12.82%	87.18%	00%	00%
Four	81-100	12	15	06	06
Percentage	/	30.77%	37.47%	15.38%	15.38%
Five	101-120	05	05	02	02
Percentage	/	35.71%	35.71%	14.29%	14.29%
Six	121-142	24	20	05	00
Percentage	/	48.98%	40.82%	10.20%	00%
Seven	143-164	00	02	17	16
Percentage	/	00%	5.71%	48.57%	45.72%
Total	309	66	120	61	62
Percentage	100%	21.36%	38.84%	19.74%	20.06%

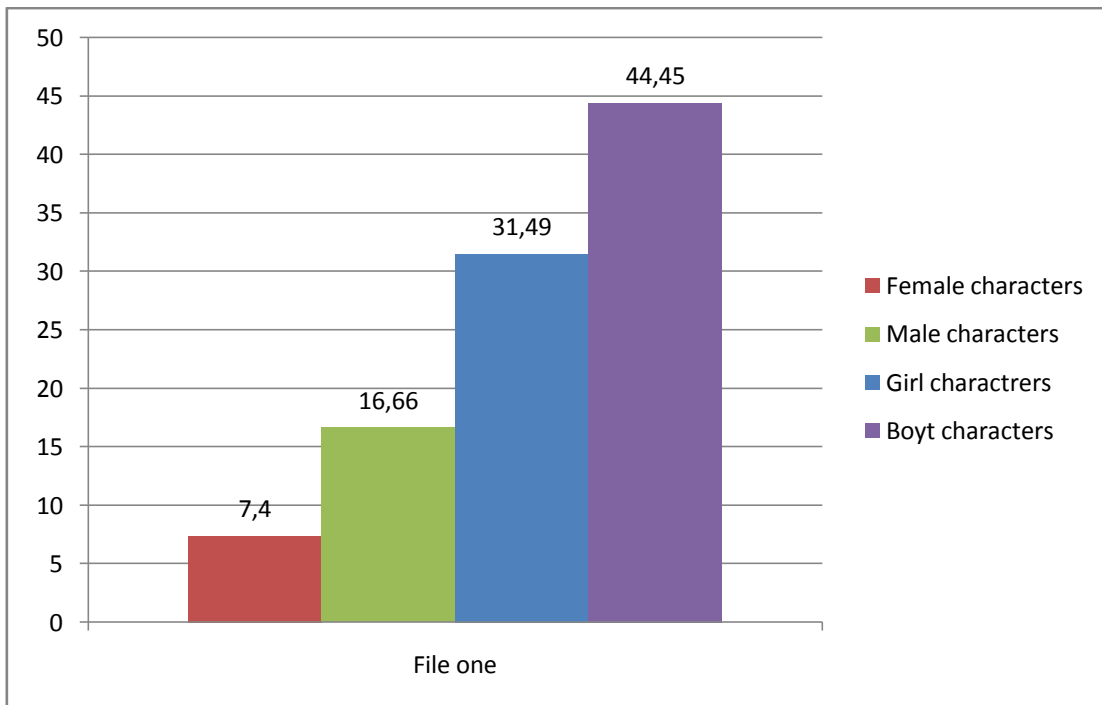


Figure 3: percentage of characters in File One

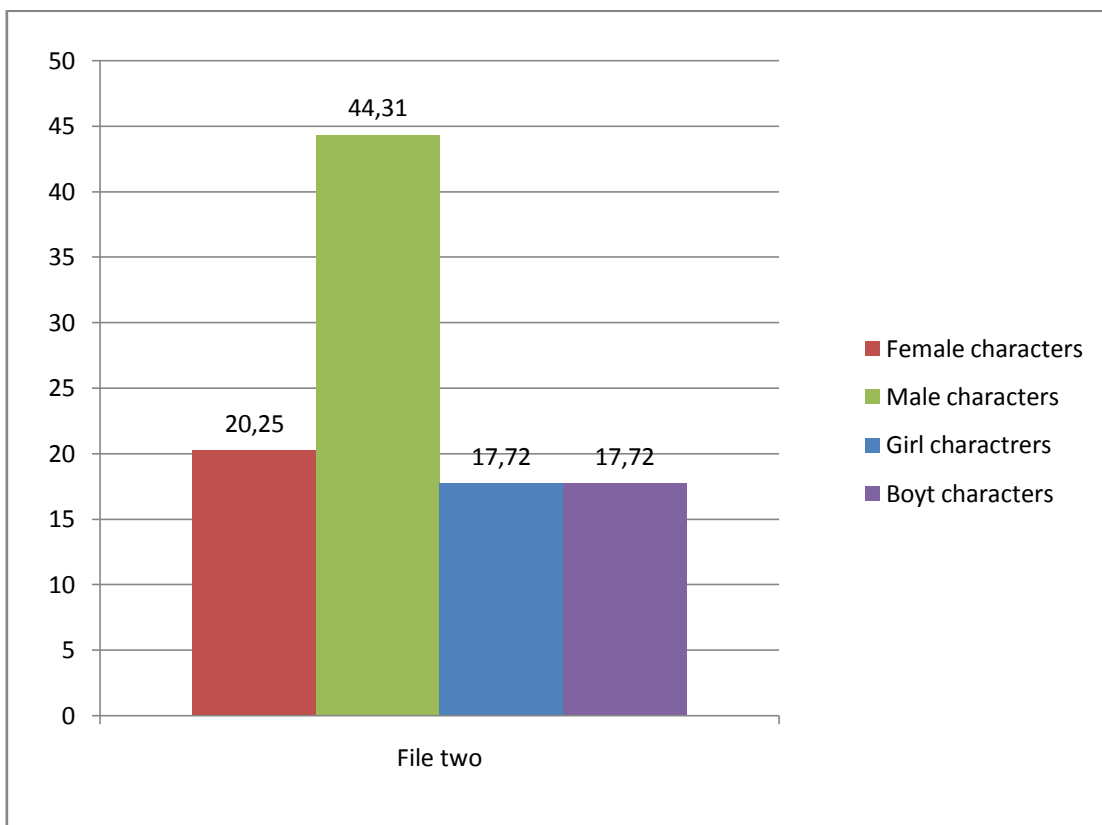


Figure 4: Percentage of Characters in File Two

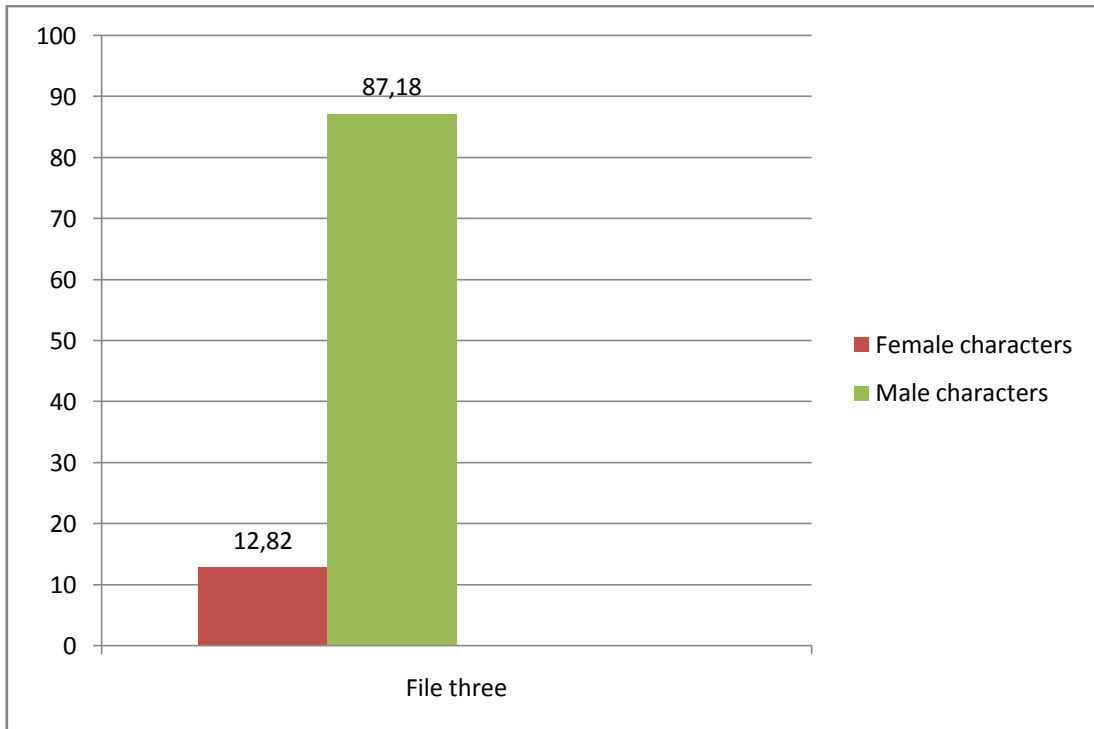


Figure 5: Percentages of Characters in File Three

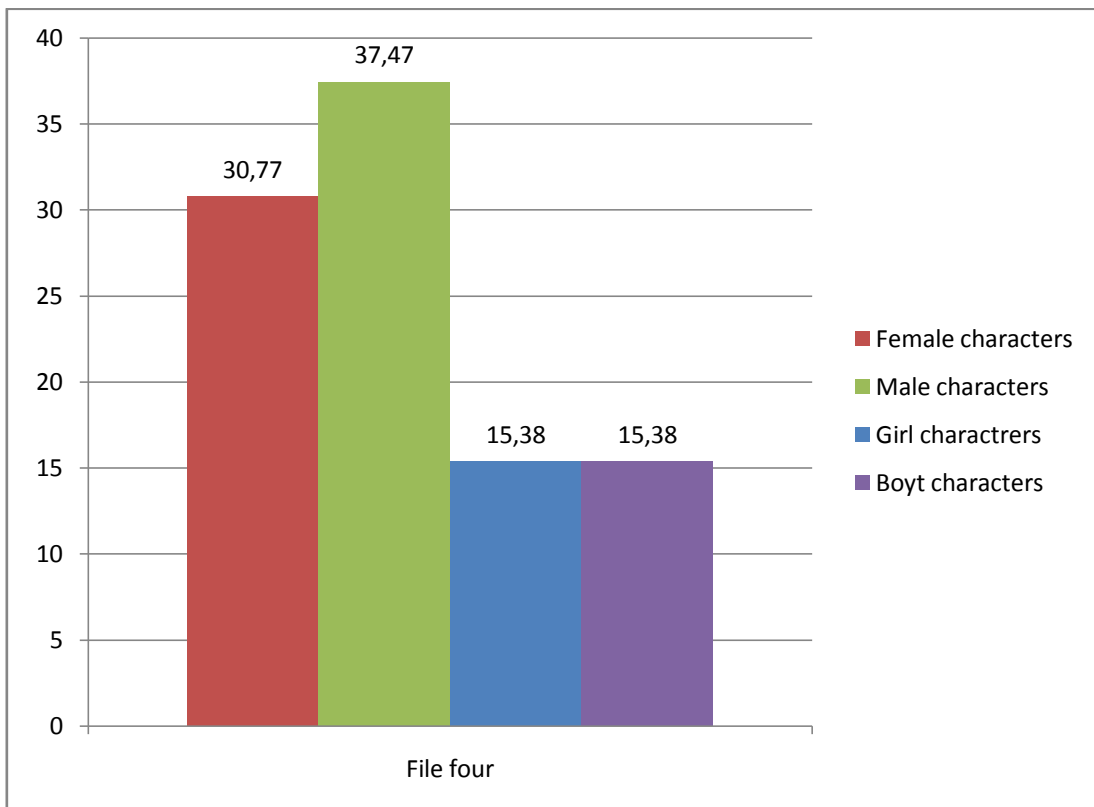


Figure 6: Percentages of Characters in File Four

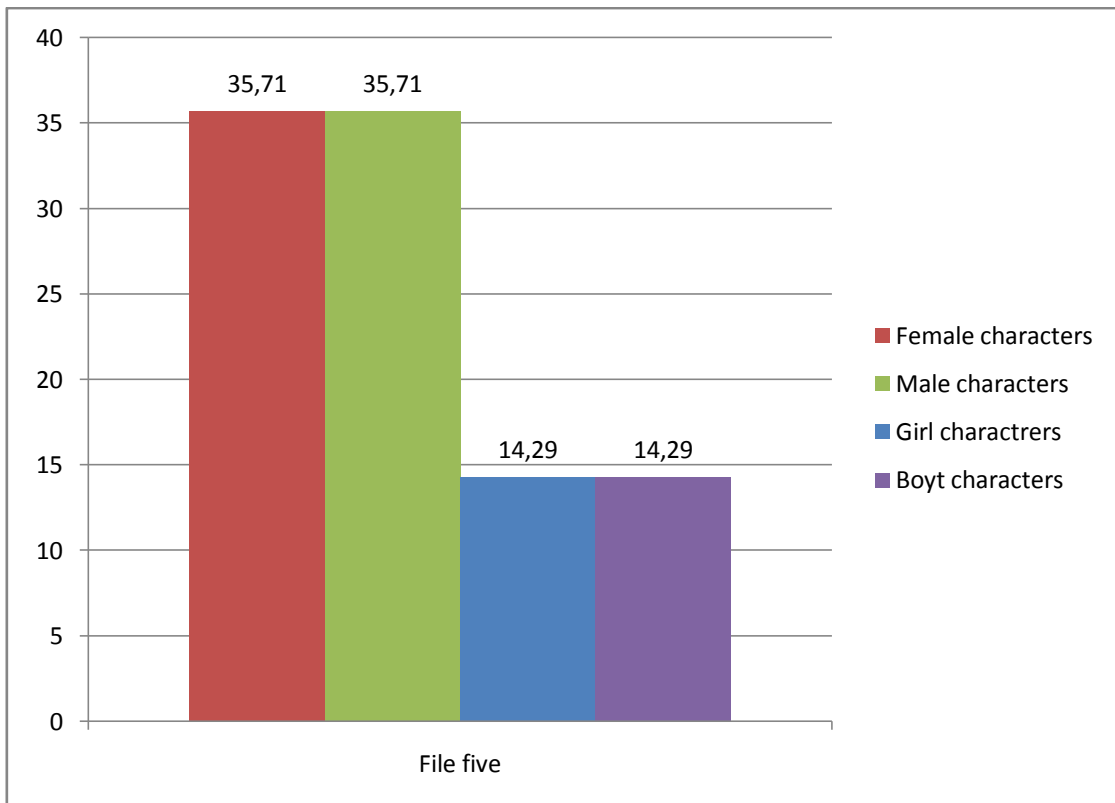


Figure 7: Percentages of Characters in File Five

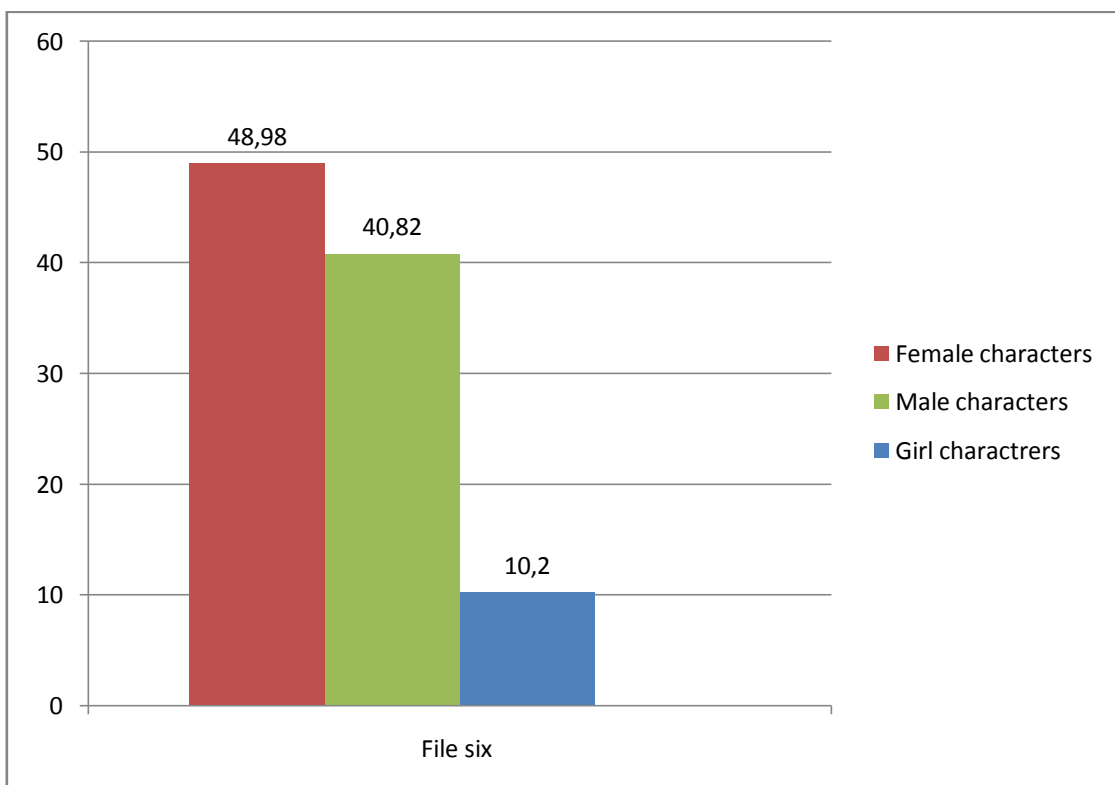


Figure 8: Percentages of Characters in File Six

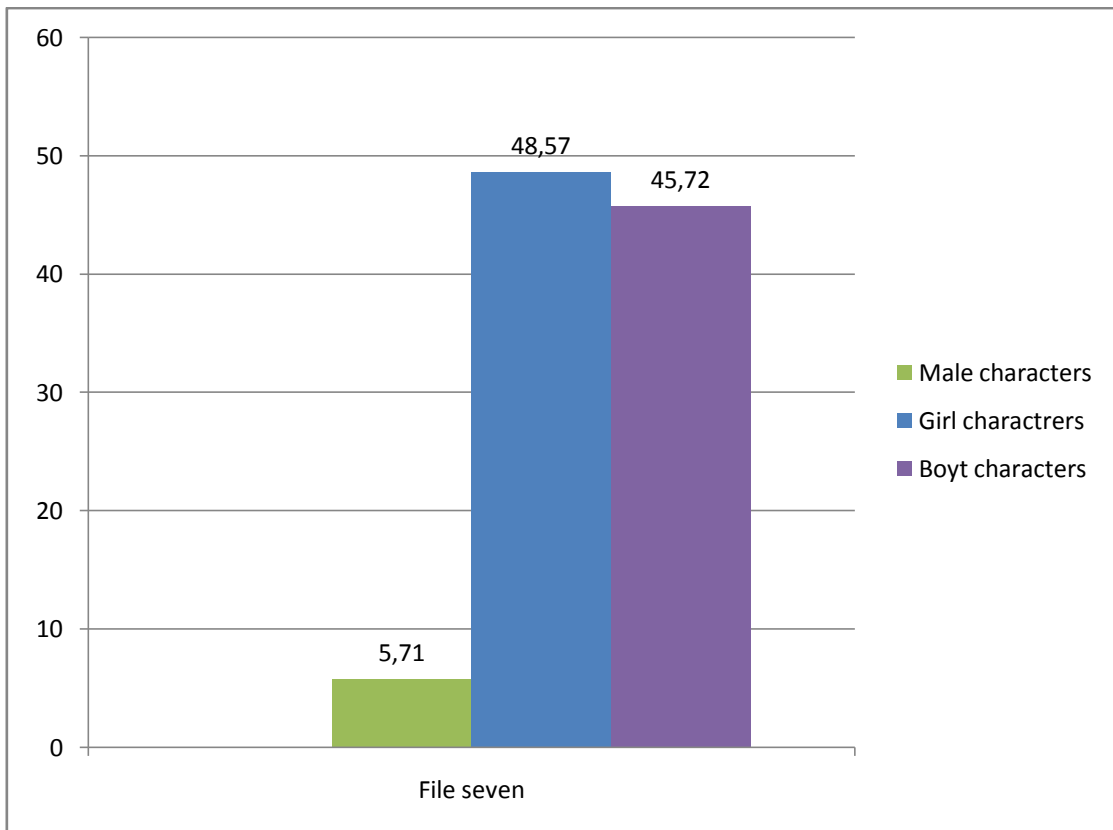


Figure 9: Percentages of Characters in File Seven

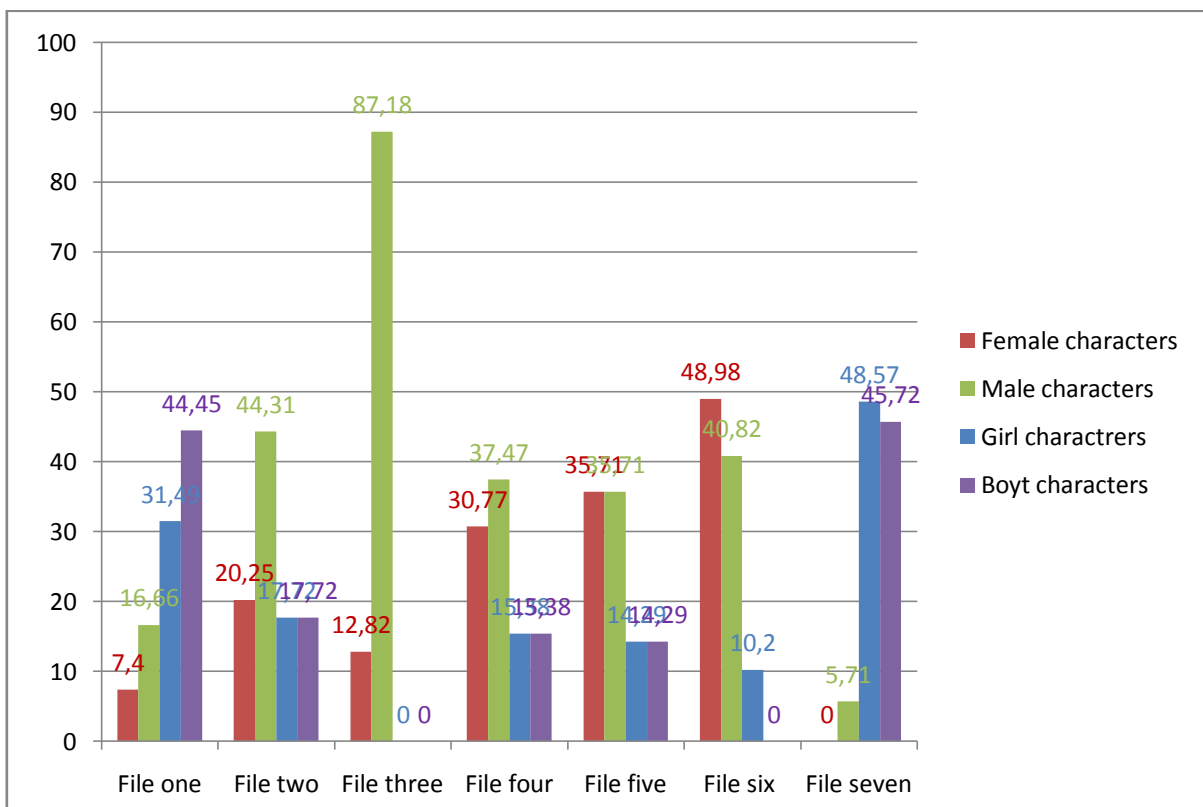


Figure 10: The percentages of the Characters in the Whole Seven Files

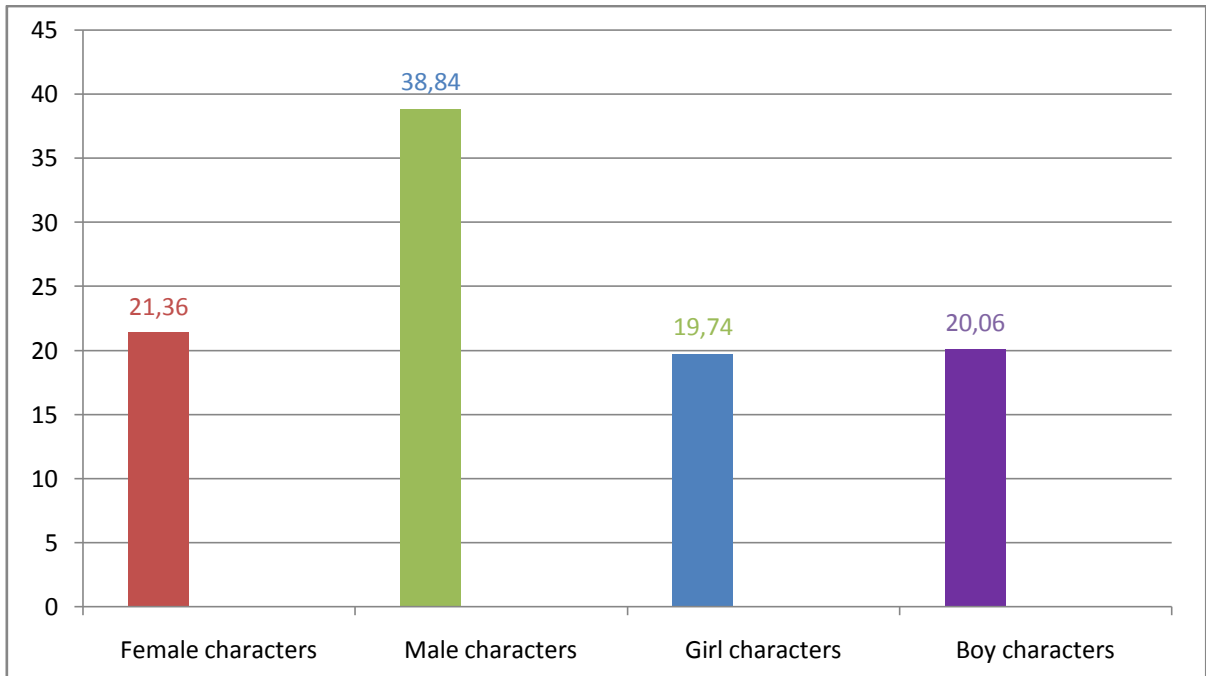


Figure 11: The Total Percentages of the Characters' Appearance in Spotlight on English, Book One

The following table will show to us the number of the representational illustrations in which male and female characters appeared either in isolation, or together. Some of the other times, as the results may indicate, illustrations portray females, males or both of them with either boys, girls or altogether.

Table 11: Appearance Frequency of Female and Male Illustrations in Spotlight on English Textbook

File	Page	F I	M I	C(FM) I	G I	B I	C(GB) I	CI/A/C
One	21-39	03	06	01	11	16	05	00
%	/	07.14%	14.29%	02.38%	26.19%	38.10%	11.90%	00%
Two	41-59	09	29	02	06	05	03	07
%	/	04.92	47.54%	03.28%	09.84%	08.20%	04.92%	11.47%
Three	61-79	01	22	01	00	00	00	00
%	/	04.17%	91.66%	04.17	00%	00%	00%	00%
Four	81-100	09	12	01	04	02	02	01
%	/	29.03%	38.71%	03.23%	12.90%	06.45%	06.45%	03.23%
Five	101-120	04	03	01	02	02	00	00
%	/	33.33%	25%	08.33%	16.66%	16.66%	00%	00%
Six	121-142	11	13	08	05	00	00	00
%	/	29.73%	35.14%	21.62%	13.51%	00%	00%	00%
Seven	143-164	00	01	00	15	12	01	01
%	/	00%	3.33%	00%	50%	40%	3.33%	3.33%
Total	237	37	86	14	43	37	11	09
%	100%	15.61%	36.29%	5.91%	18.14%	15.61%	4.64%	3.80%

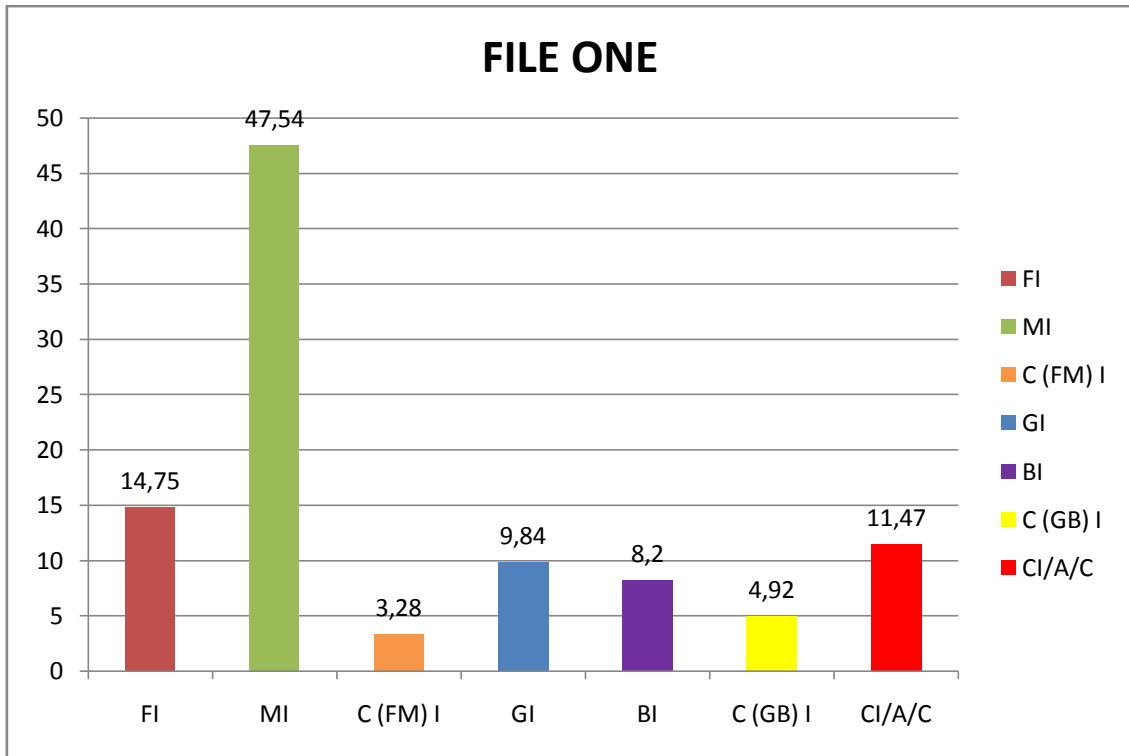


Figure 12: Percentages of Illustrations in File One

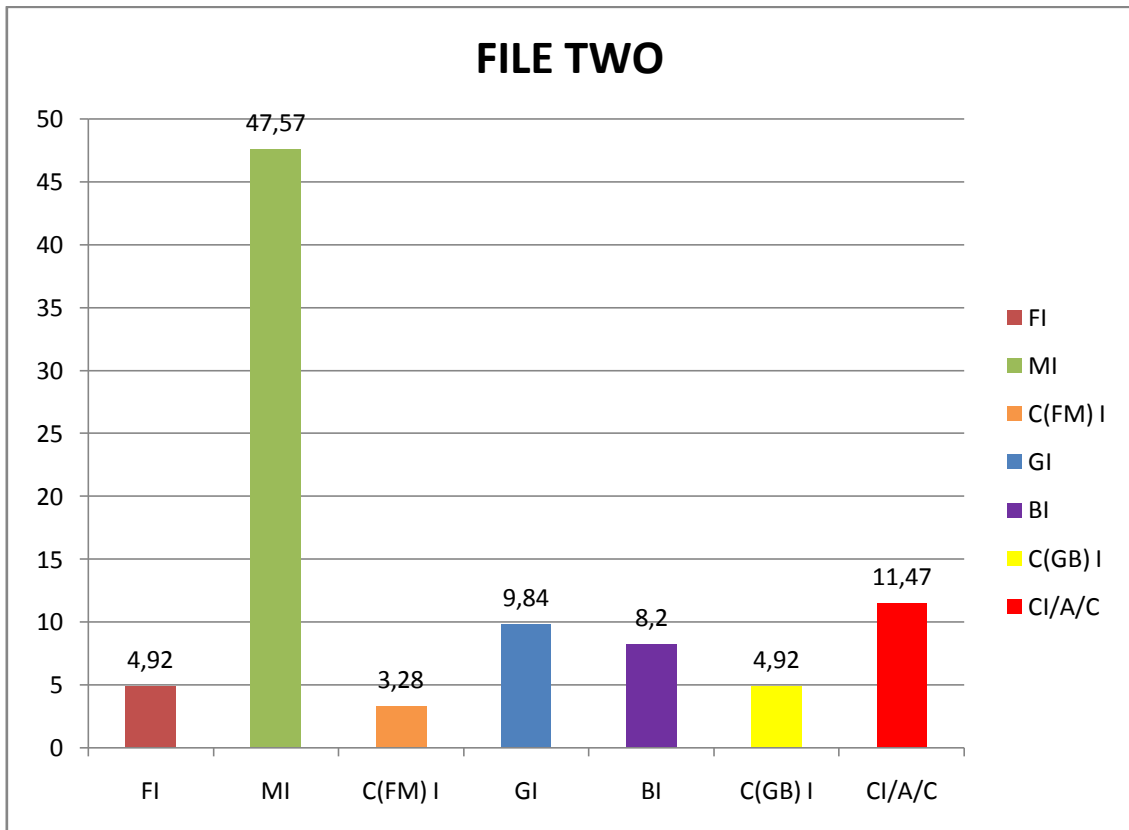


Figure 13: Percentages of Illustrations in File Two

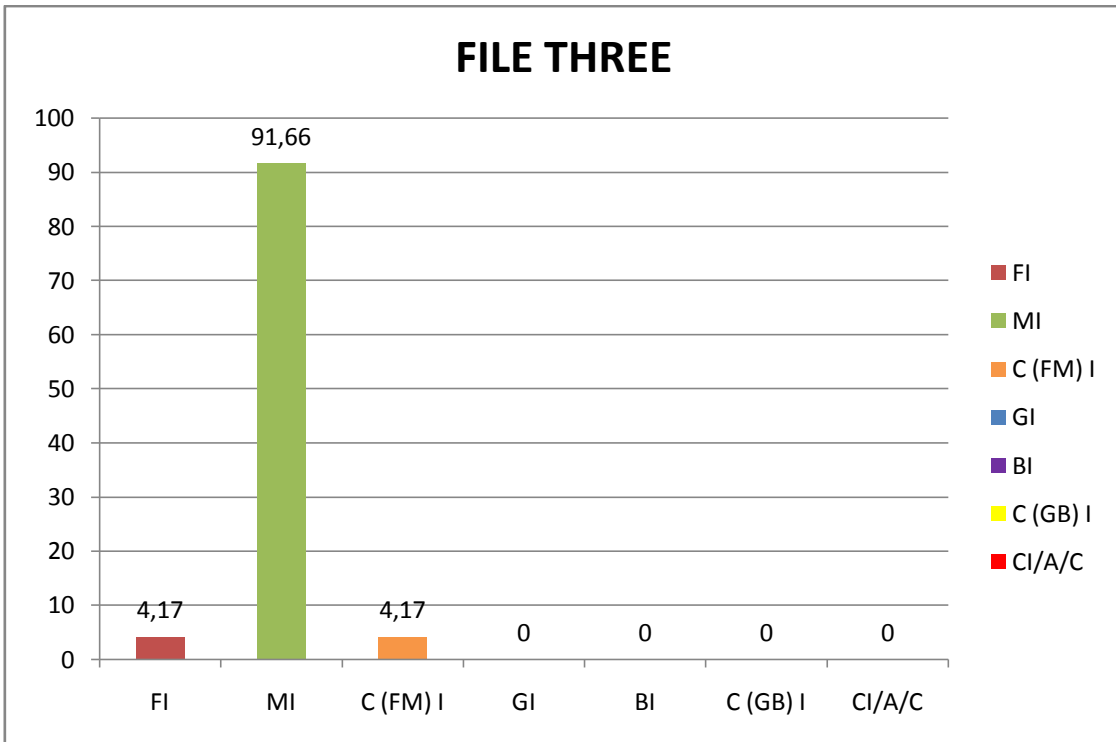


Figure 14: Percentages of Illustrations in File Three

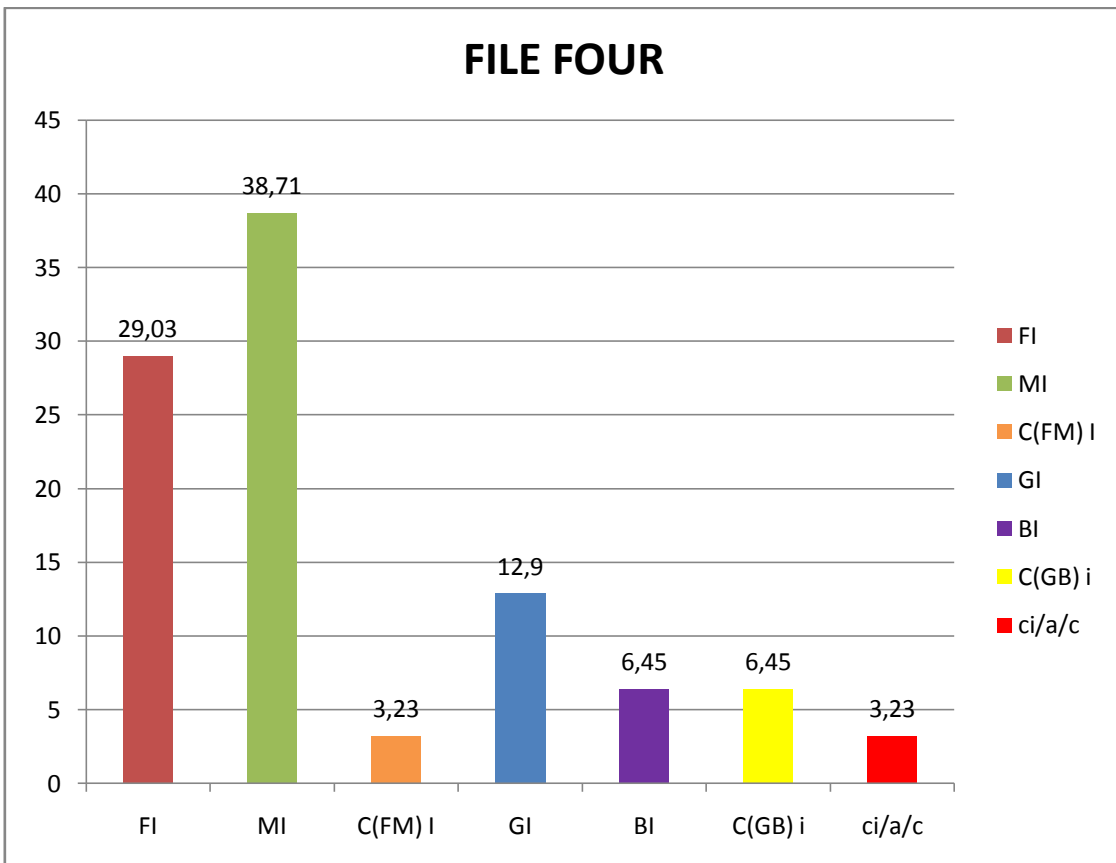


Figure 15: Percentages of Illustrations in File Four

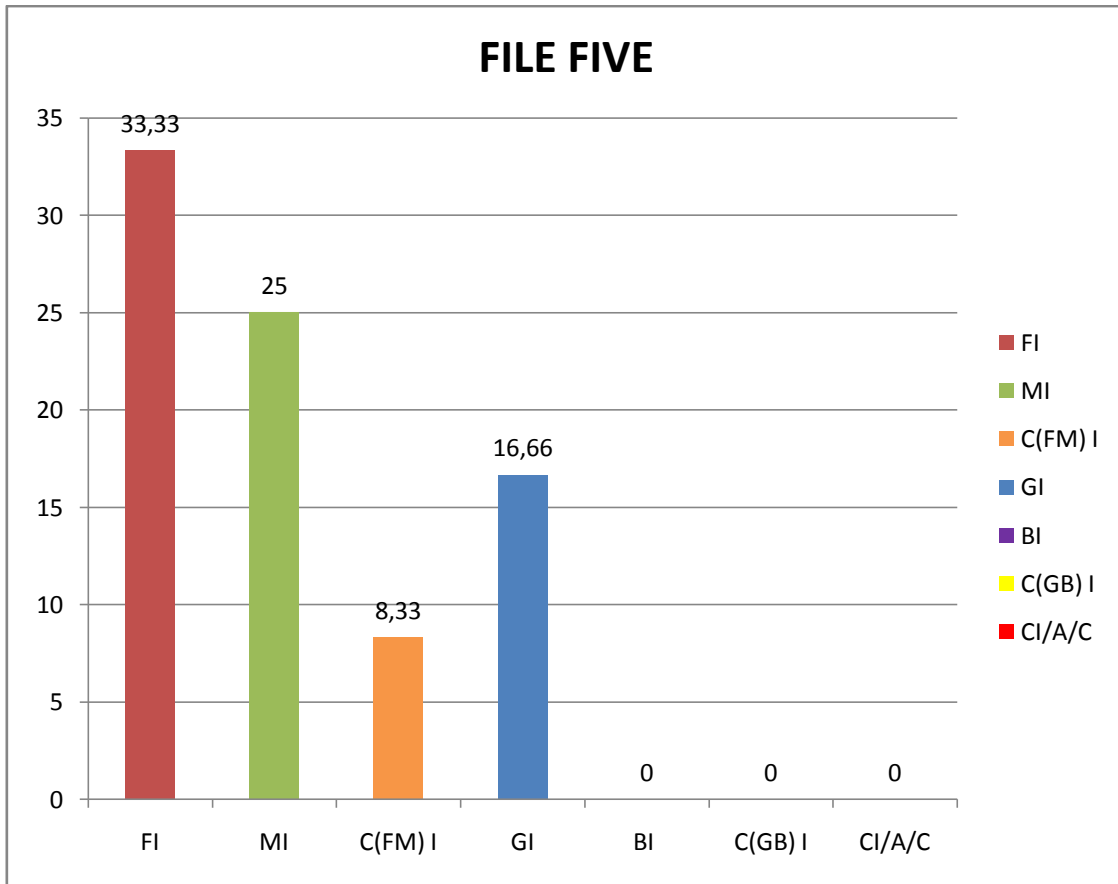


Figure 16: Percentages of Illustrations in File Five

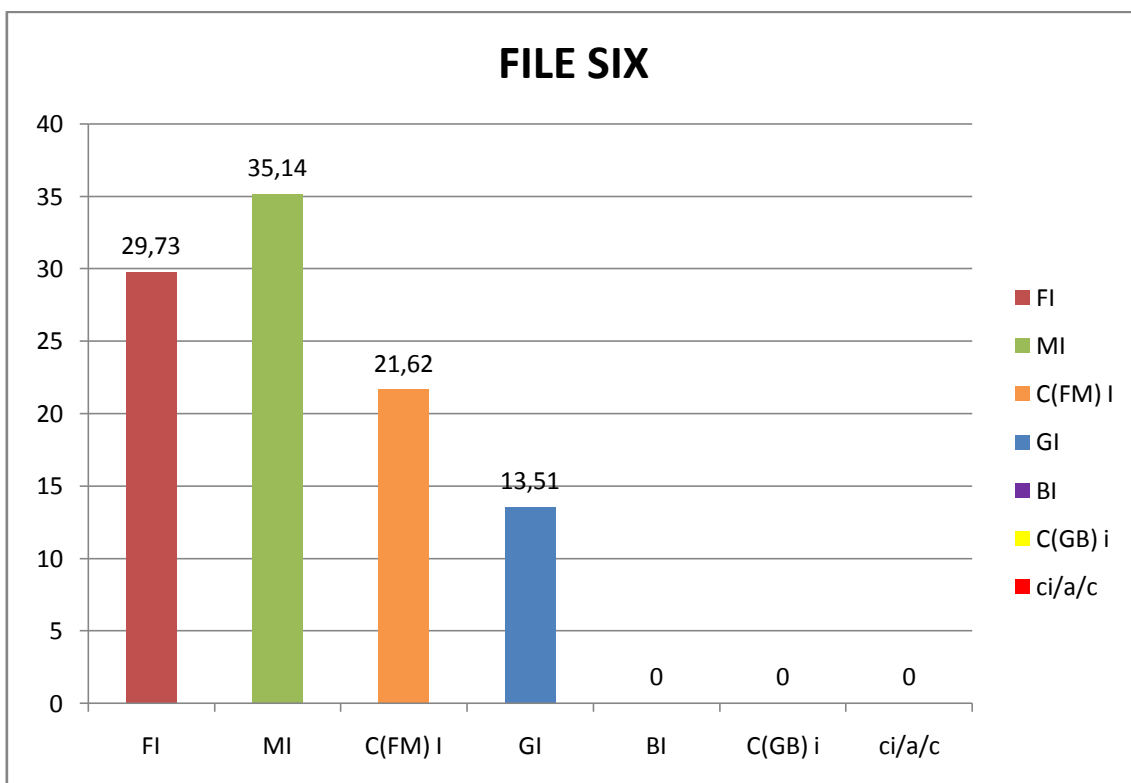


Figure 17: Percentages of Illustrations in File Six

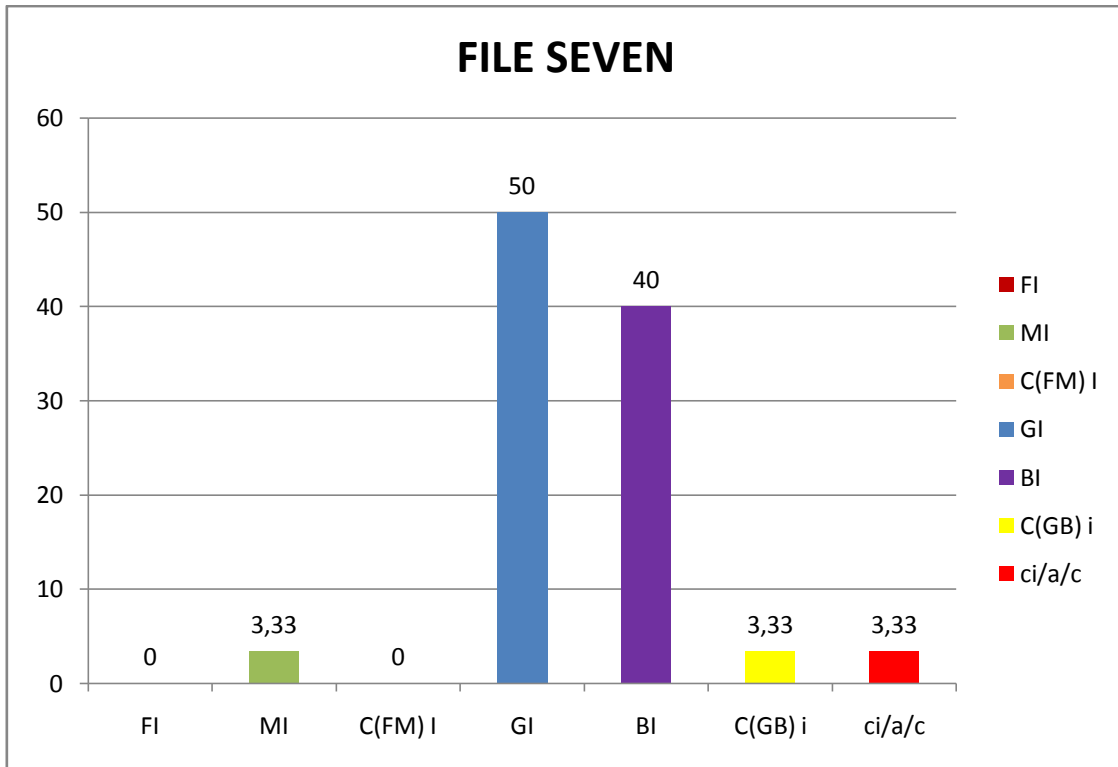


Figure 18: Percentages of Illustrations in File Seven

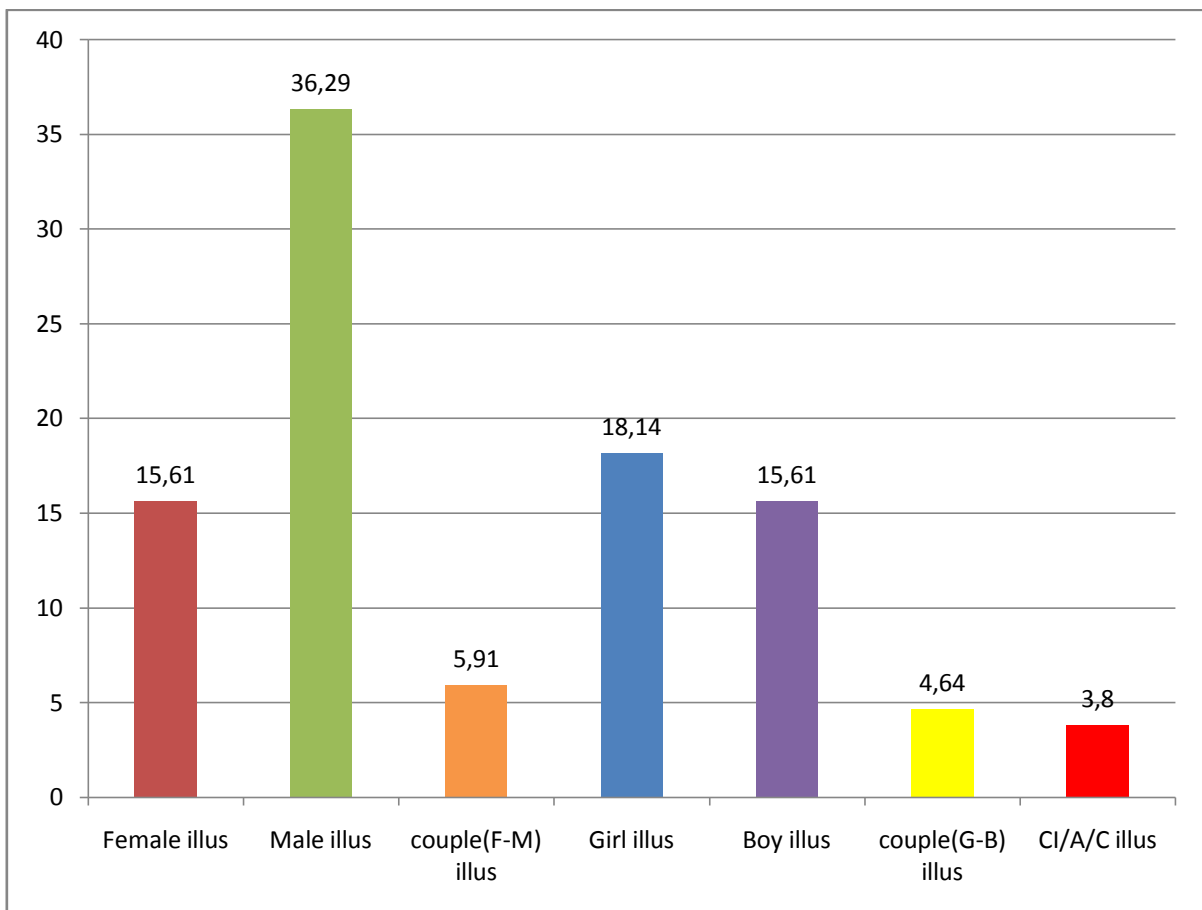


Figure19: The Total Percentages of Illustrations in Spotlight on English Textbook

An examination of the results in table 10 that deal with data combined under the heading of the first category, show that there are more illustrated male characters than females in each file. The total number of illustrated males is 120 (38.84%) compared to 66 (21.36%) for females. Therefore; findings portray gender discrimination among characters. There is an undeniable gender bias in presenting characters knowing that the population of females is growing larger than that of males. A significant difference is also noticed in the portrayal of children, where 61 characters of girls are found to be less than the 62 of the characters of boys. Though, the difference is not very significant, yet boys are more apparent than girls.

On the other hand, as it is shown in table two ,out of total of imagistic representations, the number of male illustrations which equals 86(36.29%) surpasses the number of females' visual illustrations which is estimated to be 37(15.61%).As it can be noted, the difference is very conspicuous. There is obviously gender bias in presenting characters as well as the number of illustrations they are found in. Such an under-representation of the female characters in the textbook implies that females' presence is almost unnecessary and does not play an important role as men do in society. Both tables ten and eleven clearly portray a gender imbalance and such a depiction will not but reinforce and widen the gap between male and female learners instead of filling it. These biased representations against the females will not ensure the realization of the set educational objectives in promoting equality and gender bias free instructional materials.

I.6.2. Productive Activities

A close examination of the occupations assigned to male and female characters can be exemplified by data in table 12.

Table 12: Illustrated Productive Activities for Males and Females Characters in the Textbook.

Page	Type of male occupations	N of M illustrations	Type of female occupations	N of F illustrations
32	- Cameraman - TV presenter	2	/	/
47	/	/	- Top model	1
51	- Doctor-mechanic-builder-painter-grocer- photographer-dancer-cameraman	10	- Teacher	2
52	-Journalist-dancer-doctor-postman-painter- actor-singer-comedian-commentator-football player	10	- Dentist - singer	2
53	-Engineer-doctor-taxi-driver-mechanic-painter	5	- teacher	1
56	- Santa-Claus	1	/	/
61	- Running track players - Base-ball player - Sport-sailing player - Cycling players	14	- Field hockey Players	5
66	- Football-player - Tennis-player - Box-player - Running track player	5	/	/
67	- interviewer	1	/	/
75	- Soccer player - Horse - racer	2	/	/
81	- carpenter	1	/	/
84	- painter	1	/	/
86	- Photographer-painter - Taxi-driver		- Teacher	

	- mechanic	4	- Type- writer	2
89	- veterinarian	1	/	/
90	- hunters	2	/	/
91	/	/	- teacher	1
92	- worker	3	- Air-hostess	1
103	- grocer	1	/	/
106	/	/	- TV-presenter	1
110	- doctor	1	/	/
125	- Receptionist-manager-chief-waiter	4	- Guide	1
126	- Manager-waiter	2	- Guide	1
128	/	/	/	/
129	- Computer-programmer	1	/	/
131	/	1	/	/
133	/	/	- Guide - Top-model of fashion show	3
148	- Weather forecaster	1	/	/
149	- TV presenter	1	/	/
Total	38	66	9	22
Perc	80.85%	75%	19.15%	25%

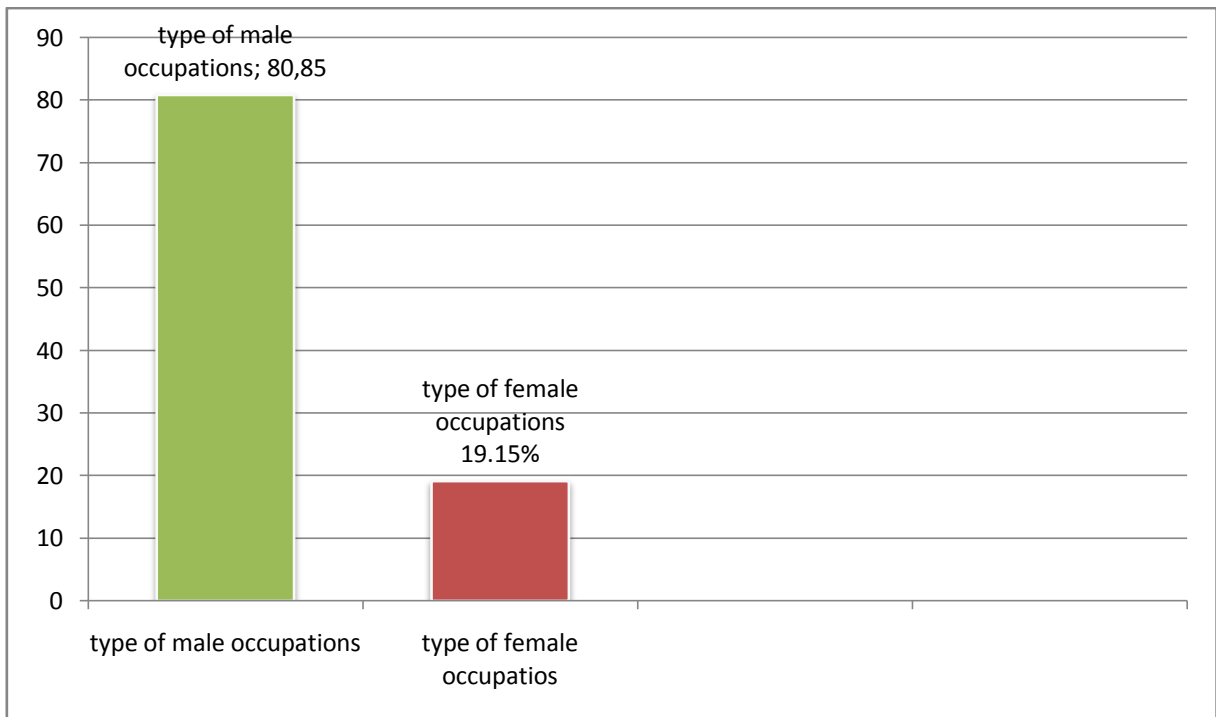


Figure 20: Percentages of Male and Female Productive Activities

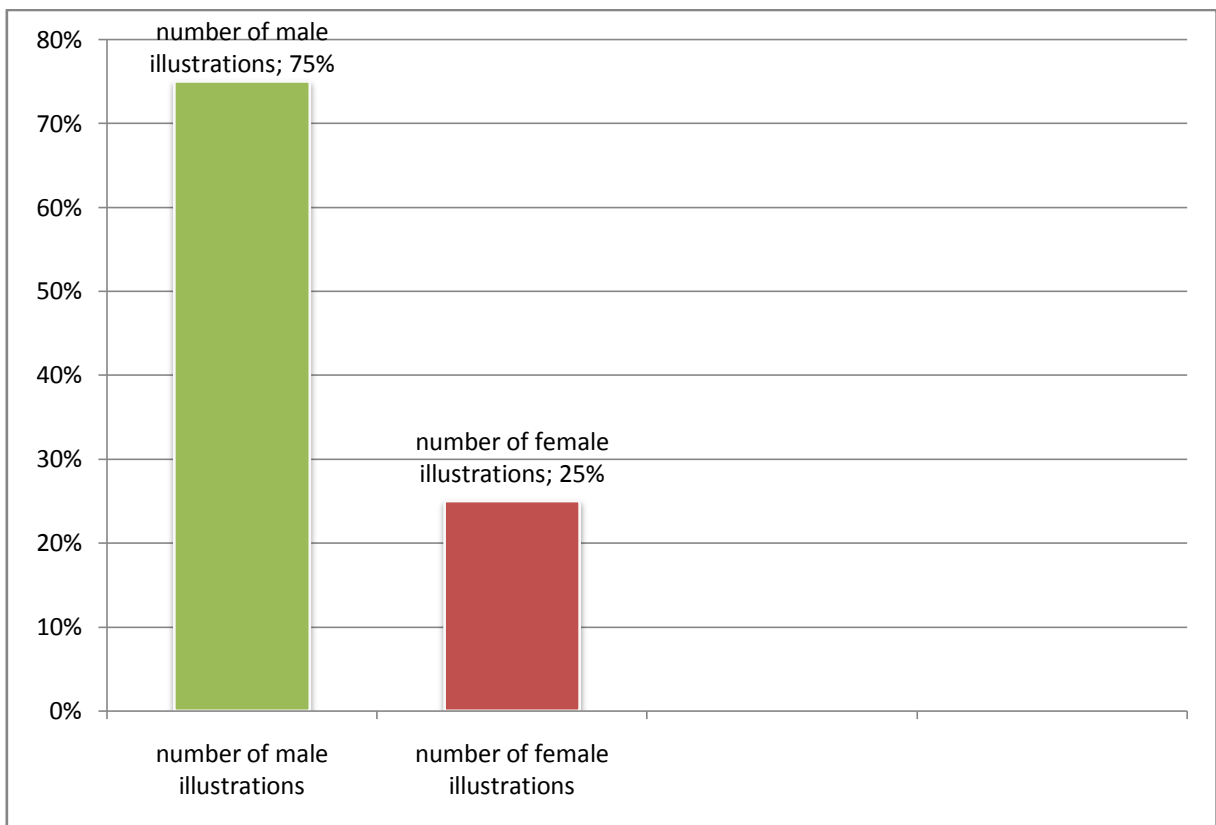


Figure 21: Percentages of Male and Female Illustrations with Regard to the Productive Activities Dimension

Findings in table 12 show that males have been exposed to 38 (80.85) types of occupations while females have only 9 (19.15) occupations open to them. Looking closely at the portrayal of occupational roles, one notices that they correspond to the society's stereotypical and traditional division of labor. The recurrent illustrations of males as doctors and females as teachers strengthen the already made statement.

In addition to that, there are more male illustrations than female ones, in which men are engaged in a wide variety of skillful occupations. Unlike males, females are restricted in terms of productive positions. Men appeared in 66 (75%) illustrations and women were represented in 22 illustrations, practicing a lesser set of jobs.

What could not escape our notice is the stereotyping of the allocation of the occupations. The careers that revolve around service provision, fashion, singing, guiding and teaching have in all cases been given to females. Even in the only two illustrations in the whole textbook, when women pursuing scientific activities, they are not portrayed alone, but rather accompanied by a male well-known figure.

To better exemplify the under-representation of women, some examples are mentioned in what follows. Men benefit from and receive services from females. For instance, the small image 2cm/2cm of a female character working as a dentist which appears in page fifty-two, illustrates best this idea. She is not portrayed alone as its male counterparts do but rather; treating a male patient. Even the small size of the image put on the top right side of the textbook with unclear physical traits contributes to the fact of downgrading the female character which is trivialized or rendered almost invisible. To better exemplify the idea of servitude, the image in page ninety-two depicts a female air hostess who is serving a male passenger. Needless to mention the image where Marie's image is adjacent to her husband Pierre curie. Such images reinforce women's subordinate role toward men.

Apart from the above mentioned examples, the fact of being, for instance, a guide or a teacher is an extension to the caring and servitude roles of women at the family level. Those activities do not require higher educational levels and intellectual capacities compared to those needed in order to become for example a doctor, an engineer, or a journalist, occupations that tend to be the prerogative of just men. In other words, such occupations do not reflect but the nature of the caring responsibilities women perform

inside the home .In short, the way females are depicted in the textbook are without denying highly stereotypical feminine occupations.

On the other hand, all the characters represented as doctors, veterinarian, and computer programmer to name only few, are males. Men are over and over portrayed as being intelligent individuals indulged in scientific careers. For example, an illustration of a male doctor has been shown six times throughout the textbook .In addition to that, several other male figures belonging to different areas of scientific scholarship including Louis Pasteur, Alexander Fleming, and Albert Calmette are included. Another example can be found on page 129 where half of it is devoted to Mr. Bill gates, a famous American computer-programmer. Though, there is no wrong in making those brilliant Men known, yet illustrations showing the accomplishments of women in this same field should have equated those of the males.

I.6.3. Reproductive Activities

Though not many illustrations have been devoted to the depiction of both or either male and female characters in the domestic dimension, yet, there are all signs that make crystal clear the stereotyped division of the household chores. The following table will enable us to know, if ever a fair share of the family roles has been given to the characters in the illustrations:

Table 13: Male and Female Roles in the Family

Females' Roles	Males' Roles	Page
Dropping kids to school	/	91
Buy food	/	103
Two female activities	No male activity	/

Although the family chores are not often visually represented in the textbook illustrations, yet, those that made their appearance in Spotlight on English 1 were entirely assigned to female characters. Obviously, females do not share with the males the same

number of domestic responsibilities. The images offered by the textbook-writers are those of females who alone assume the depicted tasks.

I.6.4. Sport Activities

It is intended in the fifteenth table to reveal the extent to which females have been portrayed doing sport activities. Gender bias against women is could take place by the under-representation of the females in such a domain or by their omission altogether.

Table 14: Male and Female Characters Illustrated in Sport Activities

Page	M Illustrations	Sport Activities	F Illustrations	Sport Activities
52	2	-Football player -Football commentator	/	/
61	5	Running-track, cycling, sport-sailing, soccer.	1	Field-hockey
63	1	Football-players	/	/
66	5	Football-players, tennis- player,box-player, running-track player.	/	/
71	2	Track-running, athletics	/	/
75	2	Horse-riding, soccer	/	/
Total	17	/	1	/

The first point that is apparent in the table 11 is the fact that Illustrations regarding sport activities, we can say they are very rare in the analyzed textbook where only 20.68% of illustrations were of this kind .Besides, only male characters are involved in practicing an obviously wide range of sport activities. Whereas, only one illustration on page sixty-one, depicts a group of five females playing field hockey.

I.7. Interpretation and Discussion

Although, a small number of illustrations are taken as instances of gender bias, the abovementioned statistics make it crystal clear and speak on the behalf of the remaining ones. Concerning the frequency of appearance of male and female characters, findings show that in all cases, males outnumber the females' illustrated characters in the textbook. Furthermore, if we take a glance again at the findings in table 8 and 9, results show that more males are depicted compared to those female characters. Under the same line of thought, Sadker et.al, assert that: "*invisibility is one of the most pernicious forms of bias....and gender equity will need to become a mainstream issue in educational research and efforts to reform and restructure schools.*" (**Sadker et al, 1991:315**) Invisibility is therefore, one of the forms, gender bias can take in school textbooks and which can have negative impacts on girls.

As far as the productive dimension is concerned, those attributed to women are less diverse and inferior to those male activities. The productive roles assigned to women require good looking females' body and posture .Besides; they do not necessitate the fact of having pursued any further studies like it is the case for being a top model or a singer. Such sort of images portrays women not only as "*more interested in fashion, but also as mannequins, objects to be observed.*" (**Berger, 1972:40**) This depiction portrays women as being devoid of any intellectual ambitions but rather hinge upon their physical appearances in order to gain their lives .It may also implicitly mean that unlike men, females are still seen as inferior to them in terms of capacities and their roles in society. However, the occupations which require accesses to education are namely a teacher, dentist, and actress. To sum up, the illustrations used in this file are biased against women and portray them in a very narrow way limited to stereotyped occupational roles .Therefore; they maintain the status quo of the unequal division of labor between males and females.

The allotment of labour is again sexist and unfair to women. Typing, for instance, has always been associated with females and the textbook in hands is no exception in promoting such a pre-conceived idea (page86). Spotlight on English assumes then the responsibility of perpetuating what society appreciates and considers as being proper for males and females. Typing is not only considered as an old-fashioned job but also given a low status. However, it must be noted that the female in that illustration is portrayed using a computer and not a manual typewriter. In short, if social attitudes towards the occupation of typing should change, more males ought to be viewed in this context that has been traditionally considered to be for females only.

Another example that still confines us in the occupational framework, where a female air-hostess is serving a male passenger on page ninety-two .Such depiction once again reinforces the idea that male characters receive services, care and attention from females. The latter, apparently in the fourth file still occupy limited and less diverse roles if compared to men who are portrayed in more creative and prestigious positions. In this same file, women are mostly passive, and depicted amidst some leisure activities, such as walking, shopping, eating and taking photos.

In addition to that, pursuing scientific careers is pegged in most cases to male characters. Thomas Edison, Louis Pasteur, and Alexander Fleming (page128, 129,131), are only few examples among the many illustrations portraying males carrying out scientific activities. The only female character in the textbook best known for her outstanding achievements in the scientific field, Marie curie, is portrayed in adjacency to her husband Pierre Curie .They both appear in the same and unique illustration devoted for portraying a well-known female character. At this juncture, it is worth mentioning the fact that Marie-Curie is among other two females who tend to appear frequently in textbooks namely Mother Teresa and Helen Keller. The last illustration representing a female character is on page 52 where a woman is depicted as being a dentist. The rest of the female characters are represented as ordinary women holding no significant occupations. Yet, works related to service provision namely being a guide, (p125), air-hostess, (p 92), and teachers (p51, 53, 86), were all granted to female characters. Therefore, significant contributions by men and women are not equally shown .Besides, women's roles, activities and achievements are largely ignored by the authors of the textbook.

To conclude, unlike boys, obviously girls lack role models in science related careers as a result of such a depiction in the textbook. Female and male role models should be equally featured. Thus, the invisibility of women will not help girls develop a scientific inquiring mind. It is worth noting that if learners could identify themselves with characters of the same sex, they will be more motivated to pursue science activities. It has been noted that the way the textbook is designed, and as a result of the scarcity of female role models, girls will disassociate themselves from the science subject and will cease considering future related activities in such a domain.

The unequal access of women to permanent employment in the textbook's illustrations is likely to influence the attitudes of young learners and impede on their educational growth. However, the most concerned are female learners and readers in general whose scope of careers is too narrow. It is then tacitly transmitted through these biased results that males are able to engage and perform well in vocations that require work skills and knowledge. The fact that men were portrayed in thirty eight salaried employments, compared to only nine for women, does not reflect the real situation in Algeria where women contribute to the workforce of this country and an increasing number of them are earning monthly salaries in different fields. To the detriment of such achievements, the textbook illustrations did not fail also in portraying the gossip as an activity that can be attributed to women. On page 47, two women are having a telephone interview and on page 83, two women are also exchanging their news about a journey in Algiers. Though the former phone-call is done for purely professional purposes, yet, the second one enhances the idea that women unlike men are chatty. By and large, the jobs visually portrayed through the illustrations of the textbook did not support the emancipation of the female gender. They are, in short, unrepresentative of reality.

The visual illustrations used for the occupational dimension revealed that gender bias is expressed through not only the frequency of being the two sexes represented but also in terms of the diversity of occupations fulfilled by men over women. Such an unfair and false representation disregards the contribution of women to the workforce in the Algerian society. In addition to that, male dominance may have serious repercussions over the learners. The latter will internalize ideas such as males occupy an incredibly wide range of diverse and active roles in their society. Girls, on the other hand, are susceptible to admit the fact that females occupy restricted and less diverse occupations as the norm.

As far as the activities concerning the family welfare, findings indicate that women fulfill certain tasks such as taking the kids to school and buying food. Men's participation, on the other hand, is not given much importance and hence not being given an imagistic expression. As an illustration, in page 91 the boy goes to school with his female school-teacher, whereas, his sister goes with her father by car. However, the father is not visually portrayed doing so, while the female is clearly depicted. Not much fertile ground is offered by the textbook-designers to discuss about this dimension. In short, the portrayal of characters, male and female, are terribly lacking in the textbook.

Furthermore, as the findings concerning the third file could tell, women are far less visible. Sports are taken for granted to be the monopoly of males. Girls are then excluded, and marginalized in such a domain. Therefore, female learners would not identify themselves with female characters in the textbook and thus will not consider future careers in sports. On the other hand, males are represented in about nine kinds of sports including cycling, football, base-ball and track-running, to name only few. Looking at some illustrations too on page 71, it can be noted that a set of positive traits in terms of good behavior are associated with only the male sex. Such a behavior includes: getting up early in the morning, putting on clothes, going to the running track, taking a shower, having breakfast, and going to the gym. Such a healthy lifestyle is a model to be followed; however, it is apparent that only boys will benefit from it. Only one illustration on page 61 depicts a group of girls' playing field hockey. Such a very minor representation of females in the physical education sports will without doubt provide girls with a considerable small amount of role models in this orientation.

What also may grab one's attention are the close-up photographs that portray well-known male figures in the sport field with high degree of facial prominence such as Zidane, Ronaldo, Hafidh Derradji (p52). Such a representation enhances the importance of the person. On the other hand, the unique illustration that represents the group of female players is distant showing little emphasis on their physical appearances as well as the kind of sport in which they are involved. The idea that girls are not active practitioners of sport is not challenged through the textbook and comes as a hidden gender-role message. In this case, both male and female characters should be depicted performing different sport activities, otherwise they will develop attitudes that such a domain is only for men.

Conclusion

The findings discussed, in the above section, are consistent with the results of previous studies where gender bias in teaching materials including textbooks is spotted and articulated. Gender bias is a phenomenon that manifests itself in a wide range of forms. As it has been noted, such a discriminatory attitude against girls and women in general, found its most energetic expression through the lack of visibility, stereotyped allotment of occupations and involvement in the sport domain.

Part II

Chapter Two: Impact of Gender Bias on the Learners from a Hidden Perspective

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Part II

Chapter 2: The Impact of Gender Bias on the Learners from a Hidden Perspective

Introduction

This chapter examines the hidden role messages that first year middle school learners receive while using the textbook of English. Therefore, for the purpose of gaining a deep understanding about the effects of gender roles portrayal, two research instruments were designed, a questionnaire for teachers, and a questionnaire for learners. These research instruments explore their attitudes about the use of textbook and the gender-related values it contains. Therefore, it is hoped to know more about what male and female learners in particular, think of their roles and their gender in society. Not only are the learners' attitudes that Sydney describes as: "*an easily influenced impressionable audience because of a lack of critical ability when reading books.*" (Sydney, 2004:76) the prior target, but teachers' positioning and perceptions as well.

II.1. Restatement of the Research Aims

As mentioned above, the most fundamental concern of this research can be listed as follows:

- To give an overview of the gender representations transmitted to learners.
- To examine whether learners think of the occupational and domestic roles of males and females as gender stereotyped or not.
- To investigate their attitudes concerning, science and sport activities.
- To highlight the role models of the textbook in providing an example for learners to imitate.
- To determine the teachers' personal beliefs and attitudes towards gender roles.

This will be done using the following procedure:

- The analysis of a sample of learners' attitudes towards the illustrations, and their impact from a hidden curriculum perspective.

II.2. Research Instruments

The questionnaire meant for gathering data, is addressed to a group of learners which is made up of twenty three girls and boys. It is the Research method applied in this Chapter.

II.3. Description of the Learners' Questionnaire

As shown in appendix one, it consists of nineteen questions. Besides, it is divided into four parts. The first part includes three items, investigating whether the targeted community of learners likes the textbook's illustrations or not. The second part, made up of three items too, unveils the learners' attitudes towards the field of sports and physical education activities. The third part contains six items that examine the learners' convictions behind their choices of future related careers. As far as the fourth part is concerned, it is composed of five items that seek to uncover the learners' viewpoints on the subject of occupations connected to the scientific field. Finally, the fifth part, aims predominantly at examining the informants' views of the nature of the domestic roles men and women assume including household activities.

The questionnaire makes purposefully use of some open-format questions. The latter offers the respondents enough room to articulate and externalize their own ideas in the way they see best fit. These are mainly meant for pushing the boundaries of freedom so that learners would not be subject to pre-established set of answers. Nevertheless, some of them are close-ended questions. The latter are dichotomous questions that compel the respondents to choose one of two answer choices (e.g., 'yes' or 'no').

The choice of this questionnaire is motivated by the desire to involve informants fully and get real feedback from them. Keeping away from the theoretical engagement with the topic and the research studies that have been already mentioned in the first phase of this dissertation, it is only through such an instrument that concrete answers concerning Algerian learners will be obtained. Therefore, the whole number of questions included in the questionnaire aims at enabling the researcher gain insights into the following scope of interests:

- ❖ To reveal the learners' opinion about the textbook illustrations.
- ❖ To examine their nascent perceptions about their roles in society.
- ❖ To bring to the fore any possible gender-biased attributes in the learners' identity.

II.3.1. The Participants

Participants in this study are a group of learners of first year, middle school. It is made up of twenty three girls as well as boys. The selection of such informants could be explained by the following motives. First, the ages of children at the first grade constitute a critical period as they develop into adolescence. Gencay (2000) defines it as *“a period in which female and male gender characteristics start to appear in children.* (Quoted by Sivasligil, 2006:15) In this period, children undergo a process of acquiring what society expects to be appropriate social, and cultural behaviors for both gender and textbooks are no exception in providing them with such opportunities. Gender construction is thus a sensitive stage that takes place mostly at this age. Who future citizens will be, depend to a large extent on the learners of today and textbooks are one of the factors that help them create their identities.

II.3.2. Data Collection

The questionnaire is divided into five sections. Each one consists of a set of questions. Answers related to these queries are described in word or tabular form. Having an idea about the learners’ attitudes towards the illustrations, in general, is the purpose of the first section in this questionnaire. The second part aims to gain an understanding about their viewpoint concerning physical education and sport activities; whereas, the third part examines the type of occupations, both girls and boys consider as appropriate for their future careers. It is also intended to figure out through the fourth part whether the scientific subject is not only the learners’ favorite subject matter taught in the school but also a doorway to enter professions in such a domain. As far as the last section is concerned, it seeks to find out what participants think of unremunerated work.

II.3.3. Data Analysis

Section one: Learners’ Attitudes towards the Textbook Illustrations

(Question Item One through Three)

The three queries of this first part investigate the learners’ viewpoint about the illustrations found in the textbook. They try to find out which of the illustrations gained the lion’s share of their interest and attention and which were of little value and significance to them.

Analysis of the Male Learners' Answers

As an answer to the first question, the totality of boys likes the illustrations in the textbook.

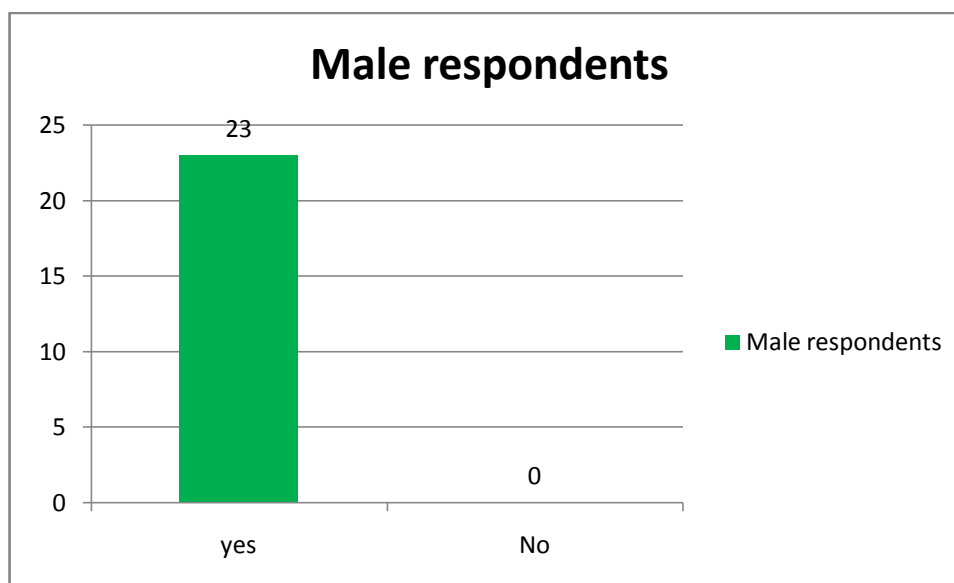


Figure 22: Males' Attitudes towards the Textbook Illustrations

As far as the second question is concerned, out of the twenty-three 23 boys, nine informants like photographs that depict animals such as: lions and dolphins (page 87) A great number of them, therefore, are happy when looking at illustrations that depict diverse types of animals .Seven of other boys express their utmost admiration for illustrations where players involved in different sport activities are portrayed. Sport is ,then, another domain that grabbed the boys' attention to the extent that illustrations that represent sport's players won their admiration. Photographs of Ronaldo, Zidane, and Tyson on page sixty-six and the ones on page sixty depicting diverse sport games are some of the examples that achieved high levels of males' acceptance and popularity. Furthermore, four of them, like the illustration found on page forty-four which represent in joyful colors, using their terms, happy family members including: a father, a mother, two brothers and a sister. Only three boys are fond of pictures that portray women as in page thirty-two, forty-seven, and eighty-three.

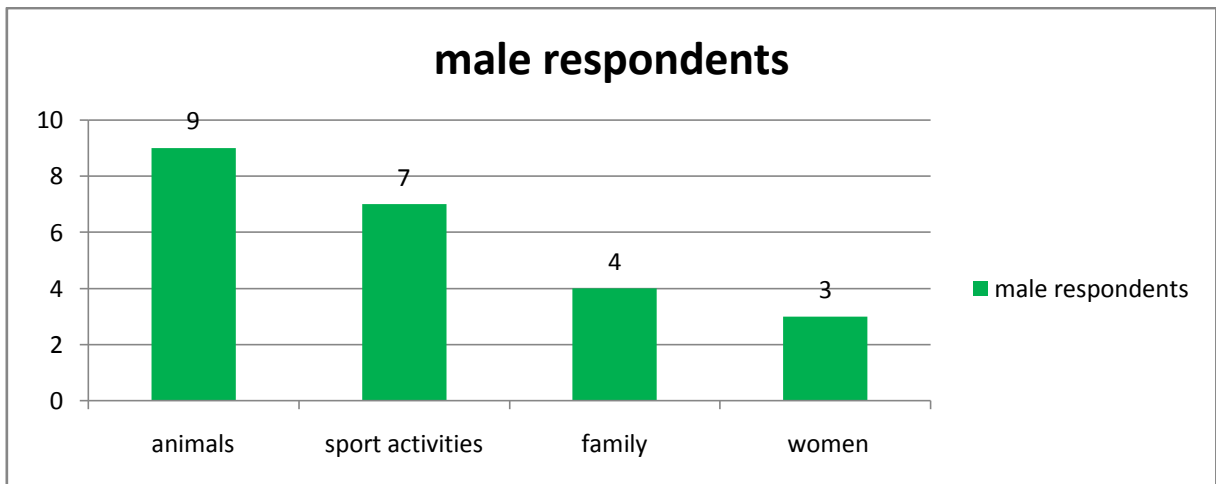


Figure 23: Males' Attitudes towards the Most Appreciated Illustrations

The boys' answers to the third question indicate that seven of them dislike the illustrations in black and white colors. Five others expressed their dissatisfaction at illustrations that portray only female characters. Three boys are unhappy with the photograph of Tyson because as they wrote, he is toothless and a bad-looking person. Two male informants show less pleasure and appreciation of the cartoons on page one hundred-twenty three. For them, they are not beautiful. Besides, they are not fond of tales. The last six 6 boys have an aversion to the following type of illustrations:

- Photographs of landscapes.(p. 151)
- Pictograms (p. 69)
- Flags of foreign countries (p.35)
- Cartoons of several unhappy facial expressions (p. 123)

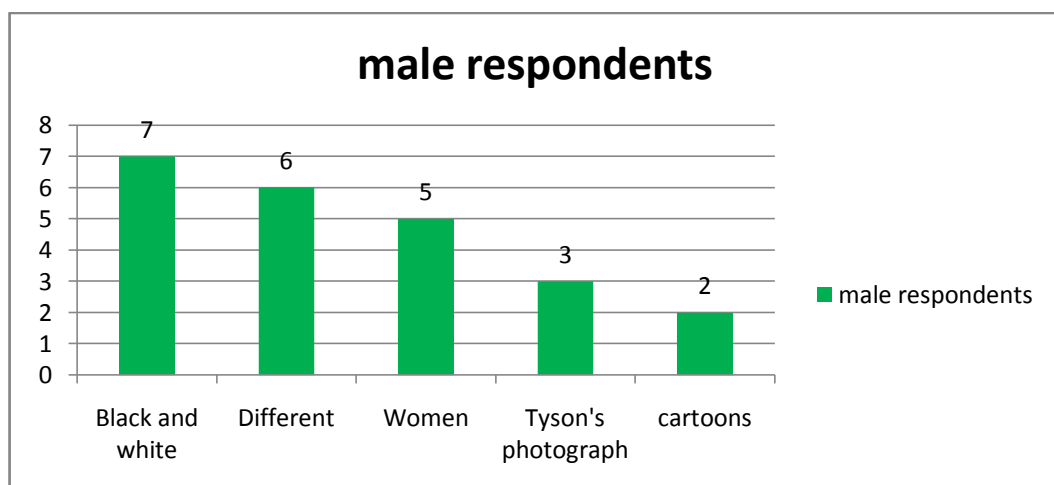


Figure 24: Males' Attitudes towards the Least Appreciated Illustrations

Analysis of the Female Learners' Answers

All the female respondents, as the results indicate, like the textbook illustrations. Obviously, the totality of girls and boys likes the addition of illustrations in the textbook.

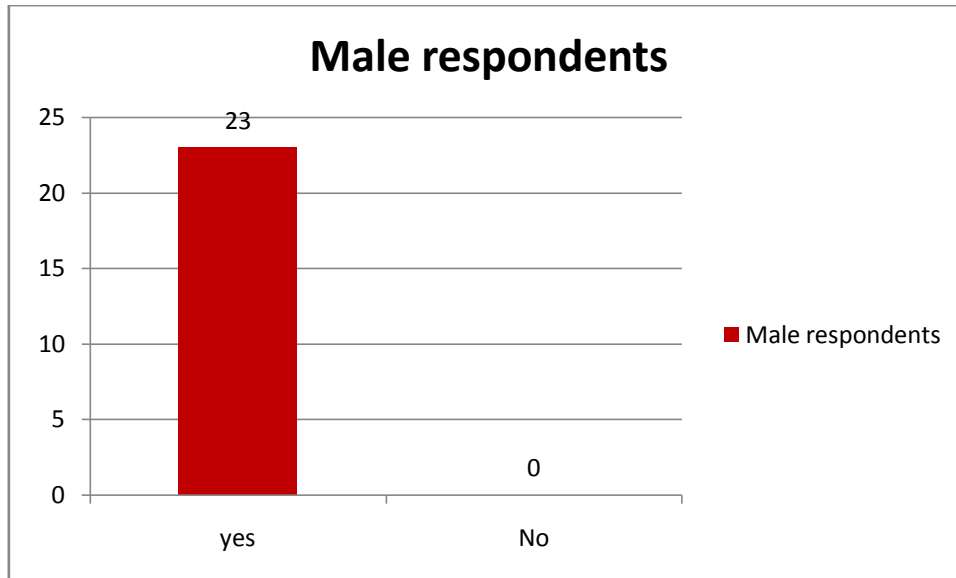


Figure 25: Females' Attitudes towards the Textbook Illustrations

As far as the second question of the first section is concerned, eight girls, out of the twenty-three, like pictures in which family members are described. According to them, they give a picture of happy families. Four of them love photographs taken of animals including for instance: a horse on page ninety-one and panda on page one hundred-fifty. Three female informants take pleasure in looking at cartoons on page one hundred-thirty-four, where a series of cartoon pictures narrate the story of a little girl named Little Red Riding Hood. Only two girls love photographs representing natural landscapes. The sixth remaining of the female respondents like the following illustrations:

- ✓ A photograph showing a table full of different kinds of food. (p.101)
- ✓ Various kinds of sport activities (p.61)
- ✓ A postcard (p.56)
- ✓ A drawing of a male doctor.
- ✓ A photograph of a female singer namely Celine Dion.
- ✓ A drawing of a man interviewing a woman.

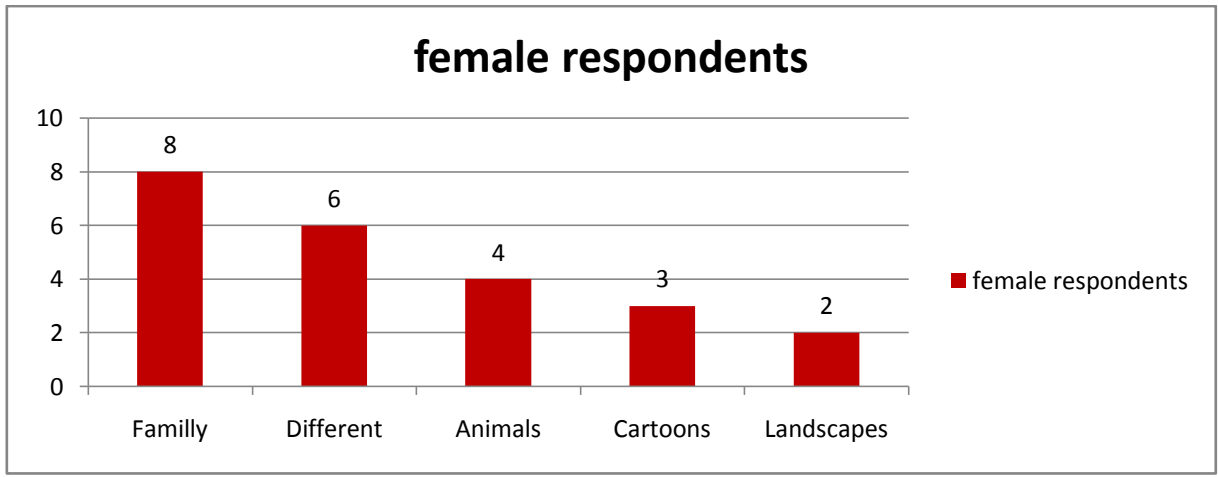


Figure 26: The Females' Attitudes towards the Most Appreciated Illustrations

Moving to the least appreciated illustrations by the females, 11 nine of them hate the pictograms of sport males.9 hate black and white illustrations. Three of the girls hate illustrated animals.

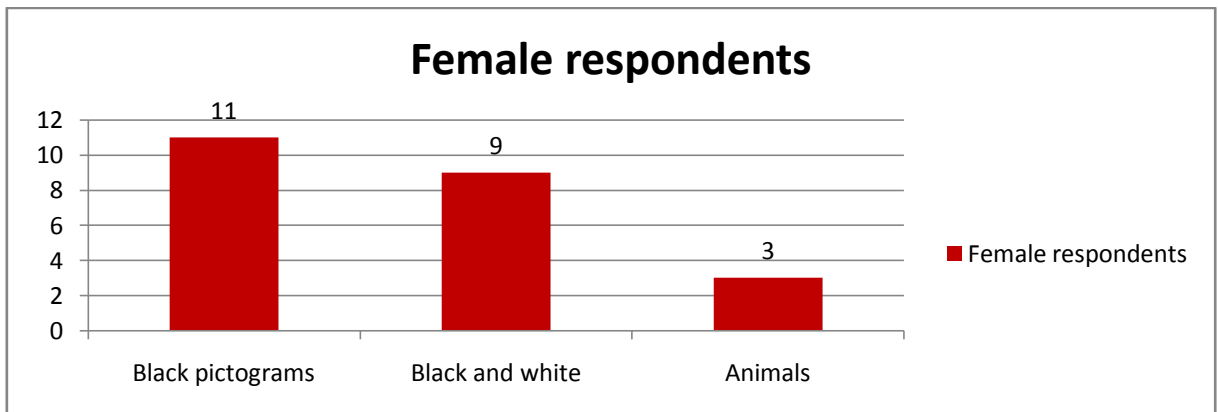


Figure 27: The Females' Attitudes towards the Least Appreciated Illustrations

Section Two: The influence of the Textbook Illustrations on the Learners' Sports Leanings. (Question Item Four through Six)

The fourth question intends to discover whether boys and girls were agreeably pleased by illustrations depicting Sport activities. The sixth inquiry would help us identify their favorite figure in such a domain including, famous football players, or Tennis-players, to name only these. The last question of this section mainly aims to find out whether it is in their intention to make out of one of the depicted sport activities, an occupation in the future.

Analysis of the Male Learners' Answers

To begin with male respondents, nineteen of them prefer, among the sport activities illustrated in the textbook, Football. The remaining four informants varied their answers and the sport affiliations they liked most can be itemized as follows:

- Base-ball
- Swimming
- Tennis
- Running track

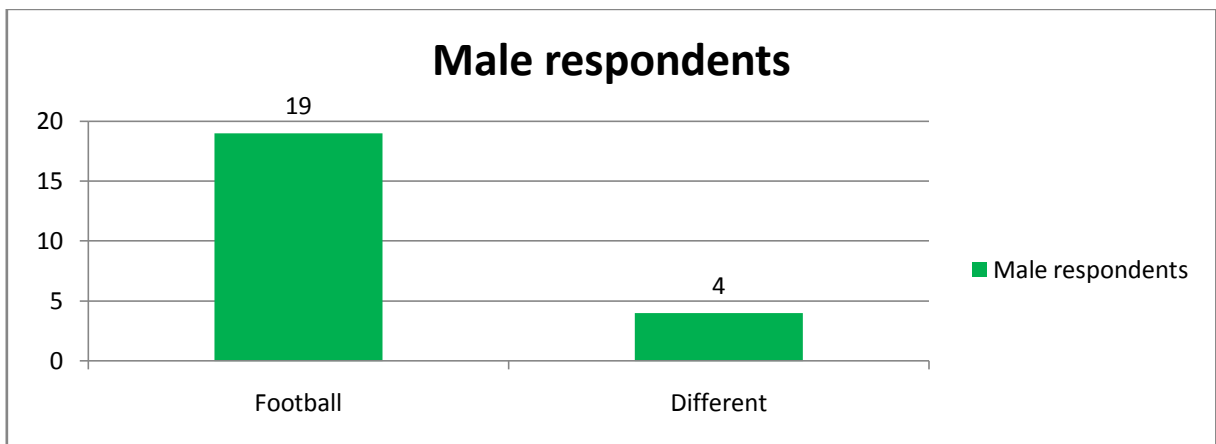


Figure 28: The Males' Most Appreciated Sport Activity

As it can be noted, seventeen boys expressed their will to practice Football and make it their profession in the future. Two others made public their target objective in practicing boxing in their adult careers. Besides, horse-riding is an activity that one boy wishes to perform in his life. Finally, three boys were of different opinion. They were against becoming professional practitioners of any kind of sport.

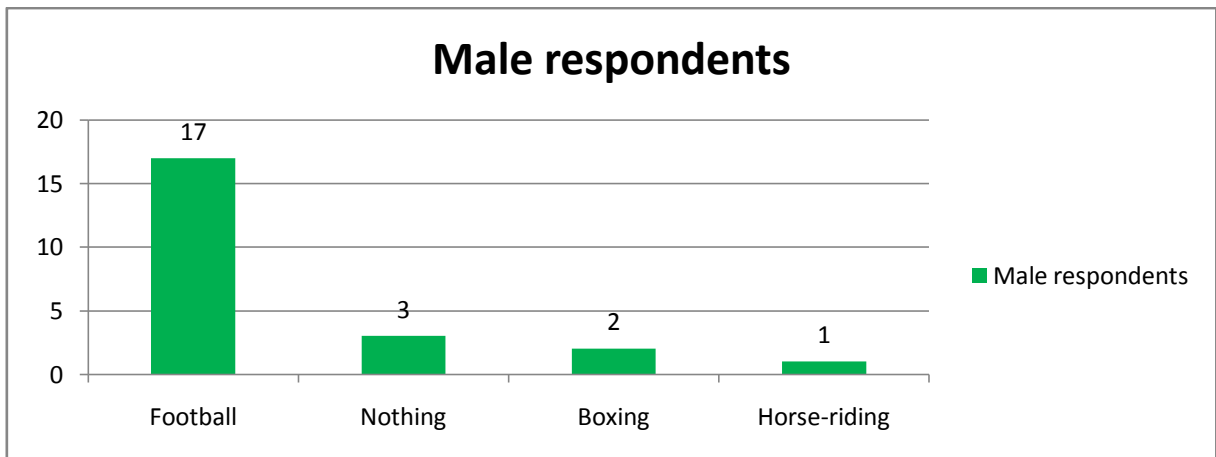


Figure 29: The Males' Attitudes towards sports-Related Careers

Analysis of the Female Learners' Answers

As far as girls are concerned, seven out of the twenty-three, like very much swimming. Six others are fond of basket-ball. Five females are keen on illustrations that depict the sport activity of cycling. It is also very important to mention that five other female informants were indifferent towards opting for a sport activity that they would like most.

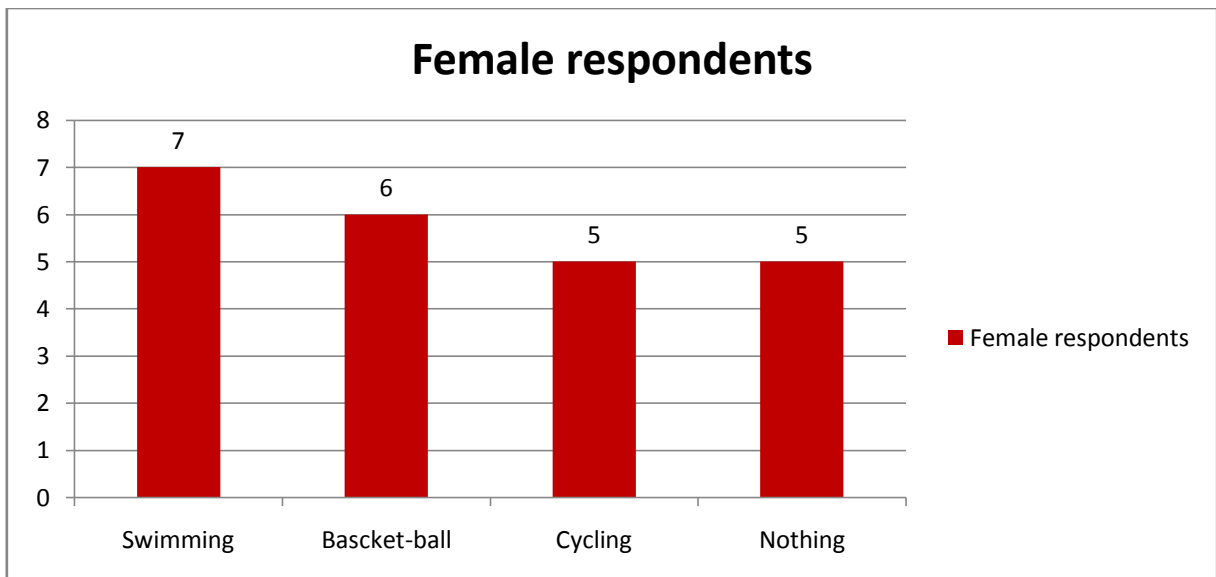


Figure 30: The Females' Most Appreciated Sport Activity

Making out of a sport activity, a future occupation rather than a mere hobby spent in the recreational time of the school, was the answer of four girls who wish to practice swimming. Four others prefer becoming proficient basket-ball players. Tennis is another type of sport that three out of the totality of girls want to do later on. Football is the answer of only two

schoolgirls. Yet, ten female participants do not envisage any kind of sport activity to be their future –related career.

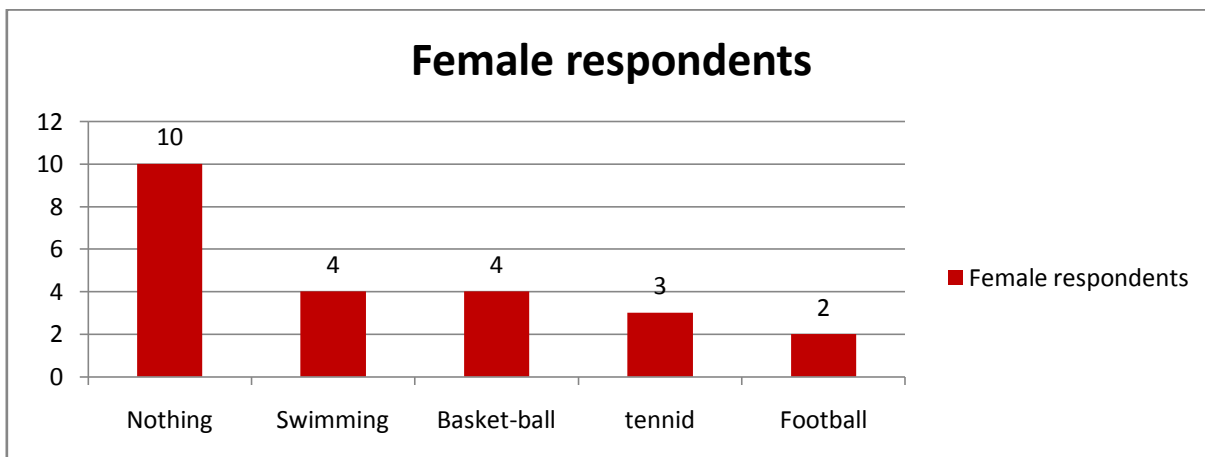


Figure 31: The Females’ Attitudes towards Sports-Related Careers

Section Three: The Learners’ Attitudes towards the Productive Activities (Question Item Seven through Eleven)

All the five questions in this third section require from learners constant reference to the textbook illustrations. As a result of doing so, these queries would allow us identify the learners’ opinion about the profession they intend to do in the future .To begin with, let us dig a bit deeper into the girls’ and boys’ answers which divulged the following results:

Analysis of the Male Learners’ Answers

Males’ answers to such questions whose primary aim is to investigate the kind of occupations, they judge as most suitable for girls and boys as well, before and after consulting the illustrations in the textbook. It is thus of paramount importance to know whether these visual materials exert in a way or in another a bearing over their conceptions of the type of occupations pegged to both females and males.

Based on the female productive activities portrayed in the textbook, nine boys agreed upon the fact that teaching is a job that most girls would be willing to do in their future lives. Four boys think that being a cook though depicted in the textbook via a male character, they still presume that such a work is still convenient for girls. Three others believe that being a doctor is what the majority of girls yearn to become. Being a top-model, is a response of two

boys who find it more appropriate for girls. The five remaining informants consider that staying at home is the place where most if not all girls should belong to and that their job should be organized around looking after the well-being of the family members.

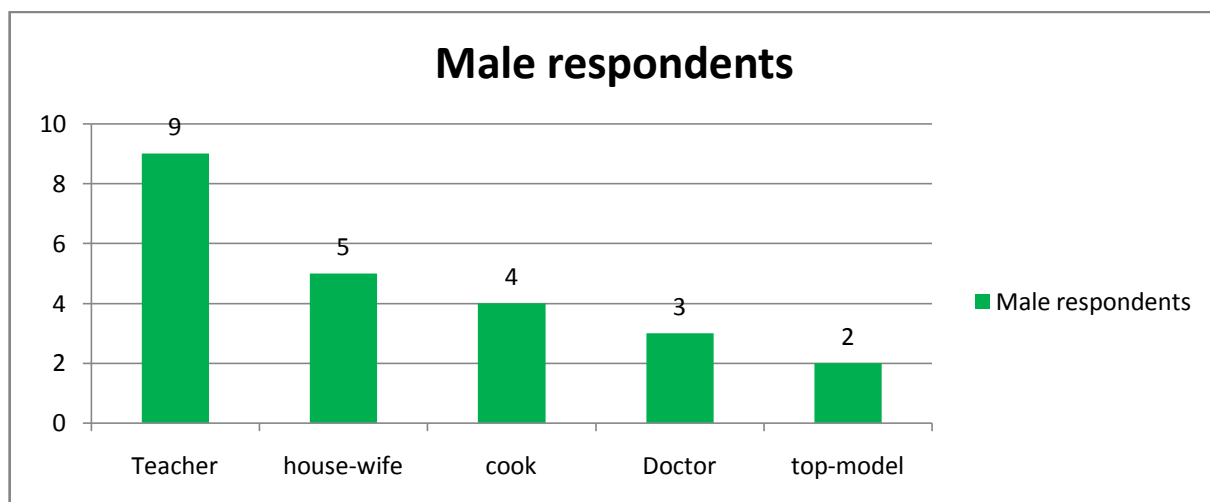


Figure32: The Males' Most Appreciated Productive Activities for the Female Illustrated Characters in the Textbook

The following question 8 leaves more room for learners to express their own viewpoints with regard to the productive activities dimension. Such an inquiry explores more precisely the male participants' attitudes towards females' careers and sees if they are gender-stereotyped. However, such an attempt is done this time while keeping them away from the textbook illustrations. The answers revealed the following:

Seven informants find that being a hairdresser is a field of occupation that can be assigned to women. Besides, results report that sewing is an activity that five boys deem relevant to the girls' ambitions in the future. However, unlike previous findings, four boys think that staying at home is the best activity women can fulfill. Their dedication and care for the house and its members is the job that can be allocated to women. Though they were vividly recommended not to abide by the illustrations found in the textbook, three boys find that being an air-hostess is one the girls' most cherished occupation. Only two think that girls aspire at becoming doctors in the future. Last but not least, two informants assume that being a teacher or a top-model falls neatly within the girls' plans of future line of business.

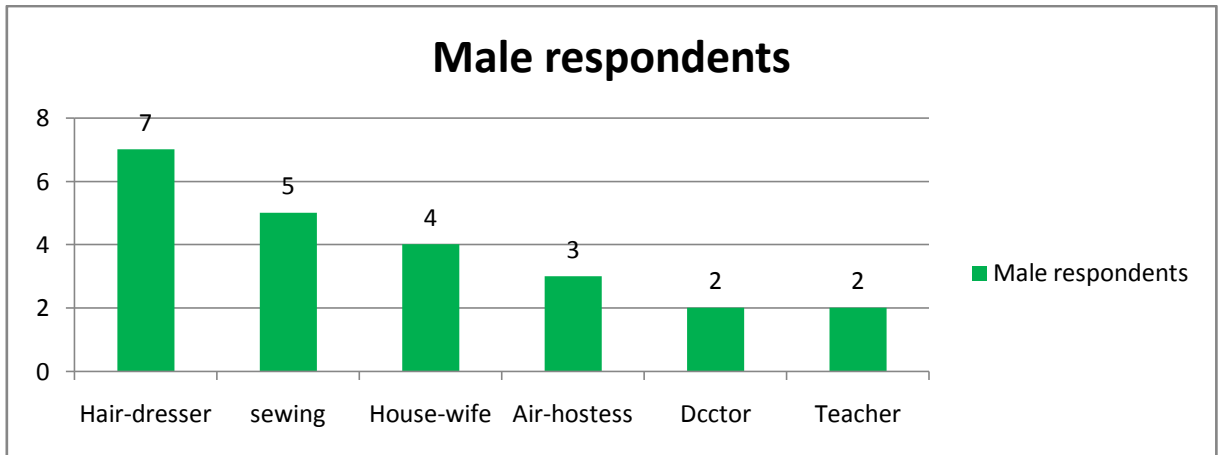


Figure 33: The Males' Most Appreciated Productive Activities non-illustrated by the Female Characters in the Textbook

It is worth stressing now through the ninth question, what male participants think of the occupations allocated to male characters in the illustrations and which ones they identify themselves most with. The comments, they made, are exposed below:

Nine boys claim that becoming a doctor in the future is the motivation behind their schooling and striving hard to succeed. Six others wish to become professional football players as it has been repeatedly depicted through illustrated characters. Becoming, a Pilot in the future is an occupation that four of the male participants think will be their future job. Moreover, two other boys wish they will be stonemason. Being a hairdresser instigates the desire of other two boys.

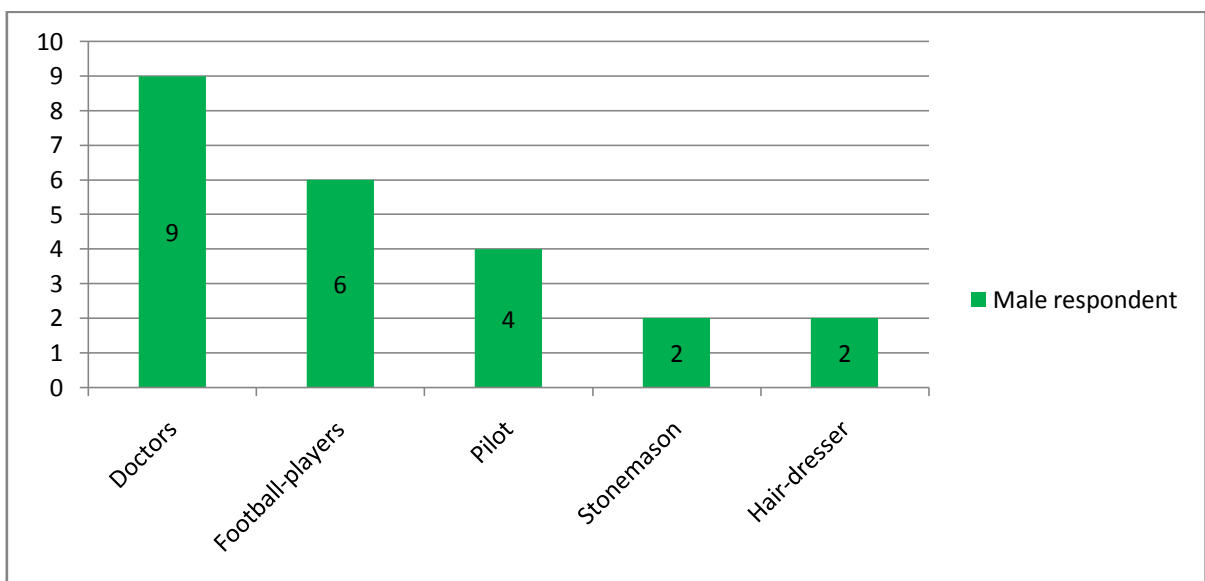


Figure 34: The Males' Most Appreciated Productive Activities for the Male Illustrated Characters in the Textbook

As it has been done earlier, now boys are asked not to stick to the illustrations, but rather leave space for their own vision about the world around them and the kind of occupations they intend to do in the future. Their answers to the tenth question provided the following results:

Becoming a football player in the future is an occupation that seven boys would like do. Four male participants want to be pharmacists. Four others wish to become Car-mechanic. In addition to that, two boys intend to become hairdressers for males. The six remaining boys wish that the following occupations would become theirs in the future:

- A police-officer
- An Inventor
- Wrestler
- Businessman
- Manager
- Lawyer

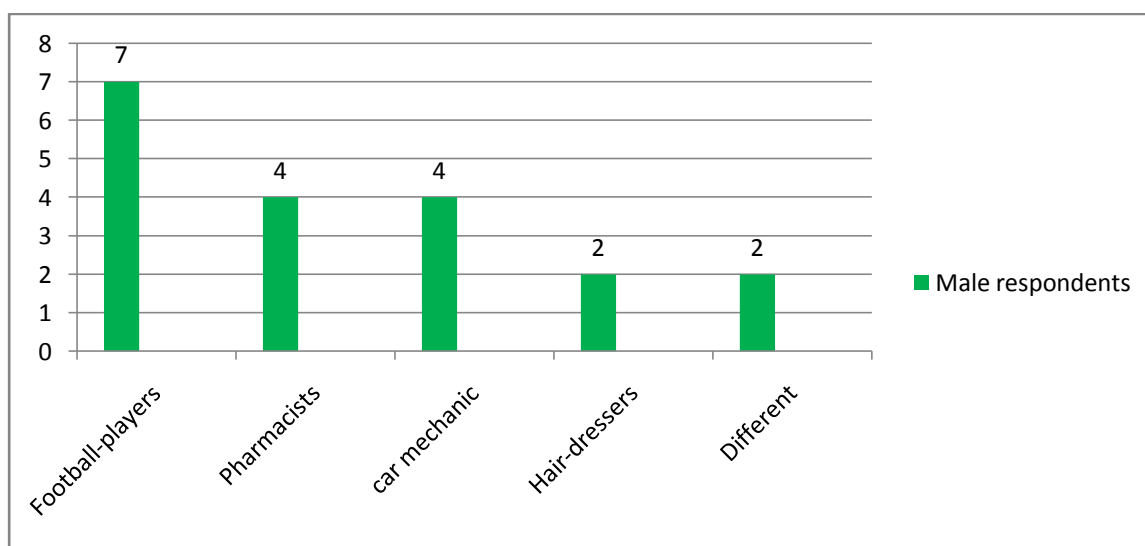


Figure 35: The Males' Most Appreciated Productive Activities non-Illustrated by Male Characters in the Textbook

Analysis of the Female Learners' Answers

Twenty-three girls were also asked the same set of questions and their answers concerning which of the illustrated occupations in the textbook gained their esteem to the extent that they consider practicing one of them in their future lives, revealed the following:

Inspired by the textbook illustrations, ten girls think of becoming teachers. Encouraged also by several illustrations though depicting male doctors, this didn't prevent seven girls to wish to be doctors too. Moreover, being a top-model as it has been portrayed on page forty-seven encouraged two female respondents to be determined to become so. Two others have set out to be air-hostesses in the future. The last two girls wish of launching their career in the field of acting.

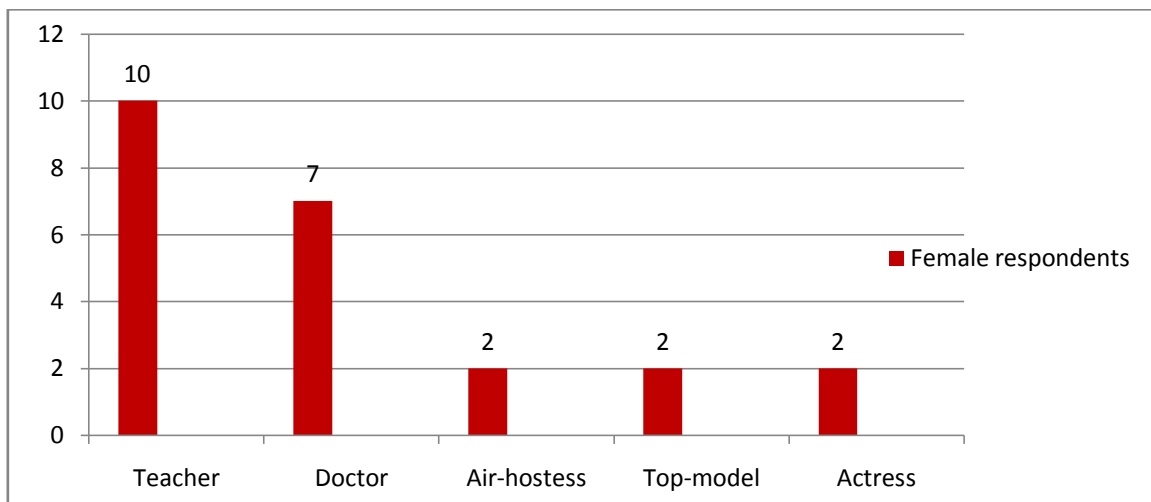


Figure 36: The Females' Most Appreciated Productive Activities for the Female Illustrated characters in the Textbook

Getting rid of the textbook illustrations for a while is the purpose behind the eighth question. Its main aim is to give the floor to girls and help them express their expectations about their occupational life. Their answers uncovered the following revelations:

Five, out of the total number of girls, expressed their will to become hairdressers. Five others maintain the fact that becoming doctors is the reason that fuels them with the desire to move forward and persevere in their studies. Acting is another area of employment that intrigues two girls who wish to be well-known actresses in the future. Teaching is also chosen by three female informants. Becoming lawyers is the profession that two girls are most motivated to do. The remaining 6 participants decided to be:

- ✓ Sewing
- ✓ Pharmacist
- ✓ Pilot
- ✓ Top-model
- ✓ Air-hostess
- ✓ Minister

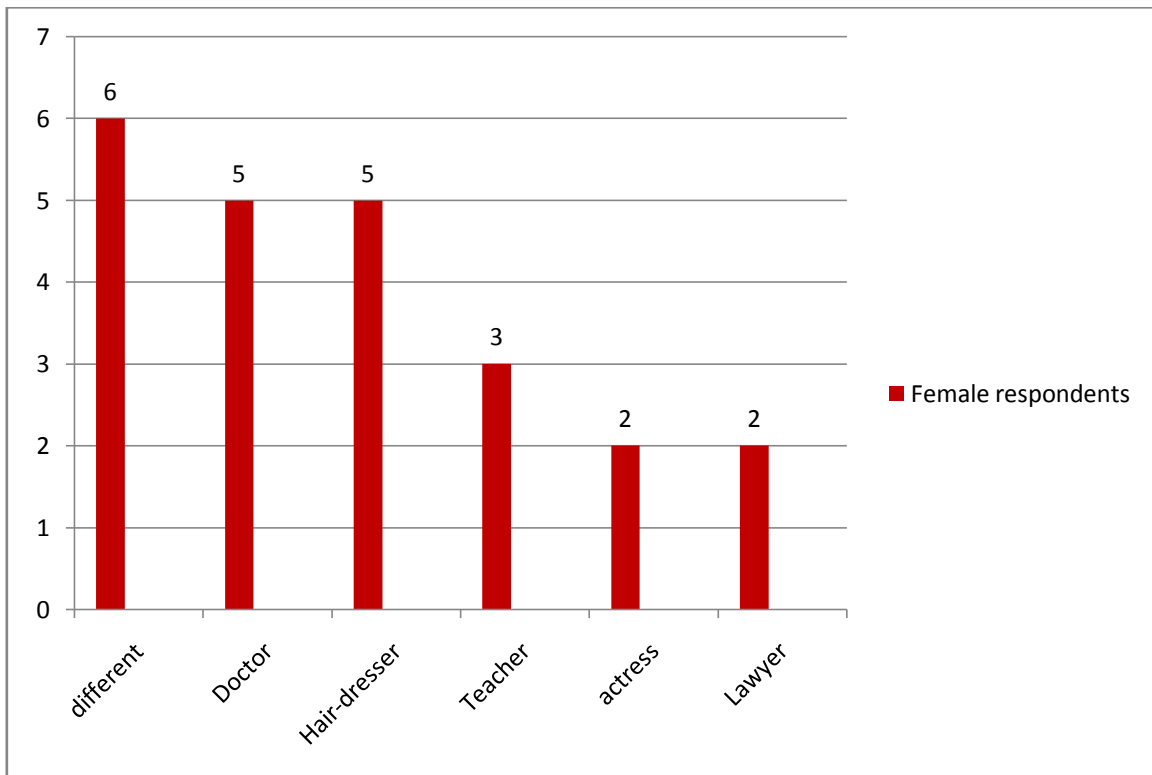


Figure 37: The Females' most Appreciated Productive Activities non-illustrated by Female Characters in the Textbook

It would be incomplete to carry out an investigation about the allocation of jobs, unless we take into consideration the girls' most appreciated males' sector of employment through the textbook illustrations. What follows is then a brief description of the findings presented in the form of a table:

Table 15: Most appreciated Male Productive Activities by Female Participants

female participants	Percentage	Kind of Male Productive Activity
8	34.78%	Doctor
4	17.39%	Football-player
3	13.04%	Artist
3	13.04%	Manager
2	8.69%	Photograph
2	8.69%	Police-Officer
1	4.34%	Journalist

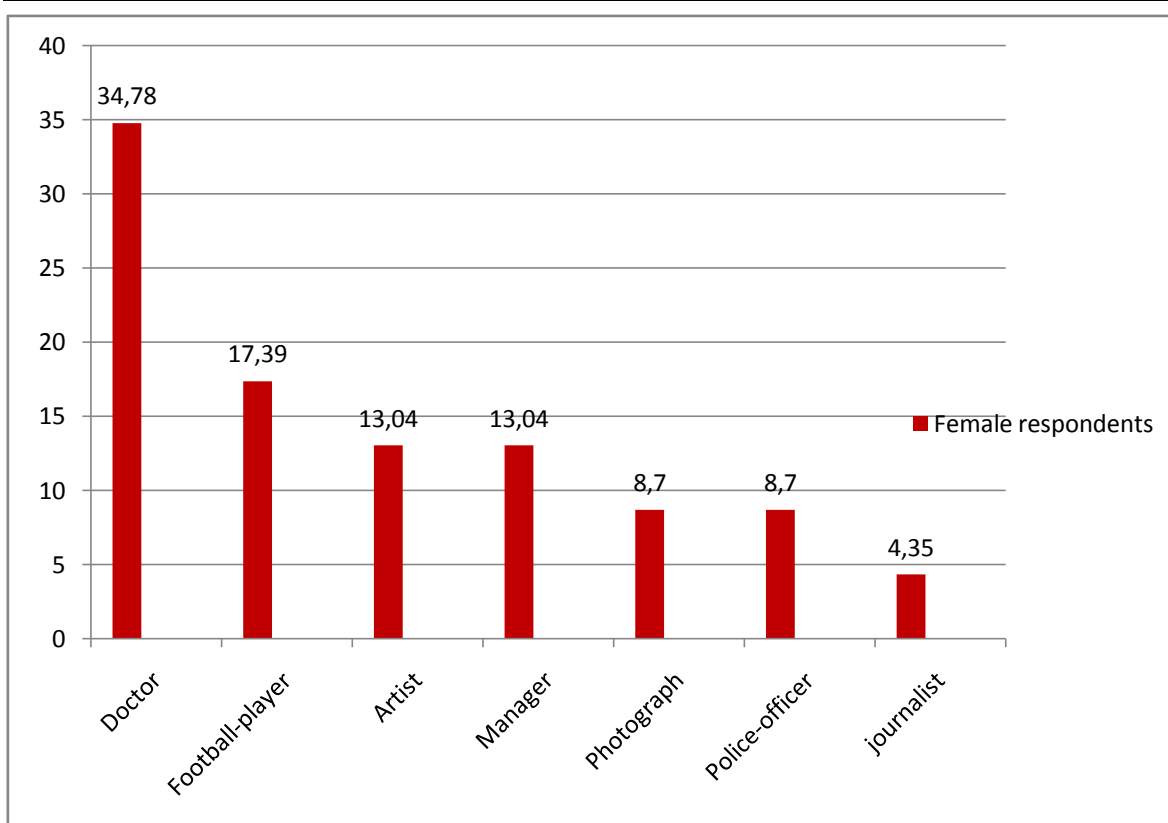


Figure 38: Females' Most Appreciated Productive Activities for Male Illustrated Characters in the Textbook

As shown in the table 15, the productive roles that girls like most in the textbook where male characters are portrayed are diverse. However, a higher percentage of doctors and football-players is noticed.

Apart from the occupations that girls chose as future jobs for males, they were also asked not to rely only on the options provided in the illustrations, but rather draw on their own background knowledge to make a decision about the issue. Their answers gave the following results:

Table16: Females’ Productive Activities for Males

Female participants	Percentage	Type of Occupations
6	26.08%	Football-player
5	21.73%	Doctors
4	17.39%	Pilot
4	17.39%	Architect
2	8.69	Police-Officer
2	8.69	Journalist

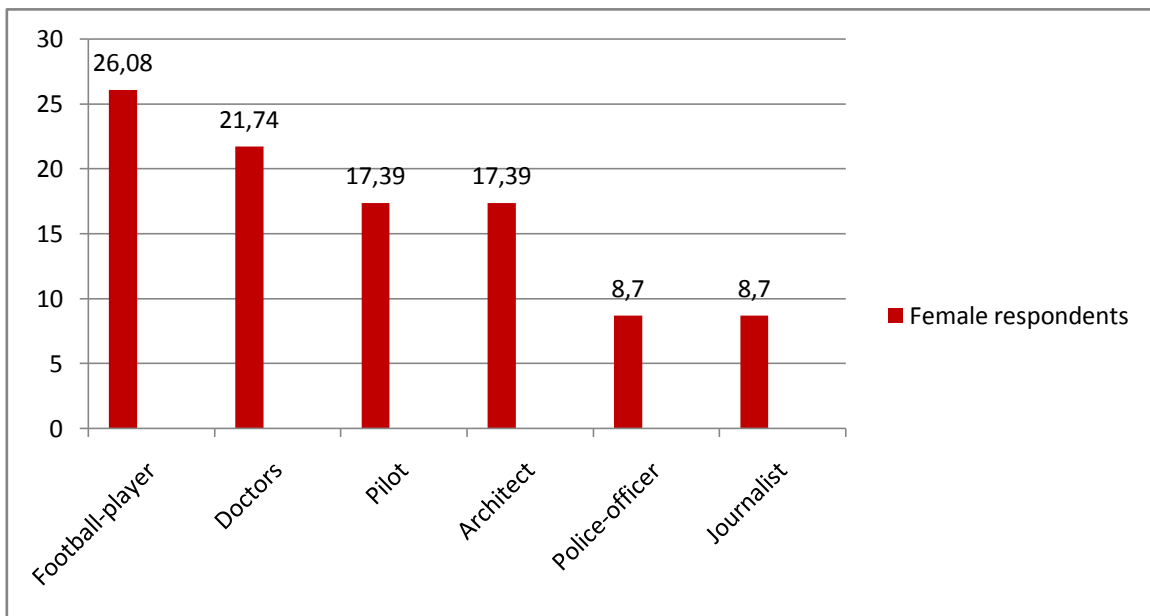


Figure 39: The Females’ Most Appreciated Productive Activities non-illustrated by the Textbook Male Characters

As indicated in the table 16, girls portrayed boys in six skillful occupations. Most of them think that being doctors or football-players are likely to be the activities in which most boys will be involved in, in their future lives. A variety of other fields of employment are provided that encompass activities already mentioned in the table 19

Section Four: Learners’ attitudes towards Scientific Subjects, Figures and Productive Roles. (Question Item Eleven through Fifteen)

Questions in this section aim to unveil the girls’ and boys’ attitudes towards scientific subjects. In addition to that, they serve as indication to find out which of the well-known figures illustrated in the textbook triggered off their desire to pursue a career in the scientific field. Following is a brief description of the results:

Analysis of the Male Learners’ Answers

The analysis of the responses reveals that fifteen boys out of twenty-three informants like scientific subjects taught in the school. However, the remaining eight 8 ones do not share the same enthusiasm for learning such subject matters.

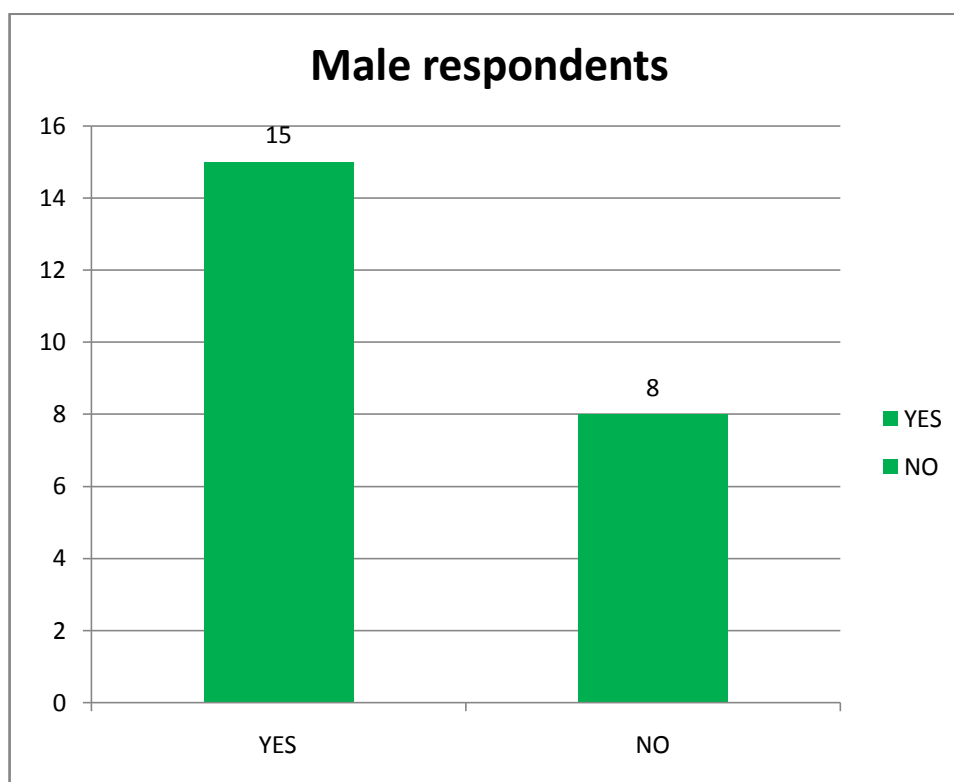


Figure 40: The Male Learners’ Attitudes towards the Scientific Subjects

As far as the scientific learning subjects they prefer most, nine boys like to study mathematics. Two boys are in favour of learning Natural Sciences. The rest chose non-scientific subjects. However, though they were limited to choose one of the most wanted scientific subjects, yet, six others made clear their preference for Physical education and sport activities. While three like better Arabic and three others favor learning the English language.

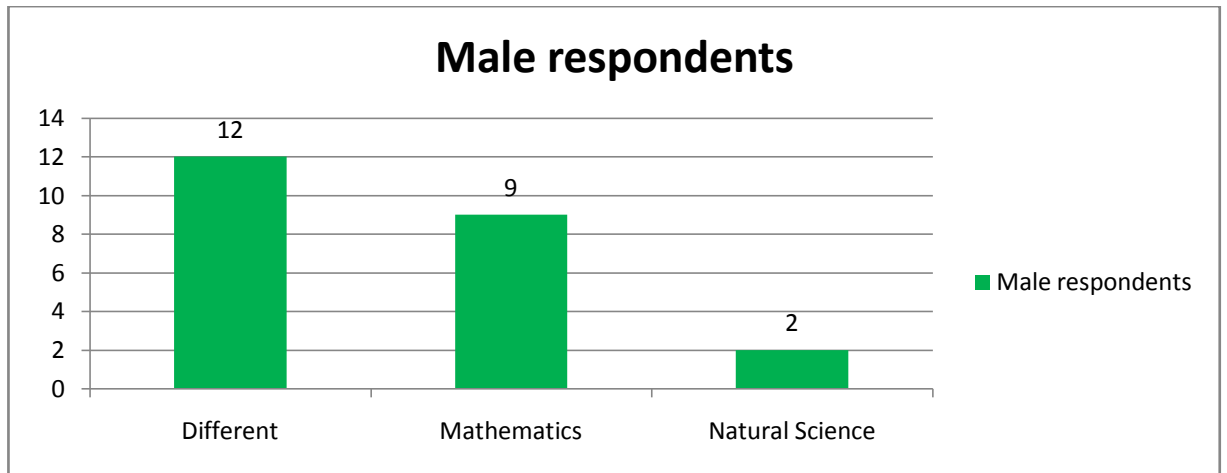


Figure 41: The Male Learners' Attitudes towards the Most Appreciated Scientific Subject Taught

With regard to male informants' attitudes towards the most appreciated scientific subject taught, Nineteen out of the total number of male respondents expressed their motivation to pursue their careers in the scientific field. However, the remaining four boys were of different view. They do not picture their future professional life to be centered on scientific occupations.

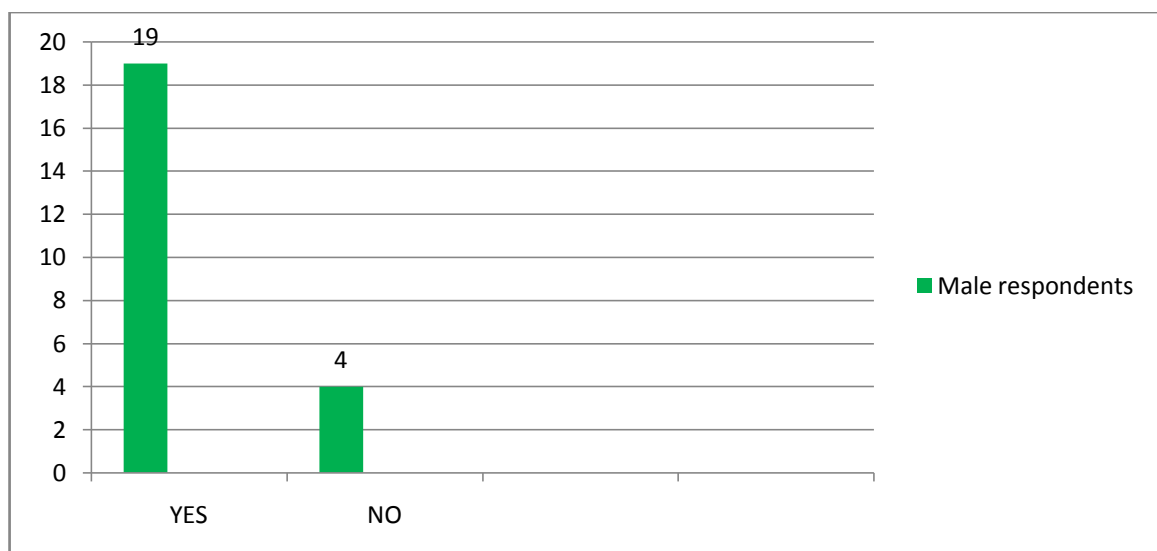


Figure 42: Male Learners' Attitudes towards Scientific Careers

As far as answers to the last question of this section are concerned, six participants are looking forward to working in the future as astronauts. Three others wish to be physicists. Becoming architects was also the dream of three additional participants. Two other boys long for growing to be in the future pilots. Nevertheless, nine of the respondents do not wish to be involved in any future scientific occupations.

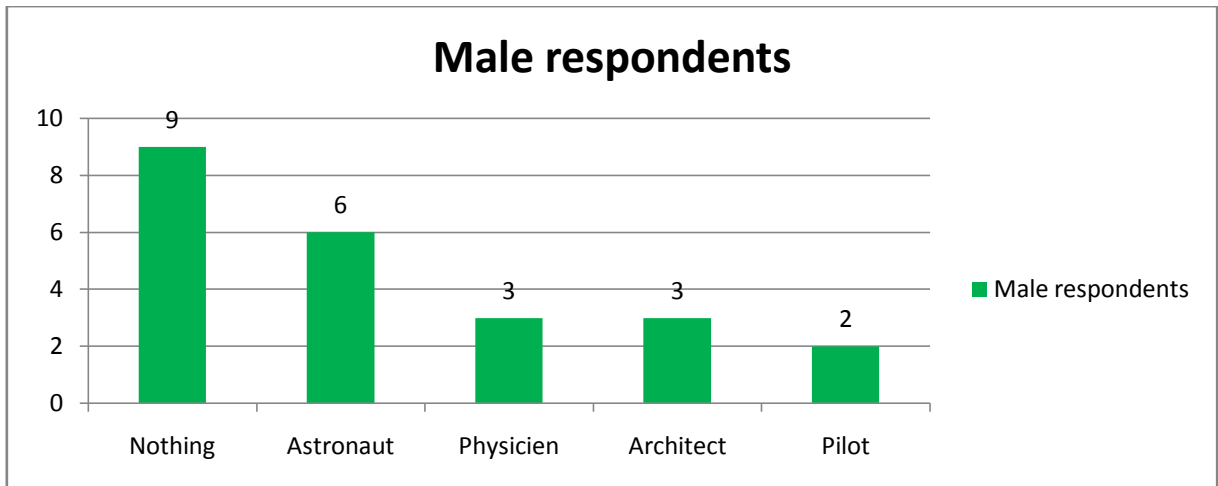


Figure 43: The Male Learners' Most Appreciated Future Science-Related Careers

Analysis of the Female Learners' Answers

Let us now examine the answers given by the girls. To begin with, fifteen female respondents do like the scientific subjects. Yet, the remaining eight participants do not have the same admiration and love for such subjects which constitute one of the main obstacles behind their success and achievement. Therefore, they are the least liked among all the other subjects.

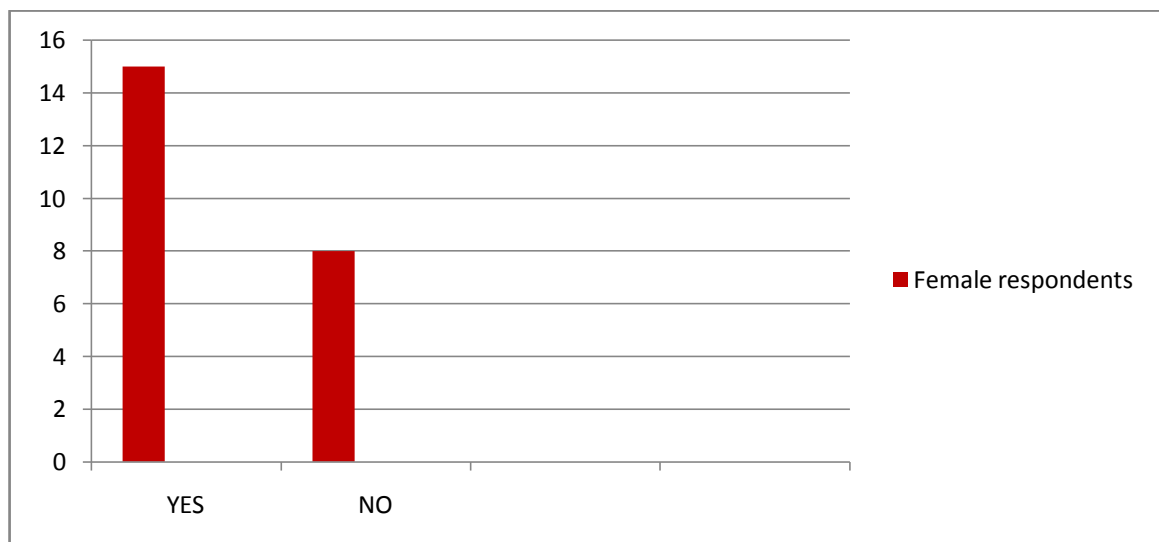


Figure 44: Female Learners' Attitudes towards the Scientific Subjects

Concerning the females' attitudes towards the scientific subjects, they are being taught in their middle schools, the following is a succinct description of their answers. A good proportion of the girls have chosen other subjects. Eighteen girls do not like very much learning such subjects. This category is made of eight girls who prefer learning the subject of English. Five other respondents favor learning the Arabic language and five other girls, French is their much loved subject taught in school. Only three female respondents like learning Mathematics and two others enjoy learning Natural Sciences.

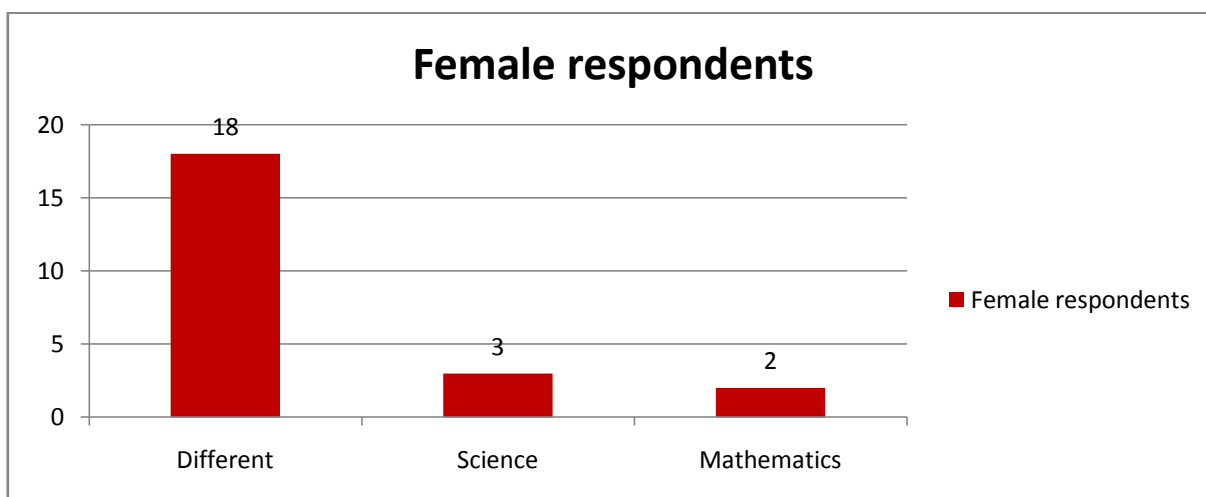


Figure 45: The Female Learners' Attitudes towards the Scientific Subjects Taught

As an answer to the fourteenth question, twelve girls intend to engage in scientific activities; whereas the eleventh remaining do not show any sign of motivation to conduct scientific occupations in the future.

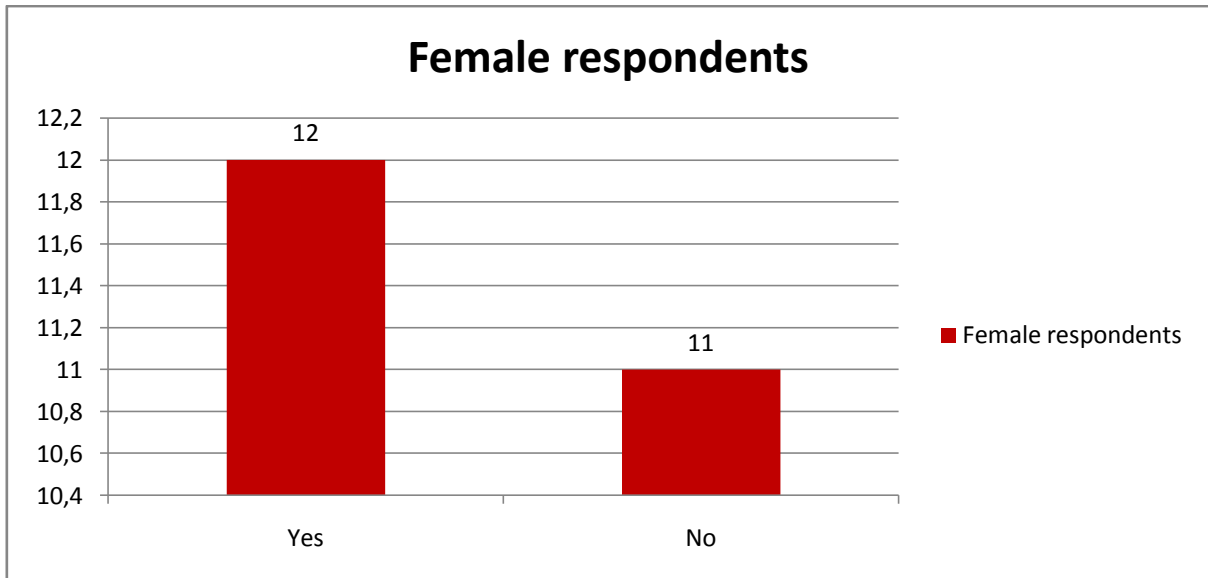


Figure 46: The Females' Attitudes towards Science-related Careers

With regard to the last question of this section, the participants' answers differed as well. Among the twenty-three collected answers, eight of the respondents demonstrate no will to pursue any career in the scientific field. However, five females wish to become doctors. Two females made clear their wish to become architects. Two others want to be pilots. Just one participant hopes to be a surgeon. Finally, though it was clearly stated in the question that if ever learners were tempted to engage in a scientific employment which one would be, yet, five others would like to be teachers.

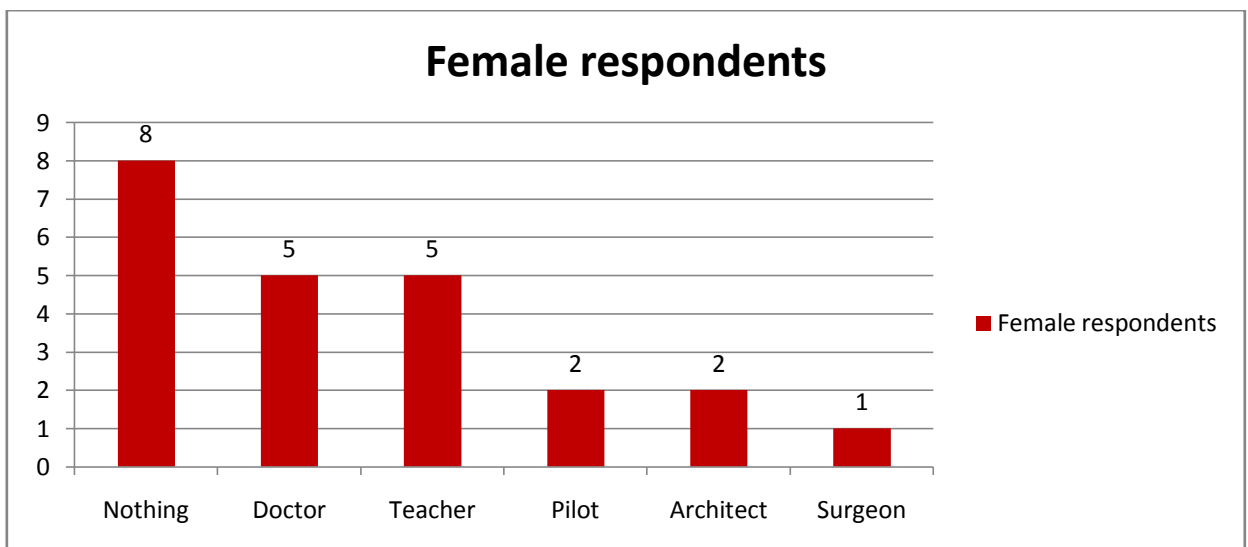


Figure 47: The Female Learners' Most Appreciated Future Science-related Careers

Section Five: The Learners' Attitudes Towards the Reproductive Activities: (Question Item Sixteen through Eighteen)

The last part of this questionnaire is concerned with the domestic roles' dimension. It focuses on those that have been traditionally regarded as feminine activities. It is, therefore, the aim behind such questions to find out whether the illustrations are guiltless and objective slices of reality or they transmit to the learners their society's stereotypes.

The last question of this section is meant to know the learners' viewpoints in connection with unremunerated work such as doing grocery. What follows is then a succinct description of the results.

Analysis of the Male Learners' Answers

Out of the whole number of respondents' answers, nine males think that doing grocery in order to buy food and products that are used at home are the responsibility of only women. However, fourteen others assume that such a task is the duty of both men and women

Analysis of the Female Learners' Answers

A closer look at the females' answers will be taken to determine their attitudes towards women's and men's participation in some of the domestic activities as it has been already mentioned. Ten out of twenty-three female participants, think that only women are responsible for taking care of the household including being in charge of buying products and food for the members of the family. Nevertheless, the remaining thirteen females consider such a responsibility as shared by both men and women. What follows, is a detailed discussion of the results obtained.

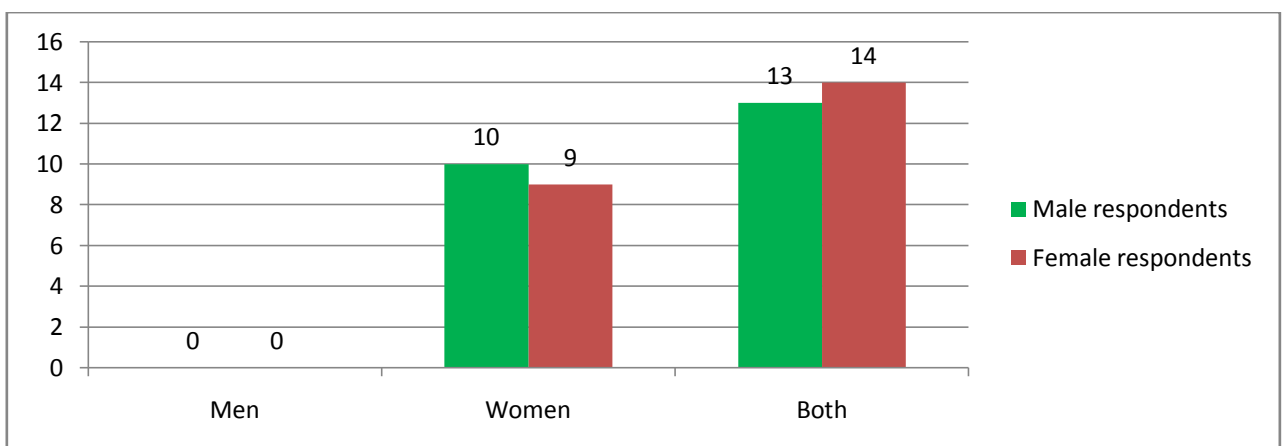


Figure 48: Males' and Females' Attitudes towards Reproductive Activities

II.3.4. Interpretation and Discussion

The last chapter analysis addresses research question number two, that is, what are the possible impacts of gender bias from a hidden curriculum perspective on the learners. For the sake of answering this question, random samples of participants were chosen from a middle school (Ben Saadoun Mnawar). They are a group of twenty-three girls and twenty three boys. Therefore, the purpose of this last part of the dissertation is to scrutinize the subconscious effects of the textbook illustrations on the learners. Furthermore, major instances of the emergence of gender biased ideas and stereotypes will also be examined. It is intended in this part to unveil both the subtle and overt messages transmitted to the learners. Pupils, at this level, acquire unconsciously gender roles in terms of the attitudes, values, ideas and behaviors that they adopt. From what has been put forward earlier, boys and girls shape their perceptions and views of themselves and others in a very short time.

After carrying out a questionnaire, it was found in the first section that all girls and boys like the illustrations found in the textbook. The visual illustrations did gain a fair share of all the learners' appreciation. Therefore; this indicates the learners' positive attitudes towards the pictorial content. Speaking of the last two questions of the first part where the respondents' answers varied, it was highly difficult to single out a similarity or to draw a significant resemblance or even a difference in their answers. All the participants drew on their own tastes and personal interests.

Girls copied role models. They learned what gender appropriate behavior is for them and what is not. As a result to the models that portrayed women in limited stereotyped roles, girls tend to limit their own expectations too in the real life, as the results of the questionnaire revealed. Considerable lack of the female characters with which girls would identify in the print led to the decrease of their aspirations. Furthermore, they envisage only nine occupations in their future professional lives. Girls were dramatically influenced by the role models.

Unfortunately, with or without taking into account the role models in the textbook, female respondents unconsciously are used to the naturalness of the stereotypical roles assigned to them. Most of them demonstrated the side-effects of sex-biases and its ramifications on their occupational interests, in particular the girls. Their answers indicate that their occupations in the future are likely not to differ much from those depicted by the female characters in the textbook.

Girls and boys show through the questionnaire results, greater interest in occupations portrayed by like-sexed models rather than opposite-sexed models. The repetitiveness of such stereotypical illustrations inculcated in its turn negative ideas in both girls and boys and influenced their vocational goals. One cannot therefore, deny the fact that the more children are exposed to the textbook in general, and the illustrations in particular, the more their attitudes became sex-role stereotyped. Undoubtedly, textbooks not only expose and teach learners different subjects but affect and influence their values, ambitions and fears as well. In this connection, Sara Zimet, director of the reading research project and professor of psychiatry at the university of Colorado medical center, analyzes the process of children's socialization through the textbook as follows:

“ Identification is the process that leads the individual to mold his own behavior after one whom he has taken as a model. The individual endeavors to think, feel or behave as though the characteristics of another person or group of people belong to him.”

(Sara Goodman Zimet, 1972:116-117)

Children all over the world, including Algeria, spend a significant period of time in reading their school textbooks. However, they not only learn basic skills but also contribute to the shaping of their attitudes, behaviors and world knowledge. Publishers are well aware of this subtle aim as the Association of American Publishers has noted:

“Textbooks play an important part in education, transmitting not only facts and figures, but ideas and cultural values. The words and pictures children see in school influence the development of the attitudes they carry into adult life; these words and pictures not only express ideas, but are part of the educational experience which shapes ideas.”

(Association of American Publishers, 1976:1-2)

Schools play, nowadays, an undeniable role in the transfer of society's values and norms to the children. Such a contribution is made possible through the education offered by textbooks. Therefore, the content of such books may either abort or give longer life to the gender-stereotyped values of the community where the learners live. Regarding sport activities, women were rare in the analyzed textbook. The problem is that children will now incorporate such gender beliefs make out of them a code to rule their lives

II.4. Teachers' Questionnaire

The last part of this study aims at gaining a better understanding of the teachers' attitudes and personal beliefs towards gender roles. It involves, then, a practical study that helps us discover whether the teachers play a positive or a negative role in inculcating our children with values that either reinforce or suppress the societal thinking about what values, behaviors, and roles are appropriate for men and women.

Despite the fact, that providing a learning environment free from gender discrepancies, is a necessary prerequisite for helping the learners achieve their potential, however, research has shown that inequalities caused by gender role stereotypes still exist. Therefore, in this study, we investigate the teachers' perceptions of gender roles. The attitudes of male and female teachers will have effects on the learners as well.

II.4.1. Description of the Teachers' Questionnaire

The teachers' questionnaire consists of ten closed questions. However, extended information is required from the participants to back up their answers. Therefore, some of the questions are open. The latter, sometimes are related indirectly to a specific aspect of the research. The questionnaire consists of three sections which are as follows:

- 1- Biographical data.
- 2- Teachers' social and cultural beliefs with regard to gender.
- 3- Teachers' reflection on textbook contents with regard to gender.

The first section includes three questions about the teachers' background. The first section aims at collecting data concerning sex, age, teaching experience and class taught of the respondents. The second section requires from the teachers to reveal their personal gender beliefs. Such a section hopes to gain a better understanding of the teachers' awareness and perception about gender-stereotyped practices. Finally, the last section revolves around the teachers' own attitudes towards the representation of both genders in the textbook.

The teachers who filled in the questionnaires are chosen at random. Four of them work in the middle school of Ben Saadoune Mnawar in the wilaya of Mostaganem, a school in which I used to teach, while the rest work in two other neighboring middle schools.

II.4.2. Data Collection

The collected data, through some open and close-ended questions is meant to find out the teachers' own perceptions towards both genders and the cultural values and norms that govern their lives. The teachers' answers will be counted and compared to identify any gender biased thoughts

II.4.3. Results and Findings

Section one: Informants biographical and professional Data

Item one: You are..... (Tick the right box)

Female

Male

Table17: Percentages of informants selected for the questionnaire

	Female	Male	Total
Total number	10	5	15
Percentage	66.67%	33.33%	100%

The first question aims at identifying the whole number of the participants in this questionnaire. The total number of respondents is fifteen. Ten of them are females and five are males.

Analysis

It is worth noting that the middle school teacher population is nearly totally feminized. Two thirds (2/3) of the teachers are women (**Benabed, 2011:178**). In fact, this information is published by the Ministry of National Education (ibid). A study conducted by the Ministry of National Education reveals that at the level of secondary education, the literary streams are chosen by girl-students (**Ibid: 178**). By doing so, one notices the increasing number of women in the field of education. The very strong feminization of the teaching staff is also encouraged by the flexibility of the teaching hours and the family life.

Item Two: you are..... (Tick the right box)

Between 20 and 30 between 31 and 40 Over 40

Table 18: Teachers' Distribution according to Age

Age	Female	%	Male	%	Total	%
Between 20 and 30	2	13.33%	1	6.67%	3	20%
Between 31 and 40	7	46.66%	3	20%	10	66.67%
Over 40	1	6.67%	1	6.67%	2	13.33
Total	10	66.67%	5	33.33%	15	100%

The statistics above indicate that the majority of informants are 31 year-old teachers and more. About two female teachers and only one male are between 20 and 30. One female and also one male respondent are aged above 40.

Analysis

As the results may indicate, Middle school teachers can be divided into three categories: the first one concern those teachers aged between 20 and 30. Only 3 females and one males range belong to this class. The second category, aged between 31 and 40, about 7 female respondents and three Males. The third category of teachers, aged between 41 and more, are very few. Only one female teacher and one male fit in this list.

Item two: How long have you been teaching?

- 1- Less than five years.
- 2- Between six and ten years.
- 3- More than eleven years.

Table 19: Teachers' professional experience

Experience	Female	%	Male	%	Total	%
Less than 5	2	13.33%	1	6.67%	3	20%
Between 6 and 10	5	33.33%	1	6.67%	6	40%
More than 11	3	20%	3	20%	6	40%
Total	10	66.67%	5	33.33%	15	100%

It is noted that 13.33% of the females and 6.67% male informants out of the totality of the respondents have approximately a five-year professional career. 33.33% female informants and 6.67% of the male teachers, have an experience ranging from 6 to 10 years. Finally, 20% females and 20% other male participants have been teaching for more than 11 years.

Analysis

Six teachers among the whole number of the participants who contributed to the accomplishment of this questionnaire have acquired the experience of five years of Teaching. Five females and one male respondent have a professional experience that range from six to ten years. Finally, six teachers, including three females and three males have an experience that exceeds eleven years. Most of the participants have gained a wealth of skills and practices that improve their classrooms practices and eventually their learners' performances.

Section Two: Teachers' Social and Cultural Beliefs with Regard to Gender

Item five: Are males Stronger than females?

Yes

No

Table 20: Informants' Responses with regard to Genders' Strength

	Yes answer	Percentage	No answer	Percentage
Female Teachers	10	66.67%	0	00%
Male Teachers	5	33.33%	0	00%
Total	15	100%	0	00%

It is to be noted, that all the informants believe that males are stronger than the females. No one of them is of the opinion that women are of no less strength than men. The totality of the participants attribute the physical capabilities to males only.

Analysis:

The totality of the informants affirms the fact that males are more powerful than the females. The latter justified their answers by putting forward the fact that, biologically speaking, men are endowed with a particular physical power that allows them to be superior over women. On the other hand, male respondents did not provide any explanation to their response.

Item six: Do you think that boys are more active and outspoken than girls?

Yes No

Table 21: Informants' Responses with Regard to Active Roles

	Yes answer	Percentage	No answer	Percentage
Female Teachers	9	60%	1	6.67%
Male Teachers	2	13.33%	3	20%
Total	11	73.33	4	26.67%

As the results may show, 60% of the female teachers think that, indeed, boys are more active and outspoken than the girls. Only 6.67% female participant think that, what is the opposite, is right. While two male informants agree to the idea that boys are dynamic and full of energy, three others do not share this claim.

Analysis

It is worth noting the fact that 73.33% thinks that boys are more active than girls .On the other hand, 26.67% of the respondents believe that girls boost up the lessons better than boys. Using a female’s informant own words, she says that it is usually girls’ hands that are raised first. They always want to take the initiative and boys do not want to show up.

Item seven: Do you think that girls are sensitive and cannot handle pressure situations?

Yes No

Table 22: Respondents’ Answers Related to Sensitivity and Pressure Bearing

	Yes answer	Percentage	No answer	Percentage
Female Teachers	10	66.67%	0	00%
Male Teachers	5	33.33%	0	00%
Total	15	100%	0	00%

As the results in the above table may have shown the totality of both male and female informants think that girls are sensitive and cannot handle pressure situations.

Analysis

The Teachers’ answers still emphasize the girls’ weakness to face difficult moments in schools or outside. Unknowingly, their answers strengthen the already communicated gender bias through the textbook illustrations. This question revealed the teachers’ opinion that boys, as future male citizens, are not only physically strong but also mentally.

Item eight: Do males generally do better in Mathematics than female learners?

Yes

No

Table 23: Respondents' Answers Related to Hard Sciences Performance

	Yes answer	Percentage	No answer	Percentage
Female Teachers	10	66.67%	0	00%
Male Teachers	5	33.33%	0	00%
Total	15	100%	0	00%

All the female and male teachers support the thought that males generally perform better in Mathematics than girls. This answer implies that females are not that brilliant in such a subject taught in the school. Male learners, according to all the informants, are likely to do well and succeed in Mathematics tests and exams.

Analysis:

Without any objection, the entire male and the female participants of this questionnaire are unconsciously biased against women, in general. All of them reinforce men's intellectual intelligence. For them, Mathematics is a subject in which only the males can excel at. In fact, the teachers' answers reveal a lot more of biased perceptions against girls' competencies.

Item nine: Do boys, generally, possess more scientific skills than girls?

Yes

No

Table 24: Respondents' Answers in Connection with Scientific Know-how

	Yes answer	Percentage	No answer	Percentage
Female Teachers	9	60%	1	6.67%
Male Teachers	5	33.33%	0	00%
Total	14	93.33%	1	6.67%

With regard to the question 60% of the female informants, attribute scientific skills to boys rather than to both genders. They re-confirm their answer to the previous question through which they assert males' aptitude to learn and eventually succeed in scientific subjects. Males' superiority is stressed once again through such replies. A small minority of the female teachers support the belief that girls are as intelligent as boys. 6.67% thinks that girls can perform well and pass their exams too. Concerning now the males' answers, all of them are of the same view. They all consider that boys are more competent in subjects that necessitate scientific thinking and intelligence, which you cannot find in girls.

Analysis

The majority of the respondents think that boys are not only physically superior to girls but also enjoy with intellectual skills. Intelligence is being assigned to boys as a quality that they are likely to be borne with. Such thinking may cause terrible low self-esteem to the girl pupils. It may enhance the idea that they are not on the same equal-footing with boys and cannot do well as boys in scientific subjects in the school.

Item ten: Are boys naturally better at most sports?

Yes No

Table 25: Informants' Responses Concerning Inborn Abilities with Regard to Sports Performance

	Yes answer	Percentage	No answer	Percentage
Female Teachers	8	53.34%	2	13.33%
Male Teachers	5	33.33%	0	00%

Total	13	86.67%	2	13.33%
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The totality of the male teachers maintains the idea that, in fact, boys are naturally better than girls at most sports. So the female teachers have confirmed. However, only two think that girls may have talents to do well in some sports.

Analysis

The teachers' answers perpetuate gender biased stereotypes that our society has always nurtured in the minds of its citizens. Even sport activities are for them, an exclusively male domain. The physical strength which they attribute to only males allow the latter to do extremely well in most sports. The basic legislation governing sports provides for equal access for men and women, and states that "sports are open to all categories of the population, without distinction as to age or sex" (1976 Code of Physical Education and Sports, Act 89/03 of 14 February 1989 on organization and development of the national system of physical culture and sports, revised and amended by Order 95/09 of 25 February 1995). The number of females participating in school and university sports are estimated at 33,634 or 63% of all females actively engaged in a sport of some kind. There are 1,031 women engaged in sports teaching and administration, or 6.04% of the total of workers in the sports sector. The major factors limiting the growth of female sporting activities have to do with the shortage of sports facilities, evident in the following figures:

- Multi-purpose sports stadium per 626,000 inhabitants;
- Multi-purpose sports hall per 365,000 inhabitants;
- Specialized sports hall per 85,000 inhabitants.

Item eleven: Are girls always well-dressed and neat than boys?

Yes No

Table 26: Informants' Responses with Regard to the Importance Devoted to Neatness and Dressing

	Yes answer	Percentage	No answer	Percentage
Female teachers	10	66.67%	0	00%
Male teachers	5	33.33%	0	00%

Total	15	100%	0	00%
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All the fifteen participants agree also on the fact that girls should be good-looking. For them, girls are to be always clean and well-dressed. However, anything boys may wear seems not to bother them at all. Nice external appearances and cleanliness, according to them, are the duty of the girls.

Analysis

Neatness and good dressing seem to be a responsibility thrown on the girls' shoulders from their early age. According to the participants, girls should always be attractive to please the viewer. Though cleanliness and being decently dressed up should not be exclusively a female duty, yet, the informants' answers make it so.

Item twelve: Should men be the only breadwinner of the family?

Yes No

Table 27: Informants' Answers in Connection with Breadwinning

	Yes answer	Percentage	No answer	Percentage
Female Teachers	7	46.67%	3	20%
Male teachers	3	20%	2	13.33%
Total	10	66.67	5	33.33%

Though the totality of the female participants is teachers, yet, they believe that men should be the only source of income. The majority of them attributes the responsibility of working to men. Only 20% think that women can also work and help men. The majority of the males too, share this opinion. Only 13.33% of them assume that women too can join the working sector and indulge in remunerated jobs as men.

Analysis

The majority of female and male informants agree to deprive women from exercising one of her simplest rights which is that of working. In fact, their answers imply more serious

ramifications on women than it is expected. Such stereotyped judgments and perceptions if intentionally or not transmitted to the learners will not but duplicate future citizens who will always undermine from women's value in society.

Item thirteen: Is women's place at home?

Yes No

Table 28: Informants' Answers Concerning Women's Place in the Society

	Yes answer	Percentage	No answer	Percentage
Female Teachers	2	13.33%	08	53.34%
Male Teachers	3	20%	02	13.33%
Total	5	33.33%	10	66.67%

As the statistics may show in table 28, 53.34% of the female participants and 13.33% of the males do not share the idea that women's place is at home. Just 13.33 % of the females and 20% of the males think that it is indeed the sole place where they truly belong.

Analysis

It is worth stressing the sharp contrast between the females' answers to the question 12, in which they presume that men should be the only breadwinners and their answers to the question 13 via which they claim that women's place is not at home. Question, therefore, remains to be answered, where is then women's place if not at work nor at home. Furthermore, the majority of the male participants too think that women should stay at home. Only 13.33% of the females join the men's standpoint which cherishes the idea of the holiness of staying at home. 13.33 % of the male participants, who approve that women can work, think that their place should not only be restricted to home. Only this category of informants did not contradict themselves.

Item Fourteen: Are females better in social activities?

Yes No

Table 29: Informants' Answers with Regard to Social Roles

	Yes answer	Percentage	No answer	Percentage
Female Teachers	10	66.67%	00	00%
Male Teachers	05	33.33%	00	00%
Total	15	100%	00	00%

The totality of the informants agrees that women are better than men in social activities. The results prove that, according to them, women own some interactive skills that allow them to excel at activities which require contact with other people.

Analysis

The findings in table 29 do not deny women's skills in social activities. It seems for the respondents to be an exclusively one of the female best-suited field of activity. No one believes that men can also do well in such sector of work as much as women. Such an answer confines clearly women into a very narrow circle not very open to other diverse and competent activities.

Section Three: Teachers' Reflections on Textbook Contents with Regard to Gender

Item fifteen: Have you noticed any form of gender bias against women?

Yes No

Table 30: Informants' Responses in Connection with Sex Bias

	Yes answer	Percentage	No answer	Percentage
Female Teachers	02	13.33%	08	53.34%
Male Teachers	02	13.33%	03	20%
Total	05	33.33%	10	66.67%

Out of the 23 females, 53.34% of them have not noticed any kind of discrimination against women through the textbook contents. Only 13.33% of them think that the way women may have been treated in the textbook, is not really fair to them. On the other hand,

20% of the male respondents have also not observed any form of gender bias against women in the textbook.

Analysis

The majority of the male and female teachers do not think that the textbook contents transmit any kind of gender bias against women. Despite the many cases of gender bias discussed in chapter two, the teachers' answers denote their ignorance towards such a serious phenomenon and its impacts on them and the learners as well. The teachers are neither trained nor equipped with necessary tools to enable them evaluate the teaching material suggested in textbooks. Thus, deprived of such a skill, they tend to teach the textbook itself, rather than use it as a resource for creativity and inspiration, a learning tool for their learners and a means to an end in their teaching (Cunningsworth, 1995:139) The teachers' incapacity to evaluate the material in hands and on which they rely to deliver the content is by no means an evidence of their responses. As another proof to back up the above mentioned statements, is the absence of examples to justify their answers, be it yes or no.

Item sixteen: Have you noticed any form of gender bias against men?

Yes No

Table 31: Informants' Responses with Regard to Gender Bias

	Yes answer	Percentage	No answer	Percentage
Female Teachers	01	6.67%	09	60%
Male Teachers	00	00%	05	33.33%
Total	01	6.67%	14	93.33%

The totality of male teachers agrees that the textbook contents are pretty much fair with the representation of the males. Almost the totality of female teachers too have noticed no gender-based discrimination against men in the Spotlight on English 1. Only 6.67 % of the females believe that men may be victim of an unfair representation.

Analysis

The teachers' answers are clearly not at odds with the truth that men are not misrepresented in the textbook. However, no examples are provided, to confirm their answers too. The nonappearance of instances may reveal their lack of knowledge about the target object of the question.

Item seventeen: Are women fairly represented through the textbook illustrations?

Yes No

Table 32: Informants' Answers about Women's Representation via Textbook Illustrations

	Yes answer	Percentage	No answer	Percentage
Female Teachers	09	60%	01	6.67%
Male Teachers	05	33.33%	00	00%
Total	14	93.33%	01	6.67%

The totality of the males and 60% of the female respondents think that women are fairly represented through the textbook illustrations. However, 6.67% of the female participants believe that an unbalanced and inequitable portrayal of women is identified via the textbook illustrations.

Analysis

All informants, on the same line of thought, support the idea that neither men nor women have been subject to gender discrimination. For them, the textbook is free from gender stereotypes that perpetuate narrow-minded values.

Item eighteen: Are men fairly represented through the textbook illustrations?

Yes No

Table 33: Informants' Answers about Men's Representation via Textbook Illustrations

	Yes answer	Percentage	No answer	Percentage
Female Teachers	07	46.67%	03	20%
Male Teachers	05	33.33%	00	00%
Total	12	80%	03	20%

It is to be noted that 20% of the female respondents think that men have not been well represented through the textbook illustrations, while 46.67% believe that the textbook-designers have taken the trouble not to misrepresent men through the illustrations. The totality of the males, on the other hand, does not complain about any form of gender bias against men through the textbook illustrations.

Analysis

It is worth noting the fact that 20% of the females' worry about the misrepresentation of men in the textbook is misplaced. Yet, 46.67% of them do not share the same thinking. According to them, men had their fair share of visual depiction. The males' answers agree upon the fact that males are being well represented in the school textbook. However, it is important to stress the fact that in the last section of this questionnaire, all the participants did not mention examples to give more credibility and certainty to their answers which leaves the room to doubt their yes/no responses.

Item nineteen: Do you discuss the unbalanced representation of the two or either genders with your learners?

Yes No

Table 34: Informants' Answer about Teacher-Learners Discussion as regards Unbalanced Representation

	Yes answer	Percentage	No answer	Percentage
Female Teachers	00	00%	10	66.67%
Male Teachers	00	00%	05	33.33%
Total	00	00%	15	100%

According to the totality of both male and female teachers' answers, any form of an unbalanced representation of the two or either gender is never discussed with the learners.

Analysis

The results mentioned in table 34 are in complete harmony with the teachers' answers of the previous questions. Since both genders have not undergone any kind of discrimination, therefore, their answers explain the fact that there is no need to discuss such a nonexistent phenomenon with their learners.

Item twenty: Do you try to remedy any biased visual portrayal of women?

Yes No

Table 35: Informants' Answers as Regards Possible Correction of Biased Portrayal of Women

	Yes answer	Percentage	No answer	Percentage
Female Teachers	03	20%	07	46.66%
Male Teachers	04	26.66%	01	6.66%
Total	07	46.67%	08	53.33%

It is strange enough to find that 20% of the female teachers try to remedy the biased depiction of women, the thing they denied in previous questions. A significant proportion of the males too claim that they make sure to remedy any unjust representation of women in the textbook illustrations. 46.66% of the females do not bother themselves to correct any form of misrepresentation committed against women. 6.66% of the males' do so.

II.4.4. Interpretation and Discussion

The responses collected from the teachers' questionnaire reflect, in a crystal clear way, the nature of the practicing teachers' perceptions about gender. In addition to the biased textbook illustrations, teachers' answers, in their turn, are extremely biased against women.

The whole number of the respondents has not only attributed physical strength to men only, but also, the intellectual one. According to the totality of them, boys enjoy with qualities, both physical and mental, that reinforce girls' inferiority towards them. They emphasize also the fact that boys have more skills to be successful in scientific subjects. On the other hand; they shed light on the females' sensitiveness and weakness in pressure situations and deprive them from any potential talents that will make out of them successful learners that would stand out from under the shadow.

It is also amazing to notice the teachers' unawareness towards the gender bias existing in the textbook illustrations. For the respondents, Spotlight on English 1, is totally free from any discrimination that would do injustice to women. According to only 6.76 of the females, women are underrepresented. Nevertheless, 20% of the females think that men's representation through the textbook illustrations a process of downgrading from their value and deserved representation

However, it should be noted the fact that the teachers' answers are in sharp contrast to the answers they gave for other questions. It is important to mention the fact that while almost the totality of the respondents claim that both men and women have been so well portrayed and do not see the need to take active stand against such a phenomenon and talk about it with their learners, yet, they claim to make efforts to correct such a misrepresentation of women. The contradiction in the teachers' answers reveals the superficial nature of the respondents and their lack of reflective thinking.

Teachers are no wonder sponsors of stereotyped values if they are not even aware of them, at the first place. Therefore, one can say that first year middle school learners are exposed to not only biased teaching materials, but also teachers who may be unconsciously inculcate their learners with values that should be eradicated.

Conclusion

Findings from both the learners and the teachers' questionnaires indicate, first, that young learners assimilated values transmitted to them via the textbook without any conscious effort. Obviously, their values and attitudes concerning gender roles have been negatively altered by the presence of subtle but serious stereotypes.

After carrying out the analysis, it has been found that the females compared to males are the disadvantaged group. Girls are therefore, the ones who receive messages that are not officially included in the formal syllabus. It would be vain, then to deny the important role, the textbook play in the process of the acquisition of gender identity in children.

Girls are the disadvantaged groups throughout this study. They do not have wider prospects for their future. Their occupational interests are restricted and in complete harmony with their society's traditional division of roles. In addition to that, the excessive use of male models in the textbook diminished their aspirations for professional careers. Such a narrow outlook for the future is a result to the portrayal of female characters in illustrations that indicate women working in a very limited number of activities. In the same line of thought, Porreca warns:” *children can quickly and easily integrate such gender biases into their own value systems.*”(Porreca, 1984:723)

Recommendations

The need to revise our textbooks and write them with greater gender awareness is highly recommended. Promoting equality between the two sexes should be taken into consideration during the process of designing a textbook. Therefore, future textbooks should be sufficiently gender-balanced if we are to realize equality between girl and boy learners. The following section consists then of a set of recommendations to eliminate gender role stereotyping in textbooks since no effective mechanisms have been put into practice to get rid of it. Textbook-writers, illustrators, and teachers are concerned by the following guidelines. The suggested recommendations, if taken into consideration, will assist in the production and use of non-sexist teaching materials.

Actors in the education field should organize frequent training that target the personnel involved in the production of school instructional materials, so that they become well-informed about gender issues. It is through such kind of trainings that those concerned for the production of textbooks will be sensitive in tracking down gender role stereotyping and become familiar with its different manifestations in the process of designing teaching materials, including the textbooks.

Teachers should also be informed and well-aware about gender equality issues and taught how to use educational materials in a manner that advocates gender equality. In addition to that, not only a gender sensitive knowledge is sufficient, unless teachers are also trained how to discuss and remedy the inadequate representations of the two genders, and especially with regards to females. For more visibility, the number of female pictures should increase in the textbook. Textbooks should not contain many male protagonists or too. Furthermore, mixed pictures that involve men, women and children including boys and girls must augment.

If gender equality is to be achieved in school textbooks, especially in the occupation dimension, more female characters should be open to a wider range in more diverse productive activities. Such a measure should be taken into consideration to fight against the stereotypical representations that depict the males as dominating the workplace.

By so doing, the data transmitted through the textbook will not contrast the real statistical figures concerning the growing number of professional working women in Algeria. In this connection too, females should be portrayed in more paying and higher status jobs.

By and large, further research is highly recommended to uncover other possible areas of the representation of men and women in school textbooks. To swim against the current, will necessitate many efforts to counteract the biased reflection of the world in the textbook that preach gender biased norms and a set of values. Textbook writers, finally, should not give up seeking equality.

General Conclusion

Although Algeria is undergoing changes and developments in all domains including gender, this study revealed that society's old stereotypes are still alive and revived through different, modern and even educational ways. The present research examined only a very few aspects of investigation to determine the representation of both men and women through the textbook representational illustrations. Visibility, productive versus domestic dimension, sport activities, and modes of dressing are the variables used in this study. The textbook illustrations were content analyzed in the second chapter to spot any form of sexist representations. In the third chapter, questionnaires were administered to both learners and middle school teachers, to decide whether the nature of hidden messages, values and roles that are handed on to the readers of the textbook, gender biased or not. A summary of the findings and a brief discussion of the portrayal of gender roles conclude this section.

The curriculum transferred to students through textbooks is not always instructive and positive all the time. Gender-biased messages are, among others, one of the side-effects conveyed via such a teaching device. One of the most outrageous manifestations of gender bias is invisibility and to make sure that both male and female characters had their fair share of appearance, it was necessary to count not only the number of individual people, but also the total number of illustrations for each gender. It is strikingly found that males outnumbered the females in the examined textbook. Girls and women are almost invisible in the illustrations. According to Sunderland (1994), the issue of invisibility refers to: *"when females do not appear as often as males in the text (as well as in the illustrations which serve to reinforce the text), the implicit message is that women's accomplishments, or that they themselves are not important enough to be included."* (Porreca, 1984:706)

The results obtained all along this study, indicate that the textbook-writers did not fail to portray women in traditional roles. While, it reflects men doing a variety of adventurous, interesting, and skillful jobs, women are confined to a set of very restricted social activities. In short, they fulfilled a small number of traditional roles including teacher, secretary, dentist,

and nurse to name only these. Female roles are primarily related to the thoughtful, kind and considerate nature of women.

Findings from all the four variables further support the discovered gender bias. The latter is obvious not only in terms of the frequency of appearance but also in terms of the types and diversity of occupations. Males' dominance in the occupational dimension may hold back the girls' and prevent them from venturing into non-traditional occupations. Men's occupations are more often related to very paying and higher status jobs than females. This should not be underestimated and may prove to be unhelpful for the development of Algeria in the long run.

As far as the socialization process, the findings collected from the learners' questionnaire indicate that boys and girls are loaded with gender-biased messages, and as it has been proven, school textbooks are no exception in promoting such a discriminatory perception against women. The education offered through the textbook teach the adults of the future codes of being that conform to the type of citizens, their society wishes to create. Furthermore, the prescribed roles for both boys and girls are in sharp contrast with reality. Therefore, the process of learning offered by the national textbook of our country cultivates rather than eliminates gender stereotypes.

Little room is left to doubt the fact that the examined textbook contains ample data to confirm gender bias. It has maintained gender inequalities between the two sexes. Moreover, the textbook writers seem to have taken more of a prescriptive than a descriptive approach to the depiction of gender roles. This study proves then what past research has undeniably demonstrated in many materials. The results do not differ much and all have portrayed that women are inferior to men in terms of their roles in society.

In reality, women's role has been tremendously pervasive in all the domains of life. They have proven themselves well-matched with men's capacities, qualities and interests. However, the underrepresentation of the females in the textbook is strikingly at odds with the real world's division of roles, attributes and activities. Furthermore, the illustrations still recycle negative stereotypes about the role of women who live in a modern society. As it is evident from the results, gender bias should be actively eliminated and suppressed from all the different departments, including the educational field.

The present study considers the textbook, as one of the major socialization factors. Apart from the family and society, in general, the textbook is also responsible for shaping the

learners' gender roles. Much effort must to be then done to show both men and women in an egalitarian and fair manner. Textbook writers should ensure an equal portrayal of both of them. However, the findings indicate that the efforts to design a textbook that is devoid of any form of gender bias have not been completely fruitful. In short, gender bias has been perpetuated.

As has been proven, it can rightly be argued that while the curriculum is meant for boys and girls, the latter are likely to internalize messages of inferiority and this is partly passed on by textbooks. The latter play an important role in transmitting the official intended curriculum. In doing so, such teaching materials also convey gender role messages as part of the hidden curriculum. Nevertheless, as has been discovered in the present study, the hidden gender role messages are biased and unfair towards female learners.

Based on the negative findings of this study, the content analyzed textbook is gender biased. Liberal feminism which has been chosen as a theoretical framework confirmed the liberal feminists' need to bring under one's scrutiny the schooling system including the teaching materials, and in this case it has concerned the textbook currently in use in first year middle schools. It should be noted that liberal feminism is a theory that flourished in the western world, yet, it fits the portrayal of gender roles in textbooks wherever they have been produced. Liberal feminism can be used in our country, since equality is being actively supported by the government's policies.

Hidden curriculum theory and the corresponding social learning theory have also been used in this study. Both frameworks have been implemented to explain the socialization process through the gender role messages transmitted from the textbook. The study has looked beyond the explicit official curriculum by finding out the subtle values and attitudes in the textbook and their effects on the learners who use it. It has been established that biased gender role messages had negative impacts on the girls who obviously have not been positively portrayed in the examined textbook. Those messages disadvantage some of the learners, especially girls. It is on this logic that the hidden curriculum theory proves that Spotlight on English 1 represents a real roadblock towards achieving gender equality. Gender biased hidden curriculum conveys tacit yet powerful gender messages that limit girl and boy learners' behavior, roles and careers.

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Appendix 1 : Eliminated Illustrations.

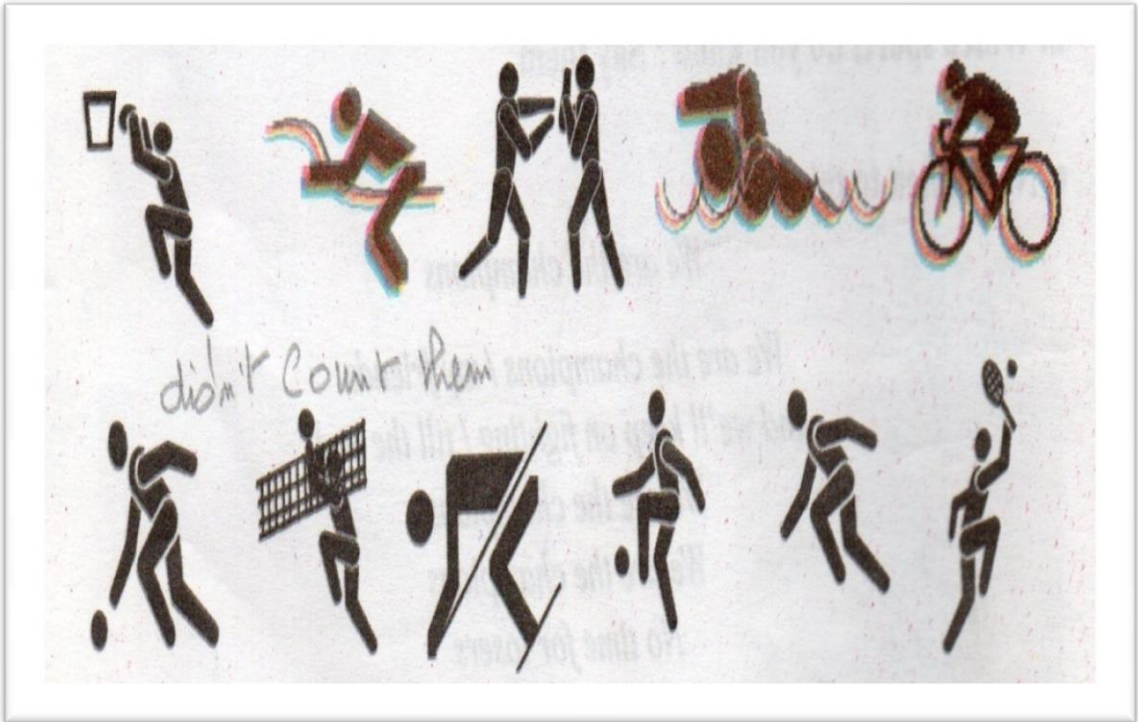


Figure 49 : Black Pictograms

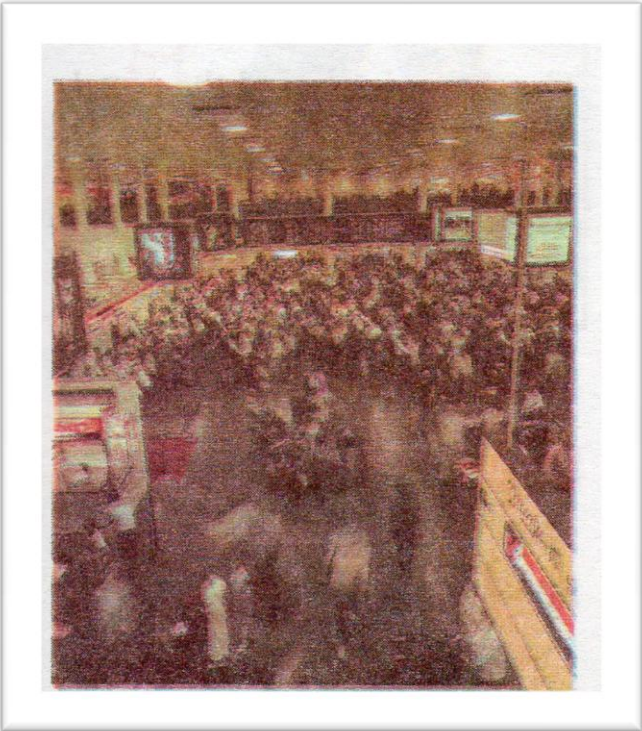


Figure 50 : Crowd Scenes.

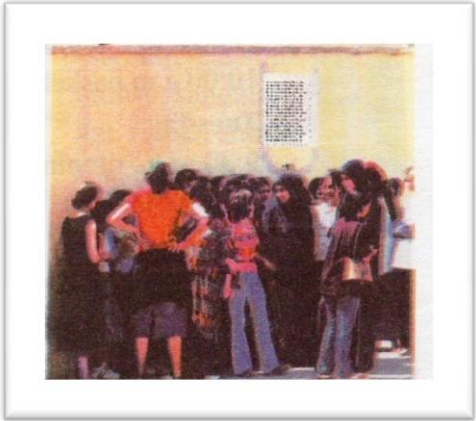


Figure 51 : Crowd Scenes.

Appendix 2: Biased Illustrations in Terms of the Productive Activities.



Figure 52 : Male VS Female occupations

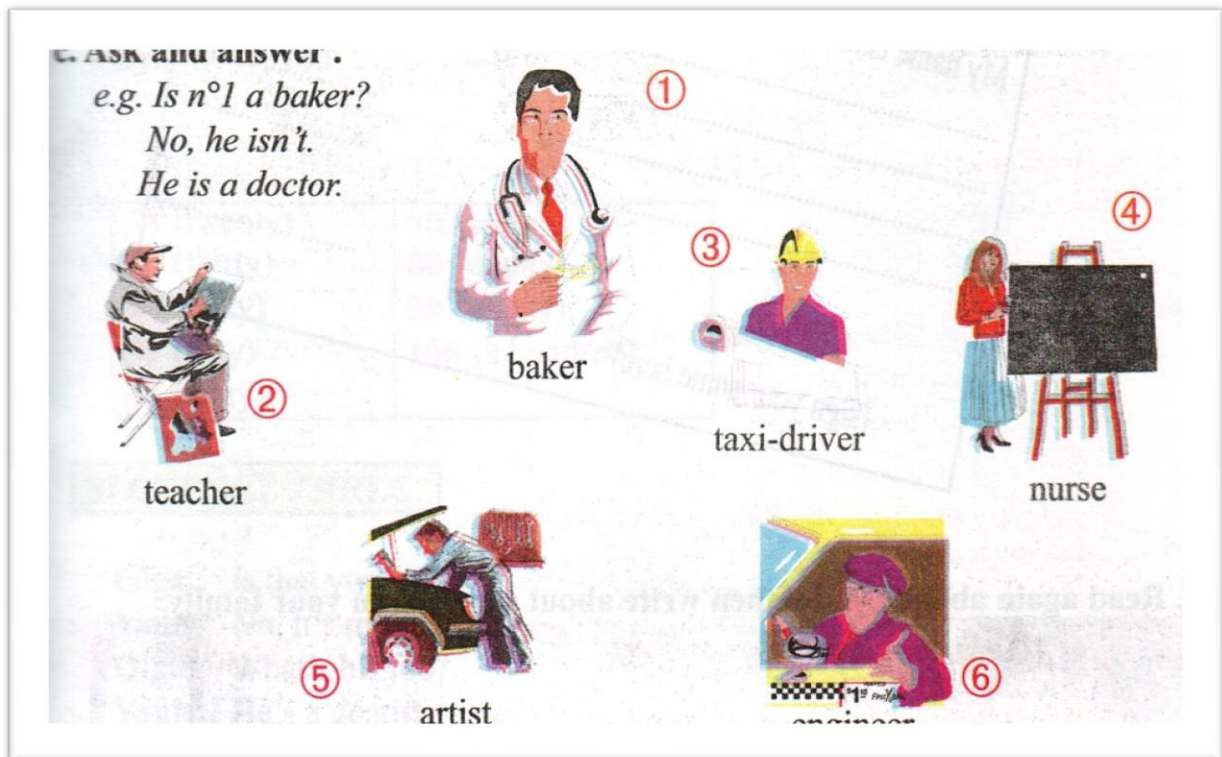


Figure 53: Male VS Female Poductive Activities

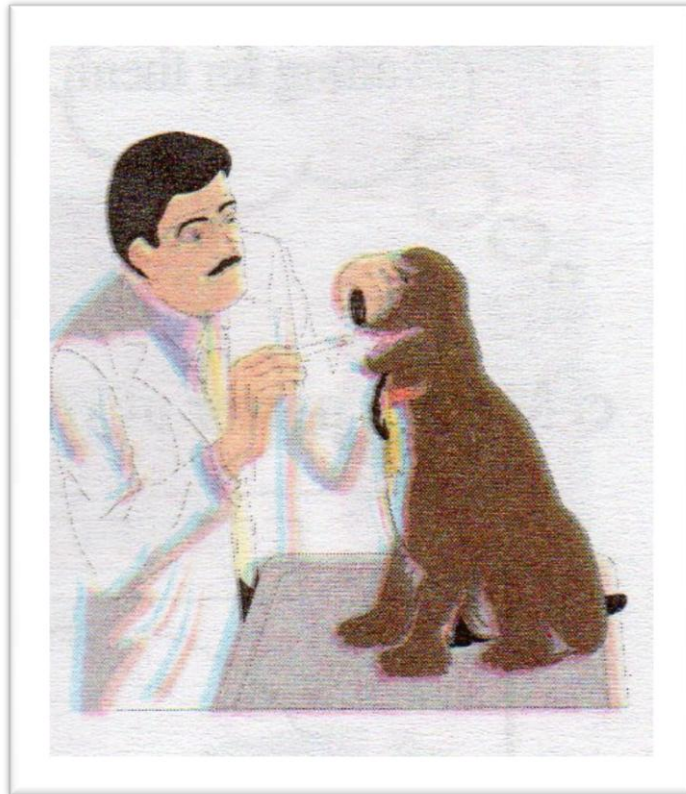


Figure 54 : Male Veterinarian

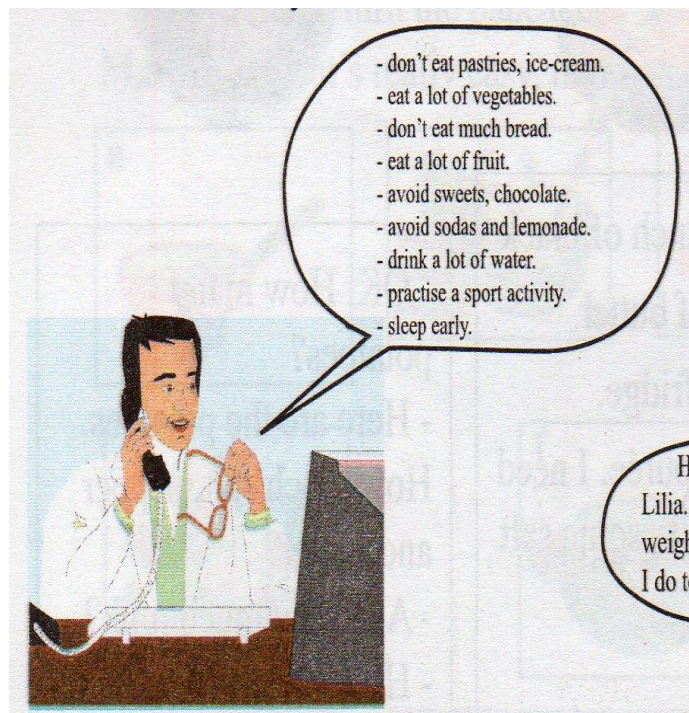


Figure 55 : Male Doctor.



Figure 56: Females' Service Provision Activities for Males.



Figure 57: Females' Caring Activities to the Males.

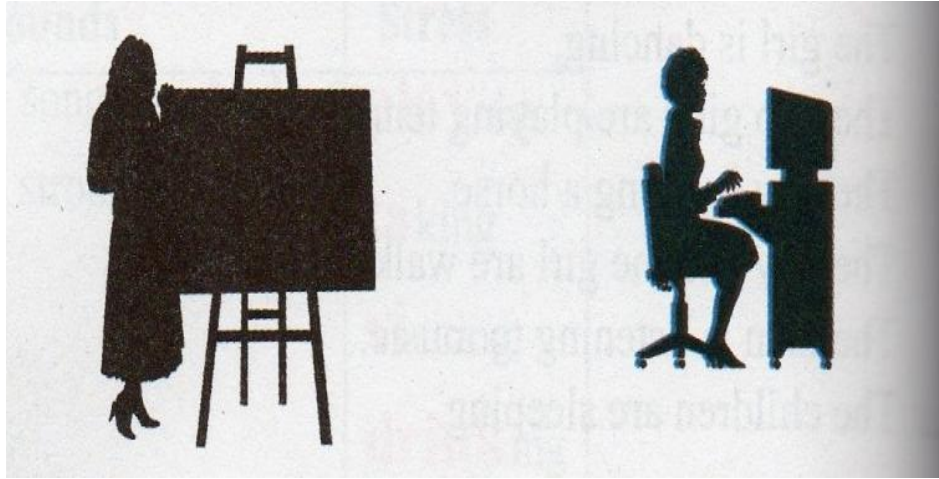


Figure 58 : Type-writing and Teaching as a Female Activity

Appendix3: Biased Illustrations in the Reproductive Sphere

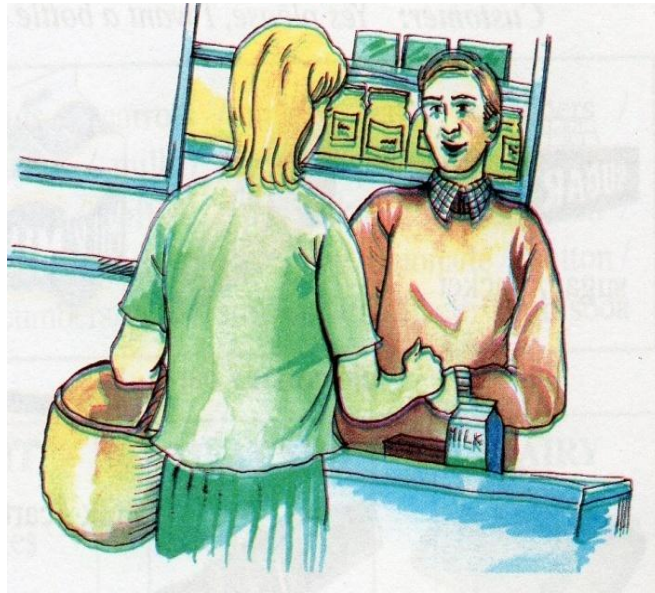


Figure 59: Buying Food as a Female Activity

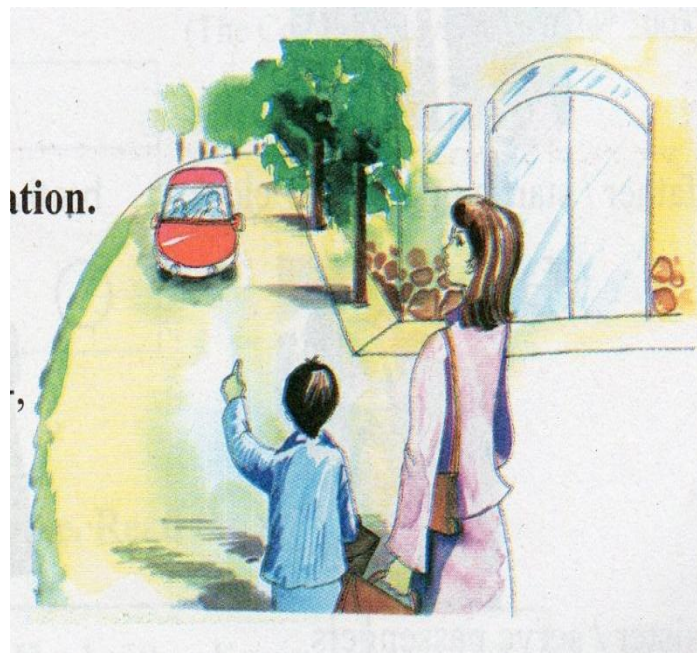


Figure 60: Taking Kids to School

Appendix 4: Biased Illustrations in the Sports Field

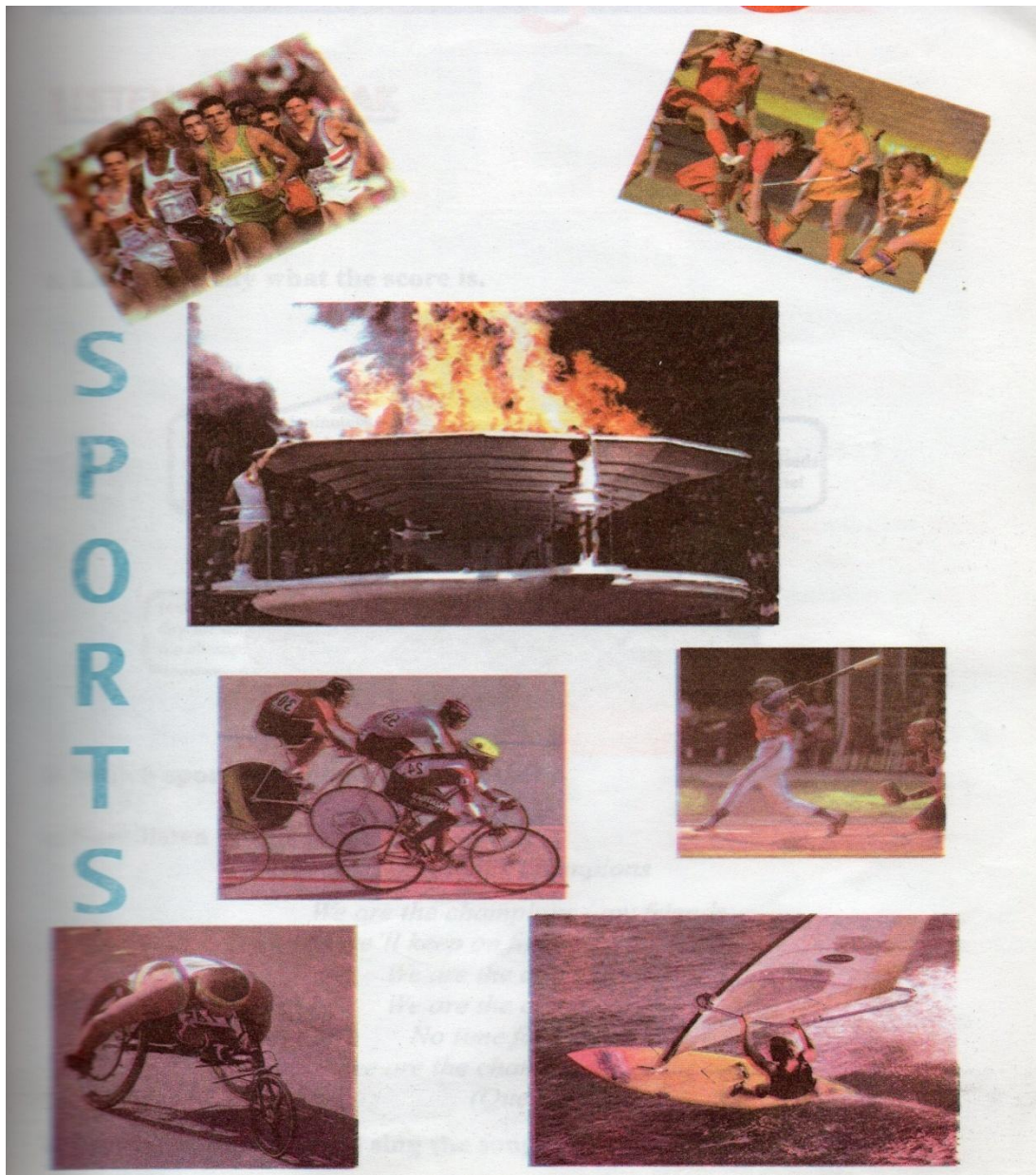


Figure 61: Male VS Female Sport Activities

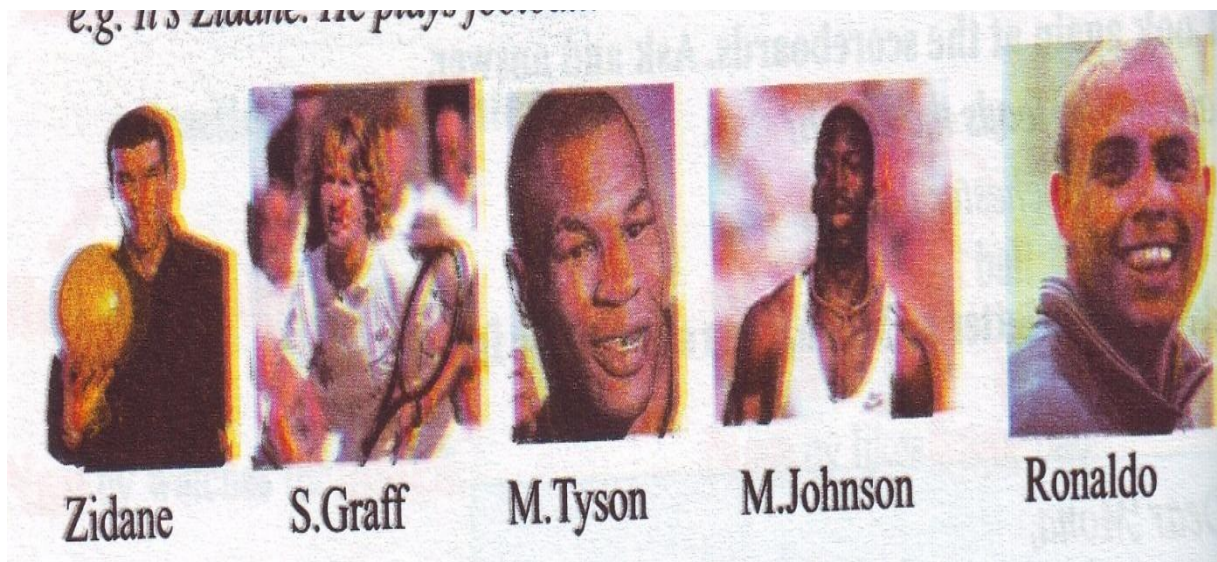


Figure 62: Famous Male Sport's Players

Appendix 5: Other Biased Illustrations in the Textbook



Figure 63: Women on the Phone



Figure 64: Women on the Phone



Figure 65: Women o the Phone

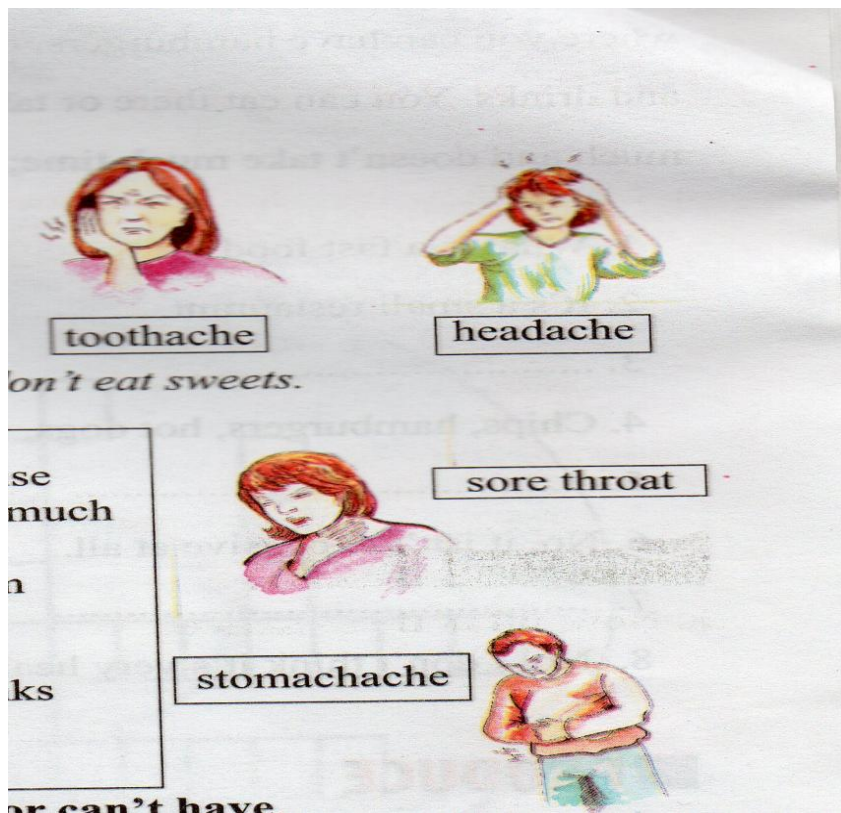


Figure 66: Ache related to Females

Questionnaire for first year middle school learners

أ. التعريف بالمستجوبين .أ

انثى

ذكر

1. الجنس

2. السن

ب) اراء التلاميذ فيما يخص الصور المدرجة في كتاب السنة الاولى متوسط

لا

نعم

3- هل تحب الصور الموجودة في كتاب اللغة الانجليزية ؟

لماذا ؟

4- ما هي الصورة او الصور التي أعجبتك ؟

الصورة _____ الصفحة _____

الصورة _____ الصفحة _____

لماذا ؟

5- ما هي الصورة التي لم تعجبك ؟

الصورة _____ الصفحة _____

الصورة _____ الصفحة _____

لماذا ؟

ج) تأثير الصور على المتعلم

6- من الصور الموجودة والتي تمثل المرأة العاملة في الكتاب ماذا ترغب الفتيات إن تعملن مستقبلا ؟

لماذا ؟

7- ما هي المهن الغير مدرجة في الصور التي ترغب الفتيات إن تعملن مستقبلا ؟

لماذا ؟

8- من الصور الموجودة في الكتاب و تمثل الرجل العامل ماذا يرغب الأولاد ان يعملوا مستقبلا ؟

لماذا ؟

9- من المهن الغير مدرجة في الصور ماذا يريد الأولاد ان يعملوا مستقبلا ؟

.....

لماذا ؟

10- ما هي المادة التي تحبها ؟

لماذا ؟

11- هل تريد أن تتخصص في المجال العلمي في المستقبل ؟ نعم لا

12- ما هي المهنة في المجال العلمي التي تتمنى أن تقوم بها مستقبلا ؟

لماذا ؟

13- هل المرأة وحدها هي المسؤولة عن شراء لوازم البيت من أكل مثلا كتلك الصورة الموجودة في الكتاب

لا

نعم

ص 103 ؟

Questionnaire

I. Biographical Data

1. I am a _____ teacher. Female male

2. I am _____ years old.

3. I have been teaching for _____.

Less than 5 years

Between 6 and 10 years

More than 11 years

4. I am teaching _____ forms.

1 AM

2 AM

3 AM

4 AM

II. Social and cultural beliefs with regard to gender

5. Males are stronger than females. Yes No

6. Boys are more active and outspoken. Yes No

7. Girls are sensitive and cannot handle pressure situations. Yes No

8. Male students generally do better in mathematics than female students.
Yes No

9. Boys generally possess more scientific skills than girls.
Yes No

10. Boys are naturally better at most sports.
Yes No

11. Girls are well-dressed and neat than boys.
Yes No

12. Men should be the head and breadwinner of the family.
Yes No

13. Women's place is at home.
Yes No

14. Females are better in social activities

Yes No

III. Reflection on textbook contents with regard to gender

15.. Have you noticed any form of gender bias against women?

Yes No

Provide example (s): _____

16. Have you noticed any form of gender bias against men?

Yes No

Provide example (s) _____

17. Are women fairly represented through the textbook illustrations?

Yes No

Provide example (s) _____

18. Are men fairly represented through the textbook illustrations?

Yes No

Provide example (s) _____

19. Do you discuss the unbalanced representation with your learners?

Yes No

20. Do you try to remedy any biased visual portrayal of women?

Yes No