



**Republic of Türkiye  
Burdur Mehmet Akif Ersoy University  
Institute of Educational Sciences  
Department of Foreign Language Education  
English Language Teaching Master's Program**

**GENDER IN THE ELT CLASSROOM: THE ANALYSIS OF ENGLISH  
COURSEBOOKS IN THE SYRIAN PRIMARY SCHOOLS**

**Fatema HADDAD  
A Master's Thesis**

**Thesis Supervisor  
Prof. Dr. Mehmet OZCAN**

**Burdur, 2023**



**T.C.**  
**Burdur Mehmet Akif Ersoy Üniversitesi**  
**Eğitim Bilimleri Enstitüsü**  
**Yabancı Diller Eğitimi Anabilim Dalı**  
**İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı**

**İNGİLİZCE SINIFLARINDA CİNSİYET: SURİYE**  
**İLKOKULLARINDA KULLANILAN İNGİLİZCE DERS**  
**KİTAPLARININ İNCELENMESİ**

**Fatema HADDAD**  
**Yüksek Lisans Tezi**

**Tez Danışmanı**  
**Prof. Dr. Mehmet ÖZCAN**

**Burdur, 2023**



**MAKÜ EĞİTİM BİLİMLERİ ENSTİTÜSÜ**

**YÜKSEK LİSANS/DOKTORA JÜRİ ONAY FORMU**

M.A.K.Ü. Eğitim Bilimleri Enstitüsü Yönetim Kurulu'nun ..... tarih ve .....sayılı kararıyla oluşturulan jüri tarafından 11.01.2023 tarihinde tez savunma sınavı yapılan Fatema HADDAD'ın "Gender in the ELT Classroom: The Analysis of English Coursebooks in the Syrian Primary Schools" konulu tez çalışması Yabancı Diller Anabilim Dalı'nda YÜKSEK LİSANS tezi olarak kabul edilmiştir.

### **JÜRİ**

ÜYE (TEZ DANIŞMANI): Prof. Dr. Mehmet OZCAN

ÜYE: Dr. Öğr. Üyesi Y. Emre YEŞİLYURT

ÜYE: Dr. Öğr. Üyesi Nihan ERDEMİR

### **ONAY**

M.A.K.Ü Eğitim Bilimleri Enstitüsü Yönetim Kurulu'nun ...../...../..... tarih ve ...../..... sayılı kararı.

**İMZA / MÜHÜR**

## BİLDİRİM

Tez yazma sürecinde bilimsel ve etik ilkelere uyduğumu, yararlandığım tüm kaynakları kaynak gösterme ilkelerine uygun olarak kaynakçada belirttiğimi ve bu bölümler dışındaki tüm ifadelerin şahsıma ait olduğunu taahhüt edip, tezimin kaynak göstermek koşuluyla aşağıda belirttiğim şekilde fotokopi ile çoğaltılmasına izin veriyorum.

☒ Tezimin/Raporumun tamamı her yerden erişime açılabilir.

☐ Tezim/Raporum sadece Mehmet Akif Ersoy Üniversitesi yerleşkelerinden erişime açılabilir.

☐ Tezimin/Raporumun ..... yıl süreyle erişime açılmasını istemiyorum. Bu sürenin sonunda uzatma için başvuruda bulunmadığım takdirde, tezimin/raporumun tamamı her yerden erişime açılabilir.

Fatema HADDAD

05.03.2022

İmza

# **Gender in the ELT Classroom: The Analysis of English Coursebooks in the Syrian Primary Schools**

**(A Master's Thesis)**

**Fatema HADDAD**

## **ABSTRACT**

Language is the primary tool in any educational process, and course books are the mainstay of the educational material. The importance of studying course books includes studying the attitudes and opinions presented implicitly or explicitly in the material as well as the content. This thesis aimed to assess whether the Syrian Ministry of Education has developed English course books which are considered a part of the curriculum, reflect gender equality and establish the patterns of gender representation in English course books. Both qualitative and quantitative in equal research methods as a mixed method were used for collection and analysis of the data. For the purpose of data collection, the researcher adopted the tool used in the research by Bilgin (2013), and used the manual coding system to code each category according to the codes. The study analysed four English language course books published between the years 2021 and 2022 for local Syrian primary school students using language tools at the textual level, such as matching, keywords in context, and visual content. Results indicated that there was a male superiority in gender representation; and the content was also gender-biased which led to unrealistic stereotypical impressions. This study is relatively significant since it contributes to the implementation of a curriculum that promotes gender equality in Syria.

*Keywords:* Course Analysis, Coursebooks, English language Teaching (ELT), Gender Representation.

Number of pages: 135

Supervisor: Prof. Dr. Mehmet OZCAN

# **İngilizce Sınıflarında Cinsiyet: Suriye İlkokullarında kullanılan İngilizce Ders Kitaplarının İncelenmesi**

**(Yüksek Lisans Tezi)**

**Fatema HADDAD**

## **ÖZ**

Dil, herhangi bir eğitim sürecinde birincil araçtır ve ders kitapları, eğitim materyalinin temel dayanağıdır. Ders kitaplarını incelemenin önemi, içeriğin yanı sıra materyalde örtülü veya açık bir şekilde sunulan tutum ve düşüncelerin incelenmesini de içerir. Bu tez, Suriye Milli Eğitim Bakanlığı'nın müfredatın bir parçası olarak kabul edilen, cinsiyet eşitliğini yansıtan ve İngilizce ders kitaplarında cinsiyet temsil kalıplarını oluşturan İngilizce ders kitapları geliştirip geliştirmedeğini değerlendirmeyi amaçlamıştır. Verilerin toplanması ve analizinde hem nitel hem de nicel eşit araştırma yöntemleri karma yöntem olarak kullanılmıştır. Araştırmacı, veri toplama amacıyla Bilgin (2013) tarafından araştırmada kullanılan aracı benimsemiş ve manuel kodlama sistemini kullanarak her bir kategoriye kodlara göre kodlamıştır. Çalışma, yerel Suriyeli ilkokul öğrencileri için 2021 ve 2022 yılları arasında yayınlanan dört İngilizce ders kitabını eşleştirme, bağlam içinde anahtar kelimeler ve görsel içerik gibi metin düzeyinde dil araçları kullanarak analiz etti. Sonuçlar, cinsiyet temsilde erkek üstünlüğü olduğunu gösterdi; içerik ayrıca cinsiyete dayalıydı ve bu da gerçekçi olmayan basmakalıp izlenimlere yol açtı. Bu çalışma, Suriye'de cinsiyet eşitliğini teşvik eden bir müfredatın uygulanmasına katkıda bulunması nedeniyle önemlidir.

*Anahtar Kelimeler:* Cinsiyet Temsili, Ders Kitapları, Ders Analizi, İngilizce Öğretimi (ELT).

Sayfa sayısı: 135

Danışman: Prof. Dr. Mehmet OZCAN

## TABLE OF CONTENTS

|                                                                      |      |
|----------------------------------------------------------------------|------|
| BİLDİRİM .....                                                       | i    |
| ABSTRACT .....                                                       | ii   |
| ÖZ .....                                                             | iii  |
| TABLE OF CONTENTS .....                                              | iv   |
| LIST OF ABBREVIATIONS .....                                          | vii  |
| LIST OF TABLES .....                                                 | viii |
| LIST OF FIGURES .....                                                | xi   |
| CHAPTER I .....                                                      | 1    |
| INTRODUCTION .....                                                   | 1    |
| 1.1 Background to the study .....                                    | 1    |
| 1.2. The Statement of the Problem .....                              | 7    |
| 1.3. The Purpose of the Study .....                                  | 7    |
| 1.4. The Significance of the Study .....                             | 8    |
| 1.5. Assumptions .....                                               | 8    |
| 1.6. Limitations of the Study .....                                  | 8    |
| 1.7. Definition of Key Concepts .....                                | 8    |
| CHAPTER II .....                                                     | 10   |
| LITERATURE REVIEW .....                                              | 10   |
| 2.1. Theoretical Framework .....                                     | 10   |
| 2.2. Introduction. ....                                              | 10   |
| 2.3. The Development of Concept Formation in the Child .....         | 11   |
| 2.3.1. Growth of the Mind. ....                                      | 12   |
| 2.3.2. Growing Child and its Problems in Social Understanding .....  | 12   |
| 2.3.3. Growth of Logical Thinking From Childhood to Adolescence..... | 13   |
| 2.4. What is Gender? .....                                           | 13   |
| 2.4.1. Historical Development of the Concept of Gender. ....         | 14   |
| 2.4.2. Concept and Social Dimensions. ....                           | 14   |
| 2.4.3. Gender Theories.....                                          | 15   |
| 2.5. Gender Stereotype .....                                         | 19   |
| 2.6. Gender Bias and Gender Representation.....                      | 21   |
| 2.6.1. Gender Bias in School Coursebooks.. ....                      | 23   |



|                                                                 |    |
|-----------------------------------------------------------------|----|
| 2.7. Gender and Education .....                                 | 24 |
| 2.8. Coursebooks .....                                          | 24 |
| 2.8.1. Definition of a Coursebook. ....                         | 25 |
| 2.8.2. Relationship Between Gender and Coursebooks. ....        | 25 |
| 2.9. Previous Studies .....                                     | 26 |
| CHAPTER III .....                                               | 28 |
| METHODOLOGY .....                                               | 28 |
| 3.1. Research Design .....                                      | 28 |
| 3.2. Research Question .....                                    | 29 |
| 3.3. Materials .....                                            | 29 |
| 3.4. The Original Framework .....                               | 29 |
| 3.5. Data Collection Procedures .....                           | 30 |
| 3.6. Data Analysis Methods .....                                | 33 |
| 3.6.1. Content Analysis.....                                    | 34 |
| 3.6.2 Discourse Analysis. ....                                  | 36 |
| CHAPTER IV .....                                                | 37 |
| FINDINGS .....                                                  | 37 |
| 4.1. Findings in (Emar) 1 <sup>st</sup> Grade Coursebook.....   | 37 |
| 4.1.1 Textual Content. ....                                     | 37 |
| 4.1.2 Visual Content. ....                                      | 43 |
| 4.2. Findings in (Emar) 2 <sup>nd</sup> Grade Coursebook:.....  | 45 |
| 4.2.1 Textual Content. ....                                     | 46 |
| 4.2.2. Visual Content. ....                                     | 51 |
| 4.3. Findings in (Emar) 3 <sup>rd</sup> Grade Coursebook: ..... | 53 |
| 4.3.1. Textual Content. ....                                    | 53 |
| 4.3.2. Visual Content. ....                                     | 60 |
| 4.4. Findings in (Emar) 4 <sup>th</sup> Grade Coursebook: ..... | 62 |
| 4.4.1. Textual Content. ....                                    | 62 |
| 4.4.2. Visual Content. ....                                     | 68 |
| 4.5. The Conclusion of Quantitative Findings .....              | 70 |
| 4.6. The Qualitative Analysis of the Findings .....             | 74 |
| CHAPTER V .....                                                 | 83 |
| DISCUSSION, CONCLUSION AND RECOMMENDATION .....                 | 83 |

|                                      |     |
|--------------------------------------|-----|
| 5.1. Conclusion and Discussion ..... | 83  |
| 5.2. Recommendation.....             | 89  |
| REFERENCES .....                     | 91  |
| TÜRKÇE GENİŞLETİLMİŞ ÖZET.....       | 97  |
| APPENDİCES .....                     | 108 |
| Appendices 1 .....                   | 109 |
| Appendices 2.....                    | 111 |
| Appendices 3.....                    | 113 |
| Appendices 4.....                    | 116 |



## **LIST OF ABBREVIATIONS**

|                |                                                                  |
|----------------|------------------------------------------------------------------|
| <b>EFL:</b>    | English as a foreign Language                                    |
| <b>ELT:</b>    | English Language Teaching                                        |
| <b>HRC</b>     | Human Rights Careers                                             |
| <b>MoE:</b>    | Ministry of Education                                            |
| <b>UNESCO:</b> | United Nations Educational, Scientific and Cultural Organization |



## LIST OF TABLES

| <b><u>Tables</u></b>                                   | <b><u>Page</u></b> |
|--------------------------------------------------------|--------------------|
| Table 1. Framework for Codng the Textual Content ..... | 30                 |
| Table 2. Coding of the Visual Content .....            | 31                 |
| Table 3. Textual Content.....                          | 35                 |
| Table 4. Visual Content.....                           | 35                 |
| Table 5. Action.....                                   | 37                 |
| Table 6. Domestic .....                                | 38                 |
| Table 7. Out-door Sub-Category .....                   | 38                 |
| Table 8. Visualization .....                           | 39                 |
| Table 9. Occupations.....                              | 39                 |
| Table 10. Frequency of Turns in Dialogues.....         | 39                 |
| Table 11. Initiation of Dialogues .....                | 40                 |
| Table 12. Order/Instruction.....                       | 40                 |
| Table 13. Naming.....                                  | 41                 |
| Table 14. Frequency of pronouns.....                   | 41                 |
| Table 15. Use of generics.....                         | 42                 |
| Table 16. Use of Vocatives/ Forms of Address .....     | 42                 |
| Table 17. Physical Adjectives .....                    | 42                 |
| Table 18. Favorites.....                               | 43                 |
| Table 19. Asking questions .....                       | 43                 |
| Table 20. Action.....                                  | 43                 |
| Table 21. Size and/or foreground.....                  | 44                 |
| Table 22. Clothing.....                                | 44                 |
| Table 23. Frequency of Occurrences in Pictures .....   | 45                 |
| Table 24. Power .....                                  | 45                 |
| Table 25. Action Category .....                        | 46                 |
| Table 26. Domestic .....                               | 46                 |
| Table 27. Outdoor .....                                | 46                 |
| Table 28. Visualization .....                          | 47                 |
| Table 29. Occupations.....                             | 47                 |
| Table 30. Frequency of Turns in Dialogues.....         | 47                 |
| Table 31. Initiation of dialogues .....                | 48                 |

|                                                             |    |
|-------------------------------------------------------------|----|
| Table 32. Asking Questions .....                            | 48 |
| Table 33. Order/Instruction .....                           | 48 |
| Table 34. Naming .....                                      | 49 |
| Table 35. Order of Mention .....                            | 49 |
| Table 36. Frequency of pronouns.....                        | 49 |
| Table 37. Use of vocatives/ Forms of address used for ..... | 50 |
| Table 38. Favorites.....                                    | 50 |
| Table 39. Physical Adjectives .....                         | 50 |
| Table 40. Adjectives of Personality .....                   | 51 |
| Table 41. Action Category .....                             | 51 |
| Table 42. Size and/or Foreground.....                       | 52 |
| Table 43. Clothing.....                                     | 52 |
| Table 44. Frequency of Occurrences in Pictures .....        | 52 |
| Table 45. Power Category.....                               | 53 |
| Table 46. Action Category .....                             | 53 |
| Table 47. Domestic .....                                    | 54 |
| Table 48. Out-door Subcategory .....                        | 54 |
| Table 49. Visualization .....                               | 55 |
| Table 50. Occupations.....                                  | 55 |
| Table 51. Frequency of turns in dialogues .....             | 55 |
| Table 52. Initiation of dialogues .....                     | 56 |
| Table 53. Order/instruction .....                           | 56 |
| Table 54. Naming.....                                       | 56 |
| Table 55. Order of Mention .....                            | 57 |
| Table 56. Frequency of Pronouns .....                       | 57 |
| Table 57. Use of Generics.....                              | 58 |
| Table 58. Use of Vocatives/ Forms of Address .....          | 58 |
| Table 59. Physical Adjectives .....                         | 58 |
| Table 60. Adjectives of Personality .....                   | 59 |
| Table 61. Favorites.....                                    | 59 |
| Table 62. Asking Questions .....                            | 59 |
| Table 63. Action Category .....                             | 60 |
| Table 64. Size and/or foreground.....                       | 60 |

|                                                             |    |
|-------------------------------------------------------------|----|
| Table 65. Clothing Subcategory.....                         | 61 |
| Table 66. Frequency of Occurrences in Pictures .....        | 61 |
| Table 67. Power .....                                       | 61 |
| Table 68. Action.....                                       | 62 |
| Table 69. Domestic Subcategory .....                        | 63 |
| Table 70. Out-door Subcategory .....                        | 63 |
| Table 71. Visualization .....                               | 63 |
| Table 72. Occupations.....                                  | 64 |
| Table 73. Frequency of Turns in Dialogues.....              | 64 |
| Table 74. Initiation of Dialogues .....                     | 64 |
| Table 75. Order/Instructio .....                            | 65 |
| Table 76. Naming.....                                       | 65 |
| Table 77. Order of Mention .....                            | 65 |
| Table 78. Frequency of Pronouns .....                       | 66 |
| Table 79. Use of Generics.....                              | 66 |
| Table 80. Use of vocatives/ Forms of address used for ..... | 66 |
| Table 81. Physical adjectives .....                         | 67 |
| Table 82. Favorites.....                                    | 67 |
| Table 83. Asking Questions .....                            | 68 |
| Table 84. Action.....                                       | 68 |
| Table 85. Size and/or foreground.....                       | 69 |
| Table 86. Clothing.....                                     | 69 |
| Table 87. Frequency of Occurrences in Pictures .....        | 69 |
| Table 88. Power .....                                       | 70 |

## LIST OF FIGURES

| <b><u>Figures</u></b>                                                    | <b><u>Page</u></b> |
|--------------------------------------------------------------------------|--------------------|
| Figure 1. From The 3rd Grade Coursebook .....                            | 32                 |
| Figure 2. From The 3rd Grade Coursebook .....                            | 33                 |
| Figure 3. The Findings of Textual Content in 1st Grade .....             | 70                 |
| Figure 4. The Findings of Visual Content in 1st Grade .....              | 71                 |
| Figure 5. The Findings of Textual Content in 2nd Grade .....             | 71                 |
| Figure 6. The Findings of Visual Content in 2nd Grade.....               | 72                 |
| Figure 7. The Findings of Textual Content in 3rd Grade.....              | 72                 |
| Figure 8. The Findings of Visual Content in 3rd Grade .....              | 73                 |
| Figure 9. The Findings of Textual Content in 4 <sup>th</sup> Grade ..... | 73                 |
| Figure 10. The Findings of Visual Content in 4th Grade.....              | 74                 |
| Figure 11. From 1 <sup>st</sup> Coursebook.....                          | 75                 |
| Figure 12. From 1 <sup>st</sup> Coursebook.....                          | 76                 |
| Figure 13. From 1 <sup>st</sup> Coursebook.....                          | 77                 |
| Figure 14. From 2 <sup>nd</sup> Coursebook.....                          | 79                 |
| Figure 15. From 3rd Coursebook.....                                      | 81                 |
| Figure 16. ....                                                          | 109                |
| Figure 17. ....                                                          | 109                |
| Figure 18. ....                                                          | 109                |
| Figure 19. ....                                                          | 110                |
| Figure 20. ....                                                          | 110                |
| Figure 21. ....                                                          | 110                |
| Figure 22. ....                                                          | 110                |
| Figure 23. ....                                                          | 110                |
| Figure 24. ....                                                          | 110                |
| Figure 25. ....                                                          | 111                |
| Figure 26. ....                                                          | 111                |
| Figure 27. ....                                                          | 112                |
| Figure 28. ....                                                          | 112                |
| Figure 29. ....                                                          | 113                |
| Figure 30. ....                                                          | 113                |

|                 |     |
|-----------------|-----|
| Figure 31. .... | 113 |
| Figure 32. .... | 113 |
| Figure 33. .... | 114 |
| Figure 34. .... | 114 |
| Figure 35. .... | 114 |
| Figure 36. .... | 114 |
| Figure 37. .... | 114 |
| Figure 38. .... | 114 |
| Figure 39. .... | 115 |
| Figure 40. .... | 115 |
| Figure 41. .... | 115 |
| Figure 42. .... | 115 |
| Figure 43. .... | 116 |
| Figure 44. .... | 116 |
| Figure 45. .... | 116 |
| Figure 46. .... | 116 |
| Figure 47. .... | 117 |
| Figure 48. .... | 117 |
| Figure 49. .... | 117 |
| Figure 50. .... | 117 |
| Figure 51. .... | 118 |
| Figure 52. .... | 118 |
| Figure 53. .... | 118 |
| Figure 54. .... | 118 |
| Figure 55. .... | 118 |
| Figure 56. .... | 118 |
| Figure 57. .... | 118 |
| Figure 58. .... | 118 |



## **CHAPTER I**

### **INTRODUCTION**

This section contains a background of the study and a brief review on gender in ELT (English Language Teaching) classroom. The section also covers the purpose for conducting the research, and the significance of the study had to the existing body of knowledge. Furthermore, the limitations of the study are also stated in this section.

#### **1.1 Background to the study**

The importance of gender awareness stems from its ability to identify problems associated with different gender roles, because it has the ability to deepen awareness of society's problems, and find appropriate solutions to them by finding means of change towards equality and a better life for all. In addition to the importance of language as a means of communication with others, English language curricula for the primary stage in Syria was aimed to be analyzed. The main purpose is to find out how gender is represented at the textual and visual levels.

It is noticeable that there is a gap in understanding the relationship between the concept of gender and gender-based attitudes and behavior, as social and cultural norms greatly affect these perceptions, which contributes to strengthening stereotypes – negatively or positively – and ways of dealing with the other. This is confirmed by World Economic Forum (2021) which are based on an estimate of the global gender gap in each of the four main sectors: health survival, educational attainment, economic participation and opportunity as well as political empowerment. Furthermore, the report confirmed that Syria, Yemen and Iraq are among the three countries with the highest gaps globally, as the gap in the representation of the previous indicators in them reached.

First of all, if gender is classified as a science, it would be classified within the social and human sciences, which are directly related to the philosophy from which these sciences emerged.

It was evident that the philosophical ideas and theories related to the sexes seem to have different opinions that are biased towards one sex over the other. In other words, there were miscellaneous biased opinions towards women. As these ideas reduced the value of females and considered them inferior to males, which led to the creation of a state of discrimination between the two in many areas of life. It intersects and extends to this day that witness unfairness rights mentioned by the Human Rights Careers (HRC), such as the rights to education, work, freedom, protection, racism, among others.

Among these studies, Aristotle was mentioned in his work *Politics*, who looked at women as inferior, as stated by "[T]he relation of male to female is by nature a relation of superior to inferior and ruler to ruled" (Aristotle, 1905) and considered them to be on a second level because they are a substance whose function is based on procreation only. This thinking made him give the man the right and authority to control the woman, and he attributed that in addition to being a substance that she has a lack in qualities and characteristics. It is strange that he pointed out that nature did not give a woman a complete mind, because there is no need for the mind in tasks confined to housework and childbearing.

As for Plato, he also saw in book V of his work *Republic* that women are inferior to men even in intellect, and considered them to be the private property of men (Plato, 1974). In his book *Laws*, he classified her with herds and children among the list of things (Plato, 1974). Then, he retracted his idea of a virtuous city and said that there must be equality between men and women in all fields.

Aristotle's vision did not differ from Plato, he used to see the superiority of men over women, given that men are the origin and women are mere material or repository for the continuation of the generation. Nor does she have the right to compete with man because of her nature, which requires her to perform the role of serving the family only. As he stated: "For the first principle of the movement (...) whereby that which comes into being is male, is better and more divine than the material whereby it is

female”. The male, however, comes together and mingles with the female for the work of generation.” (Aristotle, 1905).

Since the research aims to analyze English language coursebooks for the primary stage in an Arab country, it is necessary to review the perspective of Arab philosophers. Averroès (Ibn Rushd in Muslim world), is one of the most famous and most important Arab philosophers who pioneered sociology in Arabic regions. He declared that women and men are being of one kind, and that there is no difference between men and women in the human purpose. The only difference he sees is in the endurance of physical toil and its differences, which men are more capable than women, while women are more dexterous in other works. Averroès explains that in his work *Averroes on Plato's "Republic"*:

And it can be said that women, in so far as they are of one kind with men, necessarily share in the end of man. They will differ only in less or more; i.e., the man in most human activities is more diligent than the women, though it is not impossible that women should be more diligent in some activities such as is thought concerning the art of practical music (p. 58).

The position of Arabs was no better than that of the West in their view of women, as Al-Ali (1987) mentioned in the eighth section of his book *History of Arabs in Pre-Islam Era* that the man did not consider the opinion of the woman because he saw that her intellect was weak because of the control of her emotions. Furthermore, the matter reached pessimism for men if they knew that their wives had given birth to a daughter, which led many to bury them alive. On the other hand, he continues to describe the situation of Arab women before Islam:

What I said represents the general idea of women among the majority of people. However, there are women who were famous for their wisdom among the pre-Islamic period, and were as a reference for men in taking opinion. Even some of them were to come to power, and I have already mentioned in the previous that the tribes of Badia al-Sham were under the rule of queens in the days of the Assyrians. "Shams" and "Zabiba" are the queens among them. Moreover, the women used to accompany the men to the fighting to arouse their motivation when the

battles intensified, to treat the wounded, and to carry water to the thirsty fighters. (p.211)

It is worth noting here that after the advent of Islam, the equation changed dramatically, as Islam laid down the rules for respecting women, preserving their entity and making them equal to men in the majority of rights and giving them the ability to participate in various areas of life.

The concept of equal rights for both gender was based on the application of assignments to work and worship for both gender without discrimination between them. Women in society had a prominent role in learning and spreading knowledge, providing health services in times of war. They also provided advice and counselling in many fields, in addition to their role in the economy, as they were able to establish commercial and charitable projects, which made them a clear and influential imprint on the society's economy.

On the level of sociology, Comte (as cited in Guillin, 2012) did not differ much in his views on the inferiority of women. He refused to have women participate in decision-making because it requires reason and intellect, which women lack because of their biological natural, thus establishing a gender-biased patriarchal social system. Parsons (1959) argued that the gender role maintains the balance and integration of the family, by linking the family to the external community to provide for the requirements of life. He also stressed the importance of dividing the work between two genders that lead to the stability of society, as women and men can support each other in various fields.

As a result of the existence of movements resisting the subordination of women to men, the feminist movement first appeared in 1895, and the concept of gender formed the cornerstone of feminist theory. The term “gender identity was produced by Robert Stoller to distinguish social meanings from the natural biological bases of individuals (Person, 2005).

Despite several attempts by the theorists on the subject of gender, such as Robert Stoller (1968), William Scarborough (2019), Barbara Risman (2019) and others, there is still a confusion between the concept of gender and the concept of sex, as they are similar in appearance to each other. This has created a vicious circle in the relationship between perceptions about the concept of gender and between trends and roles based on gender, as social and cultural determinants are the direct indicator in the formation

of perceptions, which reinforces some practices that may be wrong against the other party.

In this context, Lippmann (1922) defines a stereotype in his book *Public Opinion* as a very simplistic picture of the world that makes the individual see the world or any of its components in a more understandable and meaningful way than it actually is. Regarding simplicity of the stereotypes, it may be resorted to when there is a lack of information. There is no evidence to support stereotypes, because they are formed and transmitted through individuals from ages. This is why stereotypes often give resistance to change.

From this point, it becomes clear the importance of building correct stereotypes from the first childhood, especially since awareness is formed in children at an early age, which may lead to form the stereotypes for them early. Durkheim defines in his theory of socialization that the action practiced by the adult generations with the immature generations about the social life is represented by the norms, ideas, beliefs and values. Such norms, ideas, beliefs and values constitute consciousness to understand the world, and which links the world together, leading to social integration (Durkheim et al., 2014). Thus, these concepts impose themselves strongly on individuals because they are the product of previous generations.

Arab society is a kinship society, whose structure is based on the family based on blood and kinship. They resist any changes that may lead to the weakening of this structure as a result of any social transformations in order to preserve identity. It also relies on the Islamic identity, which has constants and principles that cannot be tampered with. Therefore, changing stereotypes within Arab societies in general, and Syrian society in particular, needs careful handling, which does not conflict with the values and principles of the people. At the same time, they should be guided towards a better change and corrects misconceptions that do not contradict their values. For example, women have the right to work in the fields in which men work, as long as it is their choice. Likewise, society must mitigate the social perception towards the man who seeks to work in the work that women are famous for, such as housework and nursing, and does not perceive him as being of little manhood or as an embarrassment to him in society.

Language is the most influential tool in the process of communicating and communicating with others, and educational materials, according to the so-called hidden curriculum, may reinforce some traditional concepts and help in building a stereotype in the minds of learners, which contribute to creating a societal chain that hold beliefs that may be somewhat incorrect.

Since coursebooks are important and an essential tool in the educational curriculum, they may contribute to problems related to gender issues. It is necessary to look into them and scrutinize the extent to which gender is fairly represented – and sometimes – books are an area for distortion of the content:

Textbooks often present an idealized view of the world or fail to represent real issues. In order to make textbooks acceptable in many different contexts controversial topics are avoided and instead an idealized white middle-class view of the world is portrayed as the norm. (Richard, 2001).

Because education is a means for the development of societies that are based on these two social genders, attention and studies have drawn to the need to find a balance in gender representation in the educational system. In the same context, and according to Aguilar (2021), the concept of occupational gender stereotypes seems to have been cultivated right from the schooling stage which gender stereotypes have evolved over the years. In the learning curriculum, the stereotypes have spread over to gender representations and occupational perceptions in the coursebooks and other learning materials. Occupational gender stereotypes are growing roots in various work environments around the world. Some professional roles are distributed according to gender orientation.

Many researchers, such as Talansky (1986), Sleeter and Grant (1991), Neuerdorf et al. (2010), have studied the issue of gender in educational curricula, and the results were different according to the nature of each research, but they all concluded that justice and balance should be found in showing the roles of gender in educational curricula, especially in coursebooks.

From my point of view, no society will be able to achieve justice, because it is a relative matter that depends on criteria related to the culture, customs and traditions of peoples. Even Western countries with advanced civilizations that call for the application of these concepts, have not been able to apply them completely. For example, according

to the report published in the Library of Congress in 2019, it celebrates the ability of women to raise their voice and obtain the ability to vote in elections after a struggle that lasted more than 100 years. This is after they staged several strikes out of frustration at the lack of legislative action on gender equality, despite the inclusion of the equal rights clause in the Swiss constitution.

Hence, it becomes clear that this western concept still encounters opposition in the Arab society because it is portrayed as a struggle between men and women and the imposition of one on the other, despite the fact that there are efforts to clarify the objectives of gender concept.

## **1.2. The Statement of the Problem**

The continued prevalence of a gender biased curriculum might lead to future complications in educational settings, such as reduced respect for the affected party as well as low self-esteem. It is, therefore, a matter of urgency to confront the gender bias and stereotypes being propagated by English coursebooks being used in schools.

### **1.2.1. Research question.**

1. How is gender represented in English Coursebooks in Syrian primary schools?
  - a. How is gender represented in the textual content of the coursebooks?
  - b. How is gender represented in the visual content of the coursebooks?

## **1.3. The Purpose of the Study**

This study seeks to explore the whole concept of gender imbalance as portrayed by English course books. The study also deduces gender characteristics and their correlation to the language used in English course books. This study establishes a viable way forward regarding the nature of English lessons being offered in Syrian primary schools.

#### **1.4. The Significance of the Study**

This study is vital in the course to promote gender equality and representation in Arab culture. This research provides a basis to design strategies that will ensure that the English curriculum in Syria is not gendered biased and learners can reap maximally benefits of the education throughout their schooling phase.

#### **1.5. Assumptions**

The results of the analysis are supposed to show whether there is a gender bias or not, and if there is a bias, it must be determined which gender is the most represented in the English coursebooks for the primary stage in Syria.

#### **1.6. Limitations of the Study**

The study faced a number of limitations, such as a lack of sufficient previous studies on the research topic. The study is also limited in sample size since the sample population is confined to the residents or citizens of Syria. The recommendations made from the study is merely limited to Syrian primary schools. While the recommendations from this study was limited to Syrian primary schools and cannot immediately meet the global challenge, it is an important starting point for a wider change in terms of gender justice in the field of ELT.

#### **1.7. Definition of Key Concepts**

*English as a Foreign Language (EFL)*: English as taught to people whose main language is not English and who live in a country where English is not the official or main language (dictionary.cambridge.org).

*English Language Teaching (ELT)*: The practice and theory of learning and teaching English for the benefit of people whose first language is not English (collinsdictionary.com).



*Ministry of Education (MoE)*: Is a government ministry of the Republic of Syria, responsible for the supervision of public and private educational system, agreements and authorizations under a national curriculum.

*Human Rights Council (HRC)*: The Human Rights Council is an inter-governmental body within the United Nations system responsible for strengthening the promotion and protection of human rights around the globe and for addressing situations of human rights violations and make recommendations on them

*United Nations Educational, Scientific and Cultural Organization (UNESCO)*: A department of the United Nations that aims to encourage peace between countries through education, science, and culture. (dictionary.cambridge.org).



## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1. Theoretical Framework**

This chapter mainly discusses the development of the mind and the formation of the concept in the child, the concept of gender and its relationship to education, as well as coursebooks and their relationship to gender. The main aim of this chapter is to review the literature related to these specific fields.

#### **2.2. Introduction.**

In light of the emergence of the term gender, many researchers have sought to study this term in various fields, such as literature, arts, and history. In the field of education, there have been also studies on gender. In these studies, gender and its representations have been scrutinized in educational curricula in schools in various disciplines, including English language curricula.

Although there are several studies focusing on the gender issue in the fields of sociology (Ghaddar et al., 2018) and economy (Abdelali-Martini & Dey de Pryck, 2014), gender issue has not been touched upon with reference to educational field in Syrian education system. This study seeks to explore the way gender is represented, contained in texts and reflected by images in English language textbooks in Syrian schools for the primary stage. This study comes in the hope that – as the first of its kind – it will provide analysis on gender representation in English language curricula for the primary stage in Syria. In this chapter, the relevant literature was discussed around four axes. First, considering that gender is linked to social concepts that develop with the social upbringing of human beings, the researcher dealt with the development of the concept in children in terms of the development of the mind and the growth of the child and the problems it faces in understanding society. Some studies of the Piaget, the author of the theory of cognitive development in which great importance to the education of children is attached, were discussed. His theory of

cognitive development focuses on developmental processes rather than learning per se, and thus, it serves our purpose of the investigation of the construction of the concept of gender in the minds of the students to be exposed to the books this thesis was analyzed.

In the second part, the concept of gender, its historical development, social dimensions, and social morphology, in addition to the gender theories, gender stereotypes and gender biasedness and its effects in general and in the coursebooks in particular were discussed. In the third section, the relation between gender and education were dealt with, through reviewing the mechanisms and principles of education and the relationship of gender with it.

In the last section, the focus was on coursebooks, their definition and its relationship with gender, in addition to reviewing some results of studies that analyzed gender representation in the ELT coursebooks of different countries such as Türkiye, Saudi Arabia and the United Arab Emirates.

### **2.3. The Development of Concept Formation in the Child**

Concepts are not genetic heritage, but they are constructed through the experience of the child within the immediate environment. The application of the *Weigl Color-form test* and the *Sorting Test* to children from four to fourteen years-old was focused on by Reichard, Schneider and Rapaport (1943). The tests were originally designed for mentally-challenged patients instead of the mentally-stable ones. However, they helped to understand how the children developed their concept about things and objects by grouping them into categories. Children demonstrated that once they categorized an object based on their grouping principles, there was no chance of shifting the object category to another.

**2.3.1. Growth of the mind.** The human brain – characterized by its physiological form – development occurs first over a protracted stage, then the mind – a more psychological entity – starts to develop. The latter begins right after conception, and lasts until the end of adolescence. The starting point of human brain development for Konkel (2018), during the third week of gestation.

Following the new-born days, where the baby starts the development process of its mind accompanied by the physical development of first reflex, children begin to construct an imaginary life. The figures, objects, dimensions, and people nearby are not conceived on logical terms. Instead, they are part of a temporary world related to their perception.

**2.3.2. Growing child and its problems in social understanding.** The mind is subject to a continuous development as its nature dictates; however, they do not develop in an isolated, non-social environment. During a child's growth period, the family plays a crucial role in its social understanding, capacity of learning and how to react to any situation. Miller (1937) focuses on several aspects of growing children from their early years to how the habits are constructed, the neurosis in school, adolescence, needs and an educational guidance. With regard to the child's understanding of gender roles, the child cannot yet describe the differences in gender behavior before he reaches two years of age, as the parent's deal during this period in a manner consistent with their gender by choosing their clothes, toys, etc. during the gender profiling process (Apparala, 2003).

The apparent differences in the behaviours, emotions and social relations between two genders may be due to the different paths of their social development. (Bem, 1983; Liben & Bigler, 2002c) pointing out that the acquisition of the gender role of children of different cultures in the early stages of life is a stage of systematic development and the result of differentiated socialization processes. However, emotional changes are learned, and are shaped by the individuals surrounding the child, which explains the negativity and positivity in the child's emotional behavior (Yang, 2000). The different logical operations show through specific situations how the human mind starts to set its rules, conditions, and own methods to solve problems, by using methods logical to them. Some of the experiments use exercises such as operations of exclusion,

separation of variables, logical deduction through action, elimination of contradictions and operations of reciprocal implications. During the experiments, the child and adolescent develop laws and beliefs, but they are put later to test to see how they can solve situations without recurring to those created laws.

**2.3.3. Growth of logical thinking from childhood to adolescence.** Those who construct the text in the English textbooks are adults, while the consumers of these texts or images are children. This means that there is a large gap between the conceptualization of gender by the producers and consumers.

While the text writers reflect what they have accumulated about gender role, this logic is transferred from the adults' perception to the child. It is clear that children would not work the same logical operations on the construction of gender if they start to construct it from scratch by themselves. This question finds its answer in Piaget and Inhelder (1958), as they describe different logical operations realized by children and adolescents aiming to describe their formal structures and the development of their logical thinking and intelligence.

## **2.4. What is Gender?**

The concept of gender for the first time appeared in the eighties of the twentieth century as a social science, with the aim of analyzing the roles, responsibilities and obstacles of men and women. At first glance, it may seem that sex and gender are the same in the sense that they are similar and related to each other. However, researchers, such as Crawford and Unger (1992) have made biological differences in genetic structure, anatomy and reproductive functions, the primary framework for defining sex; on the other hand, Grown et al. (2003) and Connell (2009) defined gender as “what characterizes the personal lives of women and men as is shaped by social relations and culture.”

**2.4.1. Historical development of the concept of gender.** The term gender in the academy field was developed between 1970s and 1980s (Smith, n.d.).

The formal appearance of the term gender in international conferences was in the Beijing Declaration adopted by the United Nations at the end of the Fourth Conference on Women in 1995; its mention in the Beijing Document and its recurrence 233 times prompted researchers to know the origin of this term and to identify its significance and the circumstances of its emergence. However, Western countries refused to define gender as male or female, and insisted on establishing a definition for it that includes non-stereotypical life as social behaviour, while other countries rejected this definition, and the committee later concluded that the term was not defined (Gamble, 2002).

Feminists use the term gender to distinguish between gender and sexuality, considering that sex is a biological issue and gender is a social concept. Oakley (1972) stated in her book *Sex Gender and Society* that: Sex refers to the biological division into male and female; “gender” to the parallel and socially unequal division into femininity and masculinity. That differences in definitions led to the emergence of an “artificial phenomenon” that determined sex with biological nature and gender with social culture (Connell, 2009).

**2.4.2. Concept and social dimensions.** Given that gender refers to the roles and responsibilities that society defines for women and men, through the image that society views and the way which is expected to be in their thinking, the social dimensions of gender are represented in the social and cultural determinants based on society: its regulations, beliefs and perceptions of the characteristics of men and women and their ability and willingness to do what suits them.

In this context, Oklay (1972) agreed with social scientists that across different cultures and historical periods, there were noticeable differences in the expected way of behaviour of both men and women, as this method goes back to the social construction of both masculinity and femininity: gender (as cited in Turner, 2006). With this use, gender became the most important form of “social stratification”, and was considered more important in its impact on personal life than social class, ethnic, and race (Ibid., p.228).

**2.4.3. Gender theories.** There are numerous theories that address the differences in the role and status of women and men in societies. These theories share one premise which is the lack of equality between men and women. Consequently, it is much more significant to review the theoretical framework the gender concept has undergone.

**2.4.3.1. The object relation theory.** At the level of personality theories related to behaviour, the object relation theory is important in the context of the development of the concept of gender, as this theory confirms that social relations are the main axis for the development of human personality features, especially in the context of the development of gender identity. The importance of the theory is represented in the aspects of the early relationship of the child that occur in the early stages of life, which are the basis for the formation of identity and building awareness of a child's personality (Marcia, 2001).

**2.4.3.2. Social learning theory.** In terms of children's education, social learning theory is an important stage in the development of the concept of gender. This can be attributed to the fact that this theory is concerned with the way children's behaviors are formed through what they experience in their surroundings. For example, participation, cooperation, selfishness and other values that are appropriate to different social situations. In a context, where gender identity is built in the initial socialization stage, knowledge and learning of gender roles are formed in an earlier stage in preparation for gender identity or acquired over time during the acquisition of gender identity (Lindesy, 1994).

One of the supporters of this theory was Bandura, who believes that changes in human behaviour occur through learning by observation and through the interaction between the child and the surrounding social environment. This learning takes two forms: imitation and modelling.

**2.4.3.3. Cognitive development theory.** Considering that human behaviour is linked to gender identity, Lawrence Kohlberg (1966) developed the cognitive development theory in which that human behaviour is linked to maturity and experience. In this way, it differs from the social learning theory, which considers children to be responsible for shaping the gender pattern mentioned in this theory.

In other words, the cognitive development theory asserts that the intelligence of children, which represents the ability to think logically, develops as a result of the interaction between the forces of heredity and the forces of the environment. The first step in learning the gender pattern is the development of gender identity through the process of cognitive maturation. This can be owing to the fact that children begin to label themselves as male or female and then choose the appropriate behavior, according to their gender (Wharton, 2005).

Contrarily to the social theory, Piaget's cognitive development theory as he sees that human actions are linked to maturity and behaviour, rather than the interaction between the forces of heredity and the forces of the environment. A contribution worth mentioning in this regard of cognitive development theory is Kohlberg's theory. Kohlberg's theory was mostly invested in moral phenomena. His theory stresses on the thinking process that takes place when one decides whether a certain behaviour is adequate or not. The theoretical emphasis of his theory is mostly on how one decides to respond to a moral dilemma. The theory in question here consisted of six stages within three levels; this moral development theory has been criticized for its inclusion of a boys-only sample. Thus, it does not necessarily serve our purpose here, but was worth mentioning as part of this whole cognitive reaction that took place at the time (Kohlberg, 1971).

A more pertinent contribution in this regard is Bruner's (1966) theory. The latter's research on children's cognitive development proposed three "modes of representation. These modes are enactive mode (based on action), iconic mode (based on images) and symbolic mode (based on language). The first mode (between 0-1 years) involves encoding action-based information in the child's memory. For instance, when an infant remembers shaking a rattle via developing a muscular connection (memory) of the action exercised. The second mode (1-6 years) represents the ability to store a mental picture in the mind. When learning something new, it could



be helpful to use shapes, images and diagrams to support verbal explanations. Finally, the symbolic mode (7 years and onward) is rather more complex and uses language to store information. In other words, when language is spoken, it is meant anything symbolic, from letters to signs and symbols (Bruner, 1966).

It must be evident that the first step in learning the gender pattern is the development of gender identity through the process of cognitive maturation when cognitive theory is considered. This can be on the grounds that as the children begin to label themselves as male or female and then choose the appropriate behavior, according to gender (Wharton, 2005).

**2.4.3.4. Gender schema theory.** A social-cognitive theory by Sakima assumes individuals organize the world around them through notions of masculinity and femininity. The difference in these concepts leads to a difference in their gender lives based on motivation consistent with the standards acquired from society. Gender schema theory proposes that the formation of a gender schema for children constructed at the early stages of age to influence attention, motivation, person's perception, impression formation, and behaviour which make the gender schema becomes progressively complex as children develop (Bem, 1981).

Before children enter school, they have unrealistic and expectations about the professions they can work in in the future (Teig & Susskind, 2008). The source of these expectations is the stereotypes that both sexes have acquired from the social environment that surrounds them. For example, boys might dream of becoming strong athletes, while young girls would like to be ballerinas or doctors. This shows how gender is the strongest predictor when choosing a profession when children reach school age.

In the same context, Weisgram et al. (2010) pointed out that students who reach early adolescence believe that it is necessary to obtain multiple values to help them obtain high-level professions. These values were represented in the ability to help others, obtain high salaries, and the ability to enjoy with their families. However, after they grow up and pass this stage, they become more realistic, and understand the value of

responsibility and priorities in setting goals. Consequently, they realize that a high-paying job may not allow them the opportunity to enjoy long times with their families.

Hence, Martin and Halverson (1981) noted that creating gender schemas and using them in an appropriate manner will help children in understanding, acquiring and remembering information, in addition to learning ways to address situations and issues they face, and even working to develop them.

**2.4.3.5. Gender roles.** Regarding gender roles, Bakan (1966) considered that women and men differ in terms of achievement-oriented traits, including social and service traits. West and Zimmerman (1987) stated “gender is the activity of managing situated conduct in light of normative conceptions of attitudes and activities appropriate for one’s sex category.”

Butler (1993) indicates that gender is a mechanism of cultural and social organization that is a part of everyday life that includes the way people think, speak, and interact with other. Butler (1990) in her book *Gender Trouble* contends that within western culture, sex, gender, and sexual orientation are considered closely related fundamental qualities. There is a dominant view which is that biological sex is binary – i.e., male vs. female-, essential, and natural. Furthermore, it constitutes the basis for binary gender, which is seen as sexual desire and the cultural interpretation of sex. Butler confirms that these configurations of sex, gender, and sexual desire are the mere “intelligible” genders in our culture. However, Butler criticized this distinction between gender, which is its cultural interpretation, and sex, which is natural, essential, and pre-discursive (i.e., existent before culture and before interpretation). She contends that sex as a binary category falls under the umbrella of the prescriptive and proscriptive cultural constructs that encompass gender. Butler (1990) contends that there is no meaningful difference between sex and gender because sex is a cultural construct much like gender.

On the other hand, Butler does not assert that biological mechanisms do not exist or do not impact variations in hormones or anatomy. Instead, she contends that cultural interpretation is the only way that bodies can be understood, and that this interpretation yields simplistic, binary ideas of sex. In other words, two "natural," well defined, and

significant kinds of humans are not produced by biological processes alone. The two sexes only seem natural, and important; because of the gendered world in which people live. In other words, Butler sees gender as a performance that we engage in frequently that gives the illusion of binary sex. For Butler, gender is performative since it is generated by its own performance rather than being essential or biologically set. Moreover, the binary performance of gender is greatly enhanced by the other people's reactions to those counterparts who fail to abide by the gender norms. In conclusion, Butler contends that in order to destroy the oppressive system of patriarchy and heterosexuality, society must shatter the gender binary.

## **2.5. Gender Stereotype**

In the modern-day world, people have varied ways of perceiving issues in their surrounding environment. In some cases, various stereotypes about a phenomenon are created and passed on to the coming generations. Gender stereotypes have evolved over the years. Occupational gender stereotypes are growing roots in various work environments around the world. Some professional roles are distributed according to gender orientation. For example, health care work is often restricted to women, while men are able to work in it, and there is nothing to hinder them. In the business, management, and decision-making sectors, men always considered as the most qualified people for these jobs, while women may be excluded from these sectors. There is also a stereotypical view that housework is for women only and men are not required to participate in it, while there are many cleaners who work in municipalities. Within the curricular contexts, the stereotypes have spread over to gender representations and occupational perceptions in the course books and other learning materials. For example, males are expected to be doctors, drivers, or military personnel; while, females are expected to be nurses, housekeepers, and cooks.

Stereotypes are meant to be behaviors, attitudes, and aptitudes that society expects from some members, particularly, generalized models of one community or a collective one (Gil, 2016). Gender stereotypes indicate norms about behaviors that are appropriate for women and men (Eagly & Karau, 2002). Stereotypes are created in children through their first ages of growing and when they start to assimilate information about objects, people and all the surrounding environments. During the

school period, the stereotypes develop through the interaction between students from distinct culture. Nevertheless, stereotypes are not always segments of reality and many of them are used to shape reality according to social interest from groups in society. This can be attributed to the fact that stereotypes relate more to the people who formed them than the people they are used to describe, as may be noted in the historical construction of both gender and race (Gil, 2016, p. 6). Regarding this case, in western society, the role of male and female in the stereotypes defines the activities and knowledge to learn in kinder and school. Consequently, several stereotypes are built about what boys and girls can or cannot do. Those limits are administered to children during school period by students, teachers, and family, but also mass media and the educational system. Since its invention, television has successfully influenced several generations of children from their home by reinforcing stereotypes. About television influence, Lorch and Lemberger (2002) posit that children tend to attempt a behavior if they can identify with the person modeling it, and if the model is successful at achieving a goal or obtaining a reward. Any considerable exposure to television characters behaving – for instance – aggressively or stereotypically violently may encourage children to imitate strategies akin to those portrayed in their daily dealings (p. 408). Concept formation plays a crucial role in the construction of stereotypes. According to Charlesworth (2015), concepts can be defined as “the building blocks of knowledge; they allow people to organize and categorize information. Concepts can be applied to the solution of unfamiliar problems in everyday experience” (p 4). One of the most successful models to study the concept development is the four stages model of cognitive development (Piaget, 1936). In his attempt to speak about child development, Piaget outlined four stages for the latter while thoroughly detailing them. In this section, it will attempt to briefly delve into them and posit our position which sees them as essential to research’s rather educational interest. These stages are:

First of all, (1) Sensori-motor, which takes place from birth up to 2 years, according to Piaget. In this stage, the understanding of what surrounds us is somewhat tight and limited mostly to a rather visual and sensory interaction with the world. Imitation – in this instance – serves as a means for thinking in visuals; second comes the pre-operational stage from 2 to 4 years. Here, the act of thinking revolves around visuals concerning sensorimotor actions and experience, as well as symbolic thought. Moreover, thought seems to be mostly focused on particularities, without abstracting

general principles; it also relies on perception and intuition. Third comes the concrete operational stage. This latter takes place between 7-8 to 11-12 years. In it, cognitive structures develop in a sufficient fashion to be used as “operations” (somewhat logical systems) and used across different contexts rather than being specific to a particular sort of problem in a specific context. At this operational stage to thinking, children are supposed to understand notions related to subtraction, cancelling and addition, as well as the ability to solve mathematical calculations. Last but not least (4), comes the formal operational stage taking place between 11-12 to 16-17 years. This is where abstract and de-contextualized reasoning using verbal propositions, premises, ideas and concepts is possible without access to concrete objects. Students can make their own hypotheses, solve problems, observe relations between ideas and things, entertain a variety of ideas, and develop and relate concepts (Piaget & Inhelder, 2019). Piaget’s model caught our attention since – like the human acquisition of language – a child’s acquisition could be thought of to be a not very dissimilar process, overall, of not only language but its use. Piaget’s model helps us perhaps prove that making children acquire certain linguistic elements and biases could be a long-term effect which could lead to gender bias. Also, Piaget’s work deals mostly with children from an early age; this goes hand in hand with this research which focuses on coursebooks at the level of primary school students.

## **2.6. Gender Bias and Gender Representation**

Gender bias can be defined as the tendency to prefer one gender over the other. A person might face this kind of bias at home, educational institutes, social settings and work. Each setting has its own factors that contribute to gender bias. As this paper is concerned with the educational side of matters, the focus will exclusively be on the second; learning curriculum at educational institutes has a crucial role in boosting or undermining gender bias. A study by Yang (2014) confirms that coursebooks are promoting gender misrepresentation. With a focus on the Hong Kong learning curriculum, the research gives insights on how gender inequality is introduced to learners at a very fundamental stage of learning. Chi Yang’s study reflects gender representation in primary English coursebooks based on visual images and grammar content. It is established that males are portrayed both positively and negatively, but

females are rarely portrayed negatively. The adjectives used in the books are also biased, considering that female characters are shielded from the negative aspects. However, this study acknowledges that there has been a slight improvement in both gender's representations in course books. Although the education sector is working on promoting equal gender representation in various course books, there is still much to be done regarding the use of masculine pronouns in referring to human beings in general (pp. 77-88).

Another study Year ( as cited in Nofal & Qawar, 2015, pp.14-18) confirms that English language coursebooks are not doing enough in promoting gender representation. Ideally, the researchers believe that communication is vital in every aspect of learning, and English as a widely used language is a significant driving force for the success of a curriculum. This means that ELT must promote a curriculum that imparts learners' proper grammar and communication skills. The researchers argue that visual teaching elements have contributed significantly to gender misrepresentation in the learning process. Ideally, misrepresentation in the coursebooks might disadvantage the affected learner and lower their morale to achieve better results. This study seeks to explore part of the aspect of gender representation in coursebooks and determine what measures can promote gender equality in ELT.

The study by Duran (2006) explores gender differences in the EFL classrooms and gives insightful ideas regarding gender bias being propagated by the curriculum. This study focuses on the participation of both boys and girls during classroom interaction. The central argument being driven across is that a teacher is likely to side with learners of their gender orientation. However, the study considered girls seem to be the primary victims of classroom stereotypes, whereby the tutors regard them as inferior to boys in technical subjects. This outcome of the research seems to be more gender-oriented rather than dictation to a gender. Therefore, the teachers' attitude and consciousness are also said to play a very crucial role in enhancing gender equality in EFL classrooms. This study also covers the idea of adolescences' correlation with gender roles in the curriculum. Ideally, most learners adopt differential and stereotyped roles during their teenage phase of life. The main contributors to this rather difficult learning environment are family, school, and society (pp. 123-136).

**2.6.1. Gender bias in school coursebooks.** According to the Global Education Monitoring annual report by UNESCO reveals that there is a covert gender bias in school course books. In other words, the contents of these books indirectly promote gender inequality in learning institutions (2020).

Women characters in them perform traditional roles while men have more diverse and elaborate roles. Furthermore, the number of images of female characters is less compared to those of male characters. It is considered quite difficult to lift this mentality from the young learners, making them carry on with the perception even as they grow old. UNESCO's research covered a vast geographical area of study and established that gender bias in coursebooks is prevalent around the globe (Tribune News Service, 2020).

The sentiments from the UNESCO reports are also echoed in a recent study by World Education Blog. The latter study confirms that coursebooks are indeed liable to promoting gender bias in society. According to education experts, the learning process starts at a very early age. Children often learn through imitation before they progress to being taught what to do. This study by World Education Blog argues that gender bias in coursebooks is holding back the achievements of female learning. The male learners are, however, being motivated at the expense of their female colleagues. However, the study does not indicate that female learners can be encouraged through the coursebook content without depressing the efforts of the male learners ("Gender bias is rife in textbooks, 2017).

In this context, when adopting a policy of gender justice, some foundations specific to this or that people must be taken into consideration. Here, I emphasize the reference of religion and traditions, because the concept of justice is a moral value, not a material one, especially since Syria is an Arab and Muslim country, and no ideas that are inconsistent with the intellectual heritage of its people are compatible with it. Whereas, as Al-Messiri (2007) expressed that individuals are not identical copies that can be cast into ready-made molds and subjected to all of them to the same explanatory moulds.

## **2.7. Gender and Education**

The gradual surge in gender inequality through ELT around the globe has compelled the stakeholders in the education sector to come up with measures to subdue the unfortunate situation. Various governments and learning institutions around the world are working tirelessly to promote a gender-unbiased curriculum. A study by Girls Rights Empowerment curriculum shows that women empowerment groups are taking a lead role in promoting curriculums that enhance the equal representation of males and females in the coursework materials (Hachonda et al., 2018). This study also confirms that girls are also joining the movement and advocating for equal employment opportunities; the campaigns have done quite a lot in changing male dominance among various learners (ibid.).

## **2.8. Coursebooks**

Considering that the subject of the study is related to language, it must be emphasized that language is the primary tool in any educational process, and coursebooks are the mainstay of the educational material. Richards (2001) mentioned that coursebooks play an important role in language teaching and provide a useful resource for both teachers and learners. The importance of studying coursebooks does not lie in studying the content only, but the attitudes and opinions presented implicitly or explicitly in the material must be taken into consideration, as well.



**2.8.1. Definition of a coursebook.** According to Cambridge dictionary, coursebooks are books used by students when they do a particular course of study. The material in them serves as a direct guide for students to learn about English-speaking cultures (Cortazzi & Jin, 1996). Moreover, they help students familiarize with different cultures of different countries (Dweik, 2000). As is known, no language can be acquired without being within its cultural container: “No language can exist unless it is steeped in the context of culture; and no culture can exist which does not have at its center the structure of natural language” (Lotman's 1978, p. 213). Hence, the roles that books play in the student’s educational process can be a major source of information, a guide to culture, as well as a guide for self-learning in addition to making them a reference for evaluation.

**2.8.2. Relationship between gender and coursebooks.** Choosing a book to teach English in light of the huge number of today's educational material might become a challenging task. Noting that the authors of the curricula find difficulties in defining concepts during the search for appropriate knowledge for various cultural peculiarities in a world in which ideas and visions grow and where knowledge accumulates.

Most would agree that there is not a perfect coursebook or material (McDonough & Shaw, 1993:65; McGrath 2002). As some books may contribute to the success of the educational process, or failure as Tomlinson (2008) mentioned, that many English language teaching materials contribute to the failure of teaching and acquiring English as a second or foreign language or another language. Lee and Collins (2009) mentioned that there is a clear impact of gender representation in coursebooks on social behavior and values, as the gender messages in coursebooks are able to influence several aspects of their behavior in a specific age period, such as developing students' self-esteem and their attitudes toward gender. Nowadays, discourses are highly influenced by particular institutions and practices: law, politics, religion, family, educational system and media (Weedon, 2008, p. 34). Accordingly, Sklyar (2007) describes that school discourses act as a vector of ideologies, allowing gender performance to be incorporated into people's discourse choices.

Given that coursebooks are issued by writers and publishers, the contents of those books must be based on the authors' ideas, which Allwright (1982) argued that

textbooks present the authors' educational and linguistic ideas, albeit to some extent flexible. English language textbooks written by native English speakers are strongly based on the culture and contexts of the Anglo-American world, which certainly represents different behavioural patterns from the local cultures. This difference often leads to a misunderstanding among the countries in which these books are studied, especially if they come from completely different ideological backgrounds. Moreover, the importance of the teacher's role in the education process is related to the educational materials available to him, as they can renovate in the educational field to renew in methods, programs and means, and to move away from bias in dealing with the genders, especially. Mannheim (1994) mentioned that if learners of ESL/EFL are provided with foreign, biased and ideological material, the educated may suffer the consequences later. These consequences can be interactions between people, which Eckert and McConnell-Ginet's (1999) claimed is what people do that gives their interactions a real effect, and that builds language and gender" (p. 190).

The four coursebooks that are analyzed were written by Syrian specialists, from the background of an Arab environment that is different from the native environment of the English language. This will, in turn, put us in front of the fact that the content will not be fully consistent with the cultural container of the language, and this contradicts the educational orientation of teaching the language, according to its cultural context. In the context related to gender, as it is known, scholars and speakers of this field are of a Western thought, which is not fully consistent with the Arab culture, therefore it is natural that an integrated compatibility is easily found.

## **2.9. Previous Studies**

In the context of the studies which analyzed the course books in general, Rabaa (1985) analyzed 28 Syrian textbooks used at state schools and concluded that the textbooks are biased in content and language in favor of males. In the researcher's suggestions, there was a call for the need to represent the genders in equal ways, and not to waste the talents of what represents half of society. In conclusion, there was no significant difference in terms of female representation, as the rest of the great findings of representation at the level of discourse is for males.

Jones, Kitetu and Sunderland's (1997) research on gender stereotypes in three English language courses, Hotline Intermediate, Headway Intermediate, and Look Ahead 2., which are the most prevalent. It concluded that there were no significant gender differences in the representation of females and males in conversations, and any that were found were rather insignificant.

Skliar (2007) examines the representation of gender in ELT textbooks in both Türkiye and Iran; the study revealed an imbalance in the representation of women and men, and gender stereotypes in all groups. The books showed the traditional male and female roles on the one hand that women are mothers and housewives, and men are the breadwinners. This traditional view is stressed without focusing much on modern gender stereotypes that maintain gender equality in the public and family spheres.

Another study which explored how genders represented on the textual and visual levels in the 6th, 7th and 8th grade English language teaching (ELT) coursebooks at state school that published by the Turkish Ministry of National Education was conducted by Bilgin (2013), and the results showed a general balance between female and male representation.

Tahan (2015) investigated eight concepts of the gender representation in the used EFL textbooks from grade 1 to grade 12 at public schools in the UAE, which were illustrations, visibility in texts, topic domination, occupations, grammatical functions (the role of actor), character traits, character activities and generic masculine. The results showed that the use of concepts in males was more apparent than in females.

Similarly, this study aimed at revealing how genders are represented in the Syrian English language curricula course books through analyzing English course books in the light of visual and textual aspects for the 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grades. Furthermore, this study was conducted in the Syrian context, where the nature of the society is based on kinship and adheres to the Islamic religion rules, taking into account the rest of the Syrian society components, where there are no differences between them with regard to the stereotypes of both genders.

The findings showed that there is a gender bias towards males at the expense of females. Where males and females were not represented equally in the textual and visual content.

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1. Research Design**

This study is a descriptive research that employs a mixed method approach, with a predominant use of qualitative methods and the quantitative findings serving to support the qualitative findings and increase their generalizability. According to Calderon (2006), descriptive research is a systematic method of gathering, categorizing, examining, and interpreting data about current conditions, trends, practices, and cause-and-effect relationships, with or without the use of statistical methods. This method provides an accurate representation of the group being studied, yielding results that can be qualitative, quantitative, or both in terms of descriptions of the group's overall features.

The study examines the gender representation in English language textbooks used in primary schools in Syria, published by the Syrian Ministry of Education. The research used content analysis, a technique that involves collecting written, spoken, or visual texts such as books, speeches, interviews, web content, photographs, films, etc., and methodically analyzing them (Luo, 2019). In this study, the written texts and photographs in the ELT coursebooks were analyzed using content analysis. Descriptive quantitative data in the form of the proportion of gender representations in the written and visual content of the English language primary stage curricula was also used to supplement the qualitative findings.

The research aims to answer the following questions: (1) How is gender represented in the textual content of the Student's Book and Activity Book for grades 1<sup>st</sup>, 2<sup>nd</sup> 3<sup>rd</sup> and 4<sup>th</sup> ELT coursebooks used in state schools in Syria? And (2) How is gender represented in the visual content of the same books? The two questions were kept separate in order to analyze each medium within the framework of its own nature, without separating or detaching them. (Kim et al, 2016).

### 3.2. Research Question

2. How is gender represented in English Coursebooks in Syrian primary schools?
  - a. How is gender represented in the textual content of the coursebooks?
  - b. How is gender represented in the visual content of the coursebooks?

### 3.3. Materials

The research focuses on four coursebooks for the primary stage of English language in public schools in Syria. The books are part of a series called "Emar," which are published by the Ministry of Education Press, a Syrian publisher. The name "Emar" refers to the ancient Syrian city located on the banks of the Euphrates River. This site was discovered between 1972 and 1976 and is known for the numerous cuneiform tablets written in Akkadian, as well as its buildings dating back to the last Bronze Age.

The authors of each stage of the coursebooks are the same, and all of the books were published by the National Center for the Development of Educational Curricula at the Ministry of Education (MoE) in Syria. The books are recent, having been printed and published between 2021 and 2022.

### 3.4. The Original Framework

In the study, "ABC of Gender Analysis" framework, prepared by Kabira and Masinjila (1995) was used to define concepts during the books analysis process through textual content and visual content. This framework was produced instance of the Forum for African Women Educationalists from the Gender Trainers Team to analyze the gender representations in the content of course books. The research sought to build awareness about the stereotype used in school through ELT course books in objective way, and was developed to assist teachers and curriculum developers interested in gender representation as Kabira and Masinjila (1995) stated that framework is a tool for who wants to be sure that education becomes an empowering force for women and men.

This framework is easy and handy to use for research educators who seek to analyze curricular content at the image and text level, as well as being flexible as it can be used in all educational materials (Kabira and Masinjila, 1995).

### 3.5. Data Collection Procedures

To fulfill the qualitative aspect of the research, the researcher followed Maskwell's (2005) advice to start with reading, as "the initial step in qualitative research is reading" (p.96). The researcher thoroughly read all the books under investigation and employed a manual coding system. Although there are software programs available for coding, manual analysis was preferred for its perceived higher accuracy. After coding, the findings were displayed and interpreted.

For data collection, the researcher adapted the tool used in Bilgin's (2013) research and used the codes for each category as described in Table 1 and Table 2. Coding is a tool in qualitative research for labeling and organizing data, enabling recognition of diverse themes and exploration of the relationships between them. Miles and Huberman (1994) define coding as follows:

"Codes are tags or labels for assigning units of meaning to the descriptive or inferential information compiled during a study. Codes usually are attached to 'chunks' of varying sizes - words, phrases, sentences, or whole paragraphs, connected or unconnected to a specific setting" (p.56).

Table 1.

#### *Framework for Coding the Textual Content*

| Code       | Main category | Sub category                              |
|------------|---------------|-------------------------------------------|
| TC –A-1    | Action        | 1. Productive activities                  |
| TC –A-2    |               | 2. Reproductive activities                |
| TC –A-3    |               | 3. Community activities                   |
| TC –A-4    |               | 4. Leisure time activities                |
| TC –A-5    |               | 5. Mental activities                      |
| TC –A-6    |               | 6. Daily routines                         |
| TC –A-7    |               | 7. Regarding technology                   |
| TC –A-8    |               | 8. Regarding help                         |
| TC-P-1     | Position      | 1. Domestic                               |
| TC-P-2     |               | 2. Out-door                               |
| TC-P-2-2.1 |               | 2.1. Work                                 |
| TC-P-2-2.2 |               | 2.2. Community                            |
| TC-PO-1    | Power         | 1. Occupation                             |
| TC-PO-2    |               | 2. Frequency of turns in dialogues gender |
| TC-PO-3    |               | 3. Order/ instructions by Gender          |
| TC-PO-4    |               | 4. Making the final decision              |

|            |              |                                                                                                      |
|------------|--------------|------------------------------------------------------------------------------------------------------|
| TC-L-1     | Language use | 1. Naming                                                                                            |
| TC-L-1-1.1 |              | 1.1. Named characters                                                                                |
| TC-L-1-1.2 |              | 1.2. Unnamed characters                                                                              |
| TC-L-2     |              | 2. Use of nouns and pronouns                                                                         |
| TC-L-2-1.2 |              | 2.1. Order of mention                                                                                |
| TC-L-2-2.2 |              | 2.2. The frequency of pronouns                                                                       |
| TC-L-3     |              | 3. Use of generics                                                                                   |
| TC-L-4     |              | 4. Use of vocatives, forms of address.                                                               |
| TC-L-5     |              | 5. Other references and association, adjective used for females and males (physical and personality) |
|            |              | 6- The use of honorifics                                                                             |

Table 2.

*Coding of the Visual Content*

| Code    | Main category | Sub category                                        |
|---------|---------------|-----------------------------------------------------|
| VC –A-1 | Action        | 1. Productive activities                            |
| VC –A-2 |               | 2. Reproductive activities                          |
| VC –A-3 |               | 3. Community activities                             |
| VC –A-4 |               | 4. Leisure time activities                          |
| VC –A-5 |               | 5. Mental activities                                |
| VC –A-6 |               | 6. Daily routines                                   |
| VC –A-7 |               | 7. Regarding technology                             |
| VC –A-8 |               | 8. Regarding help                                   |
| VC –V-1 | Visibility    | 1. Size and / or foreground                         |
| VC –V-2 |               | 2. Clothing                                         |
| VC –V-3 |               | 3. The frequency of occurrence of females and males |
| VC –P-1 | Power         | 1. Occupations                                      |
| VC –P-2 |               | 2. Possession/control                               |

Examples of coding:



30

Figure 1. From The 3rd Grade Coursebook

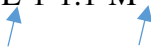
In Figure 1, there are three pictures displaying what the children like to do. The first picture displayed four boys on the beach. It was coded as VC –A-4-M. (VC) stands for visual content; (A) stood for category of action; (4) stood for the sub category Leisure time activities (doing sport); and (M) stood for male. The second pictures displayed a woman with a boy and the third picture displaying one girl with a man and two boys. This figure shows the superiority of the male gender appearance and their desire to practice various types of sports while one girl is only interested in music in terms of the number of male students in relation to the number of females. This representation may lead a feeling to females that sports fields are primarily available to males, and



that they cannot obtain their right to practice those sports activities and should be satisfied with music only.

**1 1** Listen and read.

TC-L-1-1.1-M      TC-L-1-1.1-F



John! Carla! Are you ready?


  
TC-L-2-1.2-M

*Figure 2. From The 3rd Grade Coursebook*

In Figure 2, the activity displays sentences. It was coded as TC-L-1-1.1-M. TC stands for Textual content; (L) stood for category of language use; (1) stood for the sub category naming, 1.1 stood for the sub-sub category named characters; and (M) for Male. At the same point, John was coded as TC-L-2-1.2-M. TC stands for Textual content; (L) stood for the category of language use; (2) stood for the sub category use of nouns and pronouns; 1.2 stood for the sub-sub category order of mention; and (M) stood for Male. Calling males before females may lead to the emergence of an idea among females, that the teacher is more interested in males, despite the presence of a female name in the sentence. However; starting with males, especially if this item is a link in a chain of repeated emergence of male superiority, will lead to creating a stereotype about the superiority of males in relation to the teacher in terms of calling him and calling upon him every request or task.

### **3.6. Data Analysis Methods**

This study employs a mixed methodology, incorporating both qualitative and quantitative research methods. The aim of the qualitative component is to analyze the gender representation in the primary stage English language coursebooks in Syria, with the aim of determining the balance of representation and any changes from the findings of the Blumberg report from 2008.

As noted by Anwaruddin (2013), a single research methodology may not be adequate in language teaching research. In such cases, combining both quantitative and qualitative approaches can lead to a more comprehensive understanding of the research problem. The mixed methodology seeks to connect the results of both approaches, as described by Teddlie and Tashakkori (2009).

In this research, the quantitative approach is used to determine the ratio of male to female representation in the textual and visual content of the English language curricula. However, the researcher also needs to understand the meaning of these representations and their effects. For this, the qualitative approach is necessary. Hence, relying on a single approach would only provide partial results and therefore, a mixed methodology was deemed optimal.

The tools used in the research are as follows: content analysis for quantitative method and discourse analysis for qualitative method. The approach was used for both are manual approach.

**3.6.1. Content analysis.** This method is well known in data analysis, as it is used to identify certain features, concepts, or words in texts, enabling researchers to determine whether or not there is a relationship between those words and other topics. The tool used to obtain the data is the descriptive method (George, 2009, 144). It is designed for systematically distinguishing frequencies of particular content characteristics. It is used in quantitative research to count and measure the results which could be visual or textual. In this research, content analysis was used to derive results based on integer numbers, to form perceptions of textbooks, after categorizing them within specific categories.

In this study, the categories are classified as textual content shown in Table 3, and visual content as shown in Table 4:

Table 3.

*Textual Content*

| Main category | Sub category                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Action        | <ol style="list-style-type: none"> <li>1. Productive activities</li> <li>2. Reproductive activities</li> <li>3. Community activities</li> <li>4. Leisure time activities</li> <li>5. Mental activities</li> <li>6. Daily routines</li> <li>7. Regarding technology</li> <li>8. Regarding help</li> </ol>                                                                                                                                                                                                                                                                                                                                                                              |
| Position      | <ol style="list-style-type: none"> <li>1. Domestic</li> <li>2. Out-door               <ol style="list-style-type: none"> <li>2.1. Work</li> <li>2.2. Community</li> </ol> </li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Power         | <ol style="list-style-type: none"> <li>1. Occupation</li> <li>2. Frequency of turns in dialogues gender</li> <li>3. Order/ instructions by Gender</li> <li>4. Making the final decision</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Language use  | <ol style="list-style-type: none"> <li>1. Naming               <ol style="list-style-type: none"> <li>1.1. Named characters</li> <li>1.2. Unnamed characters</li> </ol> </li> <li>2. Use of nouns and pronouns               <ol style="list-style-type: none"> <li>2.1. Order of mention</li> <li>2.2. The frequency of pronouns</li> </ol> </li> <li>3. Use of generics</li> <li>4. Use of vocatives               <ol style="list-style-type: none"> <li>. Forms of address</li> </ol> </li> <li>5. Other references and association               <ol style="list-style-type: none"> <li>. Adjective used for females and males (physical and personality)</li> </ol> </li> </ol> |

Table 4.

*Visual Content*

| Main category | Sub category                                                                                                                                                                                                                                                                                             |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Action        | <ol style="list-style-type: none"> <li>1. Productive activities</li> <li>2. Reproductive activities</li> <li>3. Community activities</li> <li>4. Leisure time activities</li> <li>5. Mental activities</li> <li>6. Daily routines</li> <li>7. Regarding technology</li> <li>8. Regarding help</li> </ol> |
| Visibility    | <ol style="list-style-type: none"> <li>1. Size and / or foreground</li> <li>2. Clothing</li> <li>3. The frequency of occurrence of females and males</li> </ol>                                                                                                                                          |
| power         | <ol style="list-style-type: none"> <li>1. Occupations</li> <li>2. Possession/control</li> </ol>                                                                                                                                                                                                          |

**3.6.2 Discourse analysis.** This study uses discourse analysis to examine qualitative data, particularly in linguistic research where it is important to verify linguistic functions. Discourse analysis involves deconstructing the underlying meanings, analyzing language use, and exploring implicit or hidden meanings within different social, cultural, political, and historical contexts.

According to Van Dijk (1997), there are three main dimensions of discourse that should be considered in linguistic studies: language use, cognitive processes, and social interactions in varying situations.

The study sheds light on the linguistic features of words and expressions, which can be analyzed for ideological affiliations, customs, and indirect or allegorical content. The images and pictures in the study were analyzed using a semiotic approach, as outlined by Barthes (1977). The images were classified into three categories: linguistic messages with written content that can be analyzed denotatively and connotatively; non-coded iconic images that are explained as they are seen without codes, providing a common understanding; and symbolic cultural messages that convey the connotative meaning of the image and reference cultural knowledge and background.

## CHAPTER IV

### FINDINGS

In this chapter, the findings and data for quantitative and qualitative in equal for male and female representation that were found after the analysis of the four coursebooks are presented. Whereas, the findings display percentages according to customized tables and are classified according to the coding codes indicated in Table 1. and Table 2. Later, the findings were compared on the basis of the effect of discourse differences.

The percentage has been calculated in two ways: horizontal and vertical. The horizontal percentage was calculated to know the ratio of one of the two genders in a specific sub-category out of the total number of the two genders in one sub-categories. However, the vertical percentage was calculated to know the ratio of one gender in one subcategory out of the total of the same gender in all of the subcategories.

#### 4.1. Findings in (Emar) 1<sup>st</sup> Grade Coursebook

The findings of analysis the 1<sup>st</sup> grade coursebook – Emar – showed that there is an instance of male dominance in the gender representation of textual and visual content.

##### 4.1.1 Textual content.

##### Action in Emar the 1<sup>st</sup> Grade Coursebook:

Table 5.

##### *Action*

|                         | Action  |    |       |    |             |       |
|-------------------------|---------|----|-------|----|-------------|-------|
|                         | Females |    | Males |    | Total       |       |
|                         | Items   | %  | Items | %  | Total Items | F/M % |
| Productive activities   | 0       | 0  | 0     | 0  | 0           | 0/0   |
| Reproductive activities | 0       | 0  | 0     | 0  | 0           | 0/0   |
| Community activities    | 0       | 0  | 0     | 0  | 0           | 0/0   |
| Leisure time activities | 8       | 89 | 17    | 89 | 25          | 32/68 |
| Mental activities       | 0       | 0  | 0     | 0  | 0           | 0/0   |
| Daily activities        | 1       | 11 | 0     | 0  | 1           | 100/0 |
| Regarding help          | 0       | 0  | 2     | 11 | 2           | 0/100 |
| Regarding technology    | 0       | 0  | 0     | 0  | 0           | 0/0   |
| Total                   | 9       |    | 19    |    | 28          | 32/68 |

In Table 5, the findings present that there are 28 items of action category represented in leisure time activities, regarding help and daily activities. Regarding “help”, males represented 100% of the activities. Regarding “daily activities”, females represented 100% of the activities. Consequently, it became evident that there was imbalance in gender representation; owing to the fact that males dominated by 68% to 32% for females. Figure 16. in the appendices is one of the examples about these findings, and there are some other examples for other findings.

#### Locus in Emar the 1<sup>st</sup> Grade Coursebook

Table 6.

##### *Domestic*

| Domestic |    |       |    |       |
|----------|----|-------|----|-------|
| Females  |    | Males |    | Total |
| Items    | %  | Items | %  |       |
| 5        | 31 | 11    | 69 | 16    |

In Table 6. the findings show that 69% out of 16 items represent males in domestic places and 31% of the items were represented by females.

Table 7.

##### *Out-door Sub-Category*

| Out-door Sub-Category |         |     |       |   |             |       |
|-----------------------|---------|-----|-------|---|-------------|-------|
|                       | Females |     | Males |   | Total       |       |
|                       | Items   | %   | items | % | Total items | F/M % |
| Community             | 1       | 100 | 0     | 0 | 1           | 100/0 |
| Work                  | 0       | 0   | 0     | 0 | 0           | 0/0   |
| Total                 | 1       |     | 0     |   | 1           | 100/0 |

In Table 7. in out-door sub category, there is one item represented by females in community places, and there is no representation for males in any related places of community or work.

Visualization in Emar the 1<sup>st</sup> Grade Coursebook:

Table 8.

*Visualization*

|                  | Visualization |     |       |   |             |       |
|------------------|---------------|-----|-------|---|-------------|-------|
|                  | Females       |     | Males |   | Total       |       |
|                  | Items         | %   | Items | % | Total Items | F/M % |
| Seeing           | 1             | 100 | 0     | 0 | 1           | 100/0 |
| Recognizing      | 0             | 0   | 0     | 0 | 0           | 0/0   |
| Being seen       | 0             | 0   | 0     | 0 | 0           | 0/0   |
| Being recognized | 0             | 0   | 0     | 0 | 0           | 0/0   |
| Total            | 1             |     | 0     |   | 1           | 100/0 |

In Table 8. in “visualization” category of textual content, findings show that there is one item recognized as seeing and represented by females.

Power in Emar the 1<sup>st</sup> Grade Coursebook:

Table 9.

*Occupations*

|  | Occupations |    |       |    |
|--|-------------|----|-------|----|
|  | Females     |    | Males |    |
|  | Items       | %  | Items | %  |
|  | 17          | 44 | 22    | 56 |
|  |             |    |       | 39 |

In power category of 1<sup>st</sup> grade coursebook of textual content, which is represented in occupations in Table 9., there are 56% out of 39 items portrayed by males and 44% by females. The occupations differ in many fields such as teacher, doctor, pilot, farmer, policeman, monarch and woodcutter.

Table 10.

*Frequency of Turns in Dialogues*

|  | Frequency of Turns in Dialogues |    |       |    |
|--|---------------------------------|----|-------|----|
|  | Females                         |    | Males |    |
|  | Items                           | %  | Items | %  |
|  | 46                              | 50 | 46    | 50 |
|  |                                 |    |       | 92 |

In Table 10. findings show a balance in representation between 92 items of males and females, which was represented in occupations; there are 56% out of 39 items portrayed by males to 44% by females. As shown, the turns in dialogues of one gender does not dominate over the other.

Table 11.

*Initiation of Dialogues*

| Initiation of Dialogues |    |       |    |       |
|-------------------------|----|-------|----|-------|
| Females                 |    | Males |    | Total |
| Items                   | %  | Items | %  |       |
| 59                      | 51 | 56    | 49 | 115   |

Findings in Table 11. show a small difference in balance of representation of males and females in “Initiation of dialogues”. There are 119 items portrayed by females, 51%, and 49% for males.

Table 12.

*Order/Instruction*

| Order/Instruction |         |     |       |     |             |       |
|-------------------|---------|-----|-------|-----|-------------|-------|
|                   | Females |     | Males |     | Total       |       |
|                   | Items   | %   | Items | %   | Total Items | F/M % |
| Order             | 9       | 100 | 7     | 100 | 16          | 56/44 |
| Instruction       | 0       | 0   | 0     | 0   | 0           | 0/0   |
| Total             | 9       |     | 7     |     | 16          | 56/44 |

Out of 16 items, 56% are represented by females while 44% are represented by males in the category of “power” recognized by order/instruction as shown in Table 12. This difference is not significant; however, it reflects the dominance of females over males with regard to issuing commands.



Language use in Emar the 1<sup>st</sup> Grade Coursebook:

Table 13.

*Naming*

|                    | Naming  |    |       |    |             |       |
|--------------------|---------|----|-------|----|-------------|-------|
|                    | Females |    | Males |    | Total       |       |
|                    | Items   | %  | Items | %  | Total items | F/M % |
| Named characters   | 8       | 62 | 11    | 69 | 19          | 42/58 |
| Unnamed characters | 5       | 38 | 5     | 31 | 10          | 50/50 |
| Total              | 13      |    | 16    |    | 29          | 45/55 |

In Table 13. the “language use” category findings show a dominance of male representation in named characters by 58% to 42% for females, while there is a balance between males and females in unnamed characters. The total findings indicate that 45% out of 29 items are represented by females in comparison to 55% for males.

Use of nouns and pronouns

Table 14.

*Frequency of Pronouns*

|         | Frequency of pronouns |    |       |     |             |       |
|---------|-----------------------|----|-------|-----|-------------|-------|
|         | Females               |    | Males |     | Total       |       |
|         | Items                 | %  | Items | %   | Total items | F/M % |
| She     | 59                    | 94 | 0     | 0   | 59          | 100/0 |
| Her     | 4                     | 6  | 0     | 0   | 4           | 100/0 |
| Hers    | 0                     | 0  | 0     | 0   | 0           | 0     |
| Herself | 0                     | 0  | 0     | 0   | 0           | 0     |
| He      | 0                     | 0  | 69    | 100 | 69          | 0/100 |
| Him     | 0                     | 0  | 0     | 0   | 0           | 0     |
| His     | 0                     | 0  | 0     | 0   | 0           | 0     |
| Himself | 0                     | 0  | 0     | 0   | 0           | 0     |
| Total   | 63                    |    | 69    |     | 132         | 48/52 |

In Table 14., the findings of frequency of pronouns in language use category such as she, her and he show a dominance of male representation by 52% out of 132 items to 48% for females.

Table 15.

*Use of Generics*

| Use of generics |       |   |       |     |             |       |
|-----------------|-------|---|-------|-----|-------------|-------|
| Females         |       |   | Males |     | Total       |       |
|                 | Items | % | Items | %   | Total items | F/M % |
| Total           | 0     | 0 | 1     | 100 | 1           | 0/100 |

In Table 15, there is just one item that represents the use of generics of males. The item is policeman. There were no words for females.

Table 16.

*Use of Vocatives/ Forms of Address*

| Use of Vocatives/ Forms of Address |       |      |       |    |             |         |
|------------------------------------|-------|------|-------|----|-------------|---------|
| Females                            |       |      | Males |    | Total       |         |
|                                    | Items | %    | Items | %  | Total items | F/M %   |
|                                    | 3     | 100% | 0     | 0% | 3           | 100%/0% |

In Table 16, there are three items of use of vocatives represented by females; while there is no representation for males.

Other References and Associations: Adjectives used for Females and Males

Table 17.

*Physical Adjectives*

| Physical Adjectives |       |    |       |    |             |       |
|---------------------|-------|----|-------|----|-------------|-------|
| Females             |       |    | Males |    | Total       |       |
|                     | Items | %  | Items | %  | Total items | F/M % |
| Body                | 0     | 0  | 0     | 0  | 0           | 0/0   |
| Hair                | 0     | 0  | 0     | 0  | 0           | 0/0   |
| Eye                 | 0     | 0  | 0     | 0  | 0           | 0/0   |
| Height              | 4     | 29 | 8     | 36 | 12          | 33/67 |
| Weight              | 5     | 36 | 10    | 45 | 15          | 33/67 |
| Age                 | 5     | 36 | 4     | 18 | 9           | 56/44 |
| Total               | 14    |    | 22    |    | 36          | 39/61 |

The findings after analyzing the category of “adjectives” used for males and females show in Table 17, that there is a dominance of males’ representation by 61% out of 36

items in physical adjectives such as height, weight and age as opposed to 39% for females' representation.

Table 18.

*Favorites*

| Favorites        |         |    |       |    |             |       |
|------------------|---------|----|-------|----|-------------|-------|
|                  | Females |    | Males |    | Total       |       |
|                  | items   | %  | items | %  | Total items | F/M % |
| Sports           | 3       | 38 | 1     | 11 | 4           | 75/25 |
| Foods and drinks | 2       | 25 | 4     | 44 | 6           | 33/67 |
| Seasons          | 3       | 38 | 4     | 44 | 7           | 43/57 |
| Total            | 8       |    | 9     |    | 17          | 47/53 |

The Table 18. of “favorites” category presents that there are 17 items of sports, seasons, foods and drinks. A percentage of 47% of total results was represented by females to 53% by males.

Table 19.

*Asking questions*

| Asking questions |         |    |       |    |             |       |
|------------------|---------|----|-------|----|-------------|-------|
|                  | Females |    | Males |    | Total       |       |
|                  | Items   | %  | Items | %  | Total items | F/M % |
|                  | 29      | 47 | 33    | 53 | 62          | 47/53 |

For the category of asking questions, Table 19. presents that there are 62 items. A percentage of 47% of total findings was represented by females to 53% by males.

#### 4.1.2 Visual content.

Action in Emar the 1<sup>st</sup>Grade Coursebook:

Table 20.

*Action*

| Action                |         |    |       |   |             |       |
|-----------------------|---------|----|-------|---|-------------|-------|
|                       | Females |    | Males |   | Comparative |       |
|                       | Items   | %  | Items | % | Total items | F/M % |
| Productive activities | 12      | 13 | 6     | 6 | 18          | 67/33 |

|                         |    |    |     |    |     |       |
|-------------------------|----|----|-----|----|-----|-------|
| Reproductive activities | 0  | 0  | 0   | 0  | 0   | 0/0   |
| Community activities    | 0  | 0  | 0   | 0  | 0   | 0/0   |
| Leisure time activities | 44 | 46 | 53  | 50 | 97  | 45/55 |
| Mental activities       | 0  | 0  | 0   | 0  | 0   | 0/0   |
| Daily activities        | 39 | 41 | 46  | 44 | 85  | 46/54 |
| Regarding help          | 0  | 0  | 0   | 0  | 0   | 0/0   |
| Regarding technology    | 0  | 0% | 0   | 0  | 0   | 0/0   |
| Total                   | 95 |    | 105 |    | 200 | 47/53 |

In terms of visual content in the “action” category as shown in Table 20. out of the 200 items that included males and females, 53% were represented by males.

#### Visibility in Emar the 1<sup>st</sup> Grade Course book:

Table 21.

#### *Size and/or foreground*

|        | Size and/or foreground |    |       |    |             |       |
|--------|------------------------|----|-------|----|-------------|-------|
|        | Females                |    | Males |    | Total       |       |
|        | Items                  | %  | Items | %  | Total items | F/M % |
| Bigger | 14                     | 13 | 14    | 13 | 28          | 50/50 |
| Front  | 91                     | 85 | 91    | 84 | 182         | 50/50 |
| Back   | 2                      | 2  | 3     | 3  | 5           | 40/60 |
| Total  | 107                    |    | 108   |    | 215         | 50/50 |

In the “size and/or foreground” sub category of visibility category, the percentages in Table 21. were the same in representation of the 215 items, with 50% for each gender.

Table 22.

#### *Clothing*

|             | Clothing |    |       |     |             |       |
|-------------|----------|----|-------|-----|-------------|-------|
|             | Females  |    | Males |     | Total       |       |
|             | Items    | %  | Items | %   | Total items | F/M % |
| Traditional | 3        | 3  | 0     | 0   | 3           | 100/0 |
| Modern      | 85       | 97 | 90    | 100 | 175         | 49/51 |
| Total       | 88       |    | 90    |     | 178         | 49/51 |

In the clothing category, findings show in Table 22. that the traditional clothes were represented by 100% with females, while males appeared in modern clothes, with a relatively higher percentage of females equivalent to 51%.

Table 23.

*Frequency of Occurrences in Pictures*

| Frequency of Occurrences in Pictures |    |       |    |       |
|--------------------------------------|----|-------|----|-------|
| Females                              |    | Males |    | Total |
| items                                | %  | items | %  |       |
| 123                                  | 45 | 149   | 55 | 272   |

As for the “frequency of occurrences in pictures”, out of 272 items, the greatest representation was for males by 55% as shown in Table 23.

Power in Emar the 1<sup>st</sup> Grade Coursebook:

Table 24.

*Power*

| Power               |       |       |       |       |             |       |
|---------------------|-------|-------|-------|-------|-------------|-------|
| Females             |       | Males |       | Total |             |       |
|                     | Items | %     | Items | %     | Total items | F/M % |
| occupation          | 31    | 86    | 35    | 83    | 66          | 47/53 |
| Sit                 | 3     | 8     | 2     | 5     | 5           | 60/40 |
| Stand               | 2     | 6     | 1     | 2     | 3           | 67/33 |
| Possessions/control | 0     | 0     | 4     | 10    | 4           | 0/100 |
| Total               | 36    |       | 42    |       | 78          | 46/54 |

In the power category, findings in Table 24. showed 78 items. 54% of these items were in favor of males. In the occupation category, females appeared less than males with a percentage of 46% in 66 items. In the profession category, males appeared clearly in 4 items. There was no female representation for any item in the coursebook.

**4.2. Findings in (Emar) 2<sup>nd</sup> Grade Coursebook:**

In 2<sup>nd</sup> grade coursebook, the analysis findings showed male dominance also in most of the categories in both textual and visual content.

### 4.2.1 Textual content.

#### Action in Emar the 2<sup>nd</sup> Grade Coursebook:

Table 25.

#### *Action Category*

|                         | Action Category |    |       |    |             |       |
|-------------------------|-----------------|----|-------|----|-------------|-------|
|                         | Females         |    | Males |    | Total       |       |
|                         | Items           | %  | Items | %  | Total items | F/M % |
| Productive activities   | 4               | 3  | 12    | 6  | 16          | 25/75 |
| Reproductive activities | 15              | 13 | 15    | 7  | 30          | 50/50 |
| Community activities    | 0               | 0  | 0     | 0  | 0           | 0/0   |
| Leisure time activities | 55              | 46 | 110   | 51 | 165         | 33/67 |
| Mental activities       | 10              | 8  | 19    | 9  | 29          | 34/66 |
| Daily activities        | 25              | 21 | 45    | 21 | 70          | 36/64 |
| Regarding help          | 5               | 4  | 6     | 3  | 11          | 45/55 |
| Regarding technology    | 5               | 4  | 10    | 5  | 15          | 33/66 |
| Total                   | 119             |    | 217   |    | 336         | 35/65 |

For the textual content, there were 336 items that appeared in the action category in Table 25. Females appeared in 35% of these items, while males appeared in 65% of these items.

#### Locus in Emar the 2<sup>nd</sup> Grade Coursebook :

Table 26.

#### *Domestic*

| Domestic |    |       |    |       |  |
|----------|----|-------|----|-------|--|
| Females  |    | Males |    | Total |  |
| Items    | %  | Items | %  |       |  |
| 58       | 44 | 73    | 56 | 131   |  |

In the “locus” category, the male dominance was clear as shown in Table 26. In the “domestic” sub category, 56% of the 131 items were represented by males

Table 27.

#### *Outdoor*

| Outdoor     |       |    |       |    |             |       |
|-------------|-------|----|-------|----|-------------|-------|
| Females     |       |    | Males |    | Total       |       |
|             | items | %  | items | %  | Total items | F/M % |
| Community   | 61    | 66 | 113   | 77 | 174         | 35/65 |
| Work/school | 31    | 34 | 33    | 23 | 64          | 48/51 |
| Total       | 92    |    | 146   |    | 238         | 39/61 |

In Table 27. of sub category “outdoor”, 61% out of the 238 items were represented by males.

#### Visualization in Emar the 2<sup>nd</sup> Grade Coursebook:

Table 28.

##### *Visualization*

|                  | Visualization |    |       |    |             |       |
|------------------|---------------|----|-------|----|-------------|-------|
|                  | Females       |    | Males |    | Total       |       |
|                  | Items         | %  | Items | %  | Total items | F/M % |
| Seeing           | 9             | 90 | 13    | 68 | 22          | 41/59 |
| Recognizing      | 0             | 0  | 0     | 0  | 0           | 0/0   |
| Being seen       | 1             | 10 | 6     | 60 | 7           | 14/86 |
| Being recognized | 0             | 0  | 0     | 0  | 0           | 0/0   |
| Total            | 10            |    | 19    |    | 29          | 34/66 |

In Table 28. of “visualization category, male representation was 66 % in the 29 items that appeared during the analysis of the coursebook

#### Power in Emar the 2<sup>nd</sup> grade Coursebook:

As for the power category, the higher representation was for females in sub-categories (turns in dialogues, initiation of dialogues, and category order/instruction).

Table 29.

##### *Occupations*

| Occupations |    |       |    |       |
|-------------|----|-------|----|-------|
| Females     |    | Males |    | Total |
| Items       | %  | Items | %  |       |
| 6           | 27 | 16    | 73 | 22    |

In the “occupation” sub-category, 73% of the 22 items were represented by males to 27% for females as shown in Table 29.

Table 30.

##### *Frequency of Turns in Dialogues*

| Frequency of Turns in Dialogues |    |       |    |       |
|---------------------------------|----|-------|----|-------|
| Females                         |    | Males |    | Total |
| Items                           | %  | Items | %  |       |
| 13                              | 52 | 12    | 48 | 25    |

Table 30. shows that the maximum of gender representation in category frequency of turns in dialogues is for female by a percentage of 52% out of 25 items.

Table 31.

*Initiation of dialogues*

| Initiation of dialogues |    |  |       |    |       |
|-------------------------|----|--|-------|----|-------|
| Females                 |    |  | Males |    | Total |
| items                   | %  |  | items | %  |       |
| 19                      | 56 |  | 15    | 44 | 34    |

Out of 34 items in sub-category of “Initiation of dialogues” as shown in Table 31., there were 56% of items represented by females and 44% of items represented by males.

Table 32.

*Asking Questions*

| Asking Questions |       |   |       |   |             |       |
|------------------|-------|---|-------|---|-------------|-------|
| Females          |       |   | Males |   | Total       |       |
|                  | Items | % | Items | % | Total items | F/M % |
| Total            | 31    |   | 57    |   | 88          | 35/65 |

In Table 32 of the sub-category of “asking questions” in 2<sup>nd</sup> course book, the female representation was 35% out of the 88 items and the male representation was 65%.

Table 33.

*Order/Instruction*

| Order/Instruction |       |    |       |    |             |       |
|-------------------|-------|----|-------|----|-------------|-------|
| Females           |       |    | Males |    | Total       |       |
|                   | Items | %  | Items | %  | Total items | F/M % |
| Order             | 8     | 57 | 4     | 67 | 12          | 67/33 |
| Instruction       | 6     | 43 | 2     | 33 | 8           | 75/25 |
| Total             | 14    |    | 6     |    | 20          | 70/30 |

In Table 33., the percentage of representation of females was 70% out of the 20 items that appeared in the findings of the sub-category of “order/instruction” in 2<sup>nd</sup> coursebook; while 30% of items were represented by males.



Language Use in Emar the 2<sup>nd</sup> Grade Coursebook:

Table 34.

*Naming*

| Naming             |         |    |       |    |             |       |
|--------------------|---------|----|-------|----|-------------|-------|
|                    | Females |    | Males |    | Total       |       |
|                    | Items   | %  | Items | %  | Total items | F/M % |
| Named characters   | 38      | 25 | 67    | 30 | 105         | 36/64 |
| Unnamed characters | 116     | 75 | 158   | 70 | 274         | 42/58 |
| Total              | 154     |    | 225   |    | 379         | 41/59 |

in Table 34. of “language in use category” the findings showed that male representation was 59% in 379 items in the naming sub-category.

Use of nouns and pronouns

Table 35.

*Order of Mention*

| Order of Mention |       |     |
|------------------|-------|-----|
|                  | Items | %   |
| Female-Male      | 1     | 100 |
| Male-female      | 0     | 0   |
| Total            | 1     |     |

In Table 35. of “the order to mention” sub-category; findings indicated that one female item appeared; and there was no representation for males.

Table 36.

*Frequency of pronouns*

| Frequency of pronouns |         |    |       |    |             |       |
|-----------------------|---------|----|-------|----|-------------|-------|
|                       | Females |    | Males |    | Total       |       |
|                       | items   | %  | items | %  | Total items | F/M % |
| She                   | 39      | 83 | 0     | 0  | 39          | 100/0 |
| Her                   | 8       | 17 | 0     | 0  | 8           | 100/0 |
| Hers                  | 0       | 0  | 0     | 0  | 0           | 0/0   |
| Herself               | 0       | 0  | 0     | 0  | 0           | 0/0   |
| He                    | 0       | 0  | 50    | 81 | 50          | 0/100 |
| Him                   | 0       | 0  | 1     | 2  | 1           | 0/100 |
| His                   | 0       | 0  | 11    | 18 | 11          | 0/100 |
| Himself               | 0       | 0  | 0     | 0  | 0           | 0/0   |
| Total                 | 47      |    | 62    |    | 109         | 43/57 |

In Table 36 of “frequency of pronouns” category, male representation was 57% and the female representation was 43% out of 109 items.

Table 37.

*Use of vocatives/ Forms of address used for*

| Use of vocatives/ Forms of address used for |       |       |       |       |             |       |
|---------------------------------------------|-------|-------|-------|-------|-------------|-------|
| Females                                     |       | Males |       | Total |             |       |
|                                             | Items | %     | Items | %     | Total items | F/M % |
| Total                                       | 2     | 15    | 11    | 85    | 13          | 15/85 |

In Table 37., the findings show a dominance of males in “the use of the vocatives” sub category by 85% of the 13 items represented.

Other references and associations: Adjectives used for females and males

Table 38.

*Favorites*

| Favorites  |       |       |       |       |             |       |
|------------|-------|-------|-------|-------|-------------|-------|
| Females    |       | Males |       | Total |             |       |
|            | Items | %     | Items | %     | Total items | F/M % |
| Subjects   | 0     | 0     | 0     | 0     | 0           | 0/0   |
| Activities | 1     | 9     | 2     | 8     | 3           | 33/67 |
| Places     | 9     | 82    | 20    | 80    | 29          | 31/69 |
| Food       | 1     | 9     | 3     | 12    | 4           | 25/75 |
| Total      | 11    |       | 25    |       | 36          | 31/69 |

In Table 38., the findings of favorites category showed that 69% of the 36 items (subjects, activities, places and foods) were represented by males while the female representation was 31%.

Table 39.

*Physical Adjectives*

| Physical Adjectives |       |       |       |       |             |       |
|---------------------|-------|-------|-------|-------|-------------|-------|
| Females             |       | Males |       | Total |             |       |
|                     | Items | %     | Items | %     | Total items | F/M % |
| Body                | 0     | 0     | 1     | 11    | 1           | 0/100 |
| Hair                | 1     | 33    | 2     | 22    | 3           | 33/67 |
| Eye                 | 0     | 0     | 1     | 11    | 1           | 0/100 |
| Height              | 0     | 0     | 1     | 11    | 1           | 0/100 |
| Weight              | 0     | 0     | 0     | 0     | 0           | 0/0   |

|       |   |    |   |    |    |       |
|-------|---|----|---|----|----|-------|
| Nose  | 0 | 0  | 0 | 0  | 0  | 0/0   |
| Ears  | 0 | 0  | 0 | 0  | 0  | 0/0   |
| Age   | 2 | 67 | 4 | 44 | 6  | 33/67 |
| Total | 3 |    | 9 |    | 12 | 25/75 |

As for “physical adjectives” in Table 39., males represented 75% of the 12 items whilst the female represented 25% of the items.

Table 40.

*Adjectives of Personality*

| Adjectives of Personality |         |    |       |    |             |       |
|---------------------------|---------|----|-------|----|-------------|-------|
|                           | Females |    | Males |    | Total       |       |
|                           | items   | %  | items | %  | Total items | F/M % |
| Total                     | 1       | 20 | 4     | 80 | 5           | 20/80 |

In Table 40., findings showed that 80% out of 5 items were represented by males, while one item (20%) was represented by females.

#### 4.2.2. Visual content.

Action in Emar the 2<sup>nd</sup> Grade Coursebook:

Table 41.

*Action Category*

| Action Category         |         |    |       |    |             |       |
|-------------------------|---------|----|-------|----|-------------|-------|
|                         | Females |    | Males |    | Total       |       |
|                         | Items   | %  | Items | %  | Total items | F/M % |
| Productive activities   | 4       | 3  | 7     | 3  | 11          | 36/64 |
| Reproductive activities | 17      | 12 | 23    | 10 | 40          | 43/58 |
| Community activities    | 0       | 0  | 2     | 1  | 2           | 0/100 |
| Leisure time activities | 71      | 49 | 118   | 52 | 189         | 38/62 |
| Mental activities       | 6       | 4  | 14    | 6  | 20          | 30/70 |
| Daily activities        | 37      | 25 | 48    | 21 | 85          | 44/56 |
| Regarding help          | 5       | 3  | 6     | 3  | 11          | 45/55 |
| Regarding technology    | 6       | 4  | 10    | 4  | 16          | 38/62 |
| Total                   | 146     |    | 228   |    | 374         | 39/61 |

In Table 41. of the visual content, findings indicated that 374 items appeared in the action category: 61% of which was represented by males.

### Visibility in Emar the 2<sup>nd</sup> Grade Coursebook:

In the visibility category, a male representation was clear as well, but in close proportions to the female representation.

Table 42.

#### *Size and/or Foreground*

|        | Size and/or Foreground |    |       |    |             |       |
|--------|------------------------|----|-------|----|-------------|-------|
|        | Females                |    | Males |    | Total       |       |
|        | Items                  | %  | Items | %  | Total items | F/M % |
| Bigger | 31                     | 41 | 22    | 29 | 53          | 58/42 |
| Front  | 21                     | 28 | 31    | 41 | 52          | 40/60 |
| Back   | 24                     | 32 | 22    | 29 | 46          | 52/48 |
| Total  | 76                     |    | 75    |    | 151         | 50/50 |

In the “size” subcategory as shown in Table 42., the female and male representation were relatively the same with regard to the 151 items; however, the male representation in the color subcategory was 59% out of the 418 items.

Table 43.

#### *Clothing*

|             | Clothing |    |       |    |             |       |
|-------------|----------|----|-------|----|-------------|-------|
|             | Females  |    | Males |    | Total       |       |
|             | Items    | %  | items | %  | Total items | F/M % |
| Traditional | 58       | 34 | 80    | 31 | 138         | 42/58 |
| Modern      | 112      | 66 | 174   | 69 | 286         | 39/61 |
| Total       | 170      |    | 254   |    | 424         | 40/60 |

In Table 43. of the sub-category of clothing, modern clothes were shown on males in 61% out of 226 items. Female representation in the traditional clothes subcategory was 42% out of 132 items; male representation was 61% of them.

Table 44.

#### *Frequency of Occurrences in Pictures*

|  | Frequency of Occurrences in Pictures |    |       |    |       |    |
|--|--------------------------------------|----|-------|----|-------|----|
|  | Females                              |    | Males |    | Total |    |
|  | Items                                | %  | Items | %  |       |    |
|  | 13                                   | 25 | 38    | 75 |       | 51 |

In table 44. of “the frequency of occurrences in pictures” category., 51 items appeared, and the maximum representation was 75%.

#### Power in Emar the 2<sup>nd</sup> Grade Coursebook:

Table 45.

##### *Power Category*

|                    | Power Category |    |       |    |             |       |
|--------------------|----------------|----|-------|----|-------------|-------|
|                    | Females        |    | Males |    | Total       |       |
|                    | Items          | %  | Items | %  | Total items | F/M % |
| Occupation         | 7              | 4  | 17    | 6  | 24          | 29/71 |
| Sit                | 53             | 28 | 70    | 24 | 123         | 43/57 |
| Stand              | 106            | 56 | 193   | 67 | 299         | 35/65 |
| Possession/control | 23             | 12 | 7     | 2  | 30          | 77/23 |
| Total              | 189            |    | 287   |    | 476         | 40/60 |

In the “power” category as shown in Table 45., males represented 60% of 476 items. In the “occupation” subcategory, 71% of the 24 items were male-dominated. In the sit category, 57% of the 123 items were male-dominated. In the “stand” category, 65% of 299 items were male-dominated. However, in the “possession/control” category, 30 items were found, and the maximum percentage was for females, with 77% in favor of females and 23% for males.

#### **4.3. Findings in (Emar) 3<sup>rd</sup> Grade Coursebook:**

The findings in the 3<sup>rd</sup> coursebook analysis showed male superiority, especially in the textual content, where the percentages were remarkably different in most of the categories.

##### **4.3.1. Textual content.**

#### Action in Emar the 3<sup>rd</sup> Grade Coursebook:

Table 46.

##### *Action Category*

|  | Action Category |   |       |   |             |       |
|--|-----------------|---|-------|---|-------------|-------|
|  | Females         |   | Males |   | Total       |       |
|  | items           | % | Items | % | Total items | F/M % |

|                         |    |    |     |    |     |       |
|-------------------------|----|----|-----|----|-----|-------|
| Productive activities   | 1  | 1  | 2   | 1  | 3   | 33/67 |
| Reproductive activities | 0  | 0  | 1   | 1  | 1   | 0/100 |
| Community activities    | 3  | 4  | 6   | 4  | 9   | 33/67 |
| Leisure time activities | 42 | 51 | 75  | 50 | 117 | 36/64 |
| Mental activities       | 2  | 2  | 8   | 5  | 10  | 20/80 |
| Daily activities        | 30 | 36 | 50  | 33 | 80  | 38/63 |
| Regarding help          | 5  | 6  | 7   | 5  | 12  | 42/58 |
| Regarding technology    | 0  | 0  | 2   | 1  | 2   | 0/100 |
| Total                   | 83 |    | 151 |    | 234 | 35/65 |

From the 234 items shown by findings in Table 46. of the analysis in the “action” category, 65% were represented by males, while only 35% were by females.

### Locus in Emar the 3<sup>rd</sup> Grade Coursebook:

Table 47.

#### *Domestic*

| Domestic |    |  |       |    |       |
|----------|----|--|-------|----|-------|
| Females  |    |  | Males |    | Total |
| Items    | %  |  | Items | %  |       |
| 5        | 38 |  | 8     | 62 | 13    |

Table 48.

#### *Out-door*

| Out-door  |       |    |       |    |             |       |
|-----------|-------|----|-------|----|-------------|-------|
| Females   |       |    | Males |    | Total       |       |
|           | Items | %  | Items | %  | Total items | F/M % |
| Community | 19    | 46 | 22    | 54 | 41          | 46/54 |
| work      | 11    | 44 | 14    | 56 | 25          | 44/56 |
| Total     | 30    |    | 36    |    | 66          | 45/55 |

In the locus category, 13 items appeared in the “domestic” subcategory in Table 47. males represented 62%. In the “outdoor” subcategory, males represented 55% of the 66 items in Table 48.

Visualization in Emar the 3<sup>rd</sup> Grade Coursebook:

Table 49.

*Visualization*

| Visualization    |         |     |       |     |             |       |
|------------------|---------|-----|-------|-----|-------------|-------|
|                  | Females |     | Males |     | Total       |       |
|                  | Items   | %   | Items | %   | Total items | F/M % |
| Seeing           | 3       | 100 | 7     | 100 | 10          | 30/70 |
| Recognizing      | 0       | 0   | 0     | 0   | 0           | 0/0   |
| Being seen       | 0       | 0%  | 0     | 0   | 0           | 0/0   |
| Being recognized | 0       | 0   | 0     | 0   | 0           | 0/0   |
| Total            | 3       |     | 7     |     | 10          | 30/70 |

In Table 49., the male representation in the “visualization” category was 70% out of 10 items, while female representation was 30%.

Power in Emar the 3<sup>rd</sup> Grade Coursebook:

Table 50.

*Occupations*

| Occupations |         |    |       |    |       |
|-------------|---------|----|-------|----|-------|
|             | Females |    | Males |    | Total |
|             | Items   | %  | Items | %  |       |
|             | 1       | 20 | 4     | 80 | 5     |

In Table 50., the representation in power category was generally male-dominated, owing to the fact that male representation in the occupations category was 80% of the 5 items while female representation was 20%.

Table 51.

*Frequency of turns in dialogues*

| Frequency of turns in dialogues |         |    |       |    |       |
|---------------------------------|---------|----|-------|----|-------|
|                                 | Females |    | Males |    | Total |
|                                 | items   | %  | Items | %  |       |
|                                 | 43      | 38 | 69    | 62 | 112   |

In Table 51 of “the frequency of turns” sub category” findings showed that male representation was 62% of 112 items, while the female representation was 38% of the items.

Table 52.

*Initiation of dialogues*

| Initiation of dialogues |    |       |    |       |
|-------------------------|----|-------|----|-------|
| Females                 |    | Males |    | Total |
| items                   | %  | Items | %  |       |
| 43                      | 38 | 69    | 62 | 112   |

Findings in Table 52. demonstrated the dominance of males in the initiation of dialogue sub category: out of 112 items, males dominated 62% to 38% for females.

Table 53.

*Order/instruction*

| Order/instruction |       |    |       |    |             |       |
|-------------------|-------|----|-------|----|-------------|-------|
| Females           |       |    | Males |    | Total       |       |
|                   | items | %  | items | %  | Total items | F/M % |
| Order             | 3     | 75 | 4     | 57 | 7           | 42/57 |
| Instruction       | 1     | 25 | 3     | 43 | 4           | 25/75 |
| Total             | 4     |    | 7     |    | 11          | 36/64 |

In Table 53 of the “order” sub category., male representation was 64% out of 11 items, and females represented 36%.

Language use in Emar the 3<sup>rd</sup> Grade coursebook:

In the category language in use, there was also a male domination; owing to the fact that male representation was 64% and the female representation was 36%.

Table 54.

*Naming*

| Naming             |       |    |       |    |             |       |
|--------------------|-------|----|-------|----|-------------|-------|
| Females            |       |    | Males |    | Total       |       |
|                    | Items | %  | Items | %  | Total items | F/M % |
| Named characters   | 15    | 63 | 28    | 74 | 43          | 35/65 |
| Unnamed characters | 9     | 38 | 10    | 26 | 19          | 47/53 |
| Total              | 24    |    | 38    |    | 62          | 39/61 |



In Table 54 of the sub-category naming, it became evident that there were 62 items, where 61% of them were represented by males, while 39% thereof were represented by females.

### Use of nouns and pronouns

Table 55.

#### *Order of Mention*

| Order of Mention |       |    |
|------------------|-------|----|
|                  | Items | %  |
| Female-Male      | 1     | 50 |
| Male-female      | 1     | 50 |
| Total            | 2     |    |

In Table 55., findings of the “order of mention” sub category showed one male item and one female item, therefore the result was equal by 50% for each gender.

Table 56.

#### *Frequency of Pronouns*

| Frequency of Pronouns |         |    |       |    |             |       |
|-----------------------|---------|----|-------|----|-------------|-------|
|                       | Females |    | Males |    | Total       |       |
|                       | items   | %  | items | %  | Total items | F/M % |
| She                   | 31      | 58 | 0     | 0  | 31          | 100/0 |
| Her                   | 22      | 42 | 0     | 0  | 22          | 100/0 |
| Hers                  | 0       | 0  | 0     | 0  | 0           | 0     |
| Herself               | 0       | 0  | 0     | 0  | 0           | 0     |
| He                    | 0       | 0  | 42    | 65 | 42          | 0/100 |
| Him                   | 0       | 0  | 2     | 3  | 2           | 0/100 |
| His                   | 0       | 0  | 21    | 32 | 21          | 0/100 |
| Himself               | 0       | 0  | 0     | 0  | 0           | 0     |
| Total                 | 53      |    | 65    |    | 118         | 45/55 |

With regard to subcategory of “frequency of pronouns”, findings in Table 56. show that the percentage of female representation was 45% out of 118 items, while the male representation was at 55%.

Table 57.

*Use of Generics*

| Use of Generics |       |   |       |   |             |       |
|-----------------|-------|---|-------|---|-------------|-------|
| Females         |       |   | Males |   | Total       |       |
|                 | Items | % | Items | % | Total items | F/M % |
| Total           | 0     | 0 | 1     | 0 | 1           | 0/100 |

In Table 57. in sub category of “use of generics”, one male item was represented without the presence of any female item.

Table 58.

*Use of Vocatives/ Forms of Address*

| Use of Vocatives/ Forms of Address |       |   |       |   |             |       |
|------------------------------------|-------|---|-------|---|-------------|-------|
| Females                            |       |   | Males |   | Total       |       |
|                                    | Items | % | Items | % | Total items | F/M % |
| Total                              | 2     |   | 3     |   | 5           | 40/60 |

In Table 58., 60% of the 5 items were represented as masculine in the “use of vocative” category.

Other References and Associations: Adjectives used for Females and Males

Table 59.

*Physical Adjectives*

| Physical Adjectives |       |     |       |     |             |       |
|---------------------|-------|-----|-------|-----|-------------|-------|
| Females             |       |     | Males |     | Total       |       |
|                     | Items | %   | Items | %   | Total items | F/M % |
| Body                | 0     | 0   | 0     | 0   | 0           | 0     |
| Hair                | 0     | 0   | 0     | 0   | 0           | 0     |
| Eye                 | 0     | 0   | 0     | 0   | 0           | 0     |
| Height              | 0     | 0   | 0     | 0   | 0           | 0     |
| Weight              |       | 0   | 0     | 0   | 0           | 0     |
| Age                 | 3     | 100 | 5     | 100 | 8           | 38/62 |
| Total               | 3     |     | 5     |     | 8           | 38/62 |

In Table 59., there were 8 items that appeared in the sub category of “physical traits”: 62% of them were male-represented to 38% for females.

Table 60.

*Adjectives of Personality*

| Adjectives of Personality |         |    |       |    |             |        |
|---------------------------|---------|----|-------|----|-------------|--------|
|                           | Females |    | Males |    | Total       |        |
|                           | Items   | %  | Items | %  | Total Items | F/M %  |
| Careful                   | 0       | 0  | 1     | 33 | 1           | 0/100% |
| Smart                     | 1       | 50 | 1     | 33 | 2           | 50/50  |
| Liar                      | 0       | 0  | 1     | 33 | 1           | 0/100  |
| Poor                      | 1       | 50 | 0     | 0  | 1           | 100/0  |
| Total                     | 2       |    | 3     |    | 5           | 40/60  |

For the sub category of “adjectives of personality” in Table 60., there were 60% of items represented by males and 40% thereof represented by females, out of 5 items for both genders.

Table 61.

*Favorites*

| Favorites        |         |    |       |    |             |       |
|------------------|---------|----|-------|----|-------------|-------|
|                  | Females |    | Males |    | Total       |       |
|                  | Items   | %  | Items | %  | Total items | F/M % |
| Subjects         | 0       | 0  | 2     | 8  | 2           | 0/67  |
| Places           | 3       | 19 | 3     | 13 | 6           | 50/50 |
| Animals          | 2       | 13 | 0     | 0  | 2           | 100/0 |
| Foods and drinks | 6       | 38 | 7     | 29 | 13          | 46/54 |
| TV programs      | 2       | 13 | 2     | 8  | 4           | 50/50 |
| Activities       | 2       | 13 | 8     | 33 | 10          | 20/80 |
| Seasons          | 0       | 0  | 2     | 8  | 2           | 0/100 |
| Things           | 1       | 6  | 0     | 0  | 1           | 100/0 |
| Total            | 16      |    | 24    |    | 40          | 40/60 |

There were 41 items that appeared in the "favorites" sub category as shown in Table 61., 61% of which were male-represented, while 39% of which were female-represented.

Table 62.

*Asking Questions*

| Asking Questions |         |    |       |    |             |       |
|------------------|---------|----|-------|----|-------------|-------|
|                  | Females |    | Males |    | Total       |       |
|                  | Items   | %  | Items | %  | Total items | F/M % |
| Total            | 31      | 40 | 47    | 60 | 78          | 40/60 |

The male superiority was evident in the “ask questions” sub category, where the male representation reached 60% out of 78 items as shown in Table 62.

**4.3.2. Visual content.** In “visual content”, the percentage of male representation was higher than female representation in the items that were found overall.

Action in Emar the 3<sup>rd</sup> Grade Coursebook:

Table 63.

*Action Category*

|                         | Action Category |    |       |    |             |       |
|-------------------------|-----------------|----|-------|----|-------------|-------|
|                         | Females         |    | Males |    | Total       |       |
|                         | Items           | %  | Items | %  | Total items | F/M % |
| Productive activities   | 5               | 4  | 8     | 4  | 13          | 38/62 |
| Reproductive activities | 1               | 1  | 1     | 0  | 2           | 50/50 |
| Community activities    | 4               | 4  | 3     | 1  | 7           | 57/43 |
| Leisure time activities | 76              | 67 | 105   | 51 | 181         | 42/58 |
| Mental activities       | 0               | 0  | 2     | 1  | 2           | 0/100 |
| Daily activities        | 34              | 30 | 75    | 36 | 109         | 31/69 |
| Regarding help          | 2               | 2  | 5     | 2  | 7           | 29/71 |
| Regarding technology    | 0               | 0  | 8     | 4  | 8           | 0/100 |
| Total                   | 113             |    | 207   |    | 320         | 35/65 |

In Table 63., out of the 320 items in the “action” category, 65% were represented by males and the highest representation were in “Leisure time activities” which appeared in 181 items, by percentage of 58%.

Visibility in Emar the 3<sup>rd</sup> Grade Coursebook:

Table 64.

*Size and/or foreground*

|        | Size and/or foreground |    |       |    |             |       |
|--------|------------------------|----|-------|----|-------------|-------|
|        | Females                |    | Males |    | Total       |       |
|        | Items                  | %  | Items | %  | Total items | F/M % |
| Bigger | 22                     | 27 | 14    | 17 | 36          | 61/39 |
| Front  | 54                     | 67 | 61    | 73 | 115         | 47/53 |
| Back   | 5                      | 6  | 8     | 10 | 13          | 38/62 |
| Total  | 81                     |    | 83    |    | 164         | 49/51 |

In the “visibility” category, the percentages were fairly close, with the persistence of the superiority of males by 51% and 49% for females as shown in Table 64.

Table 65.

*Clothing*

| Clothing    |         |     |       |     |             |       |
|-------------|---------|-----|-------|-----|-------------|-------|
|             | Females |     | Males |     | Total       |       |
|             | Items   | %   | Items | %   | Total items | F/M % |
| Traditional | 0       | 0%  | 15    | 17% | 15          | 0/100 |
| Modern      | 63      | 100 | 74    | 83  | 137         | 46/54 |
| Total       | 63      |     | 89    |     | 152         | 41/59 |

In Table 65. of sub category of “Clothing”. findings showed 100% of representation of traditional clothing through 15 items for males, 54% of the representation through 137 items in modern clothing for males. Consequently, the total percentage for both modern and traditional is 59% for males.

Table 66.

*Frequency of Occurrences in Pictures*

| Frequency of Occurrences in Pictures |         |    |       |    |       |
|--------------------------------------|---------|----|-------|----|-------|
|                                      | Females |    | Males |    | Total |
|                                      | Items   | %  | Items | %  |       |
|                                      | 67      | 32 | 145   | 68 | 212   |

In Table 66. findings show that the male representation was 68% out of 212 in sub category of “Frequency of occurrences in pictures”.

Power in Emar the 3<sup>rd</sup> Grade Coursebook:

Table 67.

*Power*

| Power              |         |    |       |    |             |       |
|--------------------|---------|----|-------|----|-------------|-------|
|                    | Females |    | Males |    | Total       |       |
|                    | Items   | %  | Items | %  | Total items | F/M % |
| Occupation         | 15      | 47 | 32    | 71 | 47          | 32/68 |
| Sit                | 4       | 13 | 8     | 18 | 12          | 33/67 |
| Stand              | 11      | 34 | 4     | 9  | 15          | 73/27 |
| Possession/control | 2       | 6  | 1     | 2  | 3           | 67/33 |
| Total              | 32      |    | 45    |    | 77          | 42/58 |

Table 67. shows that in the “power” category, 77 items were represented, where the female representation was 42%, while the dominance was for males with percentage of 58%.

#### 4.4. Findings in (Emar) 4<sup>th</sup> Grade Coursebook:

Findings resulting from analysis of the 4<sup>th</sup> coursebook were the same as the analysis of other three coursebooks in terms of the superiority of male gender representation, but they were lower in comparison with and fairly close to the percentage of female gender representation.

##### 4.4.1. Textual content.

##### Action in Emar the 4<sup>th</sup> Grade Course book:

Table 68.

##### *Action*

|                         | Action  |    |       |    |             |       |
|-------------------------|---------|----|-------|----|-------------|-------|
|                         | Females |    | Males |    | Total       |       |
|                         | Items   | %  | Items | %  | Total items | F/M % |
| Productive activities   | 21      | 17 | 15    | 15 | 36          | 58/42 |
| Reproductive activities | 18      | 15 | 1     | 1  | 19          | 95/5  |
| Community activities    | 0       | 0  | 0     | 0  | 0           | 0/0   |
| Leisure time activities | 60      | 49 | 61    | 60 | 121         | 50/50 |
| Mental activities       | 2       | 2  | 1     | 1% | 3           | 67/33 |
| Daily activities        | 20      | 16 | 19    | 19 | 39          | 51/49 |
| Regarding help          | 1       | 1  | 3     | 3  | 4           | 25/75 |
| Regarding technology    | 1       | 1  | 2     | 2  | 3           | 33/66 |
| Total                   | 123     |    | 102   |    | 225         | 55/45 |

In the action category of “textual” content, 225 items appeared in the findings of table 68., and the female representation was 55%. The male and female representation for action activities was in leisure time activities and equal.

Locus in Emar the 4<sup>th</sup> Grade Coursebook:

Table 69.

*Domestic*

| Domestic |    |       |    |       |
|----------|----|-------|----|-------|
| Females  |    | Males |    | Total |
| Items    | %  | Items | %  |       |
| 10       | 50 | 10    | 50 | 20    |

Table 70.

*Out-door*

| Out-door  |       |       |       |       |             |       |
|-----------|-------|-------|-------|-------|-------------|-------|
| Females   |       | Males |       | Total |             |       |
|           | Items | %     | Items | %     | Total items | F/M % |
| Community | 5     | 56    | 14    | 93    | 19          | 26/74 |
| Work      | 4     | 44    | 1     | 7     | 5           | 80/19 |
| Total     | 9     |       | 15    |       | 24          | 38/63 |

In Table 69. of the “Locus” category, findings were similar in the domestic sub-category, and male superiority in the outdoor sub-category was at 63% out of the 24 items as shown in Table 70.

Visualization in Emar the 4<sup>th</sup> Grade Coursebook:

Table 71.

*Visualization*

| Visualization    |       |       |       |       |             |       |
|------------------|-------|-------|-------|-------|-------------|-------|
| Females          |       | Males |       | Total |             |       |
|                  | items | %     | items | %     | Total items | F/M % |
| Seeing           | 2     | 100   | 1     | 100   | 3           | 67/33 |
| Recognizing      | 0     | 0     | 0     | 0     | 0           | 0/0   |
| Being seen       | 0     | 0     | 0     | 0     | 0           | 0/0   |
| Being recognized | 0     | 0     | 0     | 0     | 0           | 0/0   |
| Total            | 2     |       | 1     |       | 3           | 67/33 |

In Table 71. Of the “visualization” category findings female representation was 67% of 2 items, while the male representation was 33% thereof.

Power in Emar the 4<sup>th</sup> Grade Course book:

Table 72.

*Occupations*

| Occupations |    |       |    |       |
|-------------|----|-------|----|-------|
| Females     |    | Males |    | Total |
| Items       | %  | Items | %  |       |
| 9           | 69 | 4     | 31 | 13    |

In the power category as shown in Table 72. female superiority was apparent in the “Occupation” subcategory; owing to the fact that female representation was 69% of 9 items, while the male representation was 31% thereof.

Table 73.

*Frequency of Turns in Dialogues*

| Frequency of Turns in Dialogues |    |       |    |       |
|---------------------------------|----|-------|----|-------|
| Females                         |    | Males |    | Total |
| Items                           | %  | Items | %  |       |
| 69                              | 50 | 70    | 50 | 139   |

In Table 73. there was congruence of outcomes in gender representation for 139 items in the “frequency of turns” subcategory. As shown, the turns in dialogues of one gender does not dominate over the other.

Table 74.

*Initiation of Dialogues*

| Initiation of Dialogues |    |       |    |       |
|-------------------------|----|-------|----|-------|
| Females                 |    | Males |    | Total |
| Items                   | %  | Items | %  |       |
| 18                      | 58 | 13    | 42 | 31    |

Findings in Table 73 showed a small difference in balance of representation between males and females in “initiation of dialogues”. There are 31 items portrayed by females: 58% to 42% by males.



Table 75.

*Order/Instruction*

|             | Order/Instruction |     |       |     |             |       |
|-------------|-------------------|-----|-------|-----|-------------|-------|
|             | Females           |     | Males |     | Total       |       |
|             | Items             | %   | Items | %   | Total Items | F/M % |
| Order       | 0                 | 0   | 0     | 0   | 0           | 0/0   |
| Instruction | 5                 | 100 | 1     | 100 | 6           | 83/17 |
| Total       | 5                 |     | 1     |     | 6           | 83/17 |

Female representation was more visible in the sub-category of “order”, as it reached 83% out of 6 components that included both genders as shown in Table 75. This difference reflects the dominance of female over males in “Issuing commands”.

Language use in Emar the 4<sup>th</sup> Grade Coursebook:

Table 76.

*Naming*

|                    | Naming  |    |       |    |             |       |
|--------------------|---------|----|-------|----|-------------|-------|
|                    | Females |    | Males |    | Total       |       |
|                    | Items   | %  | Items | %  | Total items | F/M % |
| Named characters   | 71      | 73 | 76    | 72 | 147         | 48/52 |
| Unnamed characters | 26      | 27 | 29    | 28 | 55          | 47/53 |
| Total              | 97      |    | 105   |    | 202         | 48/52 |

In Table 76. of the “language of use” category, it was found that male representation was higher in the “naming” subcategory with 202 items, there male representation was 52%.

Table 77.

*Order of Mention*

|             | Order of Mention |    |
|-------------|------------------|----|
|             | Item             | %  |
| Female-Male | 5                | 38 |
| Male-female | 8                | 62 |
| Total       | 13               |    |

In Table 77. of the sub-category of “order of mention”, male representation reached 62% out of 13 items.

### Use of nouns and pronouns

Table 78.

#### *Frequency of Pronouns*

| Frequency of Pronouns |         |    |       |    |             |       |
|-----------------------|---------|----|-------|----|-------------|-------|
|                       | Females |    | Males |    | Total       |       |
|                       | Items   | %  | Items | %  | Total items | F/M % |
| She                   | 101     | 83 | 0     | 0  | 101         | 100/0 |
| Her                   | 21      | 17 | 0     | 0  | 21          | 100/0 |
| Hers                  | 0       | 0  | 0     | 0  | 0           | 0/0   |
| Herself               | 0       | 0  | 0     | 0  | 0           | 0/0   |
| He                    | 0       | 0  | 131   | 74 | 131         | 0/100 |
| Him                   | 0       | 0  | 6     | 3  | 6           | 0/100 |
| His                   | 0       | 0  | 40    | 23 | 40          | 0/100 |
| Himself               | 0       | 0  | 0     | 0  | 0           | 0/0   |
| Total                 | 122     |    | 177   |    | 299         | 41/59 |

In Table 78. of the subcategory of “frequency of pronouns”, 299 items appeared, where the percentage of male representation reached 60%, while the percentage of female representation was 40%.

Table 79.

#### *Use of Generics*

| Use of Generics |         |   |       |   |             |       |
|-----------------|---------|---|-------|---|-------------|-------|
|                 | Females |   | Males |   | Total       |       |
|                 | Items   | % | Items | % | Total items | F/M % |
| Total           | 0       |   | 3     |   | 3           | 0/100 |

In Table 79. of the sub-category of “use of generics”, the three elements were male-dominated, without any element in favor of females.

Table 80.

#### *Use of vocatives/ Forms of address used for*

| Use of vocatives/ Forms of address used for |         |   |       |   |             |       |
|---------------------------------------------|---------|---|-------|---|-------------|-------|
|                                             | Females |   | Males |   | Total       |       |
|                                             | Items   | % | Items | % | Total items | F/M % |
| Total                                       | 0       |   | 1     |   | 1           | 0/100 |

Findings in Table 80. show that there is only one item, and it was represented by a male in the “vocative” subcategory.

#### Other References and Associations: Adjectives used for Females and Males

Table 81.

##### *Physical adjectives*

|        | Physical adjectives |    |       |    |             |        |
|--------|---------------------|----|-------|----|-------------|--------|
|        | Females             |    | Males |    | Total       |        |
|        | Items               | %  | Items | %  | Total items | F/M %  |
| Body   | 0                   | 0  | 2     | 7% | 2           | 0/100  |
| Hair   | 12                  | 55 | 7     | 24 | 19          | 63/37  |
| Eye    | 4                   | 18 | 5     | 17 | 9           | 44%/56 |
| Height | 3                   | 14 | 7     | 24 | 10          | 30/70  |
| Weight | 0                   | 0  | 1     | 3% | 1           | 0/100  |
| Age    | 3                   | 14 | 7     | 24 | 10          | 30/70  |
| Total  | 22                  |    | 29    |    | 51          | 43/57  |

As for the physical characteristics in Table 81. the male superiority was clear, as the percentage of male representation was 57% and the female representation was 43% in the 51 items.

Table 82.

##### *Favorites*

|                  | Favorites |    |       |    |             |       |
|------------------|-----------|----|-------|----|-------------|-------|
|                  | Females   |    | Males |    | Total       |       |
|                  | Items     | %  | Items | %  | Total items | F/M % |
| Places           | 2         | 13 | 1     | 4  | 3           | 67/33 |
| Foods and drinks | 0         | 0  | 4     | 16 | 4           | 0/100 |
| Activities       | 9         | 56 | 9     | 36 | 18          | 50/50 |
| Seasons          | 0         | 0  | 1     | 4  | 1           | 0/100 |
| Things           | 0         | 0  | 1     | 4  | 1           | 0/100 |
| Total            | 16        |    | 25    |    | 41          | 39/61 |

The Table 82. of “favorites” subcategory presents that there are 41 items of activities, seasons, places and foods and drinks. A percentage of 61% of the total was represented by males and 39% by females

Table 83.

*Asking Questions*

| Asking Questions |    |       |    |             |       |
|------------------|----|-------|----|-------------|-------|
| Females          |    | Males |    | Total       |       |
| Items            | %  | Items | %  | Total items | F/M % |
| 32               | 44 | 40    | 56 | 72          | 44/56 |

For the category of “asking questions”, Table 83. presents that there are 72 items, 56% of total findings were represented by males and 44% represented by females.

**4.4.2. Visual content.** At the level of “visual content”, there was also a male superiority, but not by a large margin, as the percentage was closer to the female representation.

Action in Emar the 4<sup>th</sup> grade coursebook:

Table 84.

*Action*

| Action                  |         |    |       |    |             |       |
|-------------------------|---------|----|-------|----|-------------|-------|
|                         | Females |    | Males |    | Total       |       |
|                         | Items   | %  | Items | %  | Total items | F/M % |
| Productive activities   | 13      | 7  | 24    | 12 | 37          | 35/65 |
| Reproductive activities | 11      | 6  | 13    | 6  | 24          | 46/54 |
| Community activities    | 2       | 1  | 3     | 1  | 5           | 40/60 |
| Leisure time activities | 88      | 46 | 82    | 40 | 170         | 52/48 |
| Mental activities       | 1       | 1% | 5     | 2  | 6           | 17/83 |
| Daily activities        | 65      | 34 | 71    | 35 | 136         | 48/52 |
| Regarding help          | 7       | 4  | 4     | 2  | 11          | 64/36 |
| Regarding technology    | 3       | 2  | 2     | 1  | 5           | 60/39 |
| Total                   | 190     |    | 204   |    | 394         | 48/52 |

In Table 84. of the “action” category”, 394 items appeared, where the male representation was 52%, and the female representation was 48%.

Visibility in Emar the 4<sup>th</sup> Grade Course book:

Table 85.

*Size and/or foreground*

|        | Size and/or foreground |    |       |    |             |       |
|--------|------------------------|----|-------|----|-------------|-------|
|        | Females                |    | Males |    | Total       |       |
|        | Items                  | %  | Items | %  | Total items | F/M % |
| Bigger | 8                      | 53 | 10    | 63 | 18          | 44/56 |
| Front  | 0                      | 0  | 4     | 25 | 4           | 0/100 |
| Back   | 7                      | 47 | 2     | 13 | 9           | 78/22 |
| Total  | 15                     |    | 16    |    | 31          | 48/52 |

In Table 85 of the “visibility” category, the male representation was higher than the female representation. In the sub-category of “size”, the male representation was at 52% in the 31 items.

Table 86.

*Clothing*

|             | Clothing |     |       |     |             |       |
|-------------|----------|-----|-------|-----|-------------|-------|
|             | Females  |     | Males |     | Total       |       |
|             | items    | %   | items | %   | Total items | F/M % |
| Traditional | 0        | 0   | 1     | 0   | 1           | 0/100 |
| Modern      | 252      | 100 | 292   | 100 | 544         | 46/54 |
| Total       | 252      |     | 293   |     | 545         | 46/54 |

As for the sub-category of clothing, the percentage of male representation was 54% in the 544 items. As for “traditional clothing” subcategory, only one male component was represented without any female component being represented; the majority of “modern clothing” was represented by males as shown in Table 86.

Table 87.

*Frequency of Occurrences in Pictures*

|  | Frequency of Occurrences in Pictures |     |       |     |       |  |
|--|--------------------------------------|-----|-------|-----|-------|--|
|  | Females                              |     | Males |     | Total |  |
|  | Items                                | %   | Items | %   |       |  |
|  | 252                                  | 46% | 292   | 54% | 544   |  |

As for the frequency of occurrences in 544 items of pictures, the most representations were by males with a percentage of 54% as shown in Table 87.

#### Power in Emar the 4<sup>th</sup> Grade Coursebook:

Table 88.

##### *Power*

|                    | Power   |    |       |    |             |       |
|--------------------|---------|----|-------|----|-------------|-------|
|                    | Females |    | Males |    | Total       |       |
|                    | Items   | %  | Items | %  | Total items | F/M % |
| Occupation         | 4       | 7  | 27    | 50 | 31          | 13/87 |
| Sit                | 16      | 26 | 10    | 19 | 26          | 62/38 |
| Stand              | 34      | 56 | 16    | 30 | 50          | 68/32 |
| Possession/control | 7       | 11 | 1     | 2  | 8           | 88/13 |
| Total              | 61      |    | 54    |    | 115         | 53/47 |

In the “power” category as shown in Table 88. the majority of representation was for females by 53% out of 115 items for both genders, and just in “occupation” subcategory, the male representation was at 87% of the 31 items.

#### **4.5. The Conclusion of Quantitative Findings**

##### The Findings of Textual Content in 1<sup>st</sup> Grade

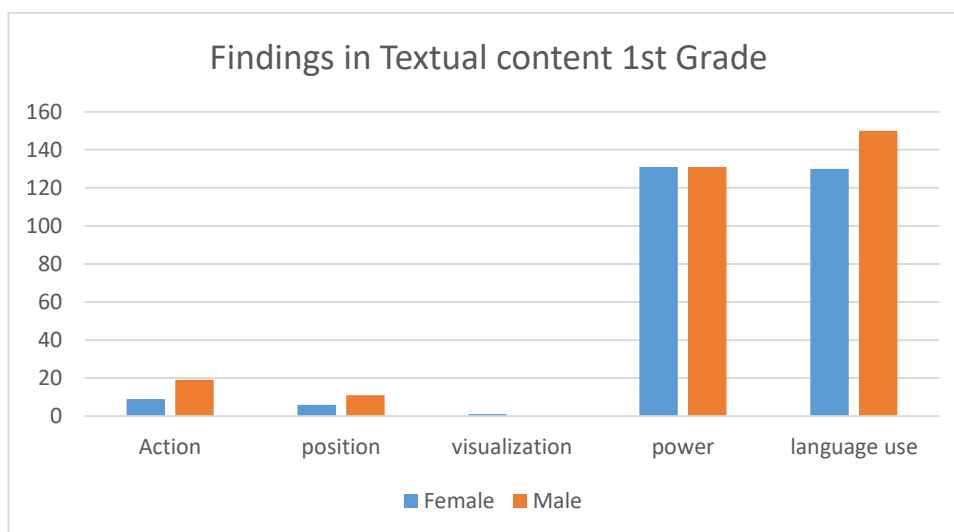
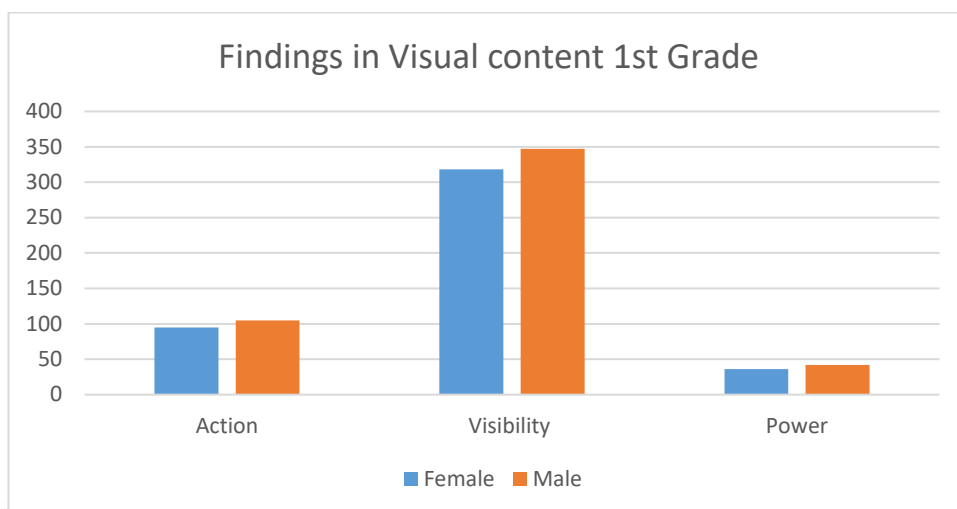


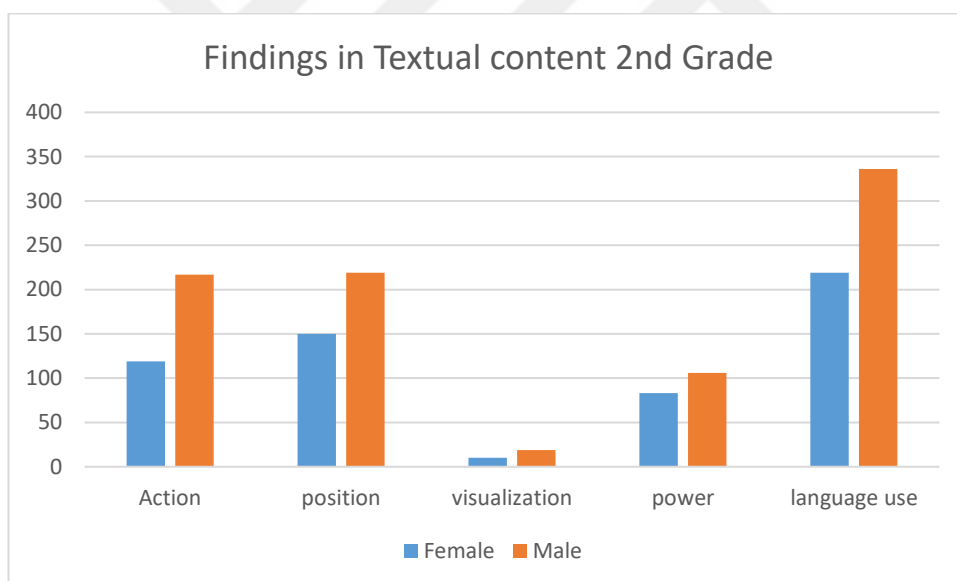
Figure 3. The Findings of Textual Content in 1st Grade

### The Findings of Visual Content in 1<sup>st</sup> Grade



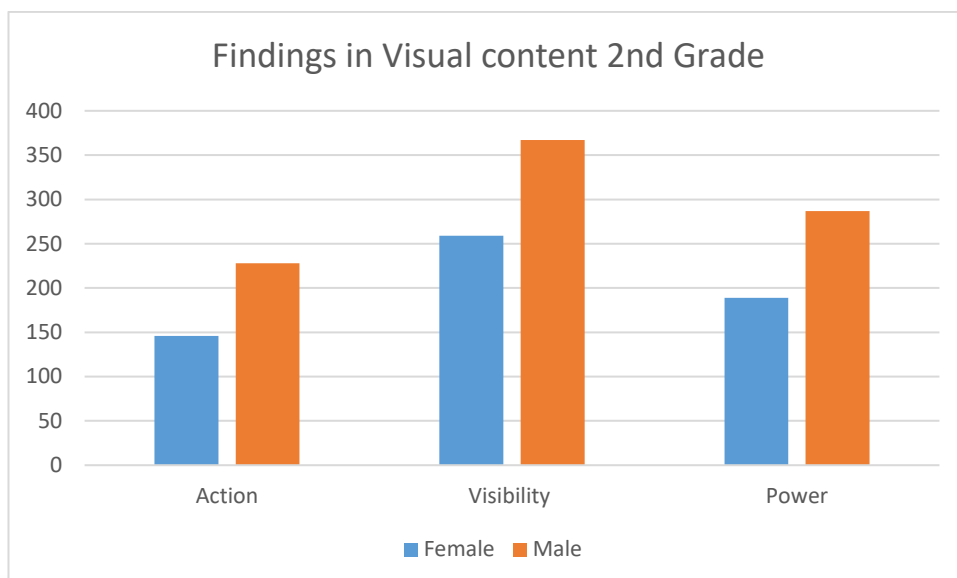
*Figure 4. The Findings of Visual Content in 1st Grade*

### The Findings of Textual Content in 2<sup>nd</sup> Grade



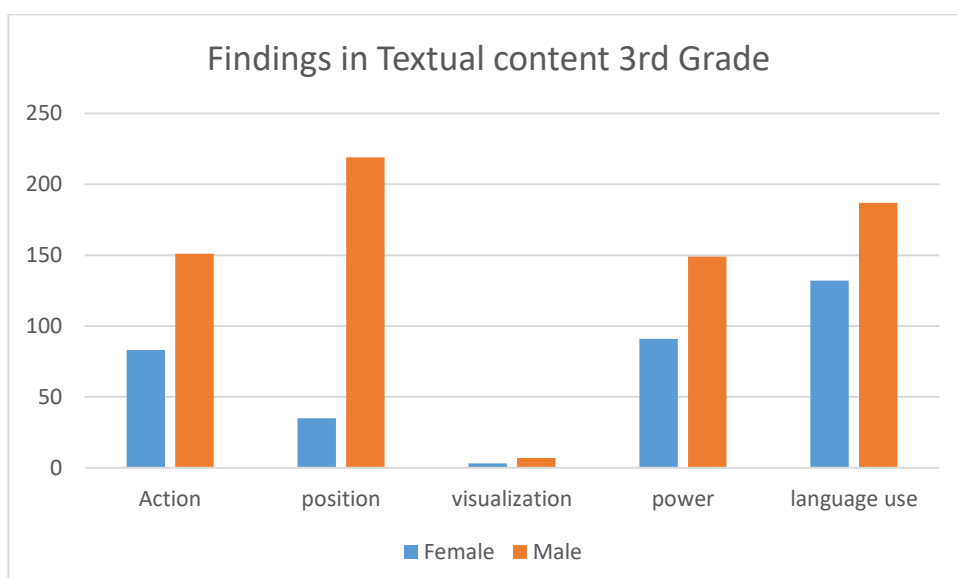
*Figure 5. The Findings of Textual Content in 2nd Grade*

### The Findings of Visual Content in 2<sup>nd</sup> Grade



*Figure 6. The Findings of Visual Content in 2nd Grade*

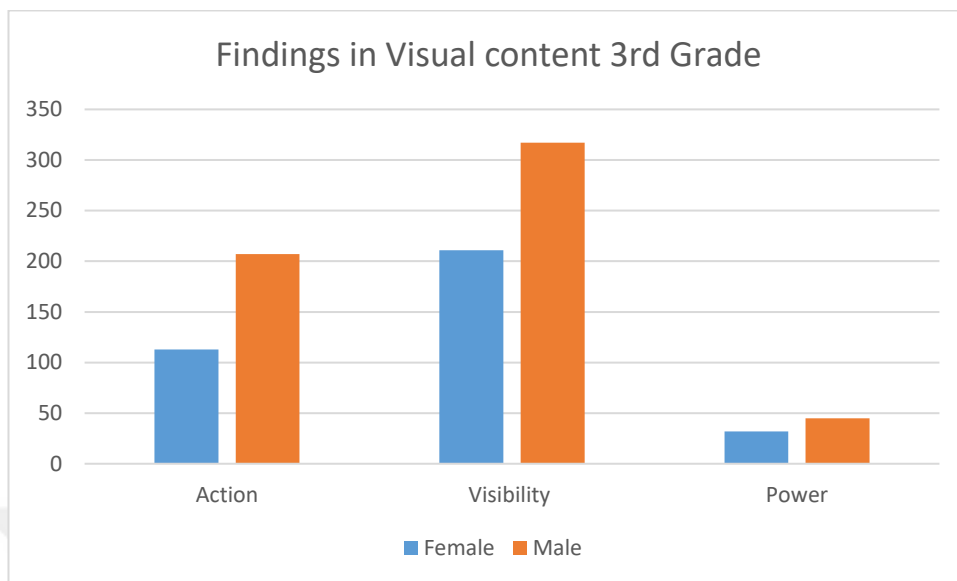
#### The Findings of Textual Content in 3<sup>rd</sup> Grade



*Figure 7. The Findings of Textual Content in 3rd Grade*

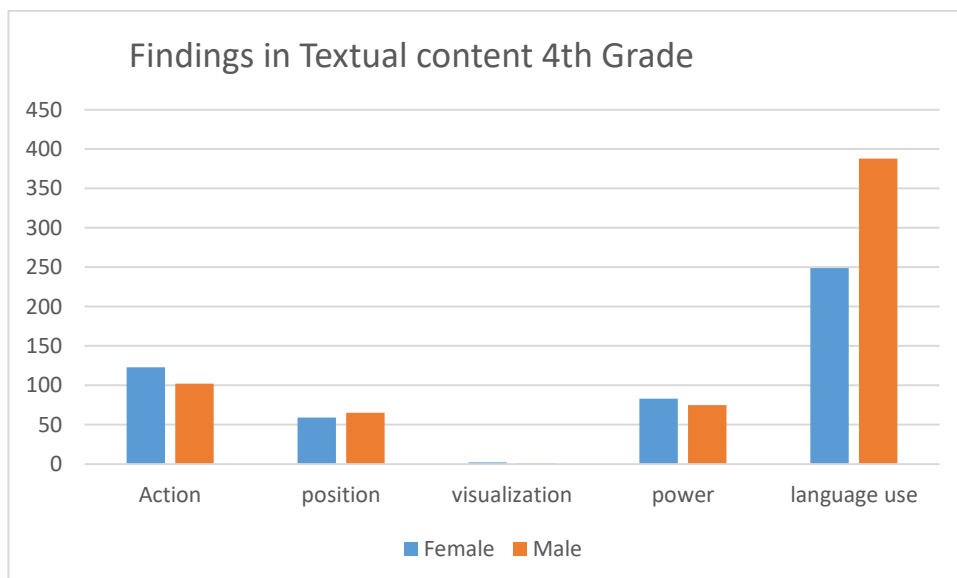


### The Findings of Visual Content in 3<sup>rd</sup> Grade



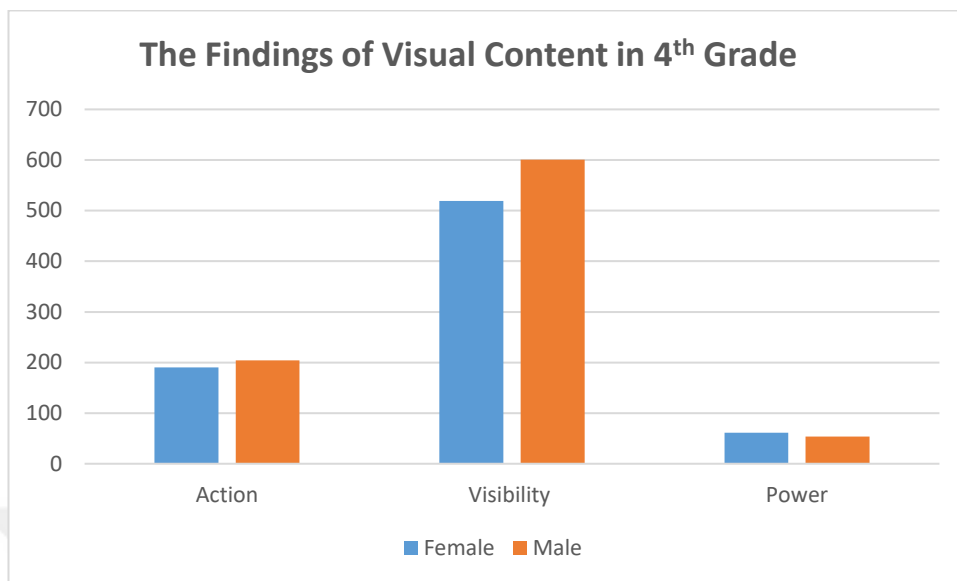
*Figure 8. The Findings of Visual Content in 3<sup>rd</sup> Grade*

### The Findings of Textual Content in 4<sup>th</sup> Grade



*Figure 9. The Findings of Textual Content in 4<sup>th</sup> Grade*

### The Findings of Visual Content in 4<sup>th</sup> Grade



*Figure 10. The Findings of Visual Content in 4th Grade*

#### 4.6. The Qualitative Analysis of the Findings

The interest in using a qualitative analysis for the coursebook findings is aimed at examining the content's dimensions and components and determining its prevalent themes. This approach enables an understanding of the implicit meanings in the text and images, as well as the comprehension of their semantic content.

The qualitative analysis focuses on the concept of gender representation, exploring the gender roles depicted, the form and actions of characters, and the language used in relation to gender.

There is some hand - selected examples where qualitative analysis was applied. The selection was based on three primary criteria: control of dialogue, portrayal of gender roles, and language usage.



Figure 11. From 1<sup>st</sup> coursebook

In Figure 11. from 1<sup>st</sup> coursebook, there are illustrations from inside a classroom. The general aim of the lesson is to teach children simple verbs. There is a female teacher, a boy, and a girl. The graphics are cartoonish and not true representations of the characters in reality. The clothes and colors used are appropriate, but they do not represent the official dress for students in Syrian schools.

Through these scenes, differences can be seen in the requirements asked of the male and female students. The teacher asks the student to stand or sit and close the window or open the door. There are significant psychological differences in children between effective activities and typical behaviors, such as standing or sitting without effort or feeling affected by the world around them.

Giving the orders to sit and stand to the female student and asking the male student to open windows and doors gives the impression that males are more capable of facing life outside the house, while females are satisfied with actions inside the house. There was no balance in gender representation between the two genders in this illustration.

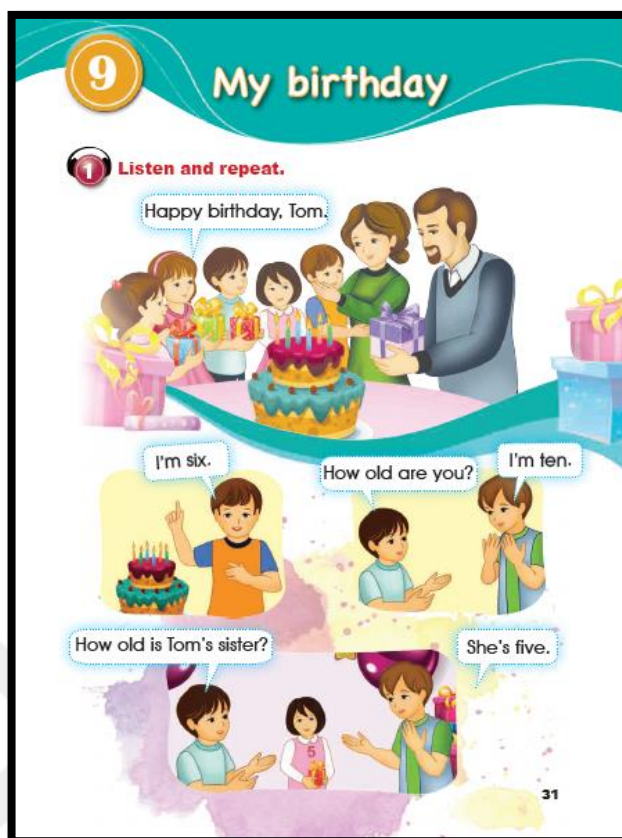


Figure 12. From 1<sup>st</sup> coursebook

In Figure 12 from 1st coursebook, there are illustrations of a birthday party. Tom's family, consisting of the father, mother, Tom, and his sister, is depicted. There is one boy and two girls, but it is not specified whether they are Tom's sisters or just friends. In Figure 4, the next two pictures show Tom saying that he is now six years old. The boy present in the birthday scene appears with a new child character that did not appear at the party. Tom asks him about his current age, and the new child replies that he is ten years old after counting on his fingers joyfully.

In the last picture, two boys ask about the age of Tom's sister without mentioning her name and without her actual appearance in the scene. With a careless hand movement, the child points to Tom's sister and sees that her age is drawn on her clothes. She was not allowed to speak or answer the question and was satisfied with just putting the number. The characters are depicted in a cartoonish way, and their features are not realistic at all, therefore, not representing the real world. The clothes and colors used in the scenes were appropriate for the learners' age, but there were no gestures that energized the scenes or showed the children's joy at the party as they should have.

The dominance of male representation in scenes related to social parties in which children are present creates an impression of female exclusion from social life details. Furthermore, highlighting males in the forefront for the viewer may increase the feeling of unwillingness to show females and thus their unwillingness to let them participate in social life, which is supposed to be available for both genders.

Putting a number on the girl's picture without a label indicates that her presence is cancelled to a certain extent, as the name is an essential part of existence and has a family, social, and psychological connection.



Figure 13. From 1<sup>st</sup> coursebook

In Figure 13. from 1st coursebook, there are illustrations of children playing at the beach. They are four boys and one girl. The purpose of the figure is to learn the verbs of playing at the beach. It has been observed that the girl never speaks when the child explains the scene to her. The representation of the characters is clear, as it is possible to distinguish between males and females. The clothes were age-appropriate for the children. The pictures' colors are suitable for the scenes. Scenes, in general, are neither ideal nor realistic, but rather cartoonish scenes to represent the lesson. There are no

gestures to indicate the movements of the verbs representing the activities of running, swimming, jumping, or flying a kite. For the activities represented, the males do all the activities, while the female does the jumping only.

It is also clear in one of the scenes that the boy teaches the girl how to jump because he is the one who says, "We can jump," during doing the jumping activity, and the girl's role is limited to observing his movements and imitating him without speaking or showing any reaction. Here, the question arises, why is it supposed that the male is the one supposed to lead here and in several other instances?

In the kite scene, it was evident that a sign from the boy with his finger, while explaining to the girl that they can also fly the kite, indicates that the girl does not know the shape of the kite at all. On considering the self-evident information, it could be concluded that the child would not indicate with his finger that this is the kite flying.

After reading the implicit dimensions of figure 3, the male dominance of the scenes is quite clear. Furthermore, females were ignored in terms of practicing activities, almost asking questions, or managing dialogue, as they were completely absent.

Representing these scenes where males can play all activities and games, and the representation of the female child as a guest of honor in those scenes will give the students a perception that these games are not suitable for females. Moreover, if we consider that those activities are not suitable for females, the scenes should show different activities that females practice.



Figure 14. From 2<sup>nd</sup> coursebook

Figure 14. from 2<sup>nd</sup> grade coursebook, there are illustrations of a woman with a group of children in a park. The children consist of four boys and one girl. The general purpose of the illustration is to identify what items exist in the park. The woman asked a question to the group of children about what they can see in the park.

The noticeable aspect was that the answers were all from the boys, with the first answering that he saw the slide, the second a duck, and the third a seesaw. Then, she asked them to look at the way that Mike climbed the climbing frame. Further, all of the characters who were using the playground equipment and doing exercises and activities were males, except for one female who was playing on the swing. Besides, there were two other children who were a male and a female playing with a seesaw. The characters were all clear to a certain extent, as it is possible to distinguish between males and females. The clothes they wore were appropriate for their age, with no features of vitality in the clothes. There are no force lines in the drawing, nor gestures showing the movement of the game, play, or the way of asking and answering.

For the park's playground equipment, it is appropriate for the learners' age and available to them in their surroundings to a certain extent. However, there was no safety, as the equipment was old, and there were no safer games such as swings and a climbing frame.

Regarding the role of dialogue control in the illustration, it was clear that the woman was the one who asked, and the male children were those who answered, without asking any questions to the girl.

As for linguistic clarity, the words were appropriate to a certain extent for the learner's age. The first person pronoun and the third person pronoun (in masculine) were used, and the whole discourse referred to males.

From the previous scenes, it can be concluded that males dominated the educational scenes, which may be attributed to the fact that the percentage of males who play and answer questions is higher than the percentage of females. This reflects the presumed belief that males have a greater strength of knowledge and the ability to practice physical activities and recognize things, while there were no indications of this for females. Furthermore, there was no reference to any females, either by name or pronoun.

Moreover, the picture in which the boy plays with the girl on the seesaw shows that the boy is at the down end of the seesaw and the girl is at the up end, which may reflect the male's ability to control due to his physical ability, or the female's fear of falling or inability to play without male physical strength. The gesture of the adult woman when she asked the boy whether there was a swing in the park or not shows that her feet were in the opposite direction, and her hand gesture did not express interest in those who were playing. She was interested in asking about the game itself. Furthermore, when she asked the children to look at the way Mike climbed, her hand gesture and her whole body posture toward him suggested she was interested in what he was doing and wanted to attract the children's attention towards him.

To conclude, the analysis of Figure 14 highlights the fact that focusing solely on representing males in educational and recreational activities, showing their physical and mental superiority, and their love for adventure, while neglecting representation



of females in these activities, does not provide a realistic view, especially for children who relate what they learn to their reality.



Figure 15. From 3rd coursebook

In Figure 15. from 3rd coursebook, there are illustrations about two teachers and a group of children. The purpose of the lesson is to learn about the zoo and how to ask about the height and length of objects. The drawing of the characters in the first scene was not very clear, except for the teacher, Mr. Roger, and also the male children playing around him. The pictures are cartoonish and do not represent reality. There are no clear contours or gestures to convey liveliness of the drawings.

In the fifth scene, a female child appeared with a female teacher when she asked about the giraffe while they were far from it. In the fourth and sixth scenes, there was a male accompanying the female teacher and the female child when talking about dangerous animals.

From the general scenes, it was noted that only males were asking and providing answers, except for the last two pictures where the question and answer were between

the female teacher and girl. Males didn't share in the dialogue between them except for the last scene, which included a picture of the snake; therefore, the male participation in the dialogue was a warning.

It was also noted that the teacher, Mr. Roger, approached the group of male children, while he distanced himself when the girl was present in the fourth scene.

Despite the clear observation in the first scene that the male child had information about the location of the zoo and directed the group to it, there was an absence of a complete depiction of female representation in the scene.

In order to collect general ideas, male characters' representations have been highlighted in the first scenes, on the grounds that they possess cognitive curiosity, knowledge and boldness, with the exclusion of females from the group's knowledge society.

Furthermore, the role of masculine awareness and the desire for protection became evident in the last scene, as the snakes were present in a glass reserve, and they were not represented in the empty space in which wild animals such as the giraffes exist.

To conclude, the quantitative findings which shown in the charts of finally findings supported qualitative findings and confirms the existence of male bias in gender representation in the four coursebooks of English language for the primary stage in Syria.

## **CHAPTER V**

### **DISCUSSION, CONCLUSION AND RECOMMENDATION**

#### **5.1. Conclusion and Discussion**

The study analysed four English language coursebooks published in 2021-2022 for local Syrian primary school students using language tools at the text level (such as matching, keywords in context) and visual content. As it was addressed in literary reviews, there is a need towards the importance of the emergence and representation of gender in school curricula, especially English language curricula. The differences that appeared in the findings of analyzing the English language curricula coursebooks for the primary stage in Syria, which are taught in government schools and printed by the Syrian Ministry of Education in 2021-2022, confirm to us that we need to find a balance and fairness in the gender representation between the two genders. As the state of lack of delay has implications and repercussions in building concepts for students, especially since male and female students share educational resources through the use of the same educational environment, from the school, teachers, textbooks, and others. This goal makes the developers of coursebooks responsible for the necessity of designing educational curricula that contain a fair and balanced distribution of gender representation.

Looking at the findings of analyzing the visual content of three main categories: action, visibility, and power, the male gender representation was the highest, which indicates that the authors responsible for preparing the coursebooks did not make a fair distribution between the two genders.

In addition, the findings of analyzing the textual content represented in the five main categories: "action", "locus", "visualization", "power", and "Language use". The male gender representation was higher than female representation. Most of the texts focused on male appearance more than female appearance, which led to the emergence of a gap between the two genders, and this state of imbalance could be avoided by having a female representation in proportion to the written texts.

The absence of previous studies related to the analysis of gender representation in English-language coursebooks in Syria requires taking into account the necessity of analyzing all English-language curricula according to this criterion, especially since the current findings of this study confirmed the existence of a gap in gender representation between males and females.

#### Control of Dialogue

For control of dialogue, and who initiates the dialogues and frequency of turns, it has been observed that female pronouns or female nouns control the dialogues in 1<sup>st</sup>, 2<sup>nd</sup> and 4<sup>th</sup> grades coursebooks. Only in the 3<sup>rd</sup> coursebook it was shown the male representation as dominant. This leads to the fact that the topic's dominance was controlled by the female characters but the differences are not great as the findings were relatively close to one another. Sometimes even equal, such as the frequency of turns in the 1<sup>st</sup> and 4<sup>th</sup> grade coursebooks.

The existence of these differences indicates a reduction in the role of one gender at the expense of the other in terms of the possibility of carrying out activities in society, and this contradicts the reality of Syrian society, as both genders work under the same conditions and in the same environment. Therefore, a fortiori, there should be a balance in the representation of these roles.

#### Occupations

With regard to occupations, the findings showed representation for both genders, but male superiority was visible in comparison. In the 1st-grade coursebook, males appeared to represent occupations such as policeman, pilot, farmer, and woodcutter, while there was no female representation in these professions, and females were represented in occupations such as teacher, doctor, and monarch.

In the 2nd-grade coursebook, males are represented as gift sellers, waiters, farmers, policemen, and drivers without making any female appearance in those professions. For the females, the occupations of a teacher, doctor, and cook were assigned to them, mostly in comparison to males.

Likewise, for the 3rd-grade coursebooks, where males appeared to represent professions such as actor, chief, waiter, singer, king, shepherd, sailor, there was no female representation in these professions; females were jointly represented with

males in professions such as student, TV presenter, shop assistant, and clown. Male representation was higher than the female one as well. It is noticeable that the nursing profession is represented only once, and in a female form.

As for the 4th-grade coursebook, the percentage of female representation in professions was higher than that of males, as each gender was assigned to specific professions and only participated in the profession of doctor, and the representation was superior to males. Males were represented in the profession of students only without any representation of females, and females were represented in the professions of teacher and nurse without any representation of males.

These differences indicate an imbalance in the gender representation and the emergence of dominance of the male gender at times and the female gender at other times, although female representation is relatively less. The imbalance in itself does not reflect the reality of life, as there are students and working women in Syrian society in the sectors of medicine, leadership, singing, service, herding, buying, selling, agriculture, and aviation. Males also share in the sectors of medicine, education, and nursing with females, and it is not restricted to females only.

These differences also indicate that the representation of professions was based on considering the formative structure of women in terms of the ability to do these jobs, and the physical ability of men to do jobs that require higher effort, while the reality does not reflect these perceptions at all. This raises the surprise of not adopting the principle of realism among the authors of primary school books for the English language in Syria, especially since the authors are citizens of the Syrian Republic and know the situation of the country and employment in Syria.

This case of differences leads to the conclusion of an imbalance in the methodological organization when preparing the coursebooks by distributing and diversifying the roles fairly between the genders.

#### Language in Use

This category analyzes the results of the appearance of frequency and use of pronouns, nouns, naming, order of mention, asking questions, favorites, generics, vocatives, and traits that represent physical and personal characteristics for females and males. Indicated in the results section, the male representation was higher than the female

representation, confirming a clear gender bias in terms of actor roles. The dominance of one gender at the expense of the other in language may lead to the creation of an abnormal, stereotypical view of the other in terms of allowing the other to carry out work and activities and take control of matters and initiative.

For generics, the words "waiter" and "policeman" were used for male representation only in the 1st, 3rd, and 4th grade coursebooks. In the 2nd grade coursebook, no word is mentioned for any gender, demonstrating the authors' neutrality in this part by not mentioning words that do not fit the other gender.

With regard to adjectives and traits represented by gender in the English language primary school curricula, the masculine ones were dominant. The traits were represented as appearing numerically and qualitatively higher and better than those of females. With regard to physical characteristics, males were always described as tall, strong, young, and sometimes obese, while females were described as clever and poor in relatively few positions compared to males. The traits that males were most represented in are kindness, strength, cleverness, handsomeness, helpfulness, activity, and carefulness.

It is mentioned that there is only one negative adjective that describes males, which appeared once, and that is the trait of lying, while females were described as poor only once, in the 3rd stage coursebook. With regard to the preferences of both genders, the male gender preferred most types of foods, especially healthy ones, while females were less quantitatively represented and showed less love for relatively less healthy food.

All the results showed that males are more questioned than females, reflecting the ability of males to question, criticize, take initiative, and not accept ideas, especially children, since children's questions are psychological needs necessitated by the nature of mental and sensory development in a child's life, forming later starting points that build. Children have their attitudes, behaviors, values, beliefs, feelings, and emotions. Based on these findings, the unfair distribution of questions between the two genders is considered an imbalance in itself and a clear bias toward males, which may lead to unbalanced gender growth in society, as it gives the right to one gender to make decisions without the other based on questions and criticism directed at others.

Showing the positive side in favor of males and showing females in a negative way or not representing them permanently in some traits will certainly lead to the development

of children according to certain stereotypes that the other gender does not possess these traits, given that the positive trait was given and the percentage of its recurrence increased significantly. This imbalance does not necessarily reflect reality, as it was possible for the authors to distribute the roles evenly and diversify this aspect so that the stereotypes of the two genders are presented in a balanced manner.

Language came as a way to organize life, serving as a tool for influence, persuasion, and creativity. It is used in writing, speaking, reading, and problem-solving and is a means of thinking and expressing ideas to others. As such, it is a tool for human civilization.

### Pedagogical Implications

The dominance of male representation over female in most of the groups studied and analyzed does not reflect the reality of Syrian society, nor does it express the roles played by both genders, especially the female role. This unbalanced representation may give a viewer of the English language coursebooks for the primary stage in Syria an incorrect picture of the cultural and social reality. The specialists in preparing curricula should avoid this and take it into consideration, especially since gender in all its social dimensions is an important element in building societal culture. This has indicated that language learning does not depend on vocabulary and structures, but on the social and cultural context in which the language is taught. The cultural competence of this context is a fundamental dimension of communicative competence (Akreş, 2018).

The topics discussed in the coursebooks were appropriate to the Syrian culture to a certain extent, if it were not for the gender differences in the categories referred to in the results and discussion section. Here, the author stresses that school coursebooks, especially English language books, must represent culture as a foreign language through an objective representation of the various cultural and societal aspects, and avoid any unbalanced or biased content of any gender.

By reviewing previous studies conducted on gender representation in English coursebooks for Senior High School in Banda Aceh, similar results are mentioned in a study conducted by Zahri (2018) in Indonesia, a study that invested in three categories: visibility, occupations, and activity. These results showed the presence of

male gender superiority, as males were represented in twenty different types of professions, while females were represented only in 8 types.

Likewise, for activities, the results showed that males were more active through their representation in 13 types of activities, while females were represented in only 9 activities. In the visibility category, female representation was the highest. The study concluded that there is a gender bias towards males at the expense of females.

Another study investigated the representation of gender in two textbooks as EFL for elementary students in Saudi schools by Aljuaythin (2018) and the results revealed a gender imbalance in favor of males. The study analyzed the activities, frequency of occurrence, visible appearance, and social roles, and after the emergence of male gender superiority, the researcher suggested that this imbalance in the underrepresentation of females could create a false reality surrounding female concepts and impede the process of ensuring equality for all human beings.

On the other hand, the results of a study conducted by Hilal (2013) on gender representation in the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade English language teaching (ELT) coursebooks in Türkiye showed that there is no gender bias and that there is equality in gender representation for both genders, which indicates the awareness of the Curriculum Development Authority in Türkiye of the importance of this topic in school coursebooks.

## Conclusion

In today's world, with the diverse means of expressing meaning, language is no longer sufficient in expressing meaning. Instead, it transcends to visual forms that express information and content. This confirms Halliday's (1985) idea that linguistics is a type of language and that semiotics contributes to a system of meanings in human culture.

The importance of gender balance in the general curriculum, especially in the English language as a foreign language, cannot be overemphasized. This helps to prevent the creation of stereotypical images of gender roles in society. However, the analysis of English language coursebooks for the primary stage taught in public schools in Syria revealed a clear bias in favor of male representation at the expense of female representation.



This disparity in gender representation can contribute to negative stereotypes and a misunderstanding of gender roles in society. Furthermore, the lack of tools to help teachers address and challenge these stereotypes will hinder their ability to perform their educational mission.

Males were represented in jobs requiring strength and effort, such as leadership roles, while females were portrayed in jobs requiring little physical effort, such as education and medicine. This does not reflect the reality in Syria, where women are now forced to work in jobs previously done by men, such as construction work, due to economic and social circumstances.

Language learning does not depend on vocabulary and structures, but on the social and cultural context in which the language is taught. Accordingly, the representation of the two genders in English-language coursebooks gives an incorrect impression of the cultural reality of the Syrian society. This may lead to undesirable pedagogical implications, especially since gender in all its social dimensions is an important element in building societal culture.

Balanced gender representation in coursebooks can help to reduce and correct existing gender stereotypes and promote gender equality. This aligns with the Arab and Islamic values that encourage gender justice in Syrian society. By providing students with coursebooks that present balanced and unbiased gender representations, we can help to create a more intellectually and socially balanced environment.

## **5.2. Recommendation**

Based on the results of this study, the following recommendations are offered for future consideration.

Given that this is the first study on the analysis of gender representation in English language textbooks for primary school students in Syrian public schools, further research is needed to examine gender representation in all English language textbooks at all levels and grades.

The Curriculum Development and Writing Committee should re-evaluate the English language curriculum with a critical eye, involving specialized researchers, to ensure a fair and balanced representation of both male and female genders.

The curricula should also align with the societal context and values, without contradicting or clashing with the community's beliefs and traditions, to avoid creating an intellectual and cultural imbalance between the students' language learning and the reality they live in.

English language education should strive towards promoting justice and equality and instill positive values in students during their social and intellectual development.

Teachers should have a voice in the evaluation of the English language curriculum based on their personal observations of the classroom educational process.

Teacher training programs should be offered to educate teachers on how to teach English language curricula in a gender-neutral manner, as teacher biases can sometimes contribute to the exacerbation of gender biases in students.

## REFERENCES

- Abdelali-Martini, M., & Dey de Pryck, J. (2015). Does the feminisation of agricultural labour empower women? Insights from female labour contractors and workers in Northwest Syria. *Journal of International Development*, 27(7), 898-916.
- Akreş, H. (2018). Kültürün Yabancı Dil Öğrenimindeki Etkisi, *Refereed Journal of Islamic Sciences Faculty*, 2(2) : 121-126
- Al-‘Ali. Ğ. (1987). *Al-mufaşal fî târîḥ al- ‘arab qabl al-islām*. IX, Beirut
- Allwright, R. (1981). What do we want teaching materials for? *ELT Journal*. 36(1), 5-18.
- Al-Misîrî, ‘A. W. *Al-falsafa al-mādiya wa tafkîk al insân*. Dār al-Fikr
- Apparala, M.L., Reifman, A., & Munsch, J. (2003). Cross-national comparison of attitudes toward fathers' and mothers' participation in household tasks and childcare. *Sex Roles*, 48(5/6), 189.
- Aristotle. (1905). *Aristotle's Politics*, Book (1), Section(1254b). Clarendon Press.
- Bakan, D. (1966). *The duality of human existence: an essay on psychology and religion*.
- Bem, S. L. (1981a). *Gender schema theory: a cognitive account of sex typing*. *Psychological Review*, 88, 354–364. <https://doi.org/10.1037/0033-295X.88.4.354>
- Bem, S. L. (1983). Gender schema theory and its implications for child development: Raising gender-aschematic children in a gender-schematic society. *Signs: Journal of Women in culture and society*, 8(4), 598–616.
- Bonnie G. Smith, A. (n.d.). "Gender Theory." Encyclopedia of European Social History. *Encyclopedia.com*.  
<https://www.encyclopedia.com/international/encyclopedias-almanacs-transcripts-and-maps/gender-theory>
- Bruner, J. (1966). *Toward a theory of instruction*. Harvard University Press.
- Bryan, S. T. (2015). *Gender in the Cambridge Dictionary of sociology*. 228. Cambridge 2006.

- Butler, J. (1993). *Bodies that matter: On the discursive limits of 'sex'*. Routledge.
- Butler, J. (1990). *Gender Trouble: Feminism and the Subversion of Identity*. Routledge, New York, 33.
- Calderon, J. (2006). *Methods of research and thesis writing* (2nd Ed.). Mandaluyong City: National Bookstore.
- Charlesworth, R. (2015). *Math and science for young children*. Cengage Learning.
- Connell, R. W. (1985). *Teachers' Work*. George Allen & Unwin.
- Cortazzi, M., & Jin, L. (1999). 'Cultural mirrors: Materials and methods in the EFL classroom'. In E. Hinkel (ed.), *Culture in second language teaching*, Cambridge University Press, 196-219.
- Dahlgren, S., & Tucker, J. (Eds.). (2003). *Women and gender: the Middle East and the islamic world*.
- Durán, N. C. (2006). *Exploring gender differences in the EFL classroom*. Colombian Applied Linguistics Journal, (8), 123-136.  
<https://doi.org/10.14483/22487085.174>
- Durkheim, E. (2019). The division of labor in society. In *Social stratification* (pp. 178-183). Routledge.
- Dweik, B. (2000). Bilingualism and the problem of linguistic and cultural interference. *Alharbi, L. & Azer, H. In: Arabic Language and Culture in a Borderless World*. Kuwait University.
- Eagly, A. H. & Karau, S. J. (2002). Role Congruity Theory of Prejudice Toward Female Leaders. *Psychological Review*, 109(3), 573-598.
- Eckert, P., & McConnell-Ginet, S. (1999). New generalizations and explanations in language and gender research. *Language in Society*, 28 (2), 185-201.
- Fleischmann, E., Cainkar, L., Cooke, M., Dahlgren, S., Kannaneh, R., Khater, A., Sayigh, R., & Bruck, G. V. (1997). Women and gender in Middle East studies: a roundtable discussion. *Middle East Report*, 30-32.  
<https://doi.org/10.2307/3013092>

- Gamble, S. (2001). *The Routledge companion to feminism and postfeminism*. Routledge.
- Gender bias is rife in textbooks*. (2017). World Education Blog. <https://gemreportunesco.wordpress.com/2016/03/08/gender-bias-is-rife-in-textbooks/>
- Ghaddar, F., Kashlan, D., & Ekkawi, A. (2018). Gender-based violence throughout the syria conflict: A 7-year analysis, *European Journal of Public Health*, 28, 213-571, <https://doi.org/10.1093/eurpub/cky213.571>
- Gil, I. (2016). Construction of stereotypes and their effects on education. South Florida Education Research Conference, 2-8.
- Govier, E. (1998). Brainsex and occupation. In J. Radford (Ed.), *Gender and choice in education and occupation*, 1-17. Routledge.
- Guillin, V. (2012). The biological bias of Comte's sociology: The issue of sexual equality. *Revue d'histoire des sciences*, 65, 259-285. <https://doi.org/10.3917/rhs.652.0259>
- Hachonda, N. J., Haberland, N., Mensch, B., Nyirenda, P., & Bulanda-Shalala, D. (2018). *Girls read! girls' rights: An empowerment curriculum*. ISBN: 0-87834-139-0
- Hatem, M. H. (1999). Modernization, the State, and the Family in Middle East Women's Studies. In *Social History of Women and Gender in the Modern Middle East* (1<sup>st</sup> ed.), (pp. 63-87). Routledge. ISBN:9780429502606.
- Hernández, M. D. R. N., González, P. I. R., & Sánchez, S. V. (2013). Gender and constructs from the hidden curriculum. *Creative Education*, 4(12), 89. <http://dx.doi.org/10.4236/ce.2013.412A2013>
- Internet Encyclopedia of Philosophy. (n.d.) Aristotle: Politics. In *Internet Encyclopedia of Philosophy*. Retrieved November 23, 2022, from <https://iep.utm.edu/aristotle-politics/>
- Jones, M., Kitetu, C., & Sunderland, J. (1997). Discourse roles, gender and language textbook dialogues: who learns what from John and Sally? *Gender and Education*, 9 (4), (pp. 469- 490).

- Koffka, K. (1924). *The Growth of the Mind: An introduction to child-psychology* (1st ed.). Routledge.
- Kohlberg, L. A. (1966). A cognitive-developmental analysis of children's sex role concepts and attitudes. *The development of sex differences*, 82-173.
- Kohlberg, L. (1971). From is to ought: how to commit the naturalistic fallacy and get away with it in the study of moral development. Academic Press.
- Lemberger, C. & Loch, E. (2002). Television in N. Salkind (Ed.), *Child Development* (2ed), 405-408. MacMillan.
- Lerner, R. (1974). *Averroes on Plato's "Republic"* (1st ed.). Cornell University Press.  
<http://www.jstor.org/stable/10.7591/j.ctt1287cp4>
- Liben, L. S., & Bigler, R. S. (2002c). III. Gender constructivism reconsidered. *Monogr. Soc. Res. Child Dev.*, 67, 22–39. doi: 10.1111/1540-5834.t01-1-00190
- Lindsey, L.L. (n.d.). *Gender roles: A sociological perspective* (6th ed.). Routledge.  
<https://doi.org/10.4324/9781315664095>
- Lindsey, L. L. (1994). *Gender roles*. Prentice Hall.
- Lotman, J., & Uspensky, B. (1978). *On the semiotic mechanism of culture*. New Literary History, 211-32.
- Mannheim, C. (1994). 'The boss was called Mr. Power: Learners' perspectives on sexism in EFL materials'. In J. Sunderland (ed.), *Exploring gender: Questions and implications for English language education*, Prentice Hall International LTD.
- Marcia, J. E. (2001). *Identity in Childhood and Adolescence*. Elsevier.  
<https://doi.org/10.1016/b0-08-043076-7/01722-8>
- Martin, C. L., & Halverson, C. F. (1981). A schematic processing model of sex typing and stereotyping in children. *Child Development*, 52, 1119–1134.  
<https://doi.org/10.2307/1129498>
- Miller, E. (1937). *The growing child and its problems* (1st ed.). Routledge.

- Nofal, M. Y., & Qawar, H. A. (2015). Gender representation in English language textbooks: action pack 10. *American Journal of Educational Science*, 1(2), 14-18.
- Oakley, A. (1972). *Sex, gender and society*. Ashgate Publishing Company.
- Parsons, T. (1959). The social structure of the family'IN R. Anshen. *The Family: its Function and Destiny*.
- Pearse, R. & Connell, R. (2016). *Gender norms and the economy: Insights from social research, feminist Economics*, 22:1, 30-53, DOI: 10.1080/13545701.2015.1078485
- Piaget, J., & Inhelder, B. (1958). *The growth of logical thinking from childhood to adolescence: an essay on the construction of formal operational structures* (1st ed.). Routledge.
- Piaget, J., & Inhelder, B. (2019). *The psychology of the child*. Hachette Book Group.
- Rabaa, S. (1985). Sex division of labor in Syrian school textbooks. *International Review of Education*, 31(3), 335-348.
- Reichard, S., Schneider, M., & Rapaport, D. (1943). *The development of concept formation in children*. Transactions of the Kansas Academy of Science, 46, 220.
- Richards, J. C. (2001). *The role of textbooks in a language program*. Cambridge University Press.
- Risman, B. J. (2018). Gender as a Social Structure. In: Risman, B., Froyum, C., Scarborough, W. (eds) *Handbook of the Sociology of Gender*. Handbooks of Sociology and Social Research. Springer, Cham. [https://doi.org/10.1007/978-3-319-76333-0\\_2](https://doi.org/10.1007/978-3-319-76333-0_2)
- Skliar, O. S. (2007). *Gender representations and gender bias in elt textbooks published in the Middle East: a case study of ELT textbooks published in Turkey and Iran* [M.A. - Master of Arts]. Middle East Technical University.
- Spector Person, E. (2005). A new look at core gender and gender role identity in women. *Journal of the American Psychoanalytic Association*, 53(4), 1045–1058. <https://doi.org/10.1177/00030651050530041301>

- Taba, H. (1932). *The Dynamics of Education*. Harcourt, Brace.
- Tahan, A. A. (2015). *An investigation of gender representation in EFL textbooks used at public schools in the UAE*. [Doctoral dissertation, The British University in Dubai (BUiD)].
- Teig, S., & Susskind, J. E. (2008). Truck driver or nurse? The impact of gender roles and occupational status on children's occupational preferences. *Sex Roles* 58, 848–863. <https://doi.org/10.1007/s11199-008-9410-x>
- Tribune News Service. (2020, June 29). *UNESCO report reveals covert gender bias in school textbooks*. Tribuneindia News Service. <https://www.tribuneindia.com/news/schools/unesco-report-reveals-covert-gender-bias-in-school-textbooks-106139>
- Unger, R. K., & Crawford, M. E. (1992). *Women and gender: A feminist psychology*. Temple University Press.
- Weedon, C. (2008). *Feminist practice & poststructuralist theory* (2nd ed.). Blackwell Publishing Ltd, Oxford.
- Weisgram, E. S., Dinella, L. M. & Fulcher, M. (2011). The role of masculinity/femininity, values, and occupational value affordances in shaping young men's and women's occupational choices. *Sex Roles* 65, 243–258. <https://doi.org/10.1007/s11199-011-9998-0>
- West, C., & Zimmerman, D. (1987). Doing gender. *Gender & society*, 1(2), 125-151.
- Wharton, A. (2005). *The sociology of gender: an introduction to theory and research*. Blackwell Publishing.
- Yang, C. (2014). *Gender representation in a Hong Kong primary English textbook series: Current issues on language planning*, 12(1), 77-88. doi:10.1080/14664208.2011.541390
- Yang, J. A. (2000). Fathering and children's sex role orientation in Korea. *Adolescence*, 35(140), 731. <https://link.gale.com/apps/doc/A70777835/AONE?u=anon~b70324ac&sid=googleScholar&xid=5d2af7ac>



## TÜRKÇE GENİŞLETİLMİŞ ÖZET

### Giriş

Toplumsal cinsiyet farkındalığının önemi, farklı toplumsal cinsiyet rolleriyle ilişkili sorunları belirleme yeteneğinden kaynaklanmaktadır çünkü toplumun sorunlarına ilişkin farkındalığı derinleştirme ve eşitlik ve herkes için daha iyi bir yaşam yönünde değişim yolları bularak bunlara uygun çözümler bulma becerisine sahiptir. Dilin başkalarıyla iletişim aracı olarak önemine ek olarak, Suriye'deki ilköğretim aşaması için İngilizce dil müfredatının analiz edilmesi amaçlandı. Temel amaç cinsiyetin metinsel ve görsel düzeylerde nasıl temsil edildiğini bulmaktır. Toplumsal ve kültürel normlar bu algıları büyük ölçüde etkilediğinden, toplumsal cinsiyet kavramı ile toplumsal cinsiyete dayalı tutum ve davranışlar arasındaki ilişkinin anlaşılmasında bir boşluk olduğu göze çarpmaktadır; diğeri Bu, dört ana sektörün her birindeki küresel cinsiyet farkı tahminine dayanan Dünya Ekonomik Forumu (2021) tarafından onaylanmıştır: sağlıkta hayatta kalma, eğitim kazanımı, ekonomik katılım ve fırsat ile siyasi güçlendirme. Ayrıca rapor, Suriye, Yemen ve Irak'ın, önceki göstergelerin içlerindeki temsildeki boşluğun ulaştığı seviyeye göre, küresel olarak en yüksek açıklara sahip üç ülke arasında olduğunu teyit etti.

### Problem Durumu

Cinsiyete önyargısı bir müfredatın devam eden yaygınlığı, eğitim ortamlarında, etkilenen tarafa saygının azalması ve düşük benlik saygısı gibi gelecekteki komplikasyonlara yol açabilir. Bu nedenle, okullarda kullanılan İngilizce ders kitaplarının yaydığı toplumsal cinsiyet yanlışlığı ve klişelerle yüzleşmek acil bir meseledir.

### Problem Cümlesi ve Alt Problemler

1. Suriyeli ilkokullardaki İngilizce Ders Kitaplarında cinsiyet nasıl temsil edilmektedir?
  - A. Ders kitaplarının metin içeriğinde toplumsal cinsiyet nasıl temsil edilmektedir?
  - B. Ders kitaplarının görsel içeriğinde toplumsal cinsiyet nasıl temsil edilmektedir?

### **Araştırmanın Amacı**

Bu çalışma, İngilizce ders kitaplarında tasvir edildiği şekliyle cinsiyet dengesizliği kavramının tamamını keşfetmeyi amaçlamaktadır. Çalışma ayrıca cinsiyet özellikleri ve bunların İngilizce ders kitaplarında kullanılan dil ile ilişkisini de ortaya koymaktadır. Bu çalışma, Suriye ilkokullarında verilen İngilizce derslerinin doğasına ilişkin ileriye dönük geçerli bir yol oluşturmaktadır.

### **Araştırmanın Önemi**

Bu çalışma, Arap kültüründe cinsiyet eşitliğini ve temsilini teşvik etme kursunda hayati önem taşımaktadır. Bu araştırma, Suriye'deki İngilizce müfredatının cinsiyete dayalı önyargılı olmamasını ve öğrencilerin okullaşma evreleri boyunca eğitimin faydalarından azami düzeyde yararlanabilmelerini sağlayacak stratejileri tasarlamak için bir temel sağlar.

### **Yöntem**

Bu çalışma, nitel bulguları desteklemeye ve genellenebilirliğini artırmaya yarayan nicel bulguların ve nitel yöntemlerin ağırlıkta kullanıldığı, karma yöntem yaklaşımının kullanıldığı betimsel bir araştırmadır. Calderon'a (2006) göre betimsel araştırma, istatistiksel yöntemler kullanılarak veya kullanılmadan mevcut koşullar, eğilimler, uygulamalar ve neden-sonuç ilişkileri hakkında verilerin toplanması, kategorize edilmesi, incelenmesi ve yorumlanması için sistematik bir yöntemdir. Bu yöntem, çalışılan grubun doğru bir temsilini sağlar ve grubun genel özelliklerinin açıklamaları açısından niteliksel, niceliksel veya her ikisi birden olabilen sonuçlar verir.

Çalışma, Suriye Milli Eğitim Bakanlığı tarafından yayınlanan Suriye'deki ilkokullarda kullanılan İngilizce ders kitaplarındaki cinsiyet temsilini incelemektedir. Araştırma, kitaplar, konuşmalar, röportajlar, web içerikleri, fotoğraflar, filmler vb. yazılı, sözlü veya görsel metinleri toplamayı ve bunları metodik olarak analiz etmeyi içeren bir teknik olan içerik analizini kullanmıştır (Luo, 2019). Bu çalışmada, ELT ders kitaplarında yer alan yazılı metinler ve fotoğraflar içerik analizi kullanılarak incelenmiştir. Nitel bulguları desteklemek için İngilizce ilköğretim müfredatının yazılı ve görsel içeriğindeki cinsiyet temsillerinin oranı biçimindeki tanımlayıcı nicel veriler de kullanılmıştır.

## Çalışma Grubu

Araştırma, Suriye'deki devlet okullarında İngilizce dilinin ilk aşaması için dört ders kitabına odaklanmaktadır. Kitaplar, Suriyeli bir yayıncı olan Milli Eğitim Bakanlığı Yayınları tarafından yayınlanan "Emar" adlı dizinin bir parçasıdır. "Emar" adı, Fırat Nehri kıyısında bulunan eski Suriye kentini ifade eder. Bu site 1972 ve 1976 yılları arasında keşfedildi ve Akadca yazılmış çok sayıda çivi yazısı tabletin yanı sıra son Tunç Çağı'na kadar uzanan binalarıyla tanınır.

Ders kitaplarının her aşamasının yazarları aynıdır ve kitapların tamamı Suriye'de Milli Eğitim Bakanlığı'na (MEB) bağlı Eğitim Müfredatı Geliştirme Ulusal Merkezi tarafından yayınlanmıştır. Kitaplar yeni, 2021 ile 2022 arasında basılmış ve yayınlanmıştır.

## Veri Toplama Araçları

Araştırmanın nitel yönünü yerine getirmek için araştırmacı, Maskwell'in (2005) "nitel araştırmada ilk adım okumaktır" (s.96) okumayla başlama tavsiyesine uydu. Araştırmacı, incelenen tüm kitapları baştan sona okudu ve manuel bir kodlama sistemi kullandı. Kodlama için mevcut yazılım programları olmasına rağmen, algılanan daha yüksek doğruluk nedeniyle manuel analiz tercih edildi. Kodlamanın ardından bulgular gösterilmiş ve yorumlanmıştır.

Veri toplama için araştırmacı, Bilgin'in (2013) araştırmasında kullanılan aracı uyarlamış ve Tablo 1 ve Tablo 2'de açıklandığı gibi her bir kategori için kodları kullanmıştır ve aralarındaki ilişkilerin araştırılması.

Tablo 89.

### Metin İçeriğini Kodlama Çerçevesi

| kod       | Ana Kategori | Alt kategori              |
|-----------|--------------|---------------------------|
| M -E-1    | Eylem        | 1. Üretken faaliyetler    |
| M -A-2    |              | 2. Üreme faaliyetleri     |
| M -A-3    |              | 3. Topluluk faaliyetleri  |
| M -A-4    |              | 4. Boş zaman aktiviteleri |
| M -A-5    |              | 5. Zihinsel faaliyetler   |
| M -A-6    |              | 6. Günlük rutinler        |
| M -A-7    |              | 7. Teknoloji ile ilgili   |
| M -A-8    |              | 8. Yardımla ilgili        |
| M-K-1     | Konum        | 1. Yerli                  |
| M-K-2     |              | 2. Dış mekan              |
| M-K-2-2.1 |              | 2.1. İş                   |
| M-K-2-2.2 |              | 2.2. Toplum               |

|           |               |                                                                                                   |
|-----------|---------------|---------------------------------------------------------------------------------------------------|
| M-İ-1     | İktidar       | 1. Meslek                                                                                         |
| M-İ-2     |               | 2. Cinsiyet diyaloglarındaki dönüşlerin sıklığı                                                   |
| M-İ-3     |               | 3. Cinsiyete göre sipariş/talimatlar                                                              |
| M-İ-4     |               | 4. Son kararı vermek                                                                              |
| M-D-1     | Dil kullanımı | 1. Adlandırma                                                                                     |
| M-D-1-1.1 |               | 1.1. Adlandırılmış karakterler                                                                    |
| M-D-1-1.2 |               | 1.2. isimsiz karakterler                                                                          |
| M-D-2     |               | 2. İsimlerin ve zamirlerin kullanımı                                                              |
| M-D-2-1.2 |               | 2.1. bahsetme sırası                                                                              |
| M-D-2-2.2 |               | 2.2. Zamirlerin sıklığı                                                                           |
| M-D-3     |               | 3. Jenerik kullanımı                                                                              |
| M-D-4     |               | 4. Vokatiflerin ve hitap biçimlerinin kullanımı.                                                  |
| M-D-5     |               | 5. Diğer referanslar ve çağrışım, sıfat için kullanılan dişiler ve erkekler (fiziksel ve kişilik) |
|           |               | 6- Saygı ifadesi kullanımı                                                                        |

Tablo 90.

*Görsel İçeriğin Kodlanması*

| kod   | Ana Kategori | Alt kategori                           |
|-------|--------------|----------------------------------------|
| G-E-1 | Eylem        | 1. Üretken faaliyetler                 |
| G-E-2 |              | 2. Üreme faaliyetleri                  |
| G-E-3 |              | 3. Topluluk faaliyetleri               |
| G-E-4 |              | 4. Boş zaman aktiviteleri              |
| G-E-5 |              | 5. Zihinsel faaliyetler                |
| G-E-6 |              | 6. Günlük rutinler                     |
| G-E-7 |              | 7. Teknoloji ile ilgili                |
| G-E-8 |              | 8. Yardımla ilgili                     |
| G-G-1 | Görünürlük   | 1. Boyut ve/veya ön plan               |
| G-G-2 |              | 2. Giyim                               |
| G-G-3 |              | 3. Kadın ve erkeklerin görülme sıklığı |
| G-İ-1 | İktidar      | 1. Meslekler                           |
| G-İ-2 |              | 2. Mülkiyet/kontrol                    |

**Verilerin Analizi**

Bu çalışma, hem nitel hem de nicel araştırma yöntemlerini içeren karma bir metodoloji kullanmaktadır. Nitel bileşenin amacı, temsil dengesini ve 2008 Blumberg raporunun bulgularından herhangi bir değişikliği belirlemek amacıyla Suriye'deki ilköğretim İngilizce dil ders kitaplarındaki cinsiyet temsilini analiz etmektir.

Anwaruddin'in (2013) belirttiği gibi, dil öğretimi araştırmalarında tek bir araştırma metodolojisi yeterli olmayabilir. Bu gibi durumlarda, hem nicel hem de nitel yaklaşımları birleştirmek, araştırma probleminin daha kapsamlı bir şekilde

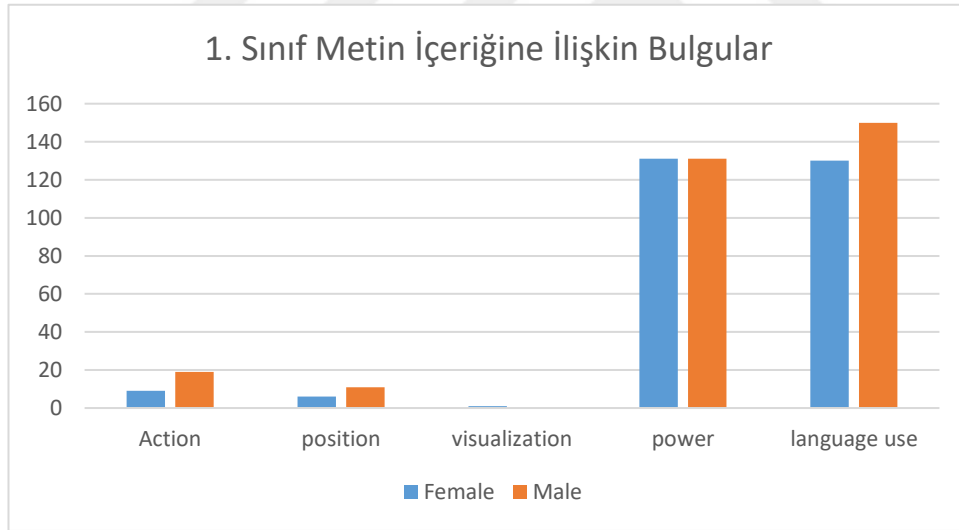
anlaşılmasına yol açabilir. Karma metodoloji, Teddlie ve Tashakkori (2009) tarafından açıklandığı gibi, her iki yaklaşımın sonuçlarını birleştirmeyi amaçlamaktadır.

Bu araştırmada, İngilizce müfredatının metinsel ve görsel içeriğinde erkek temsilinin kadın temsiline oranını belirlemek için nicel yaklaşım kullanılmıştır. Ancak araştırmacının bu temsillerin anlamını ve etkilerini de anlaması gerekir. Bunun için kalitatif yaklaşım gereklidir. Bu nedenle, tek bir yaklaşıma güvenmek yalnızca kısmi sonuçlar sağlayacaktır ve bu nedenle karma bir metodoloji en uygun kabul edilmiştir.

## Bulgular

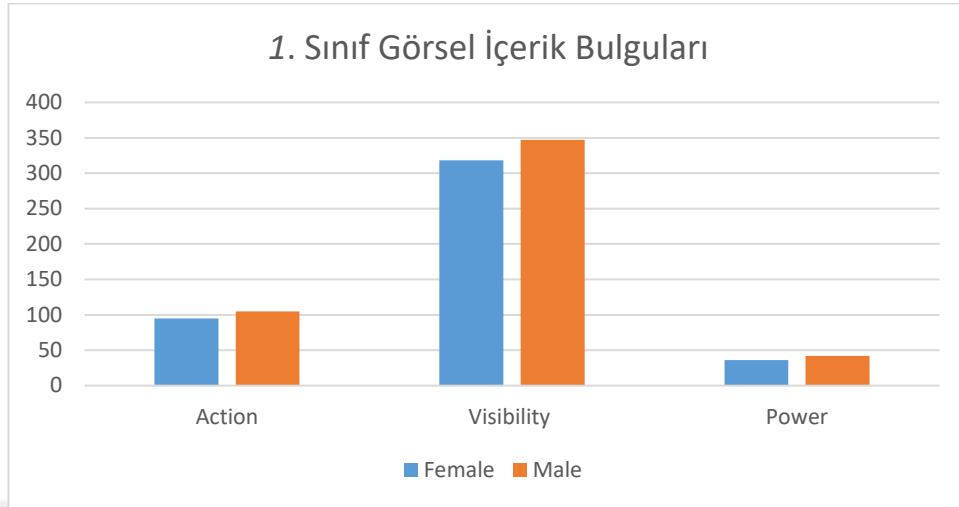
Bu bölümde, dört ders kitabının analizinden sonra elde edilen nicel ve nitel eşit erkek ve kadın temsiline ilişkin bulgular ve veriler sunulmaktadır.

### 1. Sınıf Metin İçeriğine İlişkin Bulgular



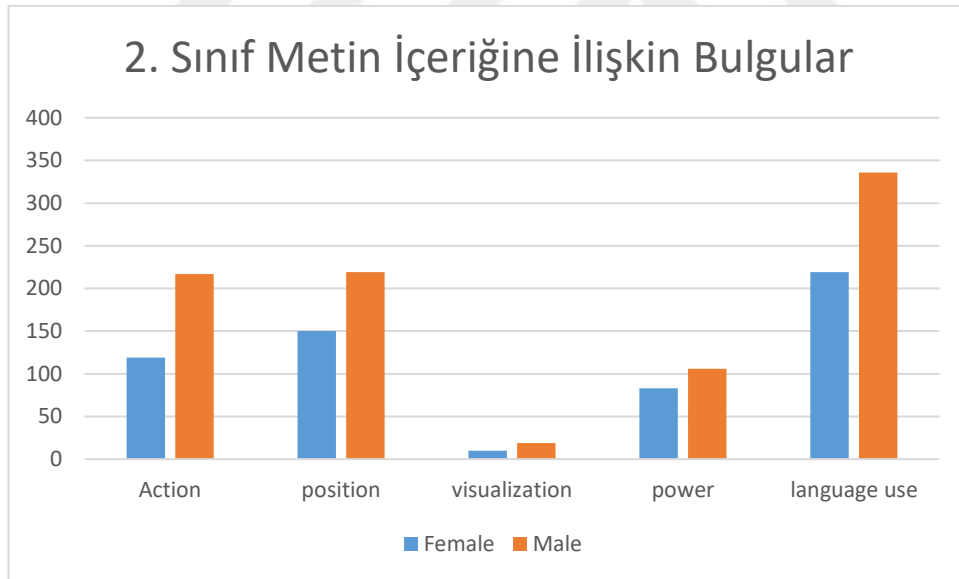
Şekil 16. 1. Sınıf Metin İçeriğine İlişkin Bulgular

### 1. Sınıf Görsel İçerik Bulguları



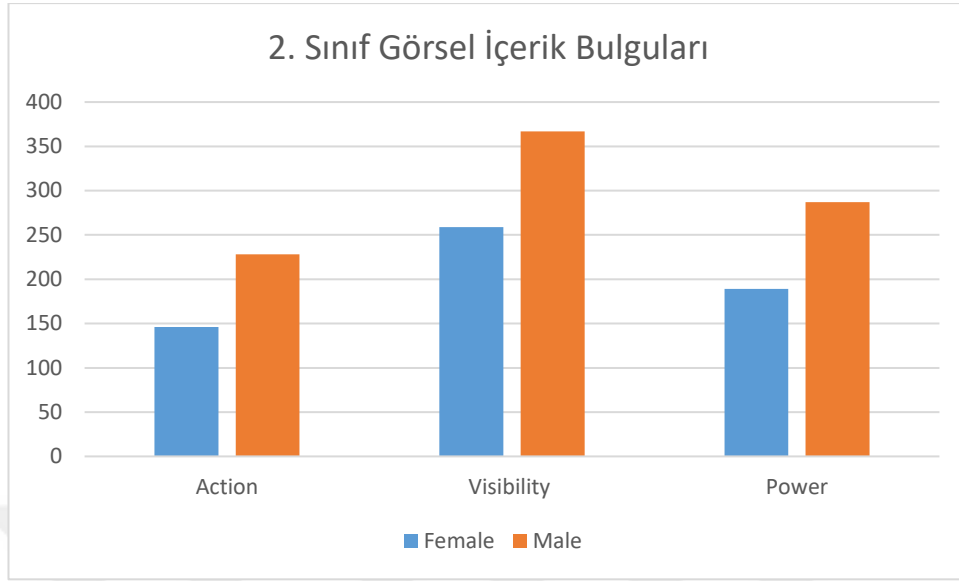
Şekil 17. 1. Sınıf Görsel İçerik Bulguları

### 2. Sınıf Metin İçeriğine İlişkin Bulgular



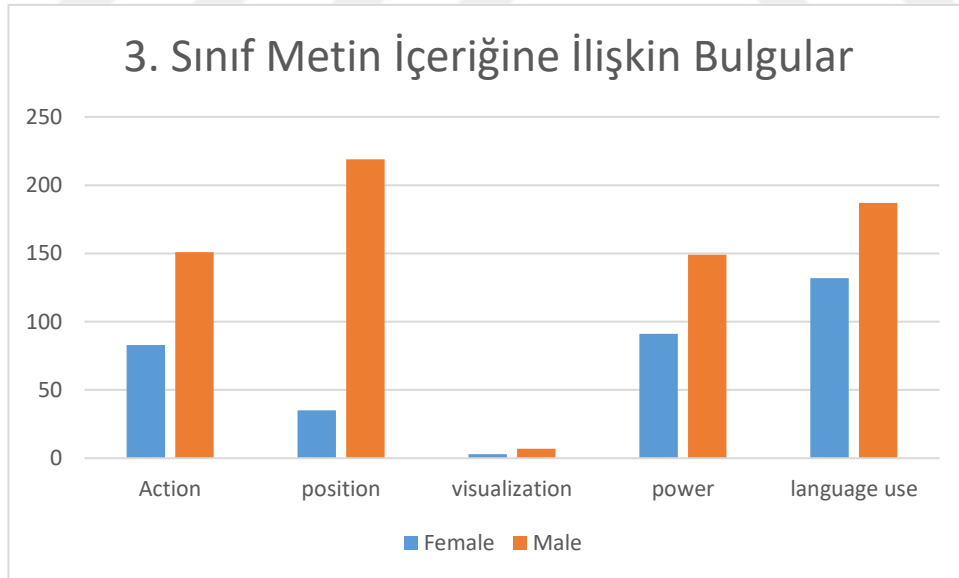
Şekil 18. 2. Sınıf Metin İçeriğine İlişkin Bulgular

## 2. Sınıf Görsel İçerik Bulguları



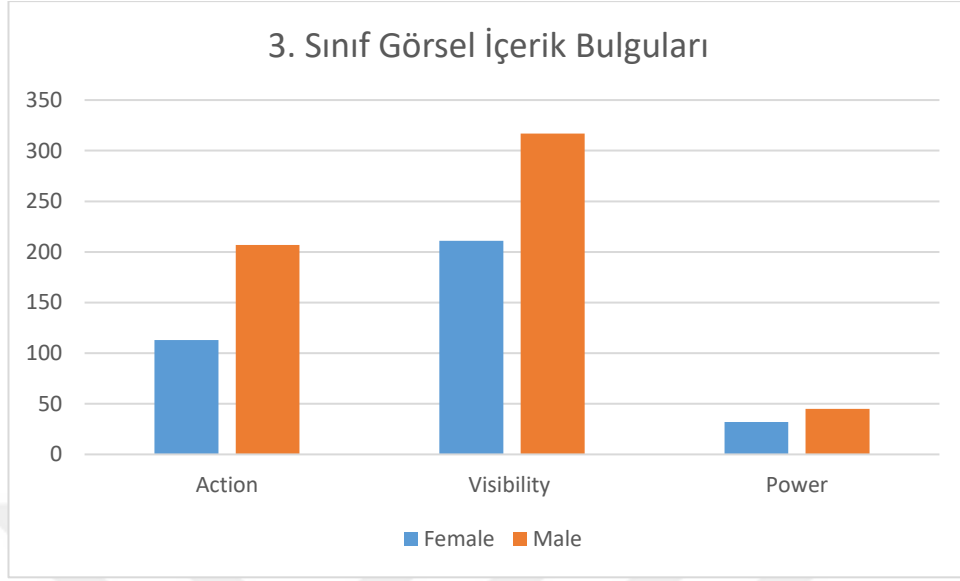
Şekil 19. 2. Sınıf Görsel İçerik Bulguları

## 3. Sınıf Metin İçeriğine İlişkin Bulgular



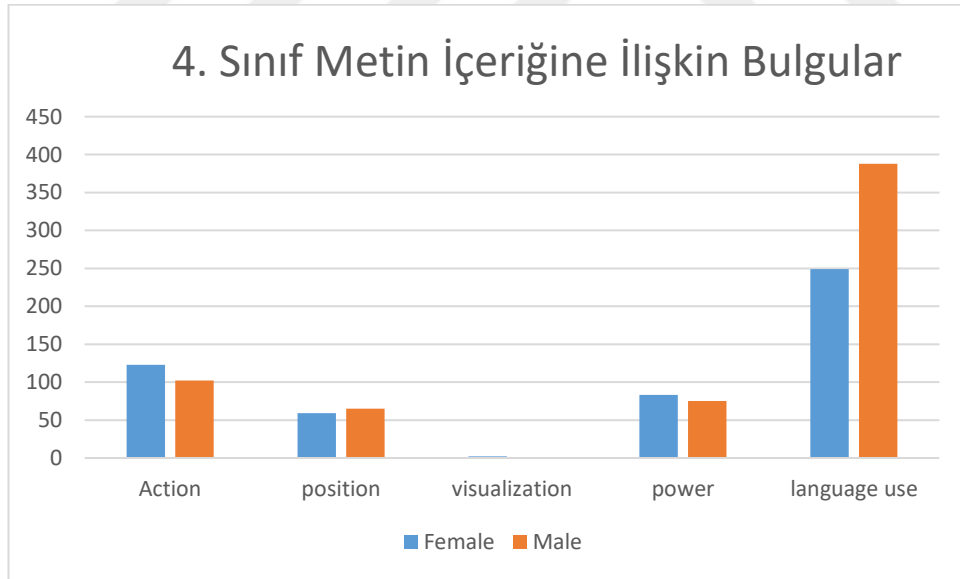
Şekil 20. 3. Sınıf Metin İçeriğine İlişkin Bulgular

### 3. Sınıf Görsel İçerik Bulguları



Şekil 21. 3. Sınıf Görsel İçerik Bulguları

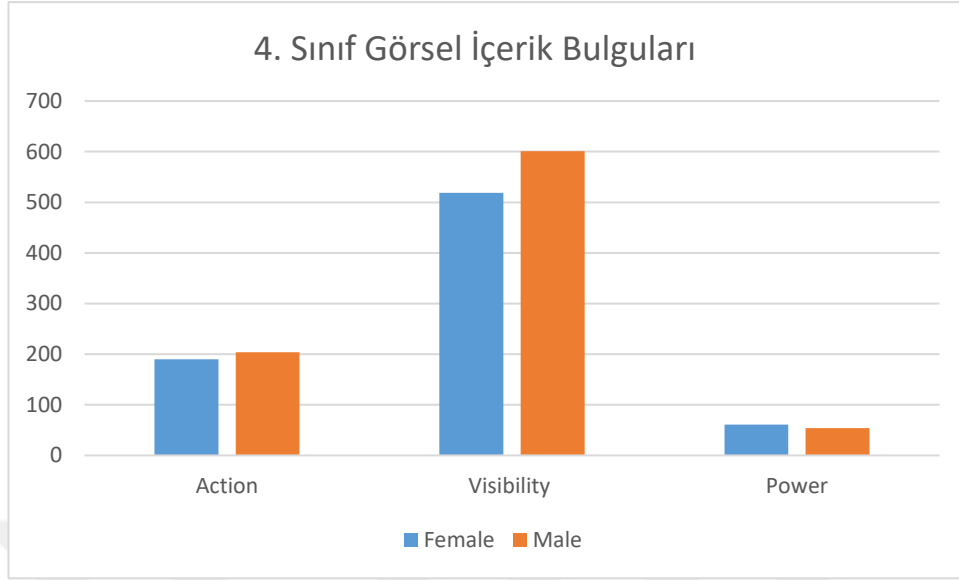
### 4. Sınıf Metin İçeriğine İlişkin Bulgular



Şekil 22. 4. Sınıf Metin İçeriğine İlişkin Bulgular



#### 4. Sınıf Görsel İçerik Bulguları



Şekil 23. 4. Sınıf Görsel İçerik Bulguları

#### Sonuç, Tartışma ve Öneriler

Çalışma, metin düzeyinde dil araçları (eşleştirme, bağlam içinde anahtar kelimeler gibi) ve görsel içerik kullanarak yerel Suriyeli ilköğrencileri için 2021-2022'de yayınlanan dört İngilizce ders kitabını analiz etti. Edebi incelemelerde de ele alındığı gibi, okul müfredatlarında, özellikle İngilizce müfredatında toplumsal cinsiyetin ortaya çıkışı ve temsilinin önemine yönelik bir ihtiyaç vardır. 2021-2022 yıllarında devlet okullarında okutulan ve Suriye Milli Eğitim Bakanlığı tarafından basılan Suriye'deki ilköğretim İngilizce müfredatı ders kitaplarının incelenmesi sonucunda ortaya çıkan farklılıklar, bir denge bulmamız gerektiğini bize teyit ediyor. İki cinsiyet arasındaki cinsiyet temsiline adalet. Gecikme olmaması durumu, özellikle erkek ve kız öğrenciler okuldan, öğretmenlerden, ders kitaplarından ve diğerlerinden aynı eğitim ortamını kullanarak eğitim kaynaklarını paylaştıklarından, öğrenciler için kavramların oluşturulmasında çıkarımlara ve yansımalarla sahiptir. Bu hedef, ders kitaplarını geliştirenleri, cinsiyet temsiliinin adil ve dengeli bir dağılımını içeren eğitim müfredatları tasarlama zorunluluğundan sorumlu tutmaktadır.

Eylem”, görünürlük ve güç olmak üzere üç ana kategoride görsel içerik analizi bulgularına bakıldığında, erkek cinsiyet temsiliinin en yüksek olması, ders kitaplarını

hazırlayan yazarların iki cinsiyet arasında adil bir dağılım yapmadığını göstermektedir.

Ek olarak, metinsel içerik analizinin bulguları beş ana kategoride temsil edilmektedir: eylem, yer, görselleştirme, güç ve Dil kullanımı. Erkek cinsiyet temsili, kadın temsilinden daha yüksekti. Metinlerin çoğunda kadın görünümünden çok erkek görünümüne odaklanması, iki cinsiyet arasında bir uçurumun ortaya çıkmasına neden olmuş ve bu dengesizlik durumu, yazılı metinlere orantılı olarak kadın temsiline sahip olunarak önlenebilmiştir.

Dil öğrenimi kelime dağarcığına ve yapılar değil, dilin öğretildiği sosyal ve kültürel bağlama bağlıdır. Buna göre, İngilizce ders kitaplarında iki cinsiyetin temsili, Suriye toplumunun kültürel gerçekliğine dair yanlış bir izlenim vermektedir. Bu, özellikle toplumsal cinsiyetin tüm sosyal boyutlarıyla toplumsal kültürün inşasında önemli bir unsur olması nedeniyle, istenmeyen pedagojik sonuçlara yol açabilir.

Ders kitaplarında dengeli bir cinsiyet temsili, mevcut cinsiyet klişelerini azaltmaya ve düzeltmeye ve cinsiyet eşitliğini desteklemeye yardımcı olabilir. Bu, Suriye toplumunda toplumsal cinsiyet adaletini teşvik eden Arap ve İslami değerlerle uyumludur. Öğrencilere dengeli ve tarafsız cinsiyet temsilleri sunan ders kitapları sağlayarak entelektüel ve sosyal açıdan daha dengeli bir ortam yaratmaya yardımcı olabiliriz.

Bu çalışmanın sonuçlarına dayanarak, gelecekte değerlendirilmek üzere aşağıdaki öneriler sunulmaktadır.

Bu çalışmanın, Suriye devlet okullarındaki ilkökul öğrencilerine yönelik İngilizce ders kitaplarında cinsiyet temsili analizine ilişkin ilk çalışma olduğu göz önünde bulundurulduğunda, her seviye ve sınıftaki tüm İngilizce ders kitaplarında cinsiyet temsili incelemek için daha fazla araştırmaya ihtiyaç vardır.

Müfredat Geliştirme ve Yazma Komitesi, hem erkek hem de kadın cinsiyetlerinin adil ve dengeli bir şekilde temsil edilmesini sağlamak için, uzman araştırmacıları dâhil ederek, İngilizce müfredatını eleştirel bir gözle yeniden değerlendirmelidir.

Müfredat ayrıca, öğrencilerin dil öğrenimi ile içinde yaşadıkları gerçeklik arasında entelektüel ve kültürel bir dengesizlik yaratmaktan kaçınmak için, toplumun inançları

ve gelenekleriyle çelişmeden veya bunlarla çatışmadan toplumsal bağlam ve değerlerle uyumlu olmalıdır.

İngilizce eğitimi, adalet ve eşitliği teşvik etmeye çalışmalı ve sosyal ve entelektüel gelişimleri sırasında öğrencilere olumlu değerler aşılamalıdır.

Öğretmenler, sınıftaki eğitim sürecine ilişkin kişisel gözlemlerine dayalı olarak İngilizce müfredatının değerlendirilmesinde söz sahibi olmalıdır.

Öğretmen önyargıları bazen öğrencilerde cinsiyet önyargılarının şiddetlenmesine katkıda bulunabileceğinden, İngilizce müfredatının cinsiyetten bağımsız bir şekilde nasıl öğretileceği konusunda öğretmenleri eğitmek için öğretmen eğitimi programları sunulmalıdır.





## APPENDICES

## Appendices 1

### Samples from the 1<sup>st</sup> grade coursebook

#### Textual content:

**Action:** Leisure time



Figure 16.

**Locus:** outdoor



**Power:** initiation of dialogues



Figure 17.

**Language in use:** use of generics



Figure 18.

**Language in use:** Forms of address used for males and females:



Figure 19.

**Visual content:**

**Action:** Leisure time



Figure 20.



Figure 21.



Figure 22.

**Visibility:** Frequency of occurrences in pictures



Figure 23.

**Power:** Occupation

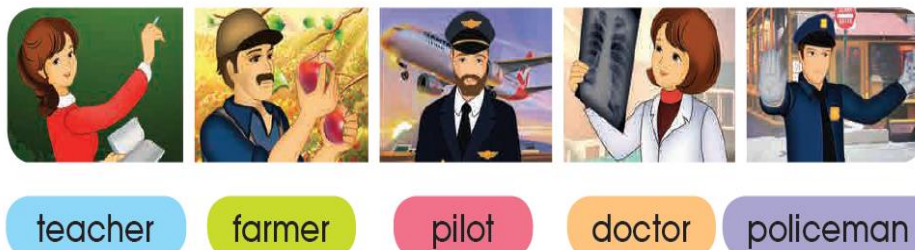


Figure 24.

## Appendices 2

### Samples from the 2<sup>nd</sup> grade coursebook

#### Textual content:

**Action:** Leisure time



Figure 25.

**Locus:** domestic



Figure 26.

**Power:** Initiation of dialogues



Figure 27.

**Language in use:** Frequency of pronouns

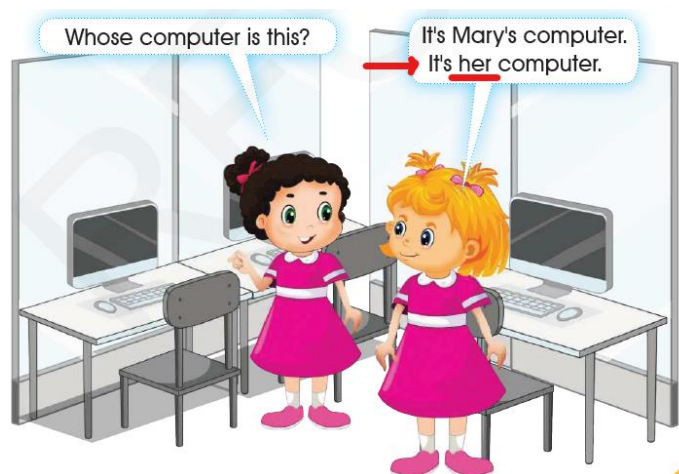


Figure 28.



### Appendix 3

#### Samples from the 3<sup>rd</sup> grade coursebook

##### Textual content:

**Action:** Leisure time



Figure 29.

**Locus:** Outdoor

It's holiday today. Sara usually goes shopping with her father. Now they are at the zoo. Sara is watching the funny monkeys. They are eating bananas. Dad is taking photos.



Figure 30.

Figure 31.

**Power:** Initiation of dialogues



Figure 32.

**Language in use: Frequency of pronouns**

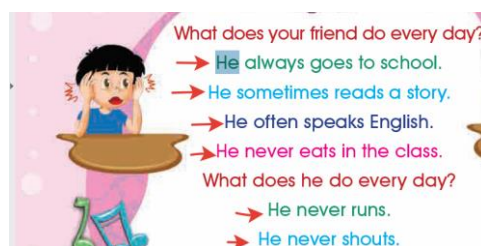


Figure 33.

**Language in use: Forms of address used for males and females**



Figure 34.



Figure 35.



Figure 36.

**Visual content:**

**Action: Leisure time**



Figure 37.



Figure 38.

**Visibility:** Frequency of occurrences in pictures



Figure 39.



Figure 40.

**Power:** Occupation



Figure 41.



Figure 42.

## Appendix 4

### Samples from the 4<sup>th</sup> grade coursebook

#### Textual content:

**Action:** Leisure time

This weekend, we are staying at home. It's very hot. We can't go out. My mother is in the kitchen. She is cooking. My father is surfing the Net. My little brother is watching a film on the computer, and my little sister is playing with her doll. I like staying at home with my family.

Figure 43.

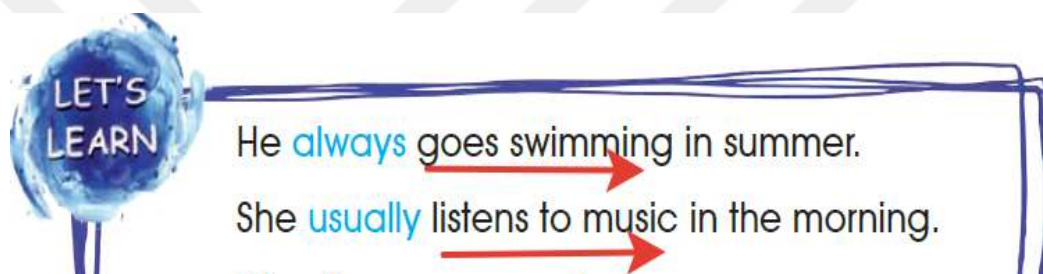


Figure 44.

**Locus:** Outdoor



go to work

→ 2. Sara / Leen goes to the beach on holiday.

→ 3. On holiday, Hani goes to the beach / mountains.

Figure 45.

Figure 46.

**Power:** Initiation of dialogues

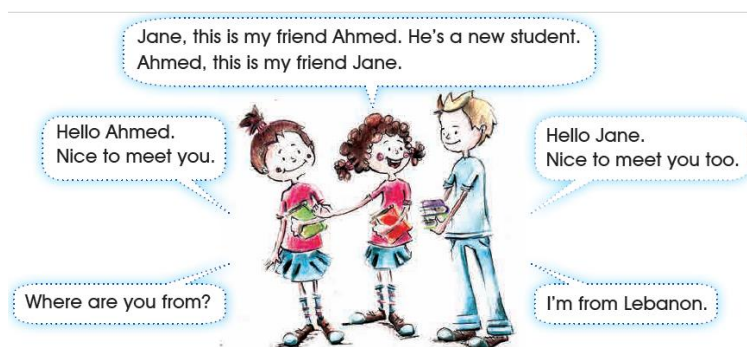


Figure 47.



Figure 48.

**Language in use:** Frequency of pronouns

Dan is an English boy. **He** lives in London. **He** is eleven years old. **He** lives with **his** family. **He** usually wakes up at half past six, brushes **his** teeth and gets dressed. At seven o'clock, **he** leaves to school. At three o'clock in the afternoon, **he** comes back home. **He** usually has lunch at half past three then **he** does his homework. In the evening, **he** sometimes watches TV before **he** goes to bed at nine o'clock.

Figure 49.

**Language in use:** Forms of address used for males and females:



Figure 50.



Long time ago, a king put a boulder on a main road in his kingdom. Then he asked his servants to hide and watch to see if anyone would remove the huge rock. Some of the king's men and rich people came by and simply walked around it.

Figure 51.

### Visual content:

**Action:** Leisure time



Figure 52.



Figure 53.



Figure 54.

**Visibility:** Frequency of occurrences in pictures



Figure 55.



Figure 56.

**Power:** Occupation



Figure 57.



housewife



policeman



fireman



teacher



doctor



nurse



artist



footballer

Figure 58.

