

## **A Discourse Analysis of Gender Representation in Textbooks**



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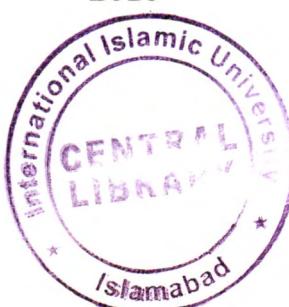
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# A Discourse Analysis of Gender Representation in Textbooks



By

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*This thesis is submitted in partial fulfillment of the requirement for the  
degree of MS in Sociology*

**DEPARTMENT OF SOCIOLOGY**

**FACULTY OF SOCIAL SCIENCES**

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**INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD, PAKISTAN**

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It is certified that thesis submitted by Ms. Laila Hussain, Reg. No. 157-FSS/MSSOC/S14 titled as "**A Discourse Analysis of Gender Representation in Textbooks**" has been evaluated by the following viva voce committee and found that the thesis has sufficient material and meets prescribed standard for the award of degree of MS in the discipline of Sociology.

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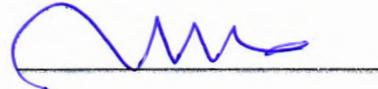
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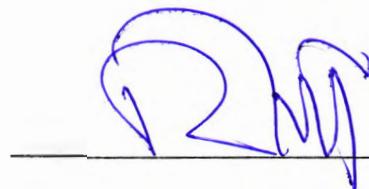
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## *Dedication*

*This piece of work is dedicated to my mother  
whose prayers and support always encourage me and  
to my dadi whose life is a source of inspiration for  
me.*

**ABSTRACT:**

As gender is the societal and cultural constructed phenomena rather than the natural one, and it is instituted in the minds of children in early stage through different social institutions. The textbook plays a vital role in inculcating gender images in the minds of students. The existing Literature has identified that primary school syllabus in Pakistan portray gender representation as biased, which is creating negative image in present generation. Keeping this thing in mind, the present research has been conducted to highlight these problems based on Foucauldian discourse analysis and sex role development theories (social learning theory, cognitive development theory and gender schema theory). The gender representation was seen in the English and Urdu textbooks formed by three different publishing companies (AFAQ, National Book Foundation and Oxford University Press) for primary level in Pakistan. The present study also purposes to create a complete appraisal between the images and text related to gender as exhibited in the three textbooks publishers. The numerous academic studies have been conducted in different context and by using different textbooks yet studies specifically focusing on the selected textbooks are scares. Thus to address this gap this research was done on textbooks taught in different schools. For fulfilling the objective, the research was divided into two parts. In the first part, the textbooks by three of the publishers were analysed and in the second part, a detail comparison was made on the data collected in the first part of the analysis. The finding exposes the existence of biased attitude in representing both gender in all sets of textbooks. However, it is also revealed that AFAQ and OUP has improved gender images and are also the source of breaking some of the stereotypes which are greatly rooted in our society and culture. The present research also recommends the publishers, writer and the government to have a gender based test of the textbooks besides this the study also suggests teachers how they can manage text based on gender biasness.

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# **Chapter No 1**

## **Introduction**

### **1.1 Background**

Textbooks are considered at the heart of academic initiative, as they provide students, "a rich collection of original and theoretically inspiring facts, and exposed them to a world of wonderful experience" (Chambliss & Calfee, 1998). The works related to textbooks offer confirmation of the important part of textbooks as basic means for conveying the content and knowledge that is present in that content for defining in huge amount what goes on in a class (Hummel, 1998, cited in Lebrun, et.al , 2002) and for evaluating what pupils do and don't learn (Freeman & Porter, 1989, cited in Oakes & Saunders, 2004). If the students have access and availability of the textbooks then it is considered a major factor in predicting academic attainment (Heyneman et al, 1978, cited in Oakes & Saunders, 2004). Moreover, in their explanation and demonstration of knowledge, schoolbooks are considered a vehicle of rules, morals and models of societal behaviour through representation they contains.

The question of gender as an issue in language education continues to interest researchers (Rifkin 1998). Gender as a mean of human society which deals with bodies of human, and the many significances of that dealing in our personal lives and our mutual fate'. Language is an important aspect of gender (Connell, 2008) through which individuals make sense of their ideas and feelings for the world (Holmes 2008, Mineshima, 2008 &

Montgomery 1995). It plays an essential role in the socialization of children (Mineshima, 2008) and is an important academic influence on developing conceptions of gender. Language can also be a primary factor with the help of which gender prejudices are openly and indirectly perpetrated (McClure, 1992). Different studies in the area of gender and education displays much evidence that within schools, textbooks play a significant role in the gender socialization of children (Lee & Collins 2008; Britton & Lumpkin, 1977). The impact of textbooks on the development of students both cognitively and behaviourally has been widely researched (Briere & Lanktree 1983; Peterson & Lach, 1990; Britton & Lumpkin 1977). Lee and Collins (2008) affirm that Students, who usually bestow great integrity and ability to instructive materials, tend to engage and adapt the materials in small detail without remark, and to be vulnerable to their effect.

In the textbooks, there is the stereotypical construction of gender. Female are considered as delicate, weak, and affectionate and sacrificing whereas men are supposed to be brave, confident, assertive and career focused. Children developed their appropriate role through the images or texts which are portrays through curriculum of textbooks which generally arises from gendered power/ knowledge relations (Ullah, Ali & Naz, 2014). Otlowski (2003) revealed that existing English language textbook used in Japan have gender bias portrayal of females mainly in the roles of mothers and homemakers is still being everlasting in many of the present language textbooks. Suderland (2000) mentioned that most of the teachers observed gender difference in the classrooms. She was also of opinion that there is male dominance in the classrooms and besides this teachers gives more attention to male of the class due to which male are treated bitterly and more attentively by the teachers as compared to women. Furthermore she revealed that female

characters are stereotyped, demeaned, or reduced somewhat unseen. These discriminations severely affect the students learning about the role and status of women in the society.

The issue related to the stereotypical representations of gender in textbooks also prevails in Pakistani societies. The studies on gender portray through education specifically through textbooks have been conducted in Pakistani context. The textbooks which are taught at different schools are the source of promoting gender differences which are also the part of our culture and acculturated in our minds. In this concern, Nisa (1989) said, "Feminine pictures found in school textbooks as portrayal of women, their traits and their tasks are as received by male conquered society". This statement is more obvious by the following examples. *The sisters had to clean the house. The mothers are busy in kitchen and the father brought dates, samosas and drinks from the market* (Unit 14: English 2 by AFAQ). *A wood cutter lived in the forest with the large family. He was very hardworking. His wife was busy cooking, cleaning, and looking after the children. She could not help him earn money* (Unit 11: English 3 by OUP). *Salma aur uski beti bhot saleqa mand the. woh apny ghar walo ka bhot khayal rkhti the. un ly ghar waly bhe dono sy bht khush thy* (unit 4: Urdu 4 by NBF).<sup>1</sup>

All the above examples are taken from the textbooks taught in private and government schools of Pakistan. The textbooks of AFAQ and NBF are published by the local companies but on the other side textbooks by OUP are the manufacture of a western communal and the English books of OUP are writer by Nicholas Horsburgh<sup>2</sup> who is a

---

<sup>1</sup> All the mention examples are taken from the textbooks which are under the observation in this research. The chapters and paragraphs are summarized here.

<sup>2</sup> Nicholas Horsburgh was the writer of Oxford Modern English, the series by OUP used in my study.

English writer whereas Urdu books by oxford university press are written by Pakistani writer Amina Nawaz. In west the struggle for gender equality is older as compare to Pakistan so it was assumed by the researcher that OUP have images and text based on gender equality.

A pre analysis of OUP was made by the researcher to see whether the texts and images are written and shown according to the context of Pakistan as it was written especially for the students of Pakistan. But the finding disclose English textbooks by OUP have majority of the text and images which were not representing local culture whereas Urdu textbooks by OUP is based on local culture.<sup>3</sup>

### **1.2 Rationale of the study:**

Gender representation is very common in text books. In Pakistan, mostly it is present in English and Urdu textbooks of primary schools where the socialization of children starts. Therefore, these books have more power for influencing the gender concepts of the students which in the reader of that textbook. Keeping the concept in mind, the present student inclines to focus on Urdu and English textbook of class 1-5 by three different publishers (AFAQ, NBP, and OUP) to see the difference in representation of gender and secondly making a comparison that whether gender ideas are different in the selected textbook or not. This research also helpful in analysing gender images in English and Urdu textbook thus ensure whether or not gender equality and equity is prevent English and Urdu textbook which is provided to the of Pakistan.

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<sup>3</sup> The difference in the texts and images of English and Urdu textbooks by OUP was because of the writer of the textbooks.

### **1.3 Objectives:**

In the wider framework, the objective of my study is similar to the agenda of feminist movement, whose main objective is to identify those behaviours which are creating gender discriminations. Our main purpose of education should be to teach children what is right and what is wrong not that education which our society wants to teach them. As textbook are the necessary constituent of education so textbook should be the source of eliminating gender biasness and stereotype. To confine my study, the specific aim of my study is to analyse gender representation in textbook and to compare their representation among three of the selected textbooks. The major objective are describe as

1) To examine gender representation displayed in three different publishing companies.

This objective is divided into further categories;

a) To examine the visibility of female and male characters, images, tenses and narrator.

b) To study gender ideas conveyed through these textbook and images found in it.

c) To analyse activities and domestic and occupational roles assigned to both gender.

2) To compare the way gender is represented in three of the selected textbook.

### **1.3. Research Questions:**

On the basis of the objectives discussed above the following research questions were made:

- How the representation of gender is encoded in three of the textbooks such as AFAQ, NBF and OUP?
- Are stereotypical patterns present in the selected textbooks?
- What are the difference in terms of gender discrimination in three of the textbooks companies?

#### **1.4. Significance of the study:**

The aim of this research was to emphasize and highpoint on the problem of gender inequality in the current school syllabus in Pakistan. As course book are main agents of transformation and socialization, and the socialization of children can be done in the present social order and their mind can be change with the help of the contents which are the part of the textbooks. The characters shown in the textbooks serve as the role models for the children and it indirectly effect the minds of the children and also the decision related to what they have to become in their future life. Thus, it is domineering that the existing stereotypical content presented in textbooks be changed with the material which have gender balance content. This study aims to assist policy makers, publishers, and teachers in bringing awareness related to gender issues in the textbooks and besides this it will also help them to identify the areas of gender disparity and to support gender equity. It will also persuade the writer of different textbooks to judgmentally examine the writing related to gender before presenting it to the reader.

### **1.5. Limitation:**

The present conducted study had limited emphasis as it will only target only three curriculum publishers and besides this only English and Urdu textbooks of the selected publishers are taken as the unit of analysis to see gender representation and discrimination. The selected books were of primary level such as classes from one to five.

### **1.6. Operational definitions:**

#### **1.6.1. Gender:**

Gender is the socially constructed terms that refers to attitude, approaches and performance that a given culture connects with an individual biological sex.

#### **1.6.2. Text books:**

Textbooks is the books used in academic institutions and it is utilized in the study of subject.it contains the depiction of principles of the subject and the literary work that is related to the particular subject.

### 1.7. Conceptual framework:

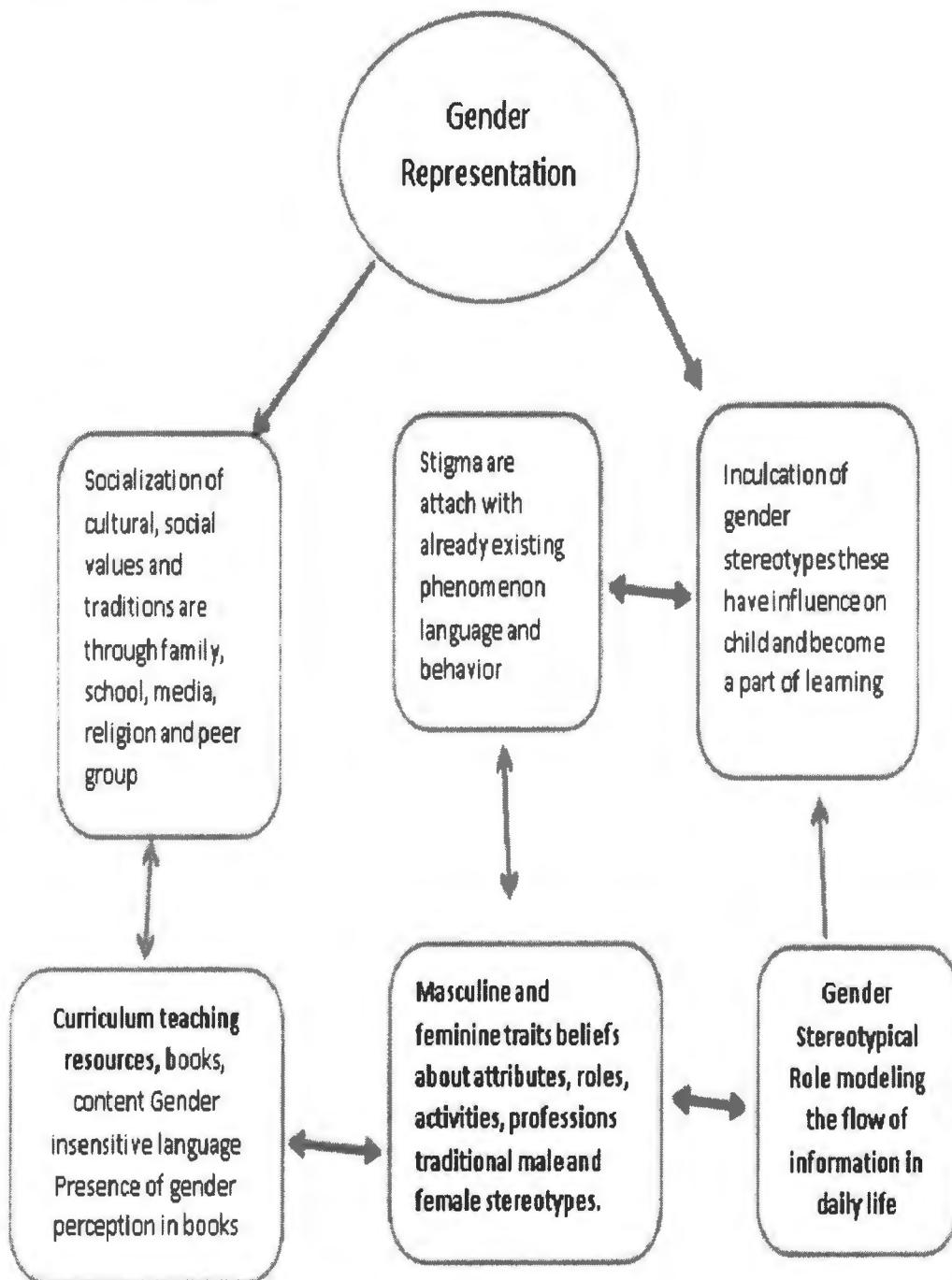


Figure 1.7

## Chapter No 2

### Literature review

#### 2.1 Theoretical Framework:

##### 2.1.1 Discourse analysis

According to Hager (1995:44) discourse is basically a particular collection of concepts, ideas and classification which is created, recreated and change in the specific set of practices and with the help of it meaning is given to the physical and social realities. As per Young identifies that anything examined at this point is not just which was supposed or assumed for each, "however all the discursive rubrics and classifications that stayed a priori, supposed as a fundamental fragment of discourse plus also a knowledge" (1981:48). So according to this way , the special effects of broad practices is to create it effectively unbearable to consider outside of them, by definition to be actually outside of them is to be mad, to be further than understanding and so from the reason (Young:1981).and hence Discursive procedures are intensely associated to the practises of power. Through systems of choice, omission and domination, discourse is both instituted by and confirms the reproduction of the social system (Young: 1981)

##### 2.1.2 Foucauldian approach to Discourse Analysis

The Intellectuals of social sciences incline to understand the approach of Foucault to the notion of discourse from diverse standpoints, like as power/knowledge and representation. As Hall (1997, p. 44) states that Michel Foucault describes discourse as collection of statements which gives us a language which discusses that in which way we represent the knowledge related to any specific topic at a specific historical moment. but besides this we all know that all the societal practises need meanings and this meaning

actually shapes and influence those deeds which we do, conduct and practises and all this have a discursive meaning.

The notion of discourse according to Foucault is powerful resources of facilitating forms of criticism and resistance. As Young (1981) briefly introduced that the core focus of Foucault is on three things such as rules, systems and processes which are created and are created by our will of knowledge. These three things (rules, systems and processes) consist of a distinct dominion of discursive practices and hence the order of discourse is a conceptual territory in which knowledge is designed and created.

As Foucault (1981) declares that through variety of procedures the construction of discourse is controlled, nominated, organized and reorganized. In the Anglo-American tradition the concept of discourse is remained largely with the concept of linguistic but 'from the beginning Foucault is indulged in a combined attempt to give back materially and power and from it it is clear that he wants to focus the analysis of discourse within the field of political action. These concerns discourse lead also to his emphasis of the detail that discourse is both that which restrains or allows thinking, speaking and writing. He expressed that 'discursive practices' work in inhibiting and productive ways, involving a production of instructions that elect both eliminations and choices (Foucault, 1981).

These all processes such as process of formation and constriction, construction and exclusion, are inseparable. More specifically they are both complimentary of one another and hence discourse is shaped and exists through their mutual constitution (Foucault, 1981).

### **2.1.3 Power and Truth:**

Michel Foucault claimed that in order to understand power one must first have understanding of class struggle that focused on ruling classes, and he replace them with an inspection of power as it is established at its passageway limits. He replaced the broad understanding of power by the microphysics of power. This means that to 'cut the king's head off'. Moreover, power was understood in more vigorous and universal terms such as money bartering hands through a difficult social system, not the selected property of a class or group of people.

According to Foucault, knowledge is produced power or in other sense one can say that power is the important thing in producing knowledge and they both openly infer each other and hence it is eventually truth himself that is created in relation to power. Hence one can say that truth can be produced instead of the fact that it should be learned or discovered and it is also same for knowledge, which should be learnt.

### **2.3.4 The Relationship between Power, Knowledge, and Truth:**

Foucault's idea of power/knowledge has associations for his idea of truth. He mainly draws the attention towards connection between knowledge and power and it takes us to the definite 'truths' about the human subjects. (McHoul & Grace 1993). In principle, he agrees with the proverb that 'knowledge is power' (power/knowledge), opposing that power is concerned in the way in which definite knowledge (and thus truth) is applied (Hall, 1999). And hence in his later work, Foucault examined the way in which discourse is practice in the social world by focusing on the in the discursive foundation of specific society which consist of institutional apparatus and its different techniques like rules, subject, things, episteme and institution and these all are made through discursive practices

and Foucault label it as a regime of truth and for him truth is structure of procedure for the construction, instruction and distribution of statements. (Phillips & Jorgensen 2002:14).

Foucault was in opinion that truth is not outside the power it is the phenomena of this world and produced by the asset of various procedures of restraints and it persuades steady effects of power. Every society have its general politics and regime of truth that is basically the kind of discourse which is acceptable and make function as true and a status of discourse which says what counts are true ( 1972 cited in Hall 1997: 51)

However some discuss that Foucault concept of truth as problematic as he exposes his disagreement of discursive rules of truth to the control of belief and his focuses on discourse can disregard the material and financial basic issues that is included in the circulation of knowledge and power.(Hobbs 2008: 13)

With the above points in mind, it is not, Foucault asserting that if ones wants to have access on universal truth than it is impossible to talk from the position which is outside the discourse (Phillips & Jørgensen,2002) in this sense, truth becomes unattainable, and thus discourse, being socio-culturally or –politically situated, can create only a uncertain right to truth. This argument is not without critic. Foucault's argument that discourse produces the synonyms of things and practices is an awareness that we cannot think outside the discourse. (Danaher et al, 2000). Regardless, truth can never be taken and signified in its clean, multi-dimensional method by the narrow symbolic restrictions of discourse and the narrow physical restrictions of the medium.' (Hobbs, 2008)

### **2.2.5 Subjects and Discourses in Foucauldian sense:**

Foucault provided an insight into discourse analysis' understanding of the subject. One of his key arguments in this regard is that subjects are formed in discourses (Foucault, 1972). This relates to the idea that discourses as systems of representation are linked to culture and its hierarchies and power relations, and thus ways of seeing, which impact on the human subject. As Hall (1997, cited in Hobbs 2008) notes of Foucault's suggestions for understanding the concept of representation: subjects are responsible for creating different text but they are operating within the limits of discursive formation. It is the discourse not subject that speaks but this subject is responsible for producing knowledge within discursive formation, the command of truth, of a specific culture. This subject cannot be outside discourse, because it must be subjected to discourse. It must submit to its instructions and agreements, to its natures of power/knowledge. So the subject becomes conveyor of the kind of knowledge which discourse produces. It can become the object through which power is transmitted.' In expressing this position, (Kvale, 1992) states: 'The person no longer utilized language for expression; rather language speaks for the individual and one's self becomes the means of language and culture. So Foucault's disagreement is the people do not think and act freely, because they and their activities and ideas are shaped by the structures (social, political, cultural) in which they live (Danaher et al. 2000, p. 8).

### **2.2.5 Sex Role development theories:**

Along with Foucauldian theory of power/knowledge, sex role development theories are also apply in this research. The four major sets of theories describe sex-role development in variety of ways such as social learning, cognitive developmental, information processing, and identification theories (Mooney Marini, 1990). For this study,

I used social learning and cognitive developmental, alongside a third one which is gender-schema, that is basically the mixture of the two theories. In specific, I talk how each theory explains about the construction of gender stereotypes among the children.

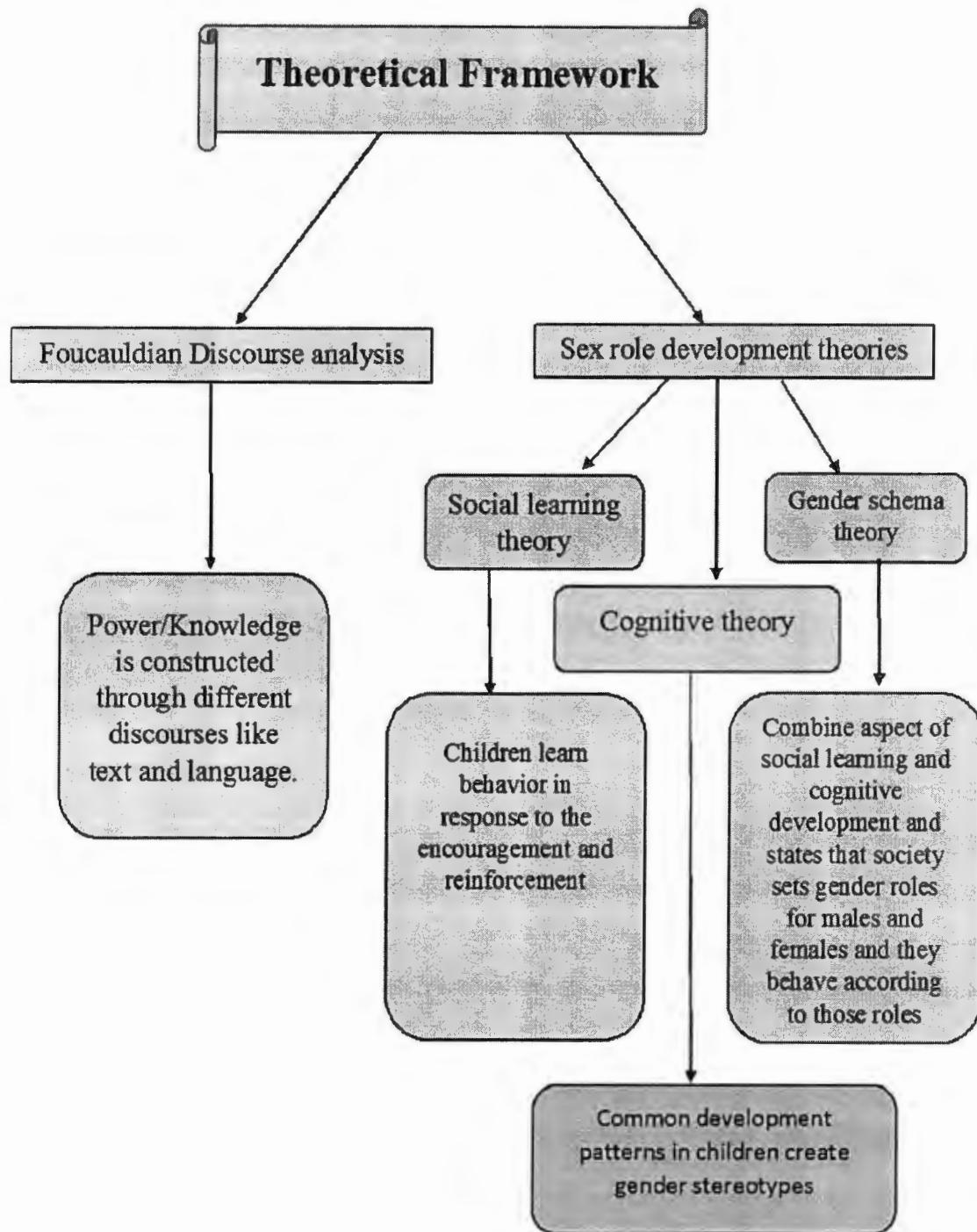
Social learning theory, states that children learns behaviour and attitudes in response to the encouragement and reinforcement from the people which are around them (Anderson & Taylor: 2006). For this reason social learning theorists argues that the development of sex roles occurs through the influence of environment and the actions of peoples or according to what they see happening around them. According to Lipstiz Bem (1981) gender roles are learned by children through positive reinforcement on showing sex appropriate behaviour that actually matches to gender stereotypes and also through punishment when their behaviour does not matches to sex appropriate behaviour. In children gender stereotypes can also be affected by functional and symbolic process such as language and institutions. These process are not dependent on social reinforcement but they can convey sex appropriate behaviour and attitudes among child by simply liking the activities as the activities of male and female (Albert & Porter: 1988). Due to the variation in environment factors such as the society, culture and family the difference in gender role stereotypes occurs.

Conversely, cognitive development theory maintains that there is common development patterns in how children create gender stereotypes (Albert & Porter: 1988). the learning of flexible stereotypes and sex type personal preference all increases with period during middle childhood. (Gulko, Powlishta & Serbin: 1993). As soon as children attain this knowledge, they pay closer attention to how others of the same sex are acting out their social roles and are more likely to portray those roles that they witness.

One of the ways in which their attitudes towards social roles are shaped is by seeing if males or females are portraying certain roles (Albert & Porter, 1988).

Gulko, Powlishta, & Serbin (1993) argue that “both cognitive development and socialization practices have a contribution to the development of sex typing during middle childhood”. Gender schema theory, developed by Martin and Halverson in 1981, combines aspects from the both social and cognitive theory (Albert & Porter, 1988; Frawly, 2008). “Schemas or schemata are “structural frameworks” or “adopted societal concepts” that alter and cultivate, based on individual knowledge, and that affect those means which an individual understands the world” (Frawly, 2008, p. 291). Frawly (2008) used the concept of gender schemas as a basis for his study that investigated how children distorted or misremembered gender consistent and inconsistent information that they saw in picture books in order to fit their gender schema. The two schemas are involved in learning the gender roles, one is the schema which consists of general information about the categorization of objects, performance, qualities, or roles of both sexes and second is “own-sex” schema, a finer and more thorough form of the first in which children have information about objects, performance, qualities, and roles that describe their own sex” (Albert & Porter, 1988, p.191). Frawly (2008) maintains that images in books largely impact a child’s interpretation of gender roles since the child constructs gender schemas while viewing the book.

## Theoretical framework



## **2.2 Literature related to present study:**

### **2.2.1 Gender: A concept:**

The term “gender” has more than one suitable meanings, where the meaning of word can be correlated to the situation. On the other hand, all meanings have a general thread, “gender “refers to a broad set of features that are seen to discriminate between man and woman entities, extending from individual’s genetic sexual category to, individual’s collective character (Britannica, 1-1).

Bowie analysed a difference between “sex” and “gender”. “Gender” refers to publicly constructed roles, behaviours and attribute thought to be suitable for males and females in a specified culture. The reference to “sex” genetic category (Bowie, 2006:81-101) Connell (2008, 10) refers gender as ‘the manner in which human society deals with human beings, and a lot of consequences of that “dealing” in our private lives and our combined fate’.

### **2.2.2 Gender, Language and Textbooks:**

Language is a significant phase of gender (Connell 2008, 9) with the help of which persons make logic of their ideas and opinion about the world (Holmes 2008, 339; Mineshima 2008; Montgomery 1995, 223). It plays a vital role in the socialisation of kids (Mineshima 2008) and is a central instructive impudence on developing conceptions of gender language can also be a major aspect during which gender biases are clearly and perfectly perpetrated’ (McClure 1992, 39).

The learning scheme reproduces the imbalanced supremacy structure between social classes and genders. Language plays a vital role in this reproduction, as the

supremacy associations are realized through discourse permeating all institutions and daily language use also. Thus, it is critical to examine the gender related discourse in schools, and such kind of discourses can be seen in case of the textbooks used in language training. The relatedness of language and gender has actually been a main part of concern for researchers since 1970s. The previous investigations (e.g. Lakoff 1975, Zimmerman and West 1975) about relation of gender and language emphasized on the dissimilarities between “female’s language” and “male’s language”. These investigations revealed that female’s inferior social status was portrayed in their use of language in that they tended to use language in a more unassertive manner and have a encouraging role in conversations with males. (Kendall and Tannen 2001, 549-550) This observation of male and female using language in a different way has since then been criticized and it was recommended that if females use language in a cautious or justifying manner, it may frequently be somewhat due to their prominence (social class or occupation) and not their sexual category (OB’ arr and Atkins 1980, quoted in Kendall and Tannen 2001, 549).

Since the first investigations in 1970s the field of study on language and gender has developed exponentially. Several investigations have been conducted to further explore the discrimination between man and woman language use. In these investigations, mostly discussion analysis, the focal point was the disruption and civility, for instance (Aires 1996 & Tannen 1994). The idea of discourse has also become an important diagnostic mean in studying the associations between gender and language. Hence, a famous region of research has been the depiction of gender in the discourses found all over in culture, for instance in the media and in fiction (Fiske 1996 & Soltysik 2010). This proposal follow this ritual, studying gender depiction in the discourses seen in the learning

system, more accurately, in teaching resources. For instance, in linguistic analysis done in the 1980s about English textbook characters 'use of language, women's characters were seen to "converse less, chat first less often, and do a narrower collection of discourse roles" (Sunderland et al., 2002). It can be supposed that this is no longer the case as "publishers 'and writers' understanding of sex favouritism, along with that of teachers and students, the customer, is varying" (ibid.).

In fact, according to some, the gendered characters that come out in the textbooks and the discourses associated to them reveal the society's' thoughts towards and facts about sex. For constructions of femaleness have changed to incorporate areas and aspects formerly deemed only suitable for men, for instance "the chance of educational achievement and the desire for a career" (Francis 2000, 128), While construction of maleness have remained similar. Likewise, females have adopted various ways males use language but not vice versa (Lakoff, 2004).

At last, it has to be noticed that in schools, sexual category is not depicted just through speech, however in manners of acting and being. And in this real objective reality of life in schools, sexual category might not constantly be as accurate and clear-cut like in certified documents. Sexual category might not always be performed in a stereotypical manner, but it can also be acted and interpreted in more diverse ways (Palmu, 2001). Nevertheless, studying the genuine authenticity of sex illustration in instructive situation is out of the range of this study. Hence, the focal point here is only on the

A number of scholars have made research investigations that contain gender and language. A work mentioned in this context is Feminist Stylistics (1995) that was written by Sara Mills. Mills studied bigotry in language and "gendering texts". The book provides

a feminist hypothetical agenda and evaluation. The link between language and gender is additionally described in Christopher E, Renner's evaluation of bigotry in ESL (English as a second language) textbooks in a newspaper named as Women are busy, tall and attractive – Having a look at sexism in EFL stuff (1997). He studied the role of language in constructing and maintaining banal philosophy. For Renner, it is significant to remove bigotry in language classroom to give an atmosphere where each student can be trained on alike conditions. Martha Jones, Catherine Kitetu and Jane Sunderland evaluation in "Discourse Roles, Gender and Language Textbook Dialogues: who learns what from John and Sally?" (1997) aims to examine sex unfairness in dialogues found in well-liked textbooks designed for ESL textbooks. In their study, the major focus is to inspect the effects that a textbook might have on student's language ability.

Moreover, it is significant to talk about Judith Butler's work Gender Troubles (1990). Butler contributes with her usually known queer theory, according to which, "gender" is open to understanding by each entity. In Gender difficulty, she expresses a concern over how gender is not essentially determined by the genetic sex of an individual. Butler initiates her book Gender Troubles by attacking the thought of an alive worldwide individuality for "female". The categories 'females and males" are found as troubled categories convoluted by rank, traditions and sexuality. She names the structure of gender as "political gender" that refers to a thought of worldwide base for feminism. She criticizes this supposition, because such a claim attempts to colonize and suitable Non-Western cultures to maintain Western views. Another debate bring up by Butler is the frequently debated query that whether there are commonalities among female (Butler, 1990).

Further in the first chapter she mentions feminist and theorist Simone de Beauvoir, who evaluated that, “One is not born a female, one becomes one”. Beauvoir stipulates that a adolescent girl must pass puberty in order to become a female; this life-stage is not an usual one, somewhat learned through dissimilar public contexts (Butler, 1990).

Butler, on the other hand, disputes the state that “sex” is a genetic category and “gender” a civilizing creation. She asks whether such a statement is even possible. Thus, she questions De Beauvoir is of the view that gender detection is a private option that each person is liberal to make. Thus, becoming a female does not essentially mean you have to be a girl (Butler, 1990). Butler comprehend gender as a role preparation and refers to it as “per formative”. Her major focus in the book is to examine the reality that individuals are frequently trained to believe that sex will repeatedly decide individual’s gender. She and her supporters think that gender is trained; one learns as very young, and during contact with the public, how to perform and proceed appropriately for his or her “gender”, as selected by culture. Present societies struggle to recognize and classify everything, even individual, to survive with the world. Moreover, she expresses the observation that this condition is a result of a phallocentric language (Butler, 1990).

Phallocentrism is a crucial supposition referring to the privileging of male in creation of sense (Mills, 1995). In addition, Butler studied that Western societies are built upon masculine supremacy, and females are expelled from both financial system and political affairs. For Butler, language also plays a critical role in the development of gender and sexuality. She supports her proposal with argue that our information is planned through the use of language, while gender roles are formatted. According to Butler, there are as many gender roles in the world as living individuals. So it is not possible to classify ones

“gender” based on “sex” (Butler, 1990). Moreover, a journal by Christina Hoff Sommers named as Who Stole Feminism? How females have betrayed females (1994) opposes the idea of comparing societal gender and gender in language. Moreover, she offers a description of chronological implication of vague words like “male” and how they are used now a days. Sommers’ suggestions that emphasis should be on the implication of unclear words in the context in which they arise.

Language is an influential medium that is useful in establishing a culture and satisfying the grade. It can also be useful in questions related to the leading traditions and beliefs. As Fairclough (1992) examines, language, or to put it more accurately “discursive practice”, can be used both artistically and normally and “it contributes to reproducing culture (common identities, public associations, systems of facts and faith) as it is, however it also contributes to transform culture”. Hence, using language is in avoidable biased and same as language training. This is also correct in the case of English, the lingua franca of present time used in approximately all contexts of individual dealings by over a billion persons (Gelderken, 2006).

### **2.2.3 Textbooks: A source of Knowledge:**

Particularly in the past, previous to the Internet, the textbook was one of the most significant source of information. Amusingly, even nowadays, when there are a variety of other resources and methods of instruction accessible for instructors to use, the importance of the usual textbook has not gone. Since textbooks are a central part of coaching in the inclusive school in which they “form mutual edifying experiences” (de Castell, Luke and Luke, 989) they have been relatively a famous topic for study. The significance of

investigation on textbooks is more crucial because, as Littlejohn (1998, 190) argues, ‘the use of equipment, as Trojan Horse, might imply more than is directly obvious’. Since the textbooks are such a vital part of coaching, their contents may simply found as unbiased, certified reality about the world.

Littlejohn (ibid.) also claims that coaching equipment increasingly “effectively structure classroom time” and hence need to be strictly and seriously analysed.

A well-made textbook, can be the base for learners’ investigation, wisdom and pleasure. Textbooks and other coaching resources should be learner-centred and cherish the minds of immature persons, without enhancing or reinforcing stereotypes and sex favouritism (Petra, 2006).

Textbooks being a central medium of information in all societies, have proved to be a fundamental training support. Numerous investigations in the previous 30 years have revealed that a better supply of instructive resources, particularly textbooks, is the most money-spinning mode of recovering the class of education. Textbooks permit access to all sorts of knowledge. They do not just build up the capability to read and write but they also support crucial judgment, freedom and creativeness. For numerous students and their families, textbooks are the only introduction to the printed word in houses where there are no books, whatever the cause: the society, circulation or contribution trouble, charges, etc.

Textbooks symbolize the daily life for kids. They put forward variety of identities, comforts, attitudes, and experiences that determine the place of kid. They symbolize the reading world, and are also vital acquaintances between the school, parents and pupils.

They demonstrate what it means to be a kid in a specific context that also contain learning the gender individuality all the way through socialization. In that procedure kids discover the certain behaviours regarding their gender, hence textbooks are essential in their gender socialization. Basic level textbooks are measured as mostly significant, as they include the necessary realistic facts and skills that kids are thought to attain, which robustly influence their outlook of life, their gender socialization, and the imitation of gender inequality and stereotypes in the culture (Thun, 1996).

Investigation in the field of gender and schooling reveals a large amount facts that 'inside schools, textbooks play a vital role in the gender socialization of kids' (Lee and Collins 2008; Britton and Lumpkin 1977). The influence of textbooks on the progress of learners both mentally and behaviourally has been broadly examined (Briere & Lanktree 1983; Peterson & Lach 1990; Lee and Collins 2008; Britton & Lumpkin 1977). Lee and Collins (2008) affirm that 'Learners, who usually attach immense power and influence to learning resources, have a tendency to understand and incorporate the resources in tiny feature without remark, and to be disposed to their influence'. The reconsideration of literature supports the claim that textbooks are places for instilling every society's principles. It seems that textbooks deployed in transmitting not only some knowledge regarding a specific subject but they also play a critical role in perpetuating the perspectives and ideologies of the textbooks' producers (Mineshima, 2008).

#### **2.2.4 Gender Representation in the Textbooks:**

The role of the textbooks is very central in EFL training as it is by textbooks that the pupils get familiar with the objective, linguistic, philosophy and ethics. It is supposed

that females are derogated in linguistic and scripts are used in goodwill of males. Derogation is extensive in the ethical direction of the scripts, (Rahimi & Sahragard: 2006).

Representation tells us the way of describing something. The emphasis of the investigator will be on the point that how boys and girls are characterized in English and Urdu textbooks. Helena Josefson titles that in textbook Genre girls and boys are stated in an outmoded sex perception. Moreover she says that this type of illustration make the capabilities of the girls and boys more strong.

Thresa Mickey McCormick believes that the people who are affiliated to a child, like parents and family play an important part in making and establishment of the spirits, rational and outlook of masculinity and femininity in culture. Societal idea is a method that is established by the culture. She defines the societal concept of sex as the manner our neighbouring atmosphere builds our sex identity instead of placing it all down to landscape. She says that sex is a physical and emotional approach regarding males and females that is centred on extravagant, inexact and inflexible simplifications (whichever constructive or adverse). She describes that sex and gender labels are also discriminatory opinions or views regarding males and females that are a bit correlated to actuality, still they are used to characterize every participant of gender.

Renner has the views about the same letter that bigotry is related to definite opinions about sex, it is the labelling of men and women, and the repression of women from culture in the faith that sex is a sign of capability. In the present liberal ecosphere females are stressed with the point that they are reflected as the lower gender materially, sensitively and mentally. (Holmqvist & Gjorup 2006).

Some of the studies reveal that males and females are depicted similarly, for instance, by using a critical discourse investigation technique Tahiri and Moradpour (2014) worked on the Top Notch Sequence in terms of sex depiction. They did the investigation of three main features of sex, namely associations, locations, and content centred on the three dimensional model of Fairclough (2001). They examined that males and females are characterized in a same manner. Their investigation revealed that the sequence has resorted to the entrepreneurship thought in representing sex.

Keshavarz and Malek (2009), on the same note, examined sex depiction in Iran Linguistic Institution and True to Life textbooks in terms of public dealings, subject situations and matters. Their investigation presented that these two sets of textbooks are composed of equivalent public position between members. Furthermore, associates, professional and viable points are leading refrains in these two series. In addition, market dispute, one depiction of western budget and entrepreneurship, is highlighted in both successions.

Skolverket printed a report by Moira Von Wright that is called Kon Och text in 1998. The description made an important contribution in a plan that was distributing with equivalence in textbooks. The two dissimilar terms were used by Won Wright i.e. sex thoughtfulness and sex conscious. Gender sensitivity means that the sex matters are considered when they are significant, and neglected when they are not significant. It means that gender matters are argued on the basis of situation. Sensible problematization of the sex matter is known as Gender Conscious. Neglecting the sex completely and struggle for sex unbiased education will just sustain the existing condition. Raising the sex matters always may be the reason of elimination of additional issues, like, ethnical, public and

traditional changes. An equivalent script should be counting, as it is exposed to many viewpoints and potential students, and does not discount others. Rendering to Von Wright, a text that links to all these measures of a sex delicate, sex aware and sex comprehensive text is an equivalent text.

As far as the sex illustration is concerned there comes a biasness in many studies. Stockdale (2006) Assessed impact Ethics sequences in terms of sex depiction. For this, he evaluated the series concerning sex unfairness linked matters that involve reflectivity, firstness, nouns, pronouns and discourse characters. His investigation revealed that the series showed a meaningful partiality in favour of men. High school chemistry textbooks were examined by Brazier and Simonis (1991). They investigated that there was an imbalance somehow in sex depiction. The chemistry tutors were stimulated by the writers to examine the textbooks cautiously for the promotion of sex equivalence.

History books were studied by Lerner and Nagai (1991) for contrary dealing by sex. They investigated that males were stated seven times more frequently than females in the textbooks of History, but females were stated in a constructive way. Hawkins (2007) worked on high school. He examined that involved melodies were more commonly about men than women, females and smaller clusters were debated fewer in pages, and melodies about men were more probable to reveal stereotypical male qualities. Blumberg (2008) studied textbooks from entire world and determined that sex labels and women under-representation are still widespread. Though total sexism has weakened in textbooks, it is reducing at a very relaxed speed.

Sweden has noticed its absence of sexism in textbooks. History books were examined by Ayton, Clark, Frechette and Keller (2005) in 1960s, 1980s and 1990s.

Uneven dealing of men and women is not only restricted to textbooks, relatively, it can be stretched to other phases prevailing in a culture because Mills (1995) founded that concepts are moulded through linguistic. Throughout all three eras females acknowledged fewer page space than males, but underrepresentation has weakened with each succeeding era. Neutze (2008) studied science trade books and found that the ratio of males to females was 1.5:1 in whole design and it was 2:1 as leading roles.

Tutor instruction textbooks were studied by Zittleman and Sadker (2003) that were aimed to train upcoming teachers about kids. They examined that most of the books have not quoted sex at all, and many books made extensive declarations regarding powers, flaws and dissimilarities between males and females. Role of old female teachers were specified in a fewer page space than those of male tutors. Science and Mathematics tutor teaching tools seldom stated the role of female researchers and mathematicians.

Amare (2007) considered online syntax guides used by pupils and tutor learners. She studied that male references were used three times more frequently in illustration of linguistic sentences than female references. Example grammatical sentences about both males and females inclined to redirect old-style sex characters. Grammatical guides more often used (he) as compared to (she) while mentioning an imaginary individual, but examples like this have lessened in current years. Brabant and Mooney (1997) linked the characters of females in a Sunday funny strips in 1994 to females in the strips in 1974. Males were presented more than females, females were still represented in mainly

traditional characters, like homemaking and submissive actions, and less number of females than males have occupations. Females were probably visualized wearing aprons and taking care of kids. Though, in 1994, females were represented in occupations than in 1974, and more females were shown following academic actions like reading.

#### **2.2.5 Gender roles in textbooks:**

The idea of gender is contextual based concept that contributes many verbal schemes to men and women. (Bell, McCarthy and McNamara, 2006). Sex represents the roles of males and females built by the culture. Every nation has a specific perspective to the parts played by the males and females and has particular hopes from them (Bell, McCarthy and McNamara, 2006). These hopes rest on traditional, governmental, financial, societal and spiritual aspects (Bell et al. 2006). Duties, rule, class, traditional background and prejudgments of a certain culture have a particular nature to males and females, and these matters constitute certain outlooks and conducts towards sex. It is socially supposed that men and women construct two limits of characters. In detail, women inhabit repressed individuals that personified destructive features like inactiveness, dimness, reliance, and emotionality: men contain the leading set with the constructive features like oddness, movement, freedom, and wisdom (Ho, 2009). It is obvious that these labels to women and men are not normal and inborn, but are publically and socially created and sustained.

There have been a lot of inquiries centering on sex roles in textbooks in Hungary. Investigators found that textbooks usually depict the experiences of males, that are measured as custom in them. The familiarities, ways of thinking and information of girls showed that something is dissimilar from that. This may cause problem, as in this way very less and restricted space is credited to females that also mean interpreting unseen great

measure of people's practice that is commonly related to females, although it can be with both genders.

To put the problems with sex favouritism in textbooks and courses in greater perceptions, we previously have perceived how prevalent this system of sexism turns out to be and how alike its appearances. The step of development, rendering to proof offered to this point, may be better defined as snail-like than rapid. Stromquist (2007) reviews her many years of studying sexist favouritism in education constituents and courses as follows: Many proofs from evolving areas comes from content investigation of textbooks. The mainstream of these inquiries shows that there have in fact been struggles to eliminate sex labels from textbooks and meaningful changes have arisen in the use of designs and a sex unbiased linguistic, less development has occurred in finance and progress of content constructive for formation of positive individualities among females.

Trecker studied Women in U.S. History high school textbooks that enclosed the most familiar 1960s texts and revealed almost complete exclusion of women of significance.

Winifred (1977) studied elementary textbook of mathematics and found gender labels representation from 12 textbooks for class 2, 4 and 6. He studied stereotypical actions among boys, girls, males and females. For instance, boys play with cars, ships, space rocket and take part in football and baseball games. Dads make currency and relish outside events, like fishing and sleep outdoors. In comparison, girls play with dolls, skipping rope, practice piano, and assist their moms with grocery shopping, food

preparation, baking and stitching. Girls and their mothers serve food to their father, husband, brother and son.

The study on elementary math textbook by Willis (1995) was done before the Winifred's investigation, where boys, girls, males and females were depicted with stereotypical distortions. Willis found that how men and women were depicted in class 3 maths textbook in Australia. She examined that almost same numbers of boys and girls seemed as leading roles in the scripts and actions, although, there were 49 male characters as broadcasters and just 25 female broadcasters.

The literature regarding sex roles in textbooks described in various studies have many measurements that are debated as follows:

#### **2.2.6 Visibility:**

Generally men are more observable than women. Males occurred 2,125 times and females 99 times in Chinese History textbooks. The proportion of men to women is 61:31 in Social Studies textbooks (Yau and Luk 1988). Women are often involved in household activities (H0 et al.1997; Ma 1991). Berelson(1952) says that meaningful absenteeism might be a form of submissive stereotyping. Earlier investigations have been involved in sex prominence in texts and graphics. Many units have been suggested to measure the character's prominence: men and women arrival in texts (Gisnet 1988, Hartman and Jud 1978, Nan 1992, O'Donnell 1973, Porreca 1984); men and women as leading roles in texts (Kortenhaus and Demarest 1993; O'Donnell 1973; Turner-Bowker 1996; U'Ren 1971); men and women arrival in story names (Hellinger 1980; Kortenhaus and Demarest 1993; Turner-Boeker 1996); and men and women arrival in graphics (Bazler and Simons 1991;

Gisnet 1988; Kortebhaus and Demarest 1993; Porreca 1984; Stern 1976; TurnerBowker 1996; U'Ren 1971).

Irrespective of the roots of textbooks, men are more observable in texts and graphics than women. For instance, Gisnet (1988) studied that in Israeli English textbooks, 89 percent out of all kids in images are males. As a whole, the percentage of females was 33 of all the roles. Hellinger (1980) studied that women are omitted from the names of stories, and women occur in less than 10 percent of the story names in English linguistic textbooks used in German institutes. The men to women proportion in US Teaching English as a second or other linguistic (TESOL) materials was 63:37. (Hartman and Judd 1978). Nan (1992) studied that 82 of 93 roles in mainland Chinese linguistics textbooks were men.

Luckily, the investigations showed that the appearance of women has enhanced over few years. For instance, Bazler and Simon (1991) showed that in US high school chemistry textbooks, more women were included in 1990s , anonymous characters and nameless youth characters in illustration than those printed in 1970s. Still, the sexual category remains unfair.

Kortenhaus and Demarest (1993:225) showed the same conclusion in kid's images books that were available in the US after 1970s. Earlier, texts included four times as many boys as girls in titles, more than two times in main characters, probably two times as many images insight into how they are illustrated in texts. Characters do not have the same attributes every time. In addition, we should think how the genders are represented in other dimensions like professional roles, family characters and personalities.

### **2.2.7 Occupational roles:**

The occupational and family roles assigned to the genders is the second measurement that is usually found in earlier investigations. Investigators refer to vertical and horizontal dimensions of the occupational roles. The horizontal dimension refers to the variety of occupations that both males and females can occupy. The vertical dimension refers to status of occupation, like bank manager has a superior rank than bank tellers.

In a research on elementary verbal communication, art and mathematics textbooks, Iwata studied the rank of profession in textbooks. She found 86 occupations for men and just 18 for women. There was a wide range of jobs for men, for example, doctor, astronaut, discoverer, legal representative, mathematician, scientist, leader etc. Comparatively, the list of occupation for women was different from that of males that contain, chef, dressmaker, customer, reporter, nurse, queen, librarian etc. Hence, Winifred extracted the result that gender favouritism and gender stereotypes are depicted through images and tale questions

Earlier studies found that women occur few times in occupations than men. Gisnet (1988:65) studied an Israeli English textbook, namely, Here WE Are, and examined that the females role contain a mother, grandmother, vocalist, chef, secretary, fate teller, laundry clerk, journalist and a traffic policewoman. On the other hand, males were a doctor, holder of a huge department store, movie maker, salesman, baker, truck driver, fireman, police officer, circus performer, comic and warrior.

Since for professional rank, males in textbooks were cultivator, computer worker, newsagent, gardener, bank cashier, wood harvester, greengrocer, car seller, service station proper tier and father. Though males were seldom called Dad, they were mainly named and described in requisites of their jobs. Alternatively, females in the textbooks were cook, shop helper, tutor, florist, greengrocer and planter. In contrast to males, females were referred to as Mom, Grandmother, or someone's spouse, and they were infrequently named. Thus, Willis claims that even extremely up to date math textbooks provide deformed descriptions of males and females.

Hartman and Judd (1978) studied that females can just be learners, bank workers, nurses, stewardesses, seller, and housewives. If females ever come into sight as congresswomen or lawyers, according to writers, these are symbol gestures.

Deliyanni-Kouimtzi (1992) studied that after main beliefs of sex fairness were useful in education, Greek primary school books now include more functioning females. Though, just 13.6 percent of females are represented as paid workers opposite to 53.2 percent of men.

O'Donnell studied that more professional females were depicted in US primary level social studies textbooks. Among males roles 83 percent were professionally working, and just 17 percent of females were professionally working. Porreca (1984) studied that the ratio of employed men to employed women was 6:1 according to US English textbooks. The roles of the working females in PRC Chinese linguistic textbooks (Nan 1992) was also fewer.

According to the textbooks studied by Nan, majority of scientists, artists, experts and scholars were men. Porecca (1984) studied that mostly used professions for male roles were leader occurred 111 times, authors occurred 59 times, tutors (43 times), police officer and traveller (41 times each). The professional roles that were mostly used for women were tutors (28 times), actress (22 times), doctor (16 times) and secretary (13 times). The other investigation by O'Donnell (1973) showed that there were 72 men in greatly salaried and high-status professions, and there was just 1 woman in that work. Less number of working women were shown as compared to men, and the professions available for women were also less in number.

The study of Porreca 1977) on basic linguistics art textbooks examined 20 books of class three that include probably 2000 tales, for character and professional stereotypes of women.

Earlier investigations found that textbooks represent more employed men as compared to women. Yau and Luk (1988) studied that 73 out of 100 roles were employed men and there were 27 employed women. Ma (1991) made the same conclusion. Men were represented as working in a wide range of areas and women were mostly depicted as the employee in education sector and low paid jobs. (Au 1992:1991).

Men were in higher rank than women (Au,1992). Fathers were commonly mentioned as carrying briefcases and seldom wearing aprons, on the other hand, mothers were certainly not mentioned as carrying briefcases. (Ma,1991)

## 2.2.8 Family roles:

Family roles have also been studied most of the times. (Uren, 1971) showed that primary level textbooks represented mother's lives as boring and unexciting. Primary texts present mother figure as a pleasurable, diligent, but unexciting person. Her life offers slight enthusiasm, she has no effect upon the world away from her family, and even within the family her part is restricted to maintenance and food preparation at home. Pottker studied that women roles in the textbooks reveal the features of the most feminine woman imagined by being admiring, loving, attractive, pretty, perceptive and caring. As Pottker calls little sister disease(113), women were helped out of hard conditions and a lot of problems by Big brothers in the stories, since men were represented as smarter having bigger success. In family background, the mother was revealed to be feeble and submissive, and was dependent upon her husband's support, however, the father was represented as a certain outline and a master of his home.

Women are most frequently limited to kitchen as compared to men (Byrne & Gaff 1978) and usually seen inside house (Deliyanni-Kouimtzi, 1992). Secondly, women are generally assigned permanent and complete household tasks like coking, baking, tidiness, polishing, mending, stitching, and washing, and men do the work of art, farming, repairing, and taking out the rubbish. (Hartman and Judd 1978; Stern 1976). O'Donnell (1973) showed that men in primary level social studies textbooks certainly not washed dishes or cooked. Mothers also be concerned of kids while fathers took kids for open-air actions (O'Donnell 1973).

After the sex fairness matter was implemented in Greek education, men roles were involved in more household activities unlike the previous researches (Deliyanni-Kouimtzi

1992). Moreover, females were neither represented as working at home nor as an employee. Therefore, the characters of females became unclear.

As a result, it may be quoted that mothers from all over the world go for work but the authors of the textbooks are not ready to admit the truth (Stern 1976).

### **2.2.9 Attribution:**

Earlier researchers have found attributions that are related to the textbook characters. U'ren studied that textbooks give boys objective power and intellectual qualities. The stress on mannish power extends afar of objective qualities. Men from all age groups are portrayed as having greater rational persistence and ethical force as compared to women. Women are stated as sluggish and unable of self-governing judgment or direct action but they are also revealed as to lose hope more easily. They collapse into tears, they are disloyal to secrets, and mostly act upon minor or self-centred motives, that somehow contradicts women's usual illustration as helpmates to adults and to their age fellow men.

The women in Israeli English textbooks are represented as not careful, dull, ineffectual and gossipy (Gisnet, 1988) or as unskilled, puzzled, ineffective, and non-serious (Gisnet, 1988). In British children readers, women were found as pathetic, inactive, and home based (Byrne, 1987).

In a research, Turner-Bowker (1996) studied that women in kids fiction were usually accorded weakness, submissiveness, negative appraisal, and femaleness, whereas, the men attributes contain power, action, positive appraisal and maleness. Women were mostly portrayed as good-looking, precious, sweet, feeble and afraid, whereas males were

immense, horrifying, brutal, great, awful, enraged, daring and superior (Turner-Bowker 1996).

Women found to be classical females behaviours in German English linguistic textbooks (Hellinger, 1980); emotionality, obedience and restricted rational capability. In French linguistic textbooks, the women roles are absolutely uncaring (Gaff, 1978), whereas the men roles are much more satisfying.

In US TESOL resources, women are over-sentimental, easily terrified, easily annoyed, waste a lot of time in gossips and dressing, and easily influenced that their aim is to find a rich spouse (Hartman and Judd 1978). Mothers in US kids images books are incompetent and weighed down by troubles, whereas their husbands are competent and have a takeover way (Kortenhaus and Demarest 1993).

At the end, Vaughn-Roberson et al. (1989) studied that men roles in basal readers showed usual male qualities autonomy, liberty and enthusiasm to get risks.

#### **2.2.10 Degradation and disempowerment:**

Sunderland (1994) refers to as degradation and disempowerment are also addressed in earlier investigations. Degradation basically is making the characters look valueless, like making them hit of joke. Disempowerment is diminishing control and prominence from characters by failing to admit their exertion or part.

Hartman and Judd (1978) showed that women are mostly the hit of unpleasant jokes, for example, weather conditions are unpredictable as a girl is, and, never misjudge a female if you are not discussing about her age or mass.

In 1971, U'ren studied that US primary level textbooks seldom identify women's achievements. Very less number of women get any society promotion for contributions they have made, although they may be praised by family members for the home task or a school task. In thirty textbooks just two females get open declaration.

Hellinger in 1980 showed that in the German English linguistic textbooks, the existence of brain or other achievements of females were neglected, downgraded or mentioned in a special case.

Many investigations focus on history textbooks (Commeyras Alvermann 1996; Hartman and Judd 1978). Women seldom occur in history textbooks, and if they were mentioned, have no control or influence. The history of females got precise concentration in three textbooks with the noticeable stress in one. An instant answer to this conclusion is to mention that it basically reflects our restricted awareness of females in the history (Cairns & Inglis, 1989).

Trecker(1971) has the view that texts skip many females of significance, as concurrently minimizing the official, public and civilizing disabilities that are faced by them. The writers likely represent females in a submissive character and to focus that the lives of females are determined by financial and biased trends (Commeyras and Alvermann 1996:34). Reese (1994) studied that a lot of main topics in female's history were removed from the examples mentioned in social science textbooks, like the typical characters of Indian females, and female's lives and actions during the premature Republic era.

#### **2.2.10. Other areas:**

Other than visibility, professional and family roles, and humiliation, disempowerment, earlier investigations have studied the following: Contribution of females in events (Hellinger, 1980). Men contributed more commonly in events than women. He studied that women contributed in just 30 percent of all stories in German English linguistic textbooks. Influential and autonomous, submissive and reliant. Kortenhaus and Demarest (1993) studied that males were more influential and autonomous whereas women were more submissive and reliant. Porreca (1984) studied that firstness ratio of men to women was almost 1:3, it means that men are three times more liable to come into sight first in textbooks than women.

Knopp (1980) studied that how women were clothed in textbooks used in West Germany and the previous East Germany and showed that women in East German textbooks were more liable to be dressed in trousers than those in West German textbooks. Although, just 28 percent of women in East German textbooks wore pants, and just 7 percent of women in West German textbooks. Sunderland (2000) showed that sex unfairness is invasive, which is offered in textbooks.

#### **2.2.12 Analysis of textbooks in context to Pakistani Society:**

In the perspective of Pakistan the syllabus present the present sex unfairness and usual sex characters in culture. Both curriculum and textbooks reveal the greater sex stereotypical stratification method (Stromquist et al. 1998). Sex bias is weaved in the textbooks in a very gentle mode so it is very vital for investigators to take deep investigation of the linguistic, substance and images to recognize areas of sex favouritism (David 1994). The issue of sex depiction in textbooks has not been given more

concentration previous in Pakistan. Some investigations conducted in Pakistan in this discipline have shown disparities between the representation of men and women in the syllabus (Jafri 1994; Mirza 2004; Mirza & Rana 1999).

The substance of books plays a vital role in reflecting cultural approach, ambition and dedication towards representing sex characters in the culture. Diverse investigations have shown that in contents restricted depiction is given to women and most of the roles represented males as bread winners, while, females working in house tasks, taking care of their kids. In this way textbooks inculcates sex characters socialization on both men and women kids and shape their behaviour consequently (Unnisa 1989). Sex favouritism is a very enormous phenomenon and it is embedded in social institutes that are supported by the society and socio-economic situations. The case with the present state of sex favouritism in learning institutes is similar. The indicators of sameness contain span of coaching, importance of syllabus, learning accomplishment, observation and hopes of stakeholders regarding handling of males and females in teaching procedure (Mirza, 2004).

In Pakistan's school textbooks, like in South Asia, females are unseen and underrepresented, and their characters are stereotypically displayed like stitching, food preparation, encouragement, washing and tidiness of home. Both content and pictures obviously show the manly and womanly characters of Asian culture. Adjectives usually related with females displayed in texts are shy, nervous. Passive, kind, and goodlooking, while for males they are daring, breezy, expressive, confident, attractive and strong (Gouri 2006 and 2009; Jaireth 2001). Textbooks are the basis of promoting hegemonic maleness and fixed role of femaleness through the texts and pictures in addition this the school awareness is promoted by gendered control (Ullah & Ali 2012). The knowledge is formed

on the foundation of control and this kind of knowledge promotes hegemonic maleness. As conducting research on middle level English and Urdu textbooks in Pakistan.

Khurshid, Gillani & Hashmi (2010) found that active depiction of women will infuse low admiration in women. In these books, specifically in Urdu, role models from the past were frequently men. Women role models were represented in English textbooks, however generally occupied in spiritual actions. It was studied that actions of females shown in textbooks were of little and substandard, whereas the performance of men were influential. Sex discrepancy in textbooks is clear from diverse investigations.

Mirza (2004) found that in the procedure of curriculum improvement in Pakistan usually men workers were portrayed. Among 251 personalities, just 7.7 percent women were depicted in the syllabus, and among past personalities of subcontinent, just 9 percent women were found. Almost 23.1 percent women characters were stated in text, whereas 25.7 percent of pictures portrayed women. At the secondary level this demonstration is reduced to 17.6 percent. Woman roles are not generally noticeable in linguistic books and they are restrained to domestic activities. As a whole, females are represented as busy in food preparation or completing the home tasks, and girls are assisting the mothers in kitchen, whereas, men are shown as doctors, engineers and sportsmen (Saigol, 2004).

The depiction of man mostly come first in the text. The use of male name, nouns, pronouns and adjectives was more in contrast to women. In the title and topic too, women were ignored (Bahman & Rahimi 2010). Likewise, speech used in books is not sex unbiased. Women individuality and self-images have been unconstructively depicted,

while, man characters have been depicted constructively. This illustration eventually leads in the direction of inspiring powerful man descriptions, and unconstructive and marginalized descriptions of women in minds of individuals. It is essential to modify such sex unfair language in books and it is required to use sex fairness based texts and language in textbooks (Hussain & Afsar 2010).

An example of stereotyping and sex descriptions in a variety of textbooks and resources taken from UNESCO's 1997 handbook on gender understanding is that a hundred sons are not a load but one daughter bows our heads. (Pakistan) A female's picture is represented as passive and she is revealed as less significant part of family and culture. In this view textbooks and other learning resources are a great resource of such formulaic descriptions of females. Male favouritism in textbooks has been noticed by many researchers. Textbooks and printed resources have disposed to continue firm stereotypes regarding females. There are a small number of investigations that have highlighted the matter of sex discrepancy in textbooks. Set of courses perpetuate sex stereotypes. It is of poor class and insensible to sexual category (Zafar, 2005).

In established societies as Pakistan such type of disparities are further obvious and socializing agents support the active patterns of judgment and manners. Kids, as the significant members of culture, also internalize these usual roles. In 2002, a syllabus review of primary level was conducted in Pakistan but it did not support textbook substance from a curriculum. Sex favouritism was mostly major in Urdu textbooks. Women were depicted as passive and in stereotyped characters (Zafar 2005)

The researcher seeks to find the answer of two major questions through the conducted research for this purpose researcher adopted different mechanism for the purpose of data collection. This following chapter deals with the research methodology which was the part of this research for getting the objective of the conducted study.

## Chapter No 3

### Research Design

#### 3.1 Research Design:

As gender is the major variable of this study, so it was important to overview brief survey of method that is generally practiced in the research related to gender. Three types of approaches are applied in this study which are also used by the gender researchers. First in gender as a variable approach the researcher recognize difference between both gender such as women and men. According to the advocates of gender as a variable approach, the notion of difference between both gender and social biasness towards women is always ignored by traditional researchers. This approach is quite familiar to the liberal feminism and are of view that element of gender must be focus in the researches. (Alvesson & Skoldberg: 2000). Feminist standpoint is the second method which observes the phenomena from feminist standpoint and it highlights the dominance and inequality faced by women. They deviate the attention that change is requires in the social setting and in the definition of gender which is constructed by the society (ibid).

Lastly in Post-Structuralist Approach which is the third approach observes the temporary and fragile nature of gender as an occurrence being formed by societal and discursive performs somewhat than a natural one. They have an issue with uneven distribution of power between women and men and they also believe that these notion can be change if society want to change it. (Anderson & Damarin: 2001).

All the above approaches are used by the researchers who work on gender. These can also be used together in the single study. As the main concern of my research is to see

how gender is depicted in the selected textbooks that why I haven't restricted my approach to any specific school of thought but see all the above approaches to view gender representation in textbooks. This is because all the above school of thought talks about gender and after that Feminist and Poststructuralist discourse about the conversion crucial to take in the traditional description of gender besides this in the change of power relation between both genders therefore in my research I have used a heterogeneous approach to plan my study.

Beside the heterogeneous approach, it was necessary for me to find a suitable research method. Generally scholars describe two main classes of research procedures that is, qualitative and quantitative. In my research I used qualitative research method. The Qualitative method is considered as "human-centred approach" that principles human activities and opinions while guiding a study in a social setting. Besides this qualitative research "emphasizes on considering societal occurrences from the standpoint of human contributors in study" (Ary, Jacobs & Razavieh: 2002).

Furthermore the qualitative method in this study is divided under two categories 1) qualitative content analysis (summative content analysis) and secondly Foucauldian discourse analysis.

### **3.1.1 Qualitative content Analysis:**

Content analysis is used as a 'flexible method' for examining the data from the text (Cavanagh, 1997). Qualitative content analysis is among numerous research methods which is utilized to examine the text data. The researches which used this method mainly focus on the language as communication with consideration to the content and contextual

meaning of text and images (Budd, Thorp & Donohew: 1967, Tesch: 1990). Rather than being a only process, present usage of qualitative content analysis exhibits three diverse approaches: conventional, directed or summative. All these methods are utilized to understand textual data from predominately realistic patterns. (Hsieh & Shannon, 2005). Conventional content analysis is specifically utilized in the study who purpose is to define the particular phenomena and it is usually suitable when the prevailing theory and literature is limited on that phenomena. The researcher avoid using predetermined classifications (Kondracki & Wellman, 2002), instead the researcher allows the classes and names of classes to flow from the data. Many qualitative procedures used this first method to study, plan and analysis. (Hsieh & Shannon, 2005). Most of the time, the prevailing theory or previous research exists but it is incomplete or would advantage for more description in this case the qualitative researcher select to use directed approach. Its goal is to authorise or prolong a theory. (Mayring, 2000). Directed content analysis is more organised procedure when we compare it to conventional approach. (Hickey & kipping, 1996).

Usually, a research consuming a summative approach, a third type of qualitative content analysis begins with recognizing and counting definite words or content in writing of accepting the relative usage of the words or content. This quantification is an effort not to understand meaning but, rather, to explore practise and norm. Examining the form of a specific word or content in textual material is discussed to as clear content analysis (Potter & Levine-Donnerstein, 1999). In this type of approach the main focus is on exploring the underlying meaning of the word and the content (Babbie: 1992; Catanzaro: 1988). In a summative approach, investigation of data starts with explorations for existences of the known words. (Hsieh & Shannon, 2005).

Among three of the approaches, in my study I had used summative content analysis as it suits my research and to the themes which is selected for this study. (Discussed below).

### **3.1.2 Foucauldian Discourse Analysis:**

Discourse has been define as 'a collection of thoughtful means of thinking which can be acknowledged in written and unwritten communications, and could also be placed in societal structures. (Lupton 1992: 145). It provides understanding about functioning of organizations of knowledge in their certain occurred settings by generating descriptive statements with admiration to the power effects of a discourse on sets of people, deprived of statements of generalizability to other contexts (Cheek 1997).

FDA deals with a definite critical approach of learning psychological and societal circles by sighting broader contexts, systematically separating discourses comparatively than imposing a different theoretical background. In his aim to reveal the relations related to power, Michel Foucault who was the French poststructuralist, historian and philosopher concluded that discourses are hold forms of knowledge which methodically form and reproduce specific societal institutes (Holloway, 1997, p.48; Hall, 2000).

Foucault wants to disclose that in what way firm discourses assist endure setups of societal meaning which standardise and govern individuals in a way that it seems natural (Seale, 1998). According to him, discourses not reveal truth and reality in apparent ways, but keenly add to the production of our knowledge and the societal world (Seale, 1998; McGhee, 2001).

Foucault (1978) studied discourse analysis by showing connections between written foundations and dominant institutions of society, depicting consideration about

dominance and sub ordinance related with the rational backgrounds of Marxism and Feminism. Discourse practices in psychology, usually discussed from the means of data collected by the interview but FDA can be achieved where meaning subsists, upon numerous kinds of communication and word-based material (Willing, 2001, p.108) Using Foucauldian discourse analysis my study offer a thorough explanation of how text books are enforcing gender roles within society. Children have very sensitive minds at primary level. And these things are inculcated at primary schools in Pakistan. Literature identifies that male are dominant and females have submissive character. The Power of male exist in the text. When gender roles will be stereotyped in a way unknown to children through text, there will be a link between text and male dominancy. As well as the power exist in structure of female representation as submissive also.

### **3.2 The materials for the research:**

The major concern of this research is to highpoint the representation of gender in primary level Urdu and English textbooks of three different publishers such as AFAQ, NBF and OUF. And further to make a comparison between these three curriculums to find the difference in depiction of gender representation among these textbooks. The textbooks which are selected in the research are taught at difference schools of governmental and non-governmental levels of Pakistan. Mainly AFAQ and NBF are published under the guidance of Ministry of Education while OUF under the supervision of Oxford University Press But based on the National curriculum 2006. each books have number of units based on different title and themes. The Oxford University press published a range of English and Urdu textbooks at all levels but for English textbooks of OUF I had selected 'Oxford Modern English' and for Urdu I selected 'Meri Kitab'. For the purpose of selection, I

visited ten private schools in Islamabad and Bharakhu and it was found that Oxford Modern English series is being taught in majority schools that were six out of ten. Another reason for choosing this series were that it have more writings than other textbook like 'Oxford Progressive English'.

### **3.3 Data Collection procedures:**

The emphasis of this study was on the ways female and male are represented in AFAQ, NBF and OUF textbooks used at public and private schools from class 1 to class 5. The present study is distributed into two parts. First part centres on the course book for representation of gender. Its main concerned is with the content investigation of textbooks to recognize and clarify the kind of gender text and images displayed in them. Further in the second part of the same data is utilized to make a comparative analysis between the means gender is depicted in the schoolbooks of the three selected publishing companies. The purposive sampling technique was used for the selected textbooks As discussed earlier that the images and texts in the selected textbooks were analysed by using Foucauldian discourse analysis, the main focus of FDA is that the interpretation of specific discourses should be done within that context where it exist. Moreover special focus was made on the text which are major source of creating different forms of relationships in the society(Ullah, 2013) and besides this to those context in which the selected textbook's text and images are located.( Ali & Batool, 2015 )The sub-sections below explain it further:

### **3.3.1 Visibility and Recognition of both Gender:**

The notion of visibility had been seen through following categories:

- a) Visibility through characters.
- b) Visibility through photographs
- c) Visibility in the themes of textbooks.
- d) Narrator of the lesson

### **3.3.2 Discrimination of labour on the basis of gender:**

- a) Occupation assigned to genders.
- b) Domestic role assigned to gender
- c) Occurrence of gender associated activities.

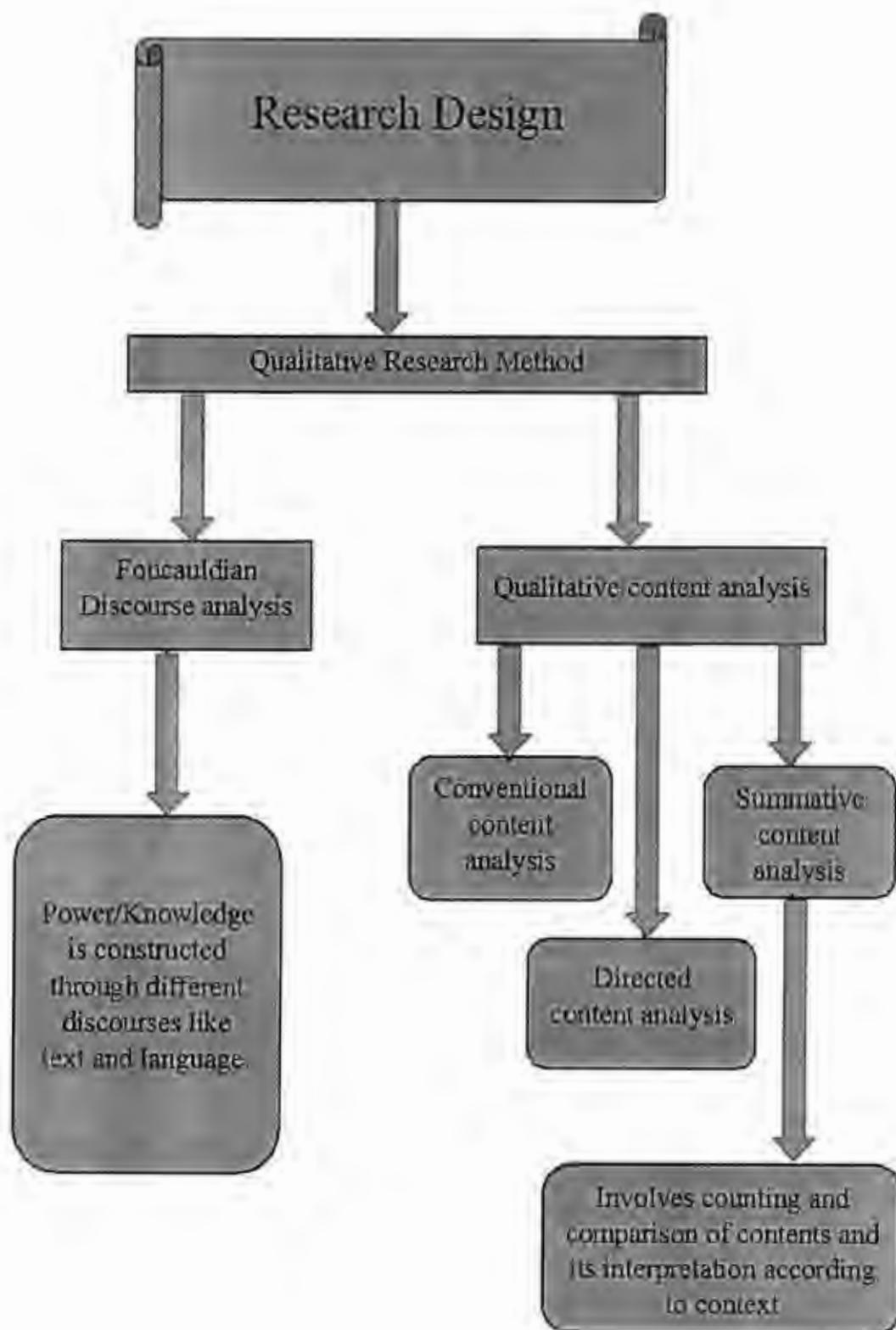
### **3.3.3 Vocabulary for Gender Representation:**

- a) Adjective used for gender.

### **3.3.4 Stereotypes associated with both gender**

### **3.3.5 Breaking the stereotypes.**

## Research Design Framework



## Chapter 4

### Analysis and Results

This study targeted to examine the representation of the appearances of gender in the English and Urdu textbooks published by AFAQ sun series, Oxford publishers and NBF from grade 1 to grade 5 by focusing on texts, illustrations, and addressing some semantic aspects. This chapter delivers systematic material in relation to frequency of manifestations and percentages of the above mentioned gender aspects using explanatory tables.

In the first portion of the chapter the representation of both gender is seen through following steps:

#### 4.1 Visibility:

Visibility of female and male is major manifestation of sexism in schoolbooks, which is also called omission, where the appearance of female is often less than men, the embedded message is that the female are not as essential as male or their execution is not as valuable to include as male or that they as humans are not essential enough to be involved (Porreca 1984:706). Hence, visibility in the selected textbooks is shown through following themes:

- Visibility through characters
- Visibility through photographs
- Visibility in the themes of textbooks.
- Narrator of the lesson

#### **4.2 Occupation assigned to gender:**

An occupation in this study refers to jobs, careers, professions, and any kind of work done by females or males in the selected textbooks. Generally, it is investigated through research published some years ago that textbooks published then, featured a widespread diversity of profession for men and a confined range for female. (Arnold-Gerrity 1978; Coles 1977; Gupta and Yin 1990; Hellinger 1980;

Hoomes 1988) Despite a lot of awareness and modernization, the assignment of occupations among both gender in the textbook has not changed. So it was important to examine the distribution of different occupation in all selected textbooks.

#### **4.3. Domestic role of gender:**

After analysing the occupation of the both genders which is basically the professional roles of women and men. The analysis of the domestic roles has been done in this study to know about the fact in which domestic roles women and men are represented. People sexiest attitudes and traditional stereotypes still prevail in textbook despite of the fact that there is an ordinary increase in number of female mentions.

#### **4.4. Activities assigned to gender:**

As far as activities are concern, they resemble to sexual stereotypes and also to realism. Different researches has shown that men are generally involved in activities gardening, fixing, repairing, playing, educational activities whereas on the other hand women are involved in activities like dishwashing, laundry, childcare, and cooking. (Brousse, 1999). So in considering previous results, it was important to analyse the activities of both gender which is covered in this section.

#### **4.5. Vocabulary used for genders:**

In this section, vocabulary will be investigated which is normally used in the selected textbooks. More concentration has been made on the adjectives which are used to describe the characteristics of the both gender. In our society, there are some words which are specifically used for female like beautiful, emotional and pretty, whereas on the other hand some which are used for men like handsome, brave and rational. So the researcher's investigation is based on that whether this type of stereotypical division of words is still prevalent in our textbooks.

#### **4.6. Sexist Stereotypes in the books:**

In each and every book which was analysed there was some existence of stereotypes in any picture or in text related to male and female. These stereotypes are either the part of our society or we can say that these stereotypes comes from our society which are inculcating in the mind sets of our children through these textbooks So it was important to highlight those stereotypes through this research.

#### **4.7. Breaking the stereotypes:**

Most of the books analysed were also the source of breaking the societal stereotypes, to locate stereotypes, and give credit to the writer of the textbook for breaking the false beliefs. These things were also carried out in this analysis chapter. The second portion of this chapter is the comparison between the three selected textbook. The comparison is made through pie charts with the discussion given below the chart.

## **First Part of Analysis**

### **Gender Representation in Textbooks**

The analysis of each book starts with the brief review of each publisher such as AFAQ sun series, National Book Foundation and Oxford University Press.

#### **AFAQ SUN SERIES**

AFAQ (Association for Academic Quality) is a combined forum of educational organizations functioning for the brilliance in education. According to AFAQ the curriculum of their books is based on national curriculum.

The books of English and Urdu from grade 1-5 were analysed to gain the objectives of the thesis. The books are designed to convey informative knowledge through variety of themes. Hence, all of the chapters have different variety of themes; for example theme related to religion, travelling, mystery, heroes and so on. Each chapter of AFAQ includes many addition to the core textual material which is meant for redaction, understanding and seeking the knowledge. In each chapter, there are all the pages which are keen to the followings roles such as to begin with hearing, discover talk, study, think the page which one have to study is the central text including the very vital grammar issues and these text are those text that all students study carefully. It has been strongly observed that at first look AFAQ seem very disorganized because all its variety of units have different functions and variety of knowledge and information, as each unit comprises many happenings in accumulation to the fundamental texts destined for reading and learning. It has been toughly observed that, in the first look, AFAQ appears unsystematic with all its different chapters and besides this there were a lot of information in the margins of the page. In

AFAQ most of the pictures are cartoon like. It was fascinating to examine the images also to analyse their contribution in gender representation, so the pictorial analysis was also done.

### **Analysis of English and Urdu textbooks of AFAQ Sun Series:**

#### **1- Visibility**

In this section, the visibility of women and men was investigated in the textbooks of English and Urdu published by AFAQ sun series. The in depth analysis of the above mentioned themes related to visibility are discussed below.

#### **1 (a): Visibility in Female and Male Character:**

**Table 4.1- Gender of Character Appearing in English and Urdu textbooks:**

<b>Visibility of Gender Character</b>	<b>English Book</b>		
	<b>Male</b>	<b>Female</b>	<b>Both Gender</b>
Main Characters	88(66.2)	45(33.8)	133(61.1)
Supporting Characters	39(45.9)	46(54.1)	85(38.9)
Total	127(58.3)	91(41.7)	218(100)
<b>Visibility of Gender Character</b>	<b>Urdu Book</b>		
	<b>Male</b>	<b>Female</b>	<b>Both Gender</b>
Main Characters	106(65.4)	56(34.6)	162(47.8)
Supporting Characters	140(79.1)	37(21)	177(52.2)
Total	246(72.6)	93(27.4)	339(100)

The above table shows the result of visibility through characters in the English and Urdu textbooks of AFAQ sun series. The table clearly depicts that in English textbooks the

total percentage of female characters including main and supporting characters is 41.7 and that of male in 58.3%. Mostly, the lead character in the story is played by men such as the story revolves around 66.2% of male and women are presented in the main role with percentage 33.8. When it comes to Urdu textbooks, it seems that the percentage of main and supporting male character is 65.4 and 79.6 % respectively which is doubled when we compare it with the percentage of female characters that is 34.6 and 21% respectively.

So the table clearly shows that females in main characters are mostly omitted from the textbooks in favour of men. Sakita (1995) has state, because of women finite terminology and grammatical structures, the topics usually distributed with in preliminary textbooks are simple similar to the characters portrayed. That might can contribute to an equality of both gender mostly not found in more in modern books So we can say AFAQ sun series resembles mostly to Sakita's observation that in these text books, male dominance is a still-preventing as can be seen by the results tabulated in Table 4.1 above, there is a significant gender imbalance in AFAQ English and Urdu books for class 1-5 in terms of the number of male and female characters featured.

**1 (b) - Gender in Photographs:****Table 4.2 - Gender visibility in photographs of English textbooks:**

Gender visibility in photographs	Textbook	Female	Male	Both Gender
<b>All Appearances</b>	<b>English</b>	179 (33.8)	350(66.2)	529 (100%)
	<b>Urdu</b>	179(35.9)	320(64.1)	499(100%)

There is also a gender imbalance, larger than the one discussed in above table. In the images, men's visibility is higher as compared to females that are used to represent the characters featured in the textbooks. In numerous cases, images of the same men are repeated quite a lot of times in different places in the textbook and in some cases these are multiple images on the same page. The number of appearing of males in the given images in English textbooks are 66.2% and that of female are 33.8% and that on Urdu textbooks are 35.9%(female) and 64.1(male). Au (1992) in his study explore that previous textbooks shows discrimination against women by reinforcing stereotypical views about the roles and abilities related to both gender. There is presence of male dominance in written texts and visual illustrations. The findings obtained from above table opposes Dominguez (2003, 7) who describes that now the publishers are more focusing on the fact that gender sensitive content should not be included in the textbooks.

**1(c) - Gender Focus in Textbooks Themes:**

To see gender representation in textbook themes, the chapter is divided in three major parts i.e. religious, historical and general.

**Table 4.3- Gender Focus in English Textbook Themes:**

Gender Focus in Textbook Theme	English Book			Total	
	General	Historical	Religious	Frequency	Percentage
Female Oriented	6	0	0	6	8.9%
Male Oriented	14	2	1	17	25.5%
Mix Gender	3	0	0	3	4.5%
With General Names	37	0	4	41	61.1%
Total	60	2	5	67	100%
Gender Focus in Textbook Theme	Urdu Book			Total	
	General	Historical	Religious	Frequency	Percentage
Female Oriented	0	0	3	3	2.5%
Male Oriented	7	9	9	25	20.5%
Mix Gender	0	0	0	0	0%
With General Names	68	10	16	94	77%
Total	75	19	28	122	100%

The finding from the above table clearly justifies the study done by Ansary and Babaii (2003), both of them explore that there are more male-related stories in the textbook than female ones. Out of the 10 genderspecific stories in this study, seven are about men only while three are limited to women. This appears to send the message that 'female's struggle or that they are not so important to be the included. (Porecca 1984, 706). Females are absent overall from a number of units and are often unseen even in locations within which they feature highly in real life e.g. one chapter in a book is sets in a classroom, however, all the participants are males.

So, it is concluded that table 3 reveals that gender biasedness is also found in themes of the lessons no matter whether these themes are religious, historical or general. Regarding women, it is perhaps reasonable in an Asian context, where they are still prime caregivers for children and more responsible for the domestic sphere, for them to be more visible in units related to family is designed. The same could be supposed of men in relation to the place of work.

**1(d) - Narrator of the lesson:**

**Table 4.4- Narrator of the Lesson in English textbooks**

<b>Narrator of the Lesson in English textbooks</b>		<b>Male</b>	<b>Female</b>	<b>Gender not specific</b>	<b>Total</b>
<b>Book</b>	<b>English</b>	25	12	30	67
	<b>Urdu</b>	36	15	71	122

The above table shows that the frequency of male narrator is more than as compared to female in both of the textbooks. In English textbooks, out of 67 stories 12 are only narrated by female, 25 are by male and in 30 stories gender was not specific. Similarly in Urdu textbooks there were total 122 stories in which 15 were narrated by females, 36 by male and in remaining 71, gender was not distinguished.

**2. Occupations assigned to gender:**

In earlier researches on gender demonstration in linguistic textbooks, it was revealed that characters of women were mostly sighted in the home domain whereas men have broader choice of careers and these jobs were mostly powerful than those of the women characters (Litosseliti 2006:87). A huge amount of employments are cited in the

selected books. A similar perspective is that the mostly men are depicted in common occupation but on the other hand either there was no occupation for female or they are depicted with a stereotypical profession. The portrayal of occupations in AFAQ English and Urdu textbooks, there was a trend to locate women with stereotypical careers. A study exposes that females are doing jobs as teacher, nurse and home carer; while male are employed as pilot, trainer, discoverer, salesman etc. besides this in the professional of teaching mostly both gender were present and was also many profession where the gender was not exposed. The table describe the occupation of both male and female with the frequency in both of the textbooks of AFAQ sun series:

**Table 4.5: Occupation Assigned to Gender:**

Male Occupation	Frequency		Female Occupation	Frequency	
	English	Urdu		English	Urdu
Lawyer	3	0	Home Maker	4	9
Artist	1	0	Farmer	1	0
Shopkeeper	3	2	Newscaster	2	0
Farmer	2	2	Tourist	2	0
Muezzin	1	0	Teacher	0	1
Social Worker	3	7	spiritual Leader	0	3
Servant	1	4	Nurse	0	1
Guide	1	0	Advisor	0	1
Creative Artist	4	0	Princess	0	1
Tourist	2	0			
Barber	1	0			
Astronaut	1	0			

Librarian	3	1			
Computer Operator	1	0			
King	2	7			
Photographer	2	0			
Spiritual Leader	0	27			
National Reader	0	13			
Teacher	0	4			
Doctor	0	3			
Carpenter	0	2			
Officer	0	1			
Driver	0	1			
Religious Scholar	0	1			
Scientist	0	1			
Policeman	0	1			
Soldier	0	2			
Labour	0	1			
Business Man	0	1			
Hakeem	0	3			
Mayor	0	3			
Total: 31					

The table clearly shows that when we talk about the professional life or role of the both genders, then it seems that there are more opportunity for men as compared to women. In the table there are 31 different occupations for males whereas for women there are only 9 occupations in both books, and among that 9 professions the majority of the women in

the textbooks are home makers with frequency 4 and 9 in English and Urdu textbooks respectively. And rest of the other are shown in stereotypical professions related to women such as nursing and teaching.

Similar finding has been repeatedly of Mahnaz Hall (2014). His studies revealed that males were presented in a broader range and assort and greater ranking of employment than females in present EFL textbooks. He says that an in depth examination designates that women employed positions such as housekeepers, nurses, teachers, and librarians. In dissimilarity, men enjoyed greater assortment of occupations ranging from lower ranking roles such as bus drivers, farmers, and shopkeepers to higher ranking roles such as surgeons, dentists, teachers, and doctors.

### **3-Domestic Role of Gender:**

The roles of characters related to both gender depicted in the pictures and manuscripts of the scrutinised sequence of schoolbooks are same. The domestic roles of men and women are usually as father and mother respectively. Other role of men are as brother and grandfather whereas of women are grandmother, housewife, daughters and sisters whereas men are seen in the role of father ,grandfather, brother, husband who had more importance than female. The tabulated form of this explanation is given below:

**Table 4.6: Domestic Role Assigned to Gender:**

Female domestic role	Frequency		Male Domestic role	Frequency	
	English	Urdu		English	Urdu
Mother	6	8	Father	8	10

Wife	11	5	Husband	11	5
Daughter	4	4	Son	15	14
Sister	8	6	Brother	18	11
Aunt	1	0	Uncle	2	0
Grandmother	4	1	Grandfather	4	1
Granddaughter	5	1	Grandson	6	2

#### 4- Activities and attributes assigned to both gender:

In this section the researcher investigated the activities assigned to both the genders in the textbooks. The table clearly shows that females are mostly shown in the private sphere while male in public sphere.

**Table 4.7: Activities Assigned to Gender:**

Male and female Activities	Female Frequency		Male Frequency	
	English	Urdu	English	Urdu
Doing housework	3	0	0	0
Working	0	0	10	6
Studying /studying at school	3	0	36	4
Playing	12	7	21	8
Relaxing /Resting	4	8	11	8
Engaged in Social activities	9	0	11	14
Engaged in Personal/family activities	8	5	5	9

In most of the pictures female are doing chores like cooking, washing, knitting, cutting vegetables and fruits, gossiping with other women, cleaning the house, welcoming the guests whereas the men on other side are involved in intellectual type of activities when

they are at home or even if they are outside the home; for example, in one picture the whole family is sitting, the father is reading newspaper and the grand father is watching news on television while the mother and grandmother is peeling vegetables and knitting sweaters respectively. In the same picture, the baby boy is playing with football near mother and mother is also taking care of him. Similar to this picture, there are many other pictures in the books which shows women in the same stereotypical roles.

When it comes to hobbies and activities assigned to young girls and boys, it was analysed that boys were usually busy in outdoor activities such as playing cricket and football, climbing the mountains, running, swimming, boating, going to market to buy animals, helping other people, fishing, having games on computer and planting. While on the other hand the girls were depicted as playing in door games like playing with dolls, balloons, doing homework, reading books, helping their mothers in household work, listening to stories and looking after their younger brother. This clearly shows that mostly boys are involved in activities which needs physical strength and fitness as compared to girls.

Roles of gender in the family are according to those stereotypes which are associated with performance of gender such as boys are permitted to be more uncontrolled compare to girls and mothers look after the family members more carefully than the father.

##### **5- Vocabulary of Gender Representation:**

This section investigates about the language which is used to represent the gender in the textbooks or in other sense we can say that the linguistics part of the research will be focused in this part. Mostly different adjectives were used for both gender. The adjectives are distributed into semantic kinds given by Dixon (2005, 84-85): element, age,

colour, value, struggle, decision, criterion and human tendency (with the subgroups such as angry, happy, sad, clever, and honest). At first, the most collective sort of adjective used to define the characters of both gender is value like supportive, friendly, kind-hearted and sociable. The second is the happy subtype of the human inclination form such as motivated, thrilled, happy and excited.

These two kinds are the mostly noticeable. Other kinds of adjectives are seldom used.

**Table 4.8: Adjective used for Gender**

Adjectives	English book	Urdu book
Female	Caring, beautiful, simple, hardworking, delicious cook, clever, kind hearted, respectful, creative, good server, weak, soft happy.	<i>Khoubsurat, piyari, lalachi, zaheen, samjdar, salleeqa mand, chalak, Hoshiyar, masoom.</i>
Male	Lazy, intelligent, cleaver, healthy, Intellectual, slow, obedient, active, intellectual, punctual, loving, careless, naughty, respected, wise Respectful.	<i>rehamdil, tameez dar, chota, tang, bechary, acha, kamzor, sharer, khush haal, tandurast, nojaawan, taqatwaar, mascara, aqil mand.</i>

As the table shows that mostly the adjectives which are used to represent female and male are presenting the stereotypical notion which is used in our society and culture; like boys are considered lazier, intelligent, careless, wise and healthy as compared to women and on the other side women are considered caring, respectful, loving and kind hearted. The same notion is represented in the lessons of AFAQ sun series. The words

which were used to represent the notion of beauty and physical fitness of both gender are also different and this differentiation is maintained through the language of textbooks like adjective for female are beautiful, charming, simple and colourful and that of men are handsome, good looking and healthy.

Seyran Jannati( 2015) narrates that the greatest number of adjectives in both levels 1 and 2 of the pre intermediate series is used for males. Therefore, adjectives with negative connotation are more common with males. Upon a closer look at the adjectives, the tables show that there is a wide range of adjectives to define both genders. Most of the female-related adjectives refer to the physical appearance and personality of females such as beautiful, slim, young, emotional, sincere, shy, and so on. As for the adjectives used with male characters, it can be asserted that most of them refer to personality such as talkative, brave, educated, proud, rude, and so on.

#### **6- Sexist stereotypes in AFAQ sun series:**

During the analysis of books of AFAQ sun series it was found, that there were many occurrences of sexiest stereotypes in the illustration and text of the textbooks. Through different example the sexist stereotypes are explained below:

**Example 1:**



**Discourse 1: (Source: English 2, pg. 01)**

In the 1<sup>st</sup> chapter named 'A Busy Morning' of class two, English book, stereotyping of activities were done through illustration and text for example

*'Today is holiday. All the family is at home busy in different activities. The grandfather is watching television. The grandmother is knitting a blue sweater for baby. The father is taking tea and reading newspaper and the mother is cutting turnip for the meal she is sitting near the baby and the baby is playing with toys '(pg. 01).* Here the baby boy is playing with toys like football which are generally associated with boys which shows the stereotyping through toys. The colour of sweater for baby boy is blue and blue colour is generally associated with boys. The mother, father, grandmother and grandfather are involved in different activities related to their gender. The picture clearly demonstrates that parents are performing their stereotypical gender roles.

**Example 2:**



**Discourse 2: (Source: English 2, pg.6)**

In the 11 chapter 'A Happy Weekend 'of class two, another picture depicts the stereotypes. It is a scene of a picnic. The whole family is enjoying near the beach; two men are fishing near the beach; boys are playing football while two women are sitting on the beach gossiping with each other and on the other side the girls are sitting on the mat playing with balloon depicting that despite they are outside the home still they are playing indoor activities.

**Example 3:**



**Discourse 3: (Class 2 pg. 58, 54, 43)**

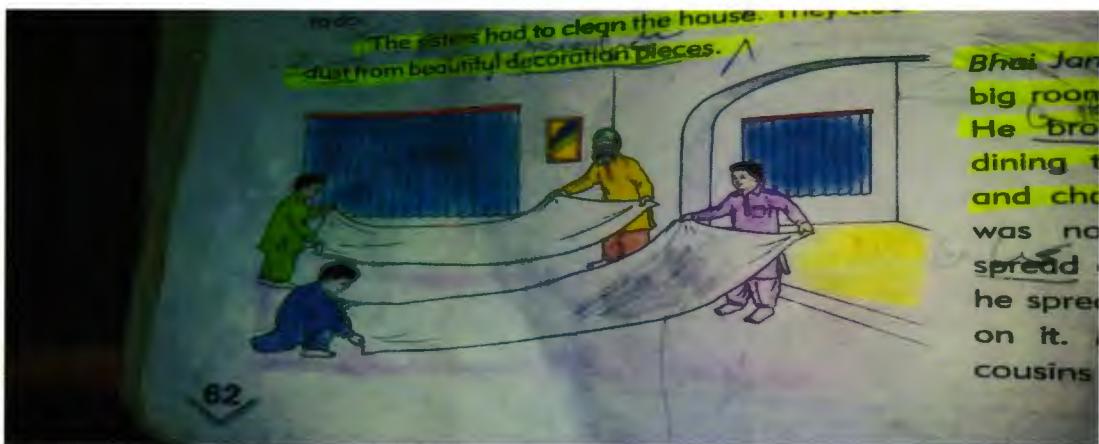
In the above images the little girls and boys are shown in stereotypical activities. The girls are only confined in homes serving their elder or helping in household activities. Whereas, the boys are involved in the outdoor activities like going to market with their elders, playing cricket and doing shipping whereas girls are playing games which are totally girlish and did not involve any physical strength. The images directly points out that girls have to help in the household with their mothers and they are not capable of doing any outdoor activity and cannot play such games which involve more power. While boys have to engage in other work instead of home.

**Example 4:**

In the Urdu book of class five, lesson 12 'Niqab posh Mujahid', the story is about Hazrat Hola the brave woman of Islamic history. The theme of the lesson depicts the feminine stereotypical notion despite of the bravery and courage of Hazarat Hola. The writer didn't use the word of 'Bahadur Mujahid' in the title of the lesson because the concept of bravery is always associated with men in our society.

## 7- Breaking stereotypes through text and illustration:

### Example 1:



### Discourse 4: (Source: English 2, pg. 62)

Through different illustrations and text some of the stereotypes are also broken. In the English book of class 2 lesson 14 'An *Iftar* Party', it was narrated that '*Bhai jan arranged the big room for the party. He bought out the dining table, sofa set and chairs. The room was now empty. He spread a carpet. Then he spread white sheets on it. My father and cousins helped him*'.

The picture and text broke the stereotype that men can't do the work of home. As mentioned in the text as well as picture, the men of the home are also helping their females in the household work which generally is not done in our societies because household work is considered the female work and it is considered a taboo in our society if the male member of the house helps in house hold work. Besides this, the father doing these female tasks diverges from the hegemonic gender roles.

### **Example 2:**

In the English book of class five, a lesson named ‘One Grain of Rice’ is the story of courageous and hardworking girl Kiran, who because of her intelligence and hard work won the heart of the raja of her village, and motivated him to do more for the poor people of his village.



### **Discourse 5: (Source: English 5, pg.23-29)**

The above picture clearly shows that this little girl Kiran is doing work equivalent to men like collecting rice bundles, rearing cattle's, and indirectly helping the poor people. Hence breaking the stereotypical belief that women cannot work like men. in Pakistan. 70% of the women work in fields in village areas but their work is not admitted or their work is invisible. But the text of this book shows that women can work in fields and are contributing in the household economy.

### Example 3

In lesson no 19 '**himmat kry insan toh kia nahe ho skta**' of Urdu book two, the story of a disabled girl is shown who suffers from polio also breaks the stereotypical notion that a disabled person especially woman have nothing to do with professional life; or she or he can only be isolated to the walls of home.



### Discourse: 6 (Source: Urdu 2, pg. 55)

In this chapter this young girl through her hard work got success and became the professor of the university and a role model for all other people.

### Example: 4

In the lesson 10 'Hina and the Talking Parrot' the girl Hina has to show her honesty in front of her father and stepmother. For this purpose, she travels with her brother far away from her house in the search of a talking parrot who promises to restore Hina's honour in front of her parents by revealing the truth. During the whole journey to that talking parrot Hina takes care of her brother as a father. The lines clearly shows the bravery of Hina '**they**

*got frightened on hearing animals sound in the forest, her brother Usman held his sister hands tightly' (Discourse 7 : Source English 2)*

In our society, the upbringing of the boys is totally different from that of girls. Boys are to show courage in the difficulty and give protection to their sisters no matter how young they are and how older the sisters are from them. But in this lesson, Hina is assembling his brother throughout the journey towards forest breaking the stereotypical concepts of society.

#### **National Book Foundation**

National book Foundation was founded in 1972 as a service delivering educational welfare organization. It is a constitutional Organization formed through an Act of the Parliament in order to make books obtainable at reasonable prices. It has its Head Office in Islamabad and Regional Offices at each provincial Headquarters. In addition, it has Branch Offices and bookshops, it has administration and over all control vests in a Board of Governors. The chapters of both English and Urdu textbooks have variety of concepts and each chapter is carrying religious and social message which would be very helpful for the students.

#### **Analysis of English and Urdu Books of NBF:**

##### **1. Visibility:**

1 (a): Visibility in Female and Male Character:

**Table 4.9: Gender of Character Appearing in English Books:**

Visibility of Gender Character	English Book		
	Female	Male	Both Gender
Main Characters	15(38.5)	24(61.5)	39(53.4)
Supporting Characters	8(23.5)	26(76.5)	34(46.6)
Total	23(31.5)	50(68.5)	73(100)

Visibility of Gender Characters	Urdu Book		
	Female	Male	Both Gender
Main Characters	17(30)	39(69.6)	56(25.8)
Supporting Characters	20(12)	141(87.5)	161(74.2)
Total	37(17)	180(82.9)	217(100)

The above table indicated the visibility of female and male in the English and Urdu books of NBF. The finding clearly shows the gender imbalance in terms of main and supporting characters of both gender. In English textbooks the total percentage of female main characters is 38.5 while that of male is 61.5. Similarly in supporting character, female are 23.5% and male are 76.5%.

The number of character in Urdu textbooks are more as compared to English textbooks whereas the notion of gender inequality in terms of female and male characters is high in Urdu textbooks. When we talk about main characters, females are only present with 30% and males are with 69.6% which is the double when we compare it with female characters. The results for the supporting character is quite shocking because female supporting characters are only 20(12%) but male are with 141(87.5%) characters in support to the main characters which is a huge sign of gender imbalance. The analysis of female

and male characters in English and Urdu textbooks of NBF is contrary to Nilsen's (1977) analyzation of common dictionary, which disclosed that the ratio of men to women's visibility was three to one.

#### 1 (b) - Gender in Photographs:

**Table 4.10: Gender Representation in Photographs:**

Gender visibility in photographs	Book	Female	Male	Both Gender (Total)
<b>All Appearances</b>	English	179 (42.2)	245(58.7)	424(100%)
	Urdu	34(23.9)	108(76)	142(100%)

The above table demonstrates the gender visibility in photographs in NBF. The total no of appearances of both gender in the English book was 424. From this, we found that total men were 245(58.7%) in pictures and women were 179(42.2%) in the pictures while in Urdu books, the illustrations of male and female were 76% and 23.4% respectively. The results are similar to the finding of gender character, the pictorial representation of female is also less as compared to men. The study done by Oyebela in 2003 also shows the same results. Oyebela looked at gender balance in illustrations of a selection of upper primary textbooks.

The results showed that all the analysed textbooks contained illustrations that were gender imbalanced.

**1(c) - Gender Focus in Textbooks Themes:**

**Table 4.11- Gender Focus in Textbook Theme of English Urdu Books:**

Gender Focus in Textbook Theme	English Book			Total	
	General	Historical	Religious	Frequency	Percentage
Female Oriented	3	1	0	4	9.5%
Male Oriented	2	0	1	3	7.1%
Mix Gender	0	0	0	0	0%
With General Names	30	4	1	35	83.4%
Total	35	5	2	42	100%
Gender Focus in Textbook Theme	Urdu Book			Total	
	General	Historical	Religious	Frequency	Percentage
Female Oriented	6	0	0	6	8.9%
Male Oriented	14	2	1	17	25.3%
Mix Gender	3	0	0	3	4.5%
With General Names	37	0	4	41	61.1%
Total	60	2	5	67	100%

The theme of the chapters of both books published by NBF were mixed. In English books, there were total 42 chapters in 1-5 classes. From which 35 were based on general themes, 5 were on historical and only 2 were on religious themes. Among these themes, 9.5% were female oriented, 7.1% were male oriented, 83.4% were with general themes. Similarly in Urdu textbooks, there were total 67 chapters in which 5 were religious, 2 were historical and 60 were general themes. Among these themes, 8.9% were female oriented,

25.5% were male oriented, 61.1% were with general themes and 4.5% were with mixed gender. The omission of women from the books of school curriculum has been shown in other researches as well (Bayyurt & Litosseliti 2006; Coles 1977; Davoodi 1999).

**1(d). Narrator of the lesson:**

**Table 4.12- Narrator of the Lesson in textbooks**

<b>Narrator of the Lesson in textbooks</b>		<b>Female</b>	<b>Male</b>	<b>Gender not specific</b>	<b>Total</b>
<b>Book</b>	<b>English</b>	8	13	21	42
	<b>Urdu</b>	16	21	30	67

The above mentioned table shows that the male narrator are more than that of females. Out of 42 narrators, in English book there are 13 men, 8 women, and in the rest of the 21 lessons, the gender of the narrator is not specific. On the other hand, in Urdu book out of 67 there are 21 men, 16 women and 30 without specific gender.

**4- Occupation Assigned to gender:**

The findings in table 4.13 show that fundamental level units contain an uneven distribution of occupations between men and women. In the schoolbooks of Urdu and English, published by NBF, the occupational fields for men and women are limited. The job opportunities for women are less as compared to men and it follows the traditional role of female capabilities. The most dominant job which has been demarcated for women does not exceed housekeeping or teaching.

**Table 4.13: Occupation Assigned to Gender:**

Male Occupation	Frequency		Female Occupation	Frequency	
	English	Urdu		English	Urdu
Teacher	2	2	Home Maker	2	5
King	1	1	National leader	1	1
Shopkeeper	1	0	Teacher	2	2
Farmer	2	2	Engineer	1	1
Doctor	2	1	Nurse	1	0
Spiritual leader	3	7	Social worker	0	2
National leader	2	4	Spiritual leader	0	1
Social worker	1	0			
Scientist	0	1			
Tailor	0	1			
Scout boy	0	1			
Businessman	0	1			
Fisher man	0	1			
Army officer	0	2			
Total: 14	14(66.7)	24	Total: 07(33.3)	07	12

Findings in table 4.13 displays that females have been exposed to only 7 (33.3) types of occupations while male have 14 (66.7) occupations open to them. Looking thoroughly at the depiction of roles related to occupation, one notices that they resemble the stereotypical notion of society and division of labour based on our tradition. The frequent photographs of males as doctors and females as teachers reinforce the already made statement. Gharbavi & Mousavi (2012) observed language gender bias in four EFL schoolbooks taught in the Iranian high schools. The findings specified that females were

fewer noticeable than men in text and images. It also show that male members work in more miscellaneous occupational roles than females as represented by the textbooks. The findings obtained from the study of Gharbavi and Mousavi is the same when it is compared with the finding of present study.

#### **Domestic Role of Gender:**

**Table 4.14: Domestic Role Assigned to Gender:**

Female domestic role	Frequency		Male Domestic role	Frequency	
	English	Urdu		English	Urdu
Mother	8	9	Father	8	7
Wife	0	5	Husband	0	5
Daughter	3	6	Son	6	13
Sister	4	5	Brother	4	11
Aunt	0	0	Uncle	1	2
Niece	0	1	Nephew	0	1
Grandmother	0	3	Grandfather	1	1
Granddaughter	1	2	Grandson	1	3

The above table reveals about the domestic role of female and male mentioned in the English and Urdu textbooks. While both gender are portrayed in traditional roles as mother and father, wife and husband, sister and brother, daughter and son, aunt and uncle, grandmother and grandfather, etc., it is only females who are busy in responsibilities of home such as washing, preparing food etc. While males are never shown as homemakers.

**Activities and attributes assigned to both the genders:**

In this section, the researcher investigated the activities assigned to both the genders in the textbooks. The table will clearly show that females are mostly shown in the private sphere while males in public sphere.

**Table: 4:15 Activities and attributes assigned to gender in NBF**

Male and female Activities	Female		Male	
	English	Urdu	English	Urdu
Doing housework	4	0	0	0
Studying /studying at school	7	2	11	5
Playing	12	2	18	9
Relaxing /Resting	0	0	1	0
Engaged in Social activities	9	4	9	3
Engaged in Personal/family activities	11	2	16	3
Others	0	5	3	19

It is concluded from the above table that females are shown doing housework, whereas no men are shown doing household work because it is considered that doing work in home is the duty of women whereas men are devoted to outdoor activities. In NBF books, women are shown in housework and in indoor games, whereas men are involved in games which are played outside the home or are involved in physical actions.

Both gender should be shown in doing household work and looking after the children. Besides this both gender could be coward, feeble, instinctively inexpert, and irrational. Men could be polite, supportive, lazy, or well-ordered. Since such traits are shared by both in real, textbooks that categorise them as 'masculine' or 'feminine' are misrepresenting reality (Scott 1981:139 in Mineshima2008).

### 5. Vocabulary of the text:

Graham (1975) was first among those who explore sexism in a school dictionary of children .According to his research, the ratio of nouns which was used to describe noun activities was seven times as the noun used for female activities. Additionally, the visibility of male to female was four to one.

**Table 4.16: Adjective used for Gender**

Adjectives	English book	Urdu book
Female	Intelligent, tall. Dirty, emotional, beautiful, care taker, greedy, thin, Kind hearted, intelligent, smart.	lalachi, zaheen, samjdar, , salleeqa mand, chalak, Hoshiyar, masoom.
Male	Hardworking, wise, handsome, naughty, cleaver, rational, courageous, brave, bread winner, Strong, intelligent , careless	rehamdil, tameez dar, chota, tang, bechary, acha, kamzor, sharer, khush haal, tandurast, nojaawan, taqatwaar, mascara, aqil mand.

As Cameron states that language and writing have destructive power to cloak significant reality in a cloud of misrepresentative rhetoric (Cameron, 1992, p.1). The

statement stated by Cameron is very true in the sense that it is the language and the use of it that locates the position of women and men in the society. In our society stereotypical words are always used to describe men or women. Same pattern was follows in the examine textbooks, the adjective used for women are weak, beautiful, emotional, coward, care taker and sacrifice while for men the adjective usually used were brave, courageous, strong, intelligent, wise etc. The finding shows the stereotypical nature of society which is represented by the text of the books.

#### **6- Sexist Stereotypes in NBF:**

It was analysed, that National Book Foundation was the source of promoting stereotypical concepts which prevails in our society. Some of the examples are given below:

##### **Example 1:**

In the unit 2 'A Great Gift', Mr Ali's family incidentally got a box with precious jewellery in it. A little girl asked her father that 'oh father, I like it very much, I will wear it when I grow up'. These lines show that girls are more conscious about fashion at a very young age. The daughter is saying to her father that she will wear jewellery when she will grow up. Besides this, the girl is also forcing her father not to give jewellery back to its original owner because she likes it whereas Mr Ali's son is asking to give it back because it is not morally good to keep the things of others: showing the rationality of little boy and emotional attitude of girl.



**Discourse 7 (Source: English 5, pg.11)**

Mr Ali's family is discussing about the jewellery box in the kitchen while the mother is busy in making food for the family.

**Example 2:**

In lesson no 4, '**Hamara Ghar Hamari Jannat**' of Urdu 4, Salma visits her friend Najma. On entering the house, she was surprised to see that the home was very dirty, the crockery was not washed, clothes were scattered here and there and litter was found everywhere. On watching this scene, she starts advising Najma that for every woman, her home is like a paradise. So every woman should maintain her house like a paradise as it is the first obligation for every woman that she should keep her home clean and take care of her family. The conversation of these two friends clearly shows that the household work is totally the responsibility of female. (Source: Urdu 4) **Example 3:**

The unit six named 'What I want to become' of English 4, the scene of the class room is shown in which a female teacher asked the students about what they wanted to become in future. The ideas of girls and boys about their professions reinforced the stereotypical concepts of the society that girls would become teachers and doctors whereas boys would become engineers and pilots. The chapter generally promotes stereotypical concepts about the profession of women and men. (Source: English 4.pg 54)

In the chapter 'My Family and My Friend', the boy Danish introduces the reader with his family and friend describing the stereotypical traits of her sister, friends and him. His younger sister Alina has black eyes, straight hair, and she likes pink colour (generally associated with females). His sister helps her mother in the kitchen and keeps her room clean. Whereas Danish himself have curly hair, he likes blue colour (generally associated with males) and he doesn't hurt others and helps others. The difference between the traits of girls and boys in this chapter clearly conforms the stereotypical beliefs of our society. (Source: English 3)

#### **Example:4**



#### **Discourse 8( Source: English 3)**

The above images also shows the clear evidence that how NBF translates the role of girl and boy through different images. In two images the little girls are clearly shown in cleaning and sweeping their house while in other two pictures the boys are shown outside the house doing any social work such as helping the elder. The discourse again reinforce the concept of public and private dichotomy which is the agenda of the feminist that women are always restricted to private sphere whereas men are always shown in public sphere. The picture inculcated the concept of household work in the minds of young girls while the concept of outdoor and social work in the mind of young boy.

### **Oxford University Press**

Oxford University Press is a unit of the University of Oxford. It promotes the University's objective of brilliance in exploration, learning, and instruction by publication worldwide. The researcher analyse the English and Urdu books of class 1-5 published by OUP. The New Oxford Modern English and Humari Urdu were the source of information in this research. Both the books are informative and knowledge gaining based on the national curriculum of Pakistan set in 2006. In the start of each chapter there was a vocabulary of difficult words to which makes understanding of chapters easier for the students. Most of the chapters have hidden message in it, some of the chapters were without message. Overall conclusion is that English books by OUP were more informative as compare to Urdu books.

### **Analysis of English and Urdu textbooks**

#### **1- Visibility**

##### **1 (a): Visibility in Female and Male Character:**

**Table 4.17- Gender of Character Appearing in English and Urdu textbooks:**

<b>Visibility of Gender Character</b>	<b>English Book</b>		
	<b>Female</b>	<b>Male</b>	<b>Both Gender</b>
Main Characters	14(27.5)	37(73)	51(57.3)
Supporting Characters	14(37)	24(63.5)	38(42.7)
Total	28(31.5)	61(68.5)	89(100)
<b>Visibility of Gender Character</b>	<b>Urdu Book</b>		
	<b>Female</b>	<b>Male</b>	<b>Both Gender</b>
Main Characters	13(18.8)	56(81.2)	69(64.4)
Supporting Characters	5(13.5)	33(86.5)	38(35.6)
Total	18(16.8)	89(83.2)	107(100)

The table 4.17 shows the imbalance that exists in the representation female and male characters. There are total 51 main characters of both genders in which 14(27.5) are females and 37(73) are males. Whereas in supporting role there are total 38 characters in which 14(37) are females and 61(68.5) are males.

Similarly in the Urdu books the total main characters of both genders are 69 making a percentage of 64.4 % in which 13(18.8) are female main characters and 56(81.2) are male main characters. Whereas there are total 38(35.6) are supporting characters in which the female are having 13.2% and males are having 86.8%.s when we summarize the total characters of female and male then we see that females are less in no as compare to male having a percentage of 16.8 and 89 respectively.

**1(b): Gender in Photographs:****Table 4.18: Gender visibility in Photographs:**

Gender visibility in photographs	Book	Female	Male	Both Gender
<b>All Appearances</b>	<b>English</b>	216(34.3)	414(65.7)	630(100)
	<b>Urdu</b>	70(19.6)	287(80.4)	357(100)

The findings from the table 4.18 agrees with the study done by Mohamad Subakir et al. (2012). In their study they explore biasness related to gender were found in visual illustration in the textbooks of schools i.e., the conduct of one gender over the other, especially of women and girls. The present finding also see this gender biasness in illustrations, for example, in English book, out of 630 images, there are only 216(34.3) of female whereas 414(65.7) is of male. Which is a big difference. Similarly, in Urdu books, from the total 357 images 70 with 19.6% are the images of female whereas 287 with 80.7% images are of male which is the proof of gender imbalance.

**1(c): Gender Focus in Textbook Themes:**

**Table 4.19: Gender Focus in textbook themes of English and Urdu:**

Gender Focus in Textbook Theme	English Book			Total	
	General	Historical	Religious	Frequency	Percentage
Female Oriented	6	0	0	6	8.9%
Male Oriented	14	2	1	17	25.5%
Mix Gender	3	0	0	3	4.5%
With General Names	37	0	4	41	61.1%
Total	60	2	5	67	100%

Gender Focus in Textbook Theme	Urdu Book				
	General	Historical	Religious	Frequency	Percentage
Female Oriented	0	0	3	3	2.5%
Male Oriented	7	9	9	25	20.5%
Mix Gender	0	0	0	0	0%
With General Names	68	10	16	94	77%
Total	75	19	28	122	100%

The result tabulated in the above table shows the gender inequality occurs in the themes of the lessons of oxford publishers. The data shows that among 60 chapters of 1-5 books of English there are 58 chapters with general themes and 2 with historical themes. Among these themes 6.7% were female oriented and mixed themes, 18.3% were male oriented and 68.3% were general themes. Similarly in the Urdu textbooks of class 1 to 5 there were total 107 chapters. Among that chapters 67 were with general themes, 21 with historical themes and 19 with religious themes. 2.8% themes are female oriented, 29% are

male oriented, 2.8% are with mix gender and 65.7% are with general names. The above results matches with the finding carried out by Weitzman et al. (1972: 1128) [10] in the award-winning photo books for preschool kids resulted that female were merely not visible and they were understated in the topic titles, leading role, pictures and stories of every example.

**1(d) - Narrator of the lesson:**

**Table 4.20: Narrator of the lesson**

Narrator of the Lesson in textbooks		Male	Female	Not Specific	Total
Book	English	20	15	25	60
	Urdu	45	23	39	107

In the above table a great deal of gender imbalance is tabulated. From total 60 chapter in English books of class 1 to 5 only 20 are narrated by males, 15 are by female and in 25 chapters the narrator was not specific. While in Urdu textbooks the 23 were only female and 45 were male.

**Occupations Assigned to Gender:**

**Table 4.21: Occupation Assigned to gender:**

Male Occupation	Frequency		Female Occupation	Frequency	
	English	Urdu		English	Urdu
Teacher	1	5	Home Maker	4	3
Fisher man	0	10	Doctor	0	1
Philosopher	0	1	Teacher	4	1
Farmer	0	7	Nurse	1	0
Doctor	1	1	Social worker	0	1
House worker	2	0			
Social worker	1	5			
Tailor	0	1			
Astronauts	0	2			
Barber	0	1			
Pilot	0	1			
Soldier	5	0			
Waiter	1	0			
Spiritual leader	0	7			
Shopkeeper	0	2			
Inventor	0	1			
Leader	0	3			
Writer	1	1			
Poet	0	1			
Cashier	2	0			
Lawyer	1	0			
Carpenter	2	0			

Woodcutter	2	0			
Policeman	1	0			
Driver	1	0			
Magician	1	0			
Total: 26			Total :05		

The finding clearly shows that the opportunity of occupation in female is less than that of male. There are total 5 occupations for female in both Urdu and English textbooks of oxford publishers. Most of the women in both textbooks are shown as home maker or as teacher while rest of them as a nurse or social worker. On the other side when we talk about men there exists a list of occupation. Besides driver, policeman, doctor, woodcutter and farmer, men are also shown as astronaut, also shown as inventor, philosopher, leader etc. The finding points out towards the fact that there are always less opportunity for females as compare to male contrary to the findings of Porreca (1984:706-7) states that 'another replication of chauvinism is in the depiction of females and males in professional roles' citing Arnold-Gerrity (1978), who explore that male were represented in more numerous paid jobs as female and that the females were greatest normally depicted in a house wives and mother capacity.

### Domestic Roles:

**Table 4.22: Domestic Role Assigned to Gender:**

Female domestic role	Frequency		Male Domestic role	Frequency	
	English	Urdu		English	Urdu
Mother	10	11	Father	9	10
Wife	10	6	Husband	10	6
Daughter	8	8	Son	16	14
Sister	5	5	Brother	6	18
Aunt	0	1	Uncle	5	4
Niece	0	1	Nephew	4	2
Grandmother	2	3	Grandfather	3	1
Granddaughter	3	2	Grandson	2	3

The table narrates the domestic role of the both gender. Women are in the roles of mothers, wife, daughter, sister, aunt, niece, grandmother and granddaughter. While men are in the roles of father, husband, son, brother and uncle.

### Activities and attributes assigned to both gender:

In this section the researcher investigated the activities assigned to both the genders in the textbooks. The table will clearly show that females and males are mostly shown in private and public arena respectively.

**Table 4.23: Activities Assigned to Gender:**

Male and female Activities	Female		Male	
	English	Urdu	English	Urdu
Doing housework	4	8	0	0
Studying /studying at school	11	9	9	5
Working	1	3	19	27
Playing	11	6	24	26
Relaxing /Resting	6	8	8	5
Engaged in Social activities	2	2	4	13
Engaged in Personal/family activities	8	5	9	5

In the books of oxford mostly women are shown in the activities which are related to the home or are done inside the home. While men are busy in doing outdoor activities. the young boys are indulged in the outdoor games like cricket, football, Kite flying while young girls are busy in playing in door or they are helping their mother in the kitchen. Majority of men are doing social work like helping other in passing the road, lighting the street, cleaning the street, while on the other side women are engaged in family activities like cooking food, pressing clothes, washing clothes, bathing children and giving tea to their male member. so from the finding it was concluded that men are generally shown in activities which are associated with public arena while females are presented in activities related to private arena.

## Vocabulary used for gender:

**Table 4.24: Adjective used for Gender**

Adjectives	English book	Urdu book
Female	Faithful, confused, devoted, clean Beautiful, cleaver, pretty, naughty Hard work, Honest, fat, care taker, Disciplined, loyal, lovely, charming.	<i>lalachi, Naik, ebadaatguzar, zaheen, samjdar, Chitkhori, salleeqa mand, chalak, Hoshiyar, masoom.</i>
Male	Hardworking, wise, handsome, naughty, clever, creative, tall, rational, Strict, Rude, courageous, brave, honour saver, bread winner, Strong, intelligent, lazy, careless	<i>Naik, rehamdil, piyara, tameez dar, golmotol, narm, chota, tang, bechary, acha, kamzor, sharer, khush haal, tandurast, borhy, nojaawan, mahir, taqatwaar, mascara, aqil mand.</i>

The books published by the Oxford university press were also the source of promoting words that describe the both genders. The above table clearly demonstrates that stereotypical adjectives are used for females like caretaker, loving, beautiful, and fat, massom, salleeqa manand and loyal while men were represented by the words like creative, hardworking, careless, brave and bread winner. Bolinger (1980, p. 68) considers that language is an armament, utilized by the dominant to repress and quiet their dependents. According to my understanding chauvinist language has alike destructive influence and control that Cameron and Bolinger discussed about in their work.

### 2- Sexist stereotypes in the textbooks:

The thorough analysis of 1-5 books of English and Urdu explore that there were some stereotypical texts and pictures that promotes gender inequality.

**Example 1:**

The unit 6 ‘*Mehman nawazi*’ of four class Urdu, the female member( mother) of the family cook four pieces of fish for the 4 members of family including mother. When they were going to have the dinner, a guest arrives. And mother have to give her piece of to the guest as to fulfil the responsibility of *Mehman nawazi* indicated towards the fact that always female member of the society have to sacrifice for the honour of the family likewise in this story.

**Example 2:**

The lesson no 17 ‘*Salma Ki App Beeti*’ the story of the girl Salma points towards the inequality which occurs in our society related to female education. Salma introduced herself as oppressed girl by telling about her and her brother by saying that ‘*magar baat ya hai ky woh ik larka hai aur ma ho bus ik larki*’ (*discourse 9*). The sentence shows her innocence because her father did not gave her a permission to study after class seven mainly because of the reason that she is a girl and in her family girls are not allow to go to school. Another reason for not allowing her to study is that her elder sister is going to marry and in her home there is nobody after her sister to do household work. the story of Salma is likewise the story of many other girls who are despite of their utmost desire not allow to study because of their family restrictions.as the little girl Salma helps her younger brother in hi studies.so in the end of the story her younger brother convince his father to allow Salma to go to school. On insist of this little boy her father allow her to get education. This tells us about the importance of male member of the family.at the request of her brother she was able to pursue her father studies.



**Discourse 10**(Source: Urdu 4, pg. 56).

The little girl Salma is helping her brother in doing homework.

**Example 3:**

In the unit 3 ‘outside/inside of class one men and women are shown in stereotypical activities, which is explain by the following illustrations:



**Discourse 11** (Source: English class 1, pg. 11-12)

As the pictures shows that the outside work is done by male like one man is painting the wall, the other man is repairing his car and the third one is buying the something from the grocery shop while inside the kitchen mother is cooking food for the family and in another picture the same women is looking after the crying baby. The whole theme of the chapter revolves around the concept the men always have to do work which is related to outside the home while women has to do household work promoting the concept of our society that men are suitable for public arena while women for private arena.

**Example 4:**

In class five Urdu book the story of 'Umar Marvi' promotes the stereotypical love story of Sindh in which Umar isolates marvi from her village people to gain the love of marvi. He offers marvi a lot of jewellery, property to gain the agreement of marvi for marriage but all his efforts were useless. Giving marvi the offer of jewellery and property clearly conveys the message that women are quickly impress by the property of the other person and they can do anything for wealth.

**Example 5:**

The following illustration from the textbooks of oxford are mentioned here which shows the stereotypical activities related to women.



**Discourse 12 (Source: English 3)**

As the images narrates that women are indulged in stereotypical roles such as in cleaning, washing and most of the time they are seen in gossiping with other women in their free time instead of doing any intellectual work in their leisure time. The following images also shows the same notion of stereotypical representation of both gender



**Discourse 13 (Source: English 2)**

Through the images shown above we clearly see that women are indulge in house hold activities while men are busy in activates like newspaper reading, watching television or doing any intellectual work.

### Example 6:

OUP was also the source of promoting the stereotype that the games, role and activities of the both gender are totally different from the very initial age.



### Discourse 14 (source: Oxford English and Urdu book)

This was clear from above discourse. in one of the image the little girl and boy are playing with the toys and as we can see that the boy is playing with cars whereas the girl is playing with doll. Besides the colour, roles, work occupation there is also a difference in toys of both gender and this notion is promoting through the books of OUP.

## 7- Breaking the stereotypes:

There were some the images in the chapter which breaks the stereotypes of the society.

The following pictures shows that some of the society norms are broken through the image and text of the book.

### Example 1:

In the figure given below the mother is telling her son how to press a clothes and the son is happily doing the task of her mother. The picture points towards the important aspect that men can also do the work of women and so do women can do the work and this picture is also a source of breaking stereotype that the household work is always the responsibility of women. It give us the direction that we from the beginning should teach our children to not hesitate in helping their mother, sister and wife.



Discourse 15 (Source: English book 1, pg. 17)

This type of example is also mention in another chapter of Urdu book for class one. The chapter name '*Acha Larka*' story of Zahid in mention. The routine of Zahid is narrated as '*zahid ko subah subah nahany ki adat hai, who naha dho kr kapry badlta hai, aur*

*nashta krny sy phehly apny dhant saf krtai hai.phr nashta krtai hai aur nashta krny ky  
bad apny bartan khud dho kr rakhta hai.Ami kehti hai sub ko apna kam khud krna  
chahya'( source Urdu 1,pg. 14)*

The lines shows that how this boy and the readers are taught to do their work by themselves no matter whether it is the task of the home or the school.

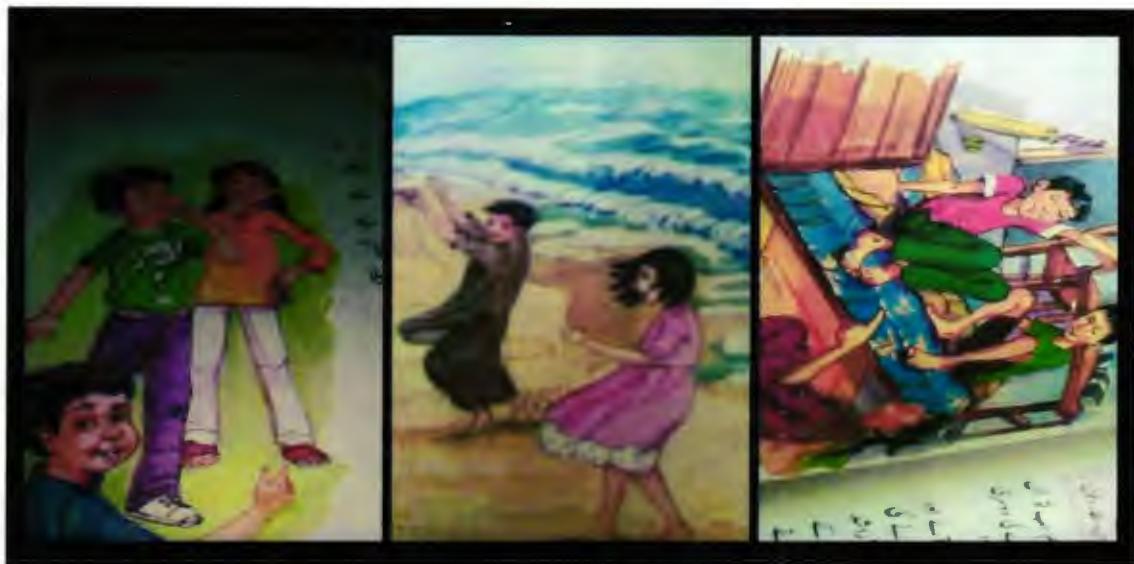
**Example 2:**

In the chapter the '*darpok Ghulam*' the story of the one of the servant of the king is mentioned. This servant is very coward and emotional and always start crying in the hour of difficulty, due to his habit the rest of the people always make fun of him by calling him women.

Men are always consider brave and courageous but this chapter breaks the stereotype that every men is not brave, men could be also emotional so it is wrong to always associate bravery with men.

**Example 3:**

The important point which was noticeable here was that the in some of the books of OUP there was no segregation of games of girls and boys, the mix gathering of both gender were playing and enjoying which is totally opposite to our society.in our society the children are taught to play games related to their gender and to play separately but the pictures mention below is generally consider taboo in our society.



**Discourse 16 (source: OUF English and Urdu books)**

## **Analysis Part 2**

### **Comparison among the three textbook boards of English and Urdu Books**

The second portion of the analysis is the comparison between the three selected textbook of English and Urdu. The researcher made the comparison on the bases of the themes discussed in the first portion of the analysis chapter.

#### **Visibility:**

The notion of visibility in terms of characters, pictures, narrator, themes clearly differentiate in three of the selected English and Urdu textbooks in the related study.

#### **Visibility through characters:**

In the AFAQ sun series there were total 218 characters; 91 of them were female, and 127 were of male. In NBF, on the other hand, there were 73 characters in total, and out of these only 23 were female and 50 were male. In OUF, 28 were female characters while 61 were male characters which makes the total of 89. There were two significant points to remind here. First of all, there were clearly more characters all in all in the AFAQ sun series than in rest of two books. On this basis it can be anticipated that the discourses related to gender are also more profuse and diverse in AFAQ. There were much more male characters (50 per cent) than female characters (23 per cent) in NBF, similarly in OUF male characters (68.5 percent) were more than female characters (31.5 percent), whereas in AFAQ the amount of male characters (58.3 per cent) and female characters (41.7 per cent) was quite balanced. When the comparison was made in terms of main and supporting characters then it was observed that in AFAQ 33.8 percent of female characters were

present as the lead character of the story while the percentage of male lead character (66.2) was more than that of female. Most of the women (54.1 per cent) were present in the supporting characters while men (45.9 per cent) were less in supporting character. Similarly in NBF the main characters of female and males were 38.5 per cent and 61.5 percent while the representation of both gender in supporting role was 8 per cent (female) and 26 per cent (male).while in OUF the females were 27.5 percent in main characters while men were with 73 per cent and in supporting characters both the gender were represented in 37 per cent (female) and 63.5 per cent male. So it is concluded that in all of the textbooks of English male were more in main characters while the number of female were more in supporting characters. The important points to be noted here is that in NBF the female representation through main and as well as supporting were very less as compare to rest of the textbooks.

Similarly the in depth analysis of AFAQ Urdu textbooks of class one to five shows that out of total characters, the total percentage of female and male characters were 34.6 and 65.4 respectively. While in NBF the percentage of female characters is 17 and male character was 82.7. Whereas in OUF there were total 16.8 per cent female characters and 83.2 per cent male characters. The analysis clearly shows that there were more characters in AFAQ as compared to NBF and OUF. Therefore we can conclude that a tremendous amount of gender imbalance occurs in NBF and OUF Urdu textbooks. Similarly when the comparison is made among the percentage of main characters of female and male then it was seen that in

OUF female representation through main characters of the story is less as compared to rest of the textbooks. The percentage of female main character in OUF was 18 %, in NBF was

30% and in AFAQ was 34.4%, while that of male were 81.2 % (OUF), 69.6 % (NBF), 65.4 % (AFAQ). Similar is the case with the supporting character. In OUF the representation of female in supporting character was less than that of other two textbooks.

#### **Gender visibility in Photographs:**

When the comparison was made related to visibility in photographs, it was seen a great deal of gender imbalance in three of the English textbooks. In AFAQ female were with 33.8 per cent and male were with 66.2 per cent, in NBF female pictorial representation of female were 42.2 per cent while of men were 58.7 per cent and in OUF this percentage was 34.3( female) and 65.7 male.

Similarly in AFAQ Urdu there were 35.9 per cent female pictures and 64.1 % are of male which clearly shows the of gender inequality in textbooks of class one to five in AFAQ textbooks. Whereas in Urdu textbooks by NBF this per cent age was 23.9 for female and 76 for male, which shows the majority of men in the pictorial representation drawing our attention towards the fact that pictorial visibility of female is less in NBF. In the last in Urdu textbooks by OUF the total representation of female was 19.6% and that of male was 80.4 per cent. So by the comparison of three textbooks it was overall concluded that all the textbooks have more male pictures as compared to women but this ratio was higher in NBF and OUF through this they all were promoting more gender inequality through photographs.

### **Visibility in the themes of the chapters:**

As the researcher divided the themes of the textbook in the four major parts such as historical, religious and general. The number of general themes was more in three of the selected textbooks. Among these themes in AFAQ English textbooks, the percentage of female oriented themes were 8.9% and that of male oriented themes were 25.5%. In NBF, there was 9.5% and 7.1 % were female and male oriented themes respectively. Whereas in OUF there were 6.7% female oriented themes and 18.3% male oriented themes. The findings shows that in AFAQ and OUF the percentage of male representation through themes was more apparent than that of females whereas in NBF surprisingly there was the presence of more female themes as compared to male.

In the Urdu textbooks of AFAQ, the representation of female through themes were 2.5% and that of male were 20.5%. Similarly in the textbooks of NBF the female oriented themes were 8.9 % and male oriented themes were 25.3% and in the last in OUF among the total chapters the female representation in themes is 2.8% and male related themes are 29%. In three of the textbooks of Urdu the representation of females are very much less than that of male. The noticeable thing was found here by the researcher that in OUF English textbooks there were no chapters which were related to any religious, historical or national themes.

### **Gender Roles:**

When the question of gender role arises than it has been seen that in all of the books published by the three publishers, the women were seen in the stereotypical roles whether it is their domestic or professional roles. In all three books the more variety of male professions were mentioned whereas women were still seen in pink collar jobs like nurses,

teachers and home makers. In AFAQ books there were total 31 occupations for men were mentioned whereas on the other side only nine professions for women were pen down including home making. In NBF there were total 14 professional role for men and only 7 for women.

Whereas in OUF male occupation were 26 in numbers whereas female occupation were only 5 in numbers. The comparison among three of the textbook regarding publishers clearly reveal that there more opportunities for men as compared to women. Beside this another point is important here is that there were more diverse occupations in AFAQ as compared to rest of the textbooks.

When it comes to domestic roles of both gender than the similarity occurs in all of the textbooks in terms of domestic role. The domestic role of women was taken as mother, daughter and wife who have less important in home basically performing the supporting role in the family whereas men as father, son and husband are mostly involved in decision making roles.

#### **Vocabulary used for the gender:**

The most interesting part of this comparison was that the adjective which was used for both gender in all of the three textbooks were same. All the textbooks whether it is of AFAQ, NBF or of Oxford used the same stereotypical adjective from which we in our society recognized male and female. As we know that adjectives were the word used to describe noun, so it was important to analyse this portion in the textbooks. Majority of the adjective used for females refer to the personality and physical appearance of females such as beautiful, slim, young, emotional, attractive, shy, sincere, fat, curing and so on. And on

the other hand adjectives used with male characters, it can be proclaimed that most of them were related to personality of men such as talkative, courageous, brave, obedient, active ,educated, proud, rude, and so on.

### **Activities of both Gender**

In AFAQ, most of the activities which were conquered by the men were having party like Aftar, Eid Milan party, sport related activities, and driving, travelling and house work. On the other hand some deeds were subjugated by females such as shopping, serving, working, playing and busy in some of the social activities. Adding to this, some of the activities, for example, eating, studying, going on picnic, or watching T.V were equally divided among women and men. Till this point, on the bases of the detail analysis this was made clear that there subsists a prejudice to gender considering all activities done by both women and men in ten books of the AFAQ respectively of Urdu and English.

Similarly in the books of NBF the women were more specify to their homework and most of the time were shown in any household activities like cleaning the house, washing clothes, telling stories, reading books and playing in door games like *rassi tapa*<sup>4</sup> the girls were shown in indoor activities and games whereas boys were mostly shown in the outdoor activities like helping stranger, playing outdoor games, going to market for grocery and doing some health related exercises. Surprising in the books of national book foundation no women was shown with having their leisure time outside the home with their family and enjoying the weekend or holidays with the family and friends.

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<sup>4</sup> Rassi tapa is the traditional game played inside the home by the girls.in this game two girls holds two ends of the rope and the third girl jumps across the ropes. The girls having more jumping is the winner of this game.

Similar is the case with the OUF, the representation of both gender in Oxford books is stereotypical as women were seen mostly in private domain doing the household work and also shown in stereotypical activities such as washing clothes, cooking, looking after at their children and on the other hand men are engaged outdoor activities like selling. Buying, negotiating with the customer and doing some physical task. The important thing mention here is that games for both girls and boys were same for example in most of the pictures the boys and girls were engaged in playing same games like kite flying, hide and seek and playing with sand. It has been seen that AFAQ and NBF emphasize on team based on gender specific division in which both gender play separately, instead of supporting strong inter-gender collaboration whereas in OUF very scarce games like carom, kite flying and clay exhibiting both gender participate and play together. Despite of these types of images, there were also some games which are more specifically for girls only.

In some activities such as eating in restaurant or going in party men were more active in OUF but in some of the activities cited in two text books of females were more active than males in OUF. Which tells that, no equivalence is present between women and men in OUF and women have authority over men in OUF. But as we see that NBF and AFAQ had more focus on men with regard to the activities mentioned in their textbooks and this was also justified through table. These results also demonstrated that there is confirmation to say that in these books biasness towards specific gender is present.

### **Sexist Stereotypes Prevailing in three different books:**

When it comes to determine that which book was having more stereotypical pictures and text then it was quite difficult for the researcher to determine this fact because all the textbooks are promoting those stereotypes which are present in our society. Surprisingly this phenomena was also same in the books published by the oxford university press.in all of the textbooks most of the women and men are shown in their gender specific roles, traits, activities and attributes. Men were represented as strong, competitive, ambitions, rational and passionate whereas on the other hand women were shown as weak, emotional, loyal and less educated. These all are those strong believes which are the part of our culture and also society. And the similar believe was promoted by the writers or curriculum setter of all the textbooks.

### **Source of breaking the stereotypes:**

In three of the selected textbooks, there were some pictures which depicts that the selected books are the sources of breaking the rooted stereotypes through there text and pictures. In AFAQ and OUF the presence of different images and texts were the proof of the fact that though these books promote stereotypes but on the other hand these books are also breaking some of the stereotypes which are present in our society. For example in some of the pictures AFAQ and OUF the male member of the house are shown doing some household work (AFAQ: English 2, pg. 62 and OUF: English 1, pg. 17).similarly in one chapter of AFAQ, the brave girl is doing work equivalent to men showing that women are as strong as men and can do anything for their community and family.

The concept of hegemonic gender roles have a deep roots in our society if someone especially the male member of our society make any action which deviates him from those

roles which are consider only for men then it is consider abnormal but it was quite an interesting thing that the books which were taught in or schools are also a source of breaking these deeply rooted and stereotypical concepts about gender roles and duties though this kind of work is in very less amount yet the good thing in that it is present in our patriarchal society in which men is very possessive about his image no matter he is from which class. Besides this as mentioned above the all the books were the source of promoting gender bias profession but the new thing should be mention here that in AFAQ English book for class two an image of female news caster is shown depicting that girls might be go in the profession of media which in our society is not consider a respectful job for women. Surprisingly in NBF there was not a single text or picture which depicts that NBF is also working towards breaking the stereotypical believes of our society. And as we all know that NBF is a book taught in government school of our country.

So from the overall analysis of English and Urdu textbooks it has been resulted that already at this very fundamental stage of analysis a variation in gender representation between the three textbook series appears with the clear quantitative dominance of male characters.in each and every book there is the dominancy of male though in some books it is present in little amount yet male frequency is higher than female whether it is in supporting role or in male role.

### Gender dresses:

The dress or gender is considered most important means of depicting gender identity. It was observed by the researcher that the pattern of dresses for each gender in the three different textbooks were different. For example in AFAQ and NBF the images of women were with scarfs or dupatta and they were covering their heads with these scarfs. Whereas in OUF the women were only having dupattas without head cover. In the English books of OUF, one or two female were wearing trouser and shirt during cooking in the kitchen. Besides this in most of the images in OUF the girls were wearing skirt, fork, This indicates the cultural difference of three of the textbooks as OUF is not written in our context that why there were only one image in OUF Urdu textbooks in which the girl was covering her head. On the other side in all the books the boys or men were shown in mostly shirt and pent which is basically the western dress whereas *shalwar kameez* was used for old age men such as for father, grandfather.

### Dress pattern in AFAQ:



**Dress patterns in OUP:**



**Dress patterns in NBF:**



## **Chapter No 5**

### **Discussion**

In this chapter, a discussion has been made in the light of major finding of the research. The discussion is made in the light of theories which are selected in this research. The finding gain from each particular theme of the research is discussed in detail besides this the findings has also relate to the present discourse of the country.

#### **5.1. Gender Visibility:**

Examination of three of the renowned textbooks taught in different private and government schools of Islamabad explores the fact that in every sort of this study, females are seen less as compared to male in terms of visibility. From the finding it was shown that male oriented topics were taught in the textbooks of Urdu and English besides this in the story in which male are the main characters and besides this the number of male characters whether in main lead or in supporting lead are more as compare to women. The invisibility of female and the dominance of male in most of the pictures were prominent. The establishment of gender neutral characters either a similar or larger number, then men still outnumbered women in those books. So we can say that women visibility in private sphere and invisibility at public sphere and at women works are important and crucial women issue and this is all due to the patriarchal power discourses of our society. As Foucault (1980) and Walker dine (1990) analysed power as somewhat which is away from the power of state which is visible and invisible, apparent and unseen and this power exist in all places. in the case of our society this power is invisible what we call the ‘men’s power’ which controls the sexuality of women. And this is majorly depicted through our literature, language, history and in textbooks. Due to this power discourse to which Foucault called

the invisible power, the females are excluded from or they are invisible from the characters, themes, important roles and responsibilities. It is due to the invisible power that the representation of gender is bias and there is negative portrayal of women in these textbooks.

It is also found that textbooks give less attention to the women who are disable despite one of the AFAQ story in which female disable teacher was the role model for the other people. The school books should take more women as the role model so that positive image can inculcate in the minds of the girls and they start taking females as their role models. In the AFAQ Urdu textbook for class 4 there were pictures of three Pakistani leader such as Quaid I Azam, Liaquat Ali Khan and Allama Iqbal on the other side there was less representation of female leaders like Fatima Jinnah, Begum Liaquat Ali Khan which generally gives the perception in the minds of the students that women were not very much active in Pakistan movement. In most of the textbooks the representation of Fatima Jinnah is not as great leader but as a sister who sacrifice her career to support and look after her brother. (Ullah, Ali & Naz 2014). She is not recognized because of her contribution in the Pakistan movement but as the sister of Mohammad Ali Jinnah. Same is the case with the spiritual leader of our religion. Women contribution and work in the service of religion and nation was totally ignore by the three of the selected publishers. Lee and Collins also found the female characters to be still shown as weak and in passive roles, which enforces their secondary status.

## **5.2. Stereotypical division of labour:**

The children starts to realize about the elementary idea of self when they are seven years old, and maybe as early as when they are four years old. As Gender Schema Theory proposes that children cultivate the sense of womanhood and manhood on the basis of these stereotypes which are related to gender besides this they also establish their actions around these gender related stereotypes.(Ben 1981, 1983, 1984; Eagly & Wood 1999). Stereotypical division of labour is one of the alarming phenomena in our society. Basically when we talk about the division of labour then female are only confined to the reproductive roles such as pregnancy, giving birth, child nurturing and on the other side men are confined to public domain. On school of thought considered this division as natural while other school of thought (feminist) consider this division as social constructed phenomena. The contribution of women which she makes in the wellbeing of home and in the economy of the country is totally ignored.

In Pakistan women reproductive role like nurturing, caring and sympathizing is always devalued across occupation. This fact have been shown through different studies. The involvement of women in activities related to economy includes a considerable rate of those labour which is not paid but this is not consider as the economic activity of the women. In our daily life we can see that many unpaid household activities of women are clearly economic in nature though they are consider the social activity yet they are economic in real sense. For example in our society, the unpaid domestic work of women includes free gathering of wood used for the fuel for house consumption. Other activities such as food processing, husking and crushing grain, preserving garden mostly kitchen gardens and taking care of livestock and poultry of the house. They are all unpaid labour

of the women and have invisible contribution in the economy of the country. The strong power discourse of our society restricts us especially male member of our society not to accept the contribution of women in public as well as private sphere. The contribution of female is 'invisible' what we say in Foucault language. In developed countries these all activities are performed by the paid servant and that why they are consider the market services.

In our society, it is considered that girls have low earning capabilities as compare to boys. This is only due to the reason that we have inherited gender roles patterns from our culture. There is no economic value of the work which is done at home by the women though those work worth a lot yet they are consider worthless which is also depicted through our curriculum.

The concept of sexism is spread from the destructive representation of women in schoolbooks. They are taken as mothers, housewives and workers with little value jobs whereas men are taken as father, husband and high status workers. This is only the reason that women are consider 'others' in our patriarchal society (dr hazir). Most of girls in school take on these stereotypical females' characters as the role models and as these girls are also women that's why they don't question about the unequal division of labour as depicted in these textbooks nor they asked for gender inappropriate jobs. (Tuwer, Theresa, Maria Antonitte Sossu 2008) and as a result of it these roles which are conveyed through textual and illustrated discourses are inculcated in the minds of young girls and also boys.

The books that were analysed by the researcher have variety of occupation for male while female was restricted in stereotypical and gender specific work. The professional

roles in general consists of the first type of stereotypes observed. In all of the textbooks nurses and teachers were constantly women or we can say that profession of nursing and teaching are the only paid labour of women. Apart from this a homemaker which is totally unpaid in our society. As in our society teaching is suitable for women because it is generalized that teaching is a profession which have more vocations and is a job up to lunch time by this women can easily manage their domestic responsibilities (Ullah & Skeleton 2012) due to this reason textbooks more concentrate on depicting women as a teacher while doctors, astronauts, farmer, banker, scientist, spiritual leader, policeman, postman, pilots, drivers, carpenter, and soldier were all male. These text books were the source of reinforcing the stereotypical and androcentric illustration that men always govern public arena and women are limited in the private arena only. According to UNESCO (2004) 'the potential of women for outdoing in "non-traditional" activities obtains light discussion in material related to education. The materials of the textbooks hardly shows images of women as pilots, lawyers, manager, scientists, doctors or heads of state.' (UNESCO, 2004). A report by UNESCO in 1996<sup>5</sup> was on the opinion that the basic or primary education expert's curriculum of the textbooks reinforce the stereotypes that women are dependent and are mostly perfect for domestic role. That restricted outlooks have been a regulatory belief in the management of female students. In the result of this in our society, at both level i.e. the playschool and prime school level, women have absence of chances to improve spatial abilities and they accomplish inadequately in technical sphere, maths and the science group.

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<sup>5</sup> UNESCO report which was named as " the education of girls in Asia and the Pacific( 1996)

The unpaid domestic work is always considered the work of women, if they are considered important when they are important even though they are often unacknowledged and devalued. The children are to be fed, food has to be cooked, water and wood have to be gathered, clothes have to be washed and repaired, and livestock have to be viewed afterward. All these activities consumed time. In the result this hard work of women which she do for the long time is unrecognized and given less value. (Noorpur 1999).

Now in the paid labour of both gender there is also a division of labour on the basis of gender this proceeds the form of vertical and horizontal segregation of occupation, because female are restricted to kind of work which are lower levels. And this was perpetuate through the textbooks images, for instance in the images of five teacher illustrated in the text books, all for were female but on the other hand male was the only head of the school. These illustration convey the note that 'glass ceilings' which are unseen obstacles are stopping females' upgradation and mobility in their profession. Different researches shows that division of labour on the basis of gender is also present in the profession of teaching. (Acker 1994). Generally, the profession of teaching is the career for both gender so that they adore equivalent chances. (Measor and Sikes 1992:111). However in the senior teaching posts the number of women remains unreasonably low. (Acker 1989 and 1994, Bell and Chase1993, Boulton and Coldron 1998, De Lyon and Mignioulo 1989).So we can say that these textbooks are the source of strengthen these types of stereotypes but also hierarchy, power relations and consequential supremacy between both gender. The following images depicts this division in three of the selected textbooks.



### 5.3. Gender differences in games and activities:

Through different games children gets worldly knowledge and attain intellectual, societal, language and others skills, games and activities of children have deeper effect on their mind as Maria Montessori, the educator and philosopher says that child learns through play, "*Play is a child work*".

Different types of activities and games plays an important part in modelling child's attitude and making specific alignment towards different social object and practises. Activities and games whether they are played inside or outside the home are important for child mental social and physical development but more specifically outdoor games are more ideal to engage child in merry making activities as they provide opportunities to discover their surroundings in connection to themselves and it give vital skills that will helps children in their societal interaction with their peer group.

In the analysis of the Urdu and English textbooks by the three of the selected publishers from grade one to five it can be clearly seen that these textbooks are source of reinforcing gender stereotyping regarding games and activities. Boys are presented in outside games and activities like football, cricket, fishing, kite flying and hockey etc. and in games or activities which require more physical health and includes more team work, physical activity, and higher level of competition. While on the other hand girls are shown in indoor activities like playing with balloon, playing with peddles, blind folding, drawing and reading books. Besides these gender stereotypical games and activities are also linked with girls like skipping, hoping and hop scotch. Hazir ullah and Johar Ali argues the restriction for the women in the participation of sports is due mostly due to the hymen myth<sup>6</sup> further they say that the frequency of the hymen belief among majority of their male and female respondent indicates towards Foucault 'surveillance'. (Ullah & Ali 2012) this shows that women would be charge or they have to pay consequences if their hymen is broken before marriage due to physical activities and it is not consider good in Pakistani discourse. With relevant to this it was seen by the researcher that team and group leadership, management and games that require more physical strength are consider the domain of men while home arena in which household activities like cleaning, washing, watching television, cooking and playing indoor games are consider the domain of women.

Simone de Beauvoir in 1997 also examined that how female adopt and live with womanly characteristics most importantly containing passivity. In her book The Second - Sex, she wrote that the impassiveness which is the necessary attribute of the 'feminine' women is her fortune which made compulsory for her by her society especially by the teacher which teaches her different norms of the society as she wrote that:

*'The abundant benefit enjoyed by the man is that his style of presence in relative to others centralizes him to declare his independent liberty. His preparation for life comprises in freely movement to the external world; he struggles in hardness and freedom with other man, he disrespects women. He Climbs trees, swims, fights, with his companions, faces them in tough games, he is attentive of his body as a means for controlling nature and he shows arrogance due to his muscles as in his sex; in sports,, fights, trials of strength, he discovers a stable workout of his powers...he assumes, he creates, he dares... it is by doing that he constructs his presence, both in one and the similar deeds' (Beauvoir 1997:307).<sup>6</sup>*

Simone de Beauvoir narrates that a girl is deprived from the liberty to hold and see the surrounding which exist around her. She accept the superiority of boys because it is condition by those stories and=books which she hears and read, and also by the experience of her life. She has to fix in the social roles voluntarily that is moulded to her by the social institutes and the established roles by the society. She is unable to challenge herself as a subject because she consider this the destiny of women and in the end she resigns herself to the societal established activities and roles So Simone de Beauvoir concluded her thoughts by saying that “one is not born a woman, one becomes a woman” (Beauvoir 1997:300). It is actually the activities, games, language, dress, society, norms, values and learning that makes her woman from female.

By propagating gender stereotype activities and games text books are encouraging gender inequality and gender discrimination conveying the message that different gender role exist in the society.



#### **5.4. Gendered language:**

Language is a powerful tool which not only helps us to form our views about the worldly discourses but also it tell us our place in the society. Language not only simply replicate the means in which we think but also helps us in shaping our thinking. Through this powerful tool we can convey a range of values and attitude. Shyleja and latha (2007) noted that if those expression and word that entail that female and male both in the relation of inferiority and superiority and this concept is continuously used, then that supposition of inferiority and superiority become a part of our mind set similarly Turner Bowker (1995) said that language is frequently used as a tool of media to keep the gender position of people in our society. For this reason the linguistic books could be utilized to reassure or eradicate stereotypes. The appropriate usage of language plays an important role in changing roles of both gender in the society. The language of all the textbooks which were in the process of review carries an amount of instances for non- comprehensiveness of females and influenced meanings of gender roles and individuality.

We have seen that language can be an influential conveyor of prejudice, in both obvious and delicate forms. The use of manly pronoun and terms, fluctuating since our mankind, fore father, business man to the universal he rejects the full involvement and acknowledgment of female (Blumberg 2007:5). Basically these masculine noun and pronoun are used in a situation where the sexual category of their theme is not clear or when a cluster to which they are discoursing to comprises followers of both sexes (Writing Centre 2005).

For instance in all of the books which was analysed by the researcher the term 'he /him 'was used for the animals and all those things in which gender was not specially mentioned. Besides this, the pronoun used for the description about the God for example 'He gave us lips to praise Him" propagates the androcentric idea of god as male.

The androcentric use of language was quite prominent in all of the books such as the use of 'mankind' instead of 'humankind' and the used of 'men' instead of 'people'. Besides this the used of words like postman, policeman, watchman, fisherman, boatman, head master, chairman not only reflects but also contribute in the marginalization of women. For the text books it is Milk man, watchman, Policeman, Fisherman, Boat man and Head Master. These textbooks promote gender specific noun, pronoun and adjective instead of utilizing gender impartial nouns like officer, postal worker, chairperson. Feminism also have a criticism on the universal 'men' used in verbal practises.

In the textbooks those adjectives are used which are according to the attributes of both gender and all these adjectives are stereotypical. For example women are consider weak, emotional, and coward and men on the other hand are consider brave, rational and

strong so that in textbooks these adjectives are used to describe the character of the each person in the story. In result of using these types of language children create a mind-set that male and female are different and therefore these two gender are treated differently.

The language has a power to construct things or perception which is considered natural and obvious. In other way we can say that language are the source to naturalize inequality related to gender. Feminist criticiser Julia Kristeva argues that this gender preference has nothing to do with the essential erection of language, or some sort of male conspiracy. Rather it is result of the power relation between the genders. (Moi 2001:157) The biasness related to gender in the language of the textbooks which were analysed by the researcher have also be indorsed to this power difference between two sexes in our society. AS Foucault (1980) narrates that Knowledge/power are two procedures of social communications which interact one on the other.

## Chapter No 6

### Summary, Conclusion & Recommendation

In the chapter discussed below, a short summary of all the finding of this research has been given. After summary a conclusion has been formulated to give solution to the main research questions demonstrated in the beginning of this study. In the end suggestions are given by the researcher to the different stake holders which have their part in the organization of textbooks. Besides this recommendation would be given for helping future researchers in their research.

#### 6.1. Summary:

This is a huge dilemma of our society that despite of the claim of our educationalist that they are making efforts and taking necessary steps to design gender balanced educational material, still biased material are found in our textbooks. The result obtain from the present study demonstrated that the selected books portrays a manifestation gender inequity and also contains gender imbalance materials.

With reference to visibility through the characters, text and narrator of the lesson shows that imbalanced representations continues to appear in AFAQ, OUF and NBF teaching materials. In each and every textbooks male character have dominance over female characters no matter whether it is supporting or main characters. If these types of inequity continues then this might affect young social competence by limiting their social and cultural understanding of their roles and responsibilities. In topic dominance, gender stereotyping was also found, men appears in main theme of the chapters 20% higher than women. These findings points out that during designing a textbook gender inequality in

topic dominance should be carefully considered. It is the real fact that when gender is represented over than gender than the clear cut message is convey that the dominant gender has greater prominence in real life then the other gender. From this we can made a conclusion that this biased representation in textbooks might be the reason that some student/men considered themselves dominant and believe that females are unimportant when compared with them.

Illustration is the powerfully element in any textbook more importantly in the primary textbooks the student of primary class is more attracted towards pictures, drawing and colourful representation of the descriptive text. so that reason it greatly influence and have an impact on learning motivation of the students and it may also have impact on the social life of the students. The result of this study related to the gender representation in illustration of all the selected textbooks is similar and also parallel to previous researches on textbooks. The finding clearly conclude that illustrations of all the selected textbooks are in the favour of men, there are more images of men as compare to women and also conclude that women are underrepresented in the textbooks. The finding obtain through this study shows that females are illustrated as house wives doing household activities like cooking, washing, serving and besides this taking care of their children and other family members. in illustration females are also seen as doctor, teacher and nurses whereas males are generally depicted in jobs that's demand more physical fitness, besides this the presence of males in the pictures varies from high ranking jobs such as leader, officer to the low ranking jobs such as balloon seller. Which means that men are shown in both jobs such as high ranking jobs and low ranking jobs. Whereas women are not shown in high level job other than doctor.

It is confirmed from the result of this study that there is obvious imbalance representation in occupation for both gender. Altogether there were 71 occupation for male in English and Urdu textbooks of all the publishers, whereas for female 21 occupation for females. Such jaundiced depiction may produce prejudiced insolences concerning the other gender predominantly between young male students. The occupational and domestic role of men and women are depicted differently in the textbooks though in our society we found women in every field now we have fighter pilots, journalist, lady police, female commanders, engineers etc. yet these texts still promotes the stereotypical profession of women and generally associates women from pink collar jobs. Whereas in home women who are mother, sister, daughter always have less role in decision making process whereas boys have always preference over girls in home and this is very clearly depicted and reinforce by these textbooks. So in general it is concluded that there is a huge gap which shows that women are inferior to men. In previous studies it is also established that the men always represented as subjects and women as recipients.

With reference to character's leisure activities, the finding disclose that men were practicing more leisure activities than women. It is concluded by the researcher that there is the segregation between the activities of male and females mostly men are performing outdoor activities and female are performing in door activities. These results give the concept that again men are given more consideration and the position of superior human being that can perform only those task which need more power and strength. This type of uneven demonstration gives one gender superior value then other and gives an upper position. In the last classification, the used of word which describes the characteristics of

both gender are also based on the deeply rooted stereotypical concepts which are gain from our society besides this generic masculine words or we can say that gender neutral words are also used by the authors of all the textbook authors.

The less representation of women and the over representation of men in textbooks could have a harmful influence on the motivation, self-possession and determinations of pupil. And one may remember this that students are exposed to these gender bias textbooks in their routine and on daily basis. Therefor these textbooks which are the source of conveying knowledge should be planned in a manner that contains a stable representation of both gender and after reading these textbooks students can absolutely absorb and reproduce in the contemporary societies.

So we can say that Gender is a socially constructed term instead of the natural, inborn and biological core. Gender is a behaviour which is always learn by the child and it is a creation of linguistic culture and its structures. Here I want to quote the talk of Kate Millet an American feminist, writer and activist who discerns how male dominance preserves power essentially by conceptual ways, captivating support by the socialization of both male and female to sexual disparities of personality, character and position (See Moi 1985:29) such ideology creates disempowerment of women. The culture which is dominated by men and patriarchal principles of society overemphasize women into powerlessness. (Das 2003:171)

## Conclusion

This research was conducted to shed a light on the how gender is represented in three different textbooks which are taught in different school of Pakistan at governmental and private level. From the long time in Pakistani culture and society there is segregation of women and men roles, activities and occupation for example we can say that women are not in opportunities which are consider as peculiar to men similarly men are kept aside from the affairs that are consider feminine. This kind of sexist attitude is depicted in all of the textbooks which is examine in this research. The in-depth analysis of the selected textbooks concluded that in different categories like illustration, characters, title of the theme, activities, and adjective the imbalance representation of both gender was present. Men are portrayed in variety of roles and actions. Whereas for women they are static traditions roles and activities which directly depicts the stereotypical behaviour of our society towards women. Language has the important role in establishing polarized images of both gender. All the adjectives used in the textbooks for men and women were conservative and biased.

Besides this a comparison was also made between three of the textbooks publishers of Urdu and English books. It was concluded that, in all examined sets of the writings, images and linguistic, biased depiction of gender were prominent in three sets of textbooks with slight change (that was, textbooks by OUP and AFAQ have depicted women in improved proportion and position as compared to textbooks by NBF besides this through different images and texts OUF and AFAQ were also the source of breaking some of the rooted stereotypes of our society)

The researcher's main aim was to shed light on how gender is represented in three of the different textbooks of English and Urdu by making a comparison between the selected textbooks and concluded that the representation of gender is similar in all of the textbooks besides this to some extent AFAQ and OUF is a source of breaking some of the stereotypical notions of our society.

### **Suggestions:**

It was outlined by the NPA (National Action Plan) 2001-2015<sup>6</sup> that gender equality should be achieved through the elimination of gender bias syllabus in the textbooks. A period of eleven years have been passed without taking any successful steps. This can be proved by recent study that still gender biasness is present in the textbooks. There is a need to fill this gap so there should be gender neutral socialization of children and they should be free from gender biasness concepts.

To make the situation better, the researcher make following suggestion. First of all, focus should be made on polices related to education with severe approach towards gender equivalence conception. The publishers and the authors of the textbooks should be guided in the light of this formulated policies.

Different instruction should be given to them to have gender neutral stance while preparing textbooks. Besides this check and balance should be there that whether they are implementing it or not.

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<sup>6</sup> Mirza, Gender Analysis of School Curriculum and Textbooks.

At second place, the role of publishers is powerful in establishing and approving gender neutral discourses. For this purpose they should do validity test before the final approval of books.

Thirdly, the writers are the most important persons for creating gender free images in the minds of the student as it is narrated by Fox that 'Teachers and writers plays powerful role in changing gender suitable deeds and attitudes.'

They are the main source of providing reading material to children, so for this reason they can free children from those behaviours and attitudes which society expects from the child. That's why writers should writes equally about both gender and equally show both gender in main or leading roles. The writer should equally depict the activities and role of both gender in the images of the textbooks and should use adjective which cannot promote gender biased meaning to the reader. While writing a textbooks they should keep in mind that their writing would be read by the future generation of our nation who always idealize those characters, roles and occupation which are described to them through different institution of society and school curriculum and textbooks are one among them.

In the last but not the least, the teacher is the one who helps student in understanding the text in the books and thus have potential to change the gender concept of child. Teacher should be aware that the student should not be affected by the text and the hidden meaning of the text. Besides this she/he should first examine the gender bias text and images and later on explain to the student that this concept is needed to be changed, besides this the teacher should take suggestion from the children that how these gender

bias message could be changed. The teacher and the administration of the schools should organized some workshops and seminars based on different discussion and activities to give children an education which is free from gender biasness.

The conducted study suggests that syllabus plays an important role in shaping ideas and concepts related to gender in children mind. The textbooks plays an important role for providing different patterns of life which they are going to follow in their further life so that's why these textbooks should become the source of eliminating gender bias concepts instead of nourishing them. The need of the hour is that to define gender roles and activities in order to reproduce both gender dynamic, liberated and supportive human beings. Textbooks should also portray both gender in equal and miscellaneous activities which absolutely exist in real.

### **Recommendation for future studies**

As the study is limited to the content and discourse analysis of the three selected textbooks so there is a need to research on the what message can a child gain from these gendered textbooks besides this how a child perceive their gender identity after reading these textbooks. Another recommendations to the other researcher is that as this study is on the primary levels textbooks so there is a need to analyse the textbooks of other level.

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