

Univerzitet u Sarajevu

Filozofski fakultet

Odsjek za anglistiku

-Završni magistarski rad-

**Gender Representation in EFL Textbooks for Secondary Schools in Bosnia
and Herzegovina**

**Predstavljanje roda u udžbenicima engleskog kao stranog jezika za srednje
škole u Bosni i Hercegovini**

Student:

Adnan Memija

Mentor:

prof. dr. Merima Osmankadić

Sarajevo, 2019.

Contents

Abstract	1
I.INTRODUCTION	3
II. THEORETICAL BACKGROUND.....	5
2.1 Language and Social Relations	5
2.2 Language and Gender.....	6
2.3 Grammatical gender in English language.....	7
2.4 Gender – definition.....	8
2.5 Gender Identity and Education.....	10
2.6 Gender Representation – a brief survey of history	12
2.7 Gender-Neutral Language	15
2.8 Gender in the ESL Classroom	17
2.9 Language as a system of communication.....	18
2.10 Gender from the sociolinguistic perspective	22
2.11 Gender – bias in education	24
2.12 Gender representation in EFL textbooks	28
2.13 Socially marked gender items in EFL textbooks	29
III. RESEARCH	30
IV THE ANALYSIS OF FINDINGS	33
V. DISCUSSION.....	40
VI. CONCLUSION	41
VII. REFERENCES	43

1. Abstract

The subject of this paper is the analysis of gender equality in English textbooks in Bosnia and Herzegovina in secondary education, both on the grammar-lexical and content level.

The paper consists of five parts. The introduction includes basic information about the type of research and the subject of the research, as well as the goal and research questions.

The paper also comprises a literature review including the contemporary works in the field of language theory (pronouns, determiners, and neutral terms used for gender representation), research done in the field of profession and attributes associated with male/female characters in textbooks and how they affect students forming their attitudes and challenging modern-day stereotypes.

The textbook which was used in the research part is “CHOICES“, pre-intermediate student’s book” by Michael Harris & Anna Sikorzynska. The process of the analysis includes information about the usage of pronouns, determiners, and adjectives for gender representation. The focus of one of the parts of the analysis is also on professions and attributes associated with male/female characters. By using the quantitative method, it was determined that gender representation in English textbooks has an impact on forming students' attitudes and challenging modern-day stereotypes. The last part of the research contains the results and ratios of the usage of these parts of speech in gender representation, as well as the review in light of the theoretical background.

Keywords: *Gender, pupil, male, female, pronoun, determiner, adjective, stereotype.*

I. INTRODUCTION

The subject of this thesis is the analysis of gender equality in English textbooks in Bosnia and Herzegovina, both on the grammar – lexical and content level. Some of the research questions that were taken into consideration were the usage ratio of gender-specific pronouns and determiners as well as neutral terms to express male or female gender. Likewise, one of the research questions were which adjectives were used to describe male or female characters and to determine what kind of attributes were associated with male or female characters.

The main research questions are:

- what is the ratio of usage of male vs. female references (pronouns, determiners, and neutral terms used to express gender),
- which adjectives are used to describe male/female characters, and
- what kind of attributes are associated with male/female characters.

Further analysis includes dominant professions among male/female characters, as well as introducing gender equality to students and how this affects their general attitude and challenge stereotypes about male and female roles in society.

The goal is to determine the usage of pronouns and determiners used to refer to male/female gender (quantitative analysis). This project also includes the analysis of the usage of adjectives used to refer to male/female characters (quantitative analysis) and the analysis of the usage of different male/female professions and attributes associated with gender roles (quantitative analysis). Based on the aforementioned analyses it was confirmed that gender representation in textbooks has a strong impact on challenging the stereotypes and forming the attitudes of students when it comes to gender equality. The method used to prove this thesis is:

- quantitative method.

The goals of this thesis were to analyze the usage of pronouns and determiners to specify male or female gender (quantitative analysis).

Therefore, the study was conducted to identify the ratio of female to male characters in one of the English textbooks used for the English class in secondary education in Bosnia and Herzegovina. The English textbook analyzed in this research paper is CHOICES, pre-intermediate student's book by Michael Harris & Anna Sikorzynska.

This book includes 12 thematic modules for Pre-Intermediate and 10 thematic modules for Elementary and Upper-Intermediate, each divided into sections: Topic Talk; Grammar Skill; Writing Workshop; Speaking Workshop; Text Builder in units for process writing; Grammar Practice; Language Review/Self Assessment every second module; Listening with two levels of difficulty; Culture Choice - 6 x lessons at back of Students Book every two units. At the back of the Students Book: Skills Builder; Culture Choice and Language Choice booklet.

This paper includes the analysis of the ratio of female to male characters and subsequently, the content analysis of their appearance in relation to lexis and grammar.

II. THEORETICAL BACKGROUND

2.1. Language and social relations

According to Norris (2004), the most informative content is reflected through our use of language. Thus, language is essential when it comes to the analysis of human communication. Language is a very powerful tool because it interacts with every aspect of human life in society. Therefore, language and society are inseparable. The role of language in human affairs cannot be neglected.

Language can be analyzed in terms of various domains of our social life, including identity, gender, class, status, kinship, and others. Language reflects social relations, so the usage of language will reflect social norms and beliefs. (Agha, 2007: abstract)

There is a close inter-relationship between language and society. There are two aspects of language behavior that are very important from a social point of view:

- a) the function of language in establishing social relationships
- b) the role played by language in conveying information about the speaker (Trudgill, 2000:2)

The second aspect of language behavior is important when it comes to gender representation in ESL textbooks because language as a social phenomenon is closely *tied up with the social structure and value systems of society*. (Trudgill, 2000: 8) Therefore, every stereotypical representation of genders is a direct reflection of a social structure and value systems. One cannot analyze gender representation without social context because men and women are socially different – i.e. they have different social roles and different behavior patterns. Their use of language will simply reflect this fact. (Trudgill, 2000: 79)

2.2. Language and gender

Gender as a term is central to many disciplines: anthropology, linguistics, sociology, criminology, biology, and many others. Thus, this term has various meanings depending on which field of study it is used. In linguistics, gender is a linguistic way of categorizing nouns reflected in their form, the form of an adjective or a verb which would agree with the noun, or a personal pronoun. In philosophy, *gender* is defined as the social construction of male/female identity – not sex i.e. the biologically based distinction between male and female. *Gender* in linguistic can also be defined in terms of social context – as a set of ideas about relations and behaviors, and principles of social organization. Therefore, gender can reflect social and cultural elaboration of sex differences – i.e. it shapes our social roles and expectations and determines the way we speak. (Aikhenvald, 2016:1)

Aikhenvald (2016) presented this multifaceted concept of gender in two groups:

- a) **Natural gender** is linked to the psychological and biological traits and differentiates males from females in terms of anatomical and hormonal differences.
- b) **Social gender** is defined in terms of social roles and social identities. It reflects social and cultural conventions associated with sexes (male and female).

Aikhenvald (2016: 2-3)

Therefore, *Natural Gender* and *Social Gender* are related because they present the products of social, cultural and traditional processes. Gender is an important part of our psychological development. In our early childhood, we imitate our parents in relation to their gender roles; i.e. girls wear makeup and boys will swagger. Society constantly tries to match up to social behavior with biological sex assignment. Gender exaggerates biological differences – i.e. it creates a huge social gap between men and women. Eckert and McConnell-Ginet, 2013:10)

The definition of male and female is a social phenomenon, not biological:

Gender is so embedded in our actions and thoughts that it appears to us to be completely natural. It is not something we are born with, but something we perform. Gender is the social elaboration of biological sex.

(Eckert and McConnell-Ginet, 2013:2)

Thus, language, as a system of communication, is used to express cultural and social values and attitudes. This gender-based variation in language has an important role in the social construction of identities. Hence, human relationship depends on linguistic communication in which the usage of genders is important when it comes to the understanding of social relationships and identities. (Nababan, 1984).

Since the mid to late 1960s, sociolinguistic studies have addressed the relationship between language and gender and how this relationship affects our everyday life. Therefore, a new term appeared – sexism. Sexism is defined as discrimination against people based on their sex rather than their individual merits. It is an ideology based on the belief that one sex is superior in relation to another. Sexist language refers to words and phrases used in favor of one sex and thus treat the other sex in a discriminatory manner. The existence of sexism in language is a reflection of sexism in society. As a result, the movement among the feminists to reduce sex-role stereotyping had led to an attempt to change language and linguistic behavior regarding gender inequalities. (Lei, 2006:87)

2.3. Grammatical gender in the English language

Grammatical genders are a special type of noun classes where the gender of the subject is referenced by the structure of the word. Genders are classes of nouns reflected in the behavior of associated words. It is a noun class system composed of two or three classes whose nouns (male, female) tend to be in separate classes. Gender classification involves feminine gender, masculine gender, and neuter gender. In English, feminine gender is grammatical gender that marks nouns that have human or animal female traits. It means that feminine genders are nouns for women, girls and female animals (e. g. girl, lioness). Masculine gender marks nouns having human or animal male referents (eg. boy, lion, bull, dog). Neuter gender includes those nouns that have referents which do not have a distinction of sex and often includes some which do have a natural sex distinction. It is a noun that denotes a lifeless thing and it is neither male nor female such as *a book, a pen, a room* (Hockett, 1958).

Genders are really important in learning languages as well as teaching. For example, when someone describes a color as (baby blue - carnation pink) the speaker is more likely to be imagined like a woman rather than man. When people read an article such as “Doctor

seduced patient” they assume the doctor is male and the patient is female. Nouns such as a *lawyer*, *doctor*, etc. referring to high-status occupations have traditionally been pronominalized with male pronouns when the sex of the person is unknown. Genders are important in other word classes as well, for example, adjectives such as *handsome* and *pretty* both describe that someone is good-looking, but *handsome* is used when we want to describe a good-looking man, whereas we use *pretty* for describing women. If we described a man as *pretty*, it would not have the same connotations as when we say that a man is handsome. At the same time, the adjective *handsome* does not collocate with the noun *woman*.

In English, suffixes may be used to derive feminine nouns from masculine ones, e.g. *waiter-waitress*, *steward-stewardess*, etc. However, only a small group of feminine nouns are derived in that way. The majority of nouns in English cannot be modified in that, such as *driver*, *nurse*, *painter*, *pupil*, *murderer*, etc. When we use such nouns, we already have a mental image in our minds of what kind of gender these words are.

2.4. Gender – definition

Gender is the state of being male or female (typical used with reference to social and cultural differences rather than biological ones). (The New Merriam-Webster Dictionary, 1989).

Gender refers to a set of qualities and behaviors expected from a female or male by society. No matter if a man and a woman are from the same society or they are of different cultural background, the differences they display in general are reflected through their respective constraints, views, opportunities, needs, roles, and responsibilities. Gender differences are seen in the language because the language woman use is different from the one that men use. These differences are the most seen in how they use their language and how they behave in conversational interaction. For example, tabooed words and slang can be found more frequently in men’s language than in women’s. Other studies also show that males tend to command more than female, in other words, there are vernacular words in males speech that in females. Men and women are also found different in topic selection, for example politics and economics are major topics chosen by male speakers, while education and family are for female speakers. (Conaghan, 2013).

Genders roles are cognitively defined as the “boyness and girlness” that one feels is permanent and unchanging regardless of outward changes. Identity is everything to so many. It is personal, important and all about affirmation. The biological classification of being female or male often, assigned at birth. (Petrides, Gurnham, 2006)

“The topics such as sports, politics, and cars which are seen as ‘serious’ are preserved for men only, the choice for women are the topics such as child-bearing and personal relationships which are labeled as ‘trivial’” (Faci, 1997).

Men and women are different in nonverbal communication. Statistics says that 67,5% of females use more eye contact than men do, 75,5% of females use more gestures than males, and 83,7% typically smile more often than males do. Also, there are differences in intonation because men and woman display some differences. Female speakers tend to command a wider range of intonation, making their speech sound somewhat affected. Women’s speech reflects the cultural expectations which call for niceness, politeness and ladylike expression. “Women have been trained since childhood to be less direct. Young girls were traditionally taught to believe that they would get more through coyness than through directness. Women simply gather and process information differently from men. In fact, they approach the whole process of communication in a different way.” (Ellig & Morin, 2001: 110).

At the same time, sexual terms are more acceptable to be used by men, who will be regarded as “one of the guys”. It has been suggested that men tend to think logically while women think emotionally. This point may best testify that when in face of unlucky events of complaints, men will try to come up with a solution while women try to show their sympathy. It has to be clear that language plays a key role in the construction and socialization of gender roles (Griffin, 1999). “The socially liberal position that men and women are different but equal: women’s speech and communication styles did not inferior men’s; rather the relationship between the two is problematic at least in part because of culture clash” (Block, 2002).

2.5. Gender identity and education

We are living in a world where education is characterized by extensive gender inequalities. (Aikman and Unterhalter, 2005:1). These extensive gender inequalities always result in other types of inequalities such as social inequalities, cultural inequalities, racial inequalities, and others. Many government and non-government strategies were created to approach the problem of gender equality. It resulted in many research papers addressing this everlasting problem in the world. One of the most influential official documents addressing this issue is The United Nations Millennium Declaration. It targets the main problems concerning many nations in the world. Thus, The Eight Millennium Development Goals address the issue of promoting gender equality and empowering women.¹

The impact of textbooks on children's psychology is immeasurable. Students shape their expectations, aspirations, and self-confidence in educational processes, so their gender socialization processes will take place at schools. Children mostly construct their culturally patterned gender relations in elementary schools. Thus, children create their own values and social norms within the school classroom and this "identity work" will affect their future adult behavior. This image of masculinity and femininity also affects their social skills and success in cross-gender relationships. (Adler, Kress and Adler, 1992:169)

In their book, *Sociology of Education*, Adler, Kless, and Adler conclude that boys' gender images embody more *active and achieved features* than girls', which are *passive and ascribed*. These oppositional elements of boys and girls will further *androgenize* them. (Adler, Kress and Adler, 1992: abstract)

Since the past decades, there have been great efforts to study sexual stereotypes and to promote coeducation. They mostly focused on sexual discrimination and the percentage of women attending any form of education. These research papers highlighted the unfavorable position of women in scientific and technological fields. This conclusion gave rise to the examination of gender practices in the school setting in industrialized countries. Since then, the educational reforms have been numerous, so it gave rise to the multicultural education and economic policies that have been concentrated on school effectiveness, pedagogy, parental choice of schools, etc. Thus, the focus was shifted to the research papers on the *micro-social*

¹ "Millennium Development Goals (MDGs)." World Health Organization, World Health Organization, 25 June 2015, Source: www.who.int/topics/millennium_development_goals/about/en/ Retrieved: 28.10.2018

processes that take part daily in the classroom and schools. Gender is not characteristic of individuals, but of societies. Many factors became crucial in gender formation: the mass media, the school, the family, peers, etc. Therefore, the educational system and school practices became very important in the process of identity formation: *teacher talk, peer culture, curriculum content, and school messages*. (Stromquist, 2007:2-7)

2.6. Gender representation – a brief survey of the history

Since the 1970s, the researchers have addressed the importance of gender roles in education analyzing EFL textbooks. Their research studies included both visual and textual representation of male and female roles. The most important research papers addressing this issue were written by Hellinger, Porreca, Cincotta, Hartman and Judd, Talansky. These studies of EFL textbooks in the 1970s and 1980s depicted the gender-linked bias. They are the most relevant studies of gender representation in ESL/EFL textbooks. (Nofal and Qawar, 2015:15)

Porreca (1984) focused her studies on sexism in fifteen of ESL textbooks in six sorts of occurrence, either visual or textual: omission in text and illustration, firstness, occupational visibility in text and illustrations, nouns, masculine generic constructions, and adjectives. Porreca (1984: abstract). Her research papers show how much sexism is rooted in education. Namely, females were depicted and mentioned only half as often as males in both text and illustration. She concluded that "there is evidence that sexism continues to flourish in ESL textbooks". (Porreca, 1984:718)

There are many theories addressing the belief that innate gender differences affect the determined ways of thinking and learning which resulted in teachers developing gender-differentiated teaching practices. In the 1990s, several theories examining the relationship between gender and specific abilities appeared. This period was only an introduction since later studies examined every aspect of gender-specific human behavior. Studies showed that males are often prone to more aggressive and competitive behavior, while females showed more nurturing behavior. Nevertheless, the experiments were conducted on animals so it excluded the social environment which is crucial when it comes to the gender identity of humans. (Streitmatter, 1994:3-4)

Sadker and Sadker (2001) identified seven types of bias that often appear in educational materials: omission, sexist language, stereotyping, imbalance, unreality, fragmentation, and cosmetic bias:

(1) **Omission** - where males and females are not equally presented in text and illustrations,

(2) **Sexist language** - where masculine pronouns and terms such as mankind and policeman are used,

(3) **Stereotyping** - where the genders are featured in traditional roles such as male heavy-equipment operator and female nurse,

(4) **Imbalance** - where minimal information is given on important issues,

(5) **Unreality** - where controversial topics are ignored in favor of traditional views,

(6) **Fragmentation** - where groups are portrayed in a fragmented or clustered fashion so that all women writers are featured together rather than integrated throughout, and

(7) **Cosmetic bias** - where efforts are made to have materials look balanced when only minimal coverage is actually offered

(Sadker and Sadker, 2001:144)

In the 2000s, Lee and Colins (2008) investigated whether the later development of awareness of gender issues in Hong Kong compared to Australia is reflected in patterns of gender representation in the English language textbooks. The results portrayed that the Australian writers tended to use generic *they* while their Hong Kong counterparts preferred either the coordination *he* or *she* or 'generic' *he*. Both writers presented stereotyped portrayal of men and women – i.e. women as subversive and passive. When it comes to the visual representation it also reinforced traditional gender roles. (Lee and Collins, 2008:121)

Hall (2014) conducted his study to investigate gender representation in EFL textbooks used in Iranian secondary schools. He used two methods: qualitative and quantitative. The quantitative analysis included:

(1) *gender visibility in both text and illustrations*

(2) *female/male oriented topic presentations in dialogues and reading passages*

The qualitative analysis included:

(1) *male-centered language including*

(a) *firstness*

(b) *masculine generic construction*

- (2) *gender-linked occupation possibilities*
- (3) *distribution of household responsibilities*
- (4) *distribution of spare time and leisure activities.*

(Hall, 2014:253)

Hall's results showed that the ratio of male to female references was 63% to 37%. Thus, he concluded that there is an imbalance in gender representation in the ELT curriculum for secondary schools in Iran. He stressed the importance of the content of materials which affect students' attitudes and their understanding of the world around them. Therefore, he concluded that Educational Authorities should provide guidelines for the use of fair treatment of gender in every aspect of textbook design.

When it comes to the recent studies, Nofal and Qawar conducted the study of gender representation in one of the English textbooks used in schools in Jordan – Action Pack 10. Their study included both visual and textual analyses. The results showed that male characters are over-represented, both visually and socially. In texts and illustrations, the ratio of males to females is 1:3. This textbook, Action Pack 10, failed to mirror the modern Jordan society where the Jordanian women have much better social positions and reputation. (Nofal and Qawar, 2016: abstract)

2.7. Gender-neutral language

Gender-neutral language or gender-inclusive language is the language that avoids bias towards a particular sex or gender. Language is gender-inclusive when we use words that exclude the experiences of individuals whose identity may not fit the gender binary.² Thus, gender-neutral language affirms non-binary gender identifications.

The United Nations recognizes the importance of gender-neutral language in communication. Therefore, the UN presented the *Guidelines for gender-inclusive language in English* to help the United Nations staff to use gender-inclusive language. These guidelines may be applied to any type of communication – i.e. oral or written, formal or informal.³

Moreover, the notion “Gender Equity” is always used to portray females as the victims of gender bias – but, there are also cases in which some males are the victims. In her book: *Toward Gender Equity in the Classroom: Everyday Teachers' Beliefs and Practices* Streitmatter claims that even with a gender-equitable teaching process we cannot be assured that both groups will finish at the same level – not all individuals (male and female) have the same interests and motivations. (Streitmatter, 1994:9)

Every teacher strives to direct their teaching according to the ethical standards - to lead them to believe that they are doing the best thing for their students. The traditional approach dictates that special attention on a particular group would present an unfair treatment of the other one. But, the studies in recent decades showed that a successful teacher is a teacher who correctly assesses the *impact of societal biases in the classroom and in the society*. (Streitmatter, 1994:10)

The study of gender equity and gender-neutral language in the teaching process continued. Many methodologists and linguists all around the world addressed this everlasting issue in their classrooms. There are many research articles discussing the strategies teachers use in order to establish gender equity among their students. The starting point is to use gender-neutral or gender-inclusive language and to address and discuss potential stereotypical representations of genders in their textbooks.

² Resources for Gender-Inclusive Language in the Classroom CITL Presentation, March 15, 2016.

³ “Gender-Inclusive Communication.” *United Nations*, United Nations, www.un.org/en/gender-inclusive-language/guidelines.shtml.

In her article, *Gender Equity in the Classroom*, Alber states that education research shows how stereotypes of assertive male and passive female are often reinforced in the classroom – i.e. male students often lead and dominate classroom discussion. Thus, teachers unconsciously rely on male students to be their volunteers. She represented some ideas to improve gender equity in the classroom: to do your own research and add more notable women to the texts, call out sexist notions or terminology in texts used in the classroom, highlight the stereotypical language used by students in the classroom and design a lesson about the issues of gender and gender representation.⁴

⁴ Alber, Rebecca. “Gender Equity in the Classroom.” Edutopia, George Lucas Educational Foundation, 27 Jan. 2017, www.edutopia.org/blog/gender-equity-classroom-rebecca-alber.

2.8. Gender in the ESL classroom

Education schools and programs did not recognize gender issues and it resulted in great *gender blindness* of teachers to see the importance of gender bias in the curriculum or in classroom interaction. The creation of positive change is limited because no strategies to address gender bias in the classroom were introduced. The promotion of gender equity in teacher education is crucial when it comes to the elimination of this disturbing problem. (Sadker and Seilber, 2006: preface)

In recent years, we have been perhaps less blind when it comes to the understanding of the importance of gender bias. Teachers realize that our social life, including our educational life, is *gendered* in some way – i.e. that male and female students tend to behave or feel differently. The language used in the classroom may be gendered in the additional sense and it can result in the further gendering of students – i.e. in the process of shaping their femininities and masculinities. Teaching materials in the form of textbooks and classroom interactions have been shaped by new understandings of gender and it represents a great step towards gender equity in the classroom. Content and linguistic analysis of gender in school textbooks have declined in comparison to the studies of this phenomenon conducted in the 1990s because gender bias is now less evident. (Sunderland, 1992,150-153)

However, Sunderland argues that the effects on learning of any text are impossible to predict so we cannot certainly know whether gender bias present in the textbooks will affect the creation of students` gender identity or sex roles. Thus, Sunderland concludes that it is impossible to prove whether gender bias will affect language learning:

Effects of learning of any text are impossible to predict because we cannot predict a given reader`s response to that text, including what the reader will “take” from it.

(Sunderland, 2000:153)

The theoretical view of what reading is has changed substantially in the last few years. It used to be thought of as a relatively straightforward process through which the reader extracted meaning from the text. Today, there is growing recognition that what readers bring to the text influences how they take meaning from it. Different readers, with different backgrounds, may take very different meanings from the same text. In short, reading is a constructive process. (Peterson and Lach, 1990: 193)

While we are all exposed to gender stereotypes, young people are particularly susceptible to them when forming an understanding of their place in society and their potential. The classroom is an ideal environment to raise their awareness of these stereotypes and encourage critical analysis in students so they are equipped to come to their own informed conclusions.

2.9. Language as a system of communication

Language is a system of communication which can be used to express cultural attitudes and values. It also plays an important role in establishing and maintaining social relations and “can be seen as a clear index of the way individuals negotiate with social forces” (Mills & Mullany, 2011, p.1).

Cameron (1985) highlights that the organization of human societies depends on linguistic communication. Also, gender-based linguistic variation is an example of the role of how the language behaves in social functions. The relationship between language and gender and how it is represented has been greatly disputed in sociolinguistic studies since the mid to the late 1960s. Following the emergence of three books on language and gender in the 1970s: *Male/Female Language* by Marie Ritchie Key, *Language, and Sex: Difference and Dominance* edited by Barrie Thorne and Nancy Henley, and *Language and Women’s Place* by Robin Lakoff, sociolinguists have turned their attention to the influence that imbalanced representation of gender has on the position of women in contemporary society. This phenomenon is referred to as sexism or gender bias in the literature review.

Sexism is commonly considered to be discrimination against people based on their sex rather than their individual merits. In other words, sexism is a belief that one sex or gender is

superior or more valuable than the other. In the words of Thomas (2004, p.76), “sexist language represents women and men unequally, as if members of one sex were somehow less completely human, less complex, and had fewer rights than members of the other sex”.

The role that language plays in maintaining and strengthening sexist values is very important and the reason for this is probably because “linguistic sexism is deeply rooted and far more subtle than other forms of sexism” (Porreca, 1984, p.705).

A powerful means of conveying gender-biased language is via instructional materials, in particular, school textbooks as they play a crucial role in determining students’ perceptions of female and male roles in society.

The portrayal of gender roles in EFL/ESL textbooks has been a concern for scholars since the 1970s. Hence, there have been numerous attempts to analyze the representation of gender roles in these textbooks at all levels of education. Researchers who have conducted these studies have focused their inquiries on visual and textual presentations of female and male characters. Visual presentation refers to illustrations, which include pictures in the form of drawings and photographs, and textual presentation relates to conversations and any written content. Some of the studies dealt with in this literature review have concentrated either on the analysis of illustrations or the analysis of textual presentations, while others have analyzed both of these aspects in textbooks. In the making of his project, Graham with the help of some lexicographers analyzed five million words from children’s textbooks in the United States and found that although there are more women than men in the world, these textbooks contained over seven times as many references to men as women and more than twice as many references to boys as compared with girls. (Graham, 1975).

Coles (1977) examined five of the most widely used sets of adult basic education materials. From 150 stories, it was found that men were mentioned three times more than women. In addition, 39 of the total of 61 females were housewives, whilst 106 of a total of 192 males had 73 different occupations. His study found that males mostly occupied skilled or managerial positions and were viewed to be breadwinners, whereas females, on the other hand, were nothing more than housewives or workers. In the same year, Nilsen (1977) in a comparison of words found in a standard English dictionary to their use in everyday vocabulary concluded that things were named after men five times more than after women, and most words that referred to women had passive roles or were restricted to nouns for

helpless young animals (e.g., *chic*, *kitten*, and *bunny*), whereas words that referred to men indicated more active roles and described dominant male animals (e.g., *wolf*, *buck*, and *stud*).

In a study to determine the effectiveness of new guidelines aiming at correcting sexist levels in reading, literature, and social studies textbooks, Britton and Lumpkin (1997) reported that the number of major characters that were female had increased by only 2% in early editions and up to 16% in later editions.

One year later, Arnold-Gerrity (1978) in completing a content analysis of nine primary reading textbooks examined the involvement of females in character roles. In the first four books, for grades one and two, she found there were twice the number of male characters as female, while in the three readers, for grades three and four, male-oriented stories were five times more frequent; and in the remaining two textbooks, for grades five and six, males appeared three times more frequently than females.

Furthermore, she discovered that the occupational roles for males in the textbooks were wide and varied, while those for females were narrow and restricted to being housewives or mothers caring for the family unit. The three most relevant studies of gender bias in ESL/EFL textbooks appeared from 1978 onwards: *Sexism and TESOL Materials* by Hartman and Judd (1978); *For Men Must Work, Women Must Weep: Sexism in English Language Textbooks Used in German Schools* by Hellinger (1980); and *Sexism in Current ESL Textbooks* by Porreca (1984).

In 1978, Hartman and Judd conducted a survey of several textbooks and observed that not only did women suffer from low visibility, but the references to females in the text were considerably outnumbered by references to males. This was established by counting the sex-linked proper names, titles, and non-generic pronouns. For example, in one of the books that they examined, the ratio of male to female references was 63% to 37%. They also demonstrated that women's roles were stereotypical and related to children and household chores that were exemplified by cooking, changing diapers, or doing the laundry. Men, on the other hand, were depicted fixing the car, changing light bulbs, or mowing the lawn. Therefore, they concluded that "since sexist usage is built into our language habits, it is little wonder that textbooks, including ESL texts, model this usage to their students" (p. 390). Hellinger (1980) conducted a study of 131 passages from three ELT textbooks used in German schools and found that men were involved in 93% of the passages, while 30% of the textbooks did not include any women at all.

It was also revealed that unlike men who were always portrayed in occupational roles of some social status, women had uninteresting, undemanding, and less than successful positions. In the third seminal study, Porreca (1984) conducted a content analysis of the then 15 most widely used ESL textbooks and focused on measurable categories of omission and occupational visibility in text and illustrations, firstness, masculine generic constructions, and the frequency of the use of nouns and adjectives representing men and women. In every category of her study, she found evidence that “sexism continues to flourish in ESL materials”, and despite the fact that “females comprise slightly over half the population of the United States, they are depicted or mentioned only half as often as males in both text and illustrations” (pp. 718-719).

Another study in the 1980s was the content analysis of 41 Indian secondary schools, higher secondary, and pre-university curricula textbooks from five different areas of India. The findings of this study revealed that instead of highlighting women and men as equals, textbooks in India gave school children the message that men have the dominant position in all aspects of Indian society (Kalia, 1980). Progressing into the 1990s, there are three studies worth mentioning, beginning with Sleeter and Grant (1991) who examined 47 textbooks used in grades one to eight between 1980 and 1988 in the United States. They discovered that although women were depicted in non-traditional roles in social studies, reading and language, arts, science, and mathematics textbooks, it was totally unacceptable for men to be depicted in traditionally female roles (e.g., nurse or secretary). In 1992, Peterson and Kroner conducted a content analysis of 27 textbooks for introductory psychology and 12 for human development courses to identify if there were any examples of gender bias in these textbooks. Their findings demonstrated that females were frequently portrayed in negative and gender-biased ways.

Five years later, Poulou (1997), in examining the differences in the discourse roles of men and women in the dialogues of textbooks for teaching Greek as a foreign language, revealed that sexist differences had adverse effects on pedagogical values.

Gender as a social category refers to the differences that exist between men and women, which extend from biology to social roles.

Gender is the range of characteristics pertaining to and differentiating between, masculinity and femininity. In relation to this, Holmes says that “Gender describes the social expectations, rules, and norms attached to femininity and masculinity” (2009, p. 18).

Blumberg (2008) considers and discusses gender bias in textbooks as an “important, near-universal, remarkably uniform, quite persistent, and but virtually invisible obstacle on the road to gender equality in education” (p. 345). He argues that since redoing textbooks and curricula is difficult it would be better to promote gender equality by exposing learners to gender bias and allowing them to counteract it. In fact, this consciousness-raising process serves both teachers and learners to combat and overcome the problem of gender imbalance in textbooks.

2.10. Gender from the sociolinguistic perspective

Sociolinguistics is the study of the relationship between language and society (Wardhaugh 2010, 1). One of the concerns of sociolinguistics is the relation between language and gender. Charteris-Black and Seal (2010, 3) described the difference between gender and sex, explaining the differentiation in terms of biological identity (sex) and socially learned expectations and behaviors associated with sex (gender). The present study centers on gender as the socially learned feature of identity which is highly related to the educational process and is influenced by the socio-cultural environment. From a sociolinguistic point of view gender is defined as a socially constructed perception of attributes that are described to members of each sex. Holmes (2007, 3) claims that gender is a social construction which is established in a social environment. In addition, social environment crucially depends on and is shaped by the culture. Following Furze et al. (2011, 50), “culture is the sum of shared ideas, practices and material objects that people create to make sense of, adapt to, and thrive in, their environments”. Thus, gender construction can vary from culture to culture since the comprehension and treatment of gender differ among societies. Furthermore, according to Wharton (2012, 9), gender can be understood as “a ‘system’ of practices that are far-reaching, interlocked, and exist independently of individuals”. It means that gender is embedded in social interaction and is governed by social constraints that people must follow. According to Brym and Lie (2007, 126), status, roles, and norms are the main features that define social interaction. Status is the position a person possesses; a teacher and a pupil have different statuses. Social roles indicate how people should behave according to their status. Finally, social norms are rules that control social role behavior. As Kendall (2010, 56) delineated, there are prescriptive and proscriptive norms. Prescriptive norms comprise the set of beliefs of

what is appropriate and acceptable while proscriptive norms comprise the set of beliefs of what is inappropriate or unacceptable.

Consequently, gender is highly dependent on social roles and norms. These features of social interaction outline the behavior patterns that must be followed in order to be gendered. Gender roles refer to learning and performing the socially accepted characteristics for certain sex (Macionis and Plummer, 2008, 367). However, gender attributes are described to men and women which are usually the conventionally structured features associated with social roles (Chafetz, 2006, 56). Social roles, norms, and behavior patterns are an inseparable part of gender identity.

Gender identity is usually developed through observation of the environment. Its development begins with the first acts of socialization and is continuous throughout life. According to Chafetz (2006, 18), socialization is the process of perceiving gender-identity and learning gender-normative behaviors. Additionally, Brym and Lie (2007, 97) point out that in the crystallization of the self-identity process, “gender agents” i.e. family, education, language, church, mass media and workplace, play a crucial role. Language and gender identity are the principal focus of this research. Language is an active mechanism which influences thinking and perception (Andersen and Taylor, 2006, 59). Thus, language has a big impact on the formation of speakers’ attitude towards gender identity. As described by Andersen and Taylor (2006, 59), “language reflects the values of a culture”. Following Kendall (2010, 54), values are the criteria by which people judge and evaluate surrounding phenomenon. To be more specific, the language in its conventional usage structure encodes the values, norms, and attitudes of certain society. Consequently, from the language patterns it can be revealed how different nations view gender. People who speak different languages have different perceptions of reality (Andersen and Howard, 2006, 59). As a result of historical, external and internal factors, some societies are regarded as patriarchal. As described by Holmes (2007, 2), “(...) patriarchy, a social system in which men have come to be dominant in relation to women”. As a consequence of a patriarchal system, gender is treated according to stereotypes.

According to Inifiri (2012), gender stereotyping is treating men and women as being different and having totally different qualities regardless of abilities or capabilities. The stereotyped perception of gender and gender roles leads to gender discrimination and gender disparity in the society. Gender discrimination is unequal treatment of gender which leaves members of one sex at a disadvantage. Discrimination and patriarchy are measured by a

gender gap. As described by Macionis and Plummer (2008, 370), a gender gap is the measure of the levels of inequality between men and women. A gender gap is the most obvious in such areas as family roles, household production, and work. Naturally, a gender gap creates gender inequality. “Gender inequality must be understood as the product of a more complex set of social forces” (Wharton, 2012, 20). Gender inequality is fostered by a gender-biased representation of gender. Gender-bias is the preference or prejudice of one gender towards the other. Usually, women are those who are trivialized and diminished in relation to men. Women are represented as subordinate to men (Mishra et al, 2012, 46). Male dominance or male centeredness is still evident in a number of spheres in many cultures. According to Macionis and Plummer (2008, 366), a gender order is “(...) the way in which societies shape notions of masculinity and femininity into power relationships”. The project includes information about gender representation in different cultures: Latin, American, Western European and Eastern European. Because of different historical backgrounds, traditions, and customs, the analysis of these three regions provides an account for the way gender is treated and viewed in these parts of the world.

2.11. Gender – bias in education

Gender identity is developed through observations of the environment which are highly influenced by the socio-cultural aspect (Marinova 2003, 3). This development starts with the first acts of socialization and is continuous through life. The most important “gender agent” in actualizing gender identity is school. The gender gap in education is vivid even in the 20th century. The deeply entrenched stereotypical subdivision between male and female is still evident. To maintain gender equality, the place to start is education. Seeing gender equality in education as an essential feature, global organizations aim at fostering gender equality and the successful integration of women in education. UNESCO (United Nations Educational, Scientific and Cultural Organization) has put forth great effort in promoting gender equality and reducing gender-biased content. The organizations’ stated goal by 2015 is “to eliminate gender disparity in all levels of education” (Blumberg, 2007, 3). In addition, the European Union formed a pact called European Union Pact for Gender Equality (2011-2020) which highlighted gender equality as the central aim (European Union Pact for Gender Equality, 2011, 3): close the gender gaps in employment and social protection, including the gender pay

gap, with a view to meeting the objectives of the Europe 2020 Strategy, especially in three areas of great relevance to gender equality, namely employment, education and promoting social inclusion in particular through the reduction of poverty, thus contributing to the growth potential of the European labor force.

Commonwealth Secretariat is another voluntary organization of 54 countries aiming at maintaining democracy and development work towards achieving their main aim-gender equality. The organization issued a document called Gender Equality Policy which seeks “to strengthen the policy and operational framework of the Commonwealth Secretariat to promote gender equality and mainstreaming in its internal systems and processes as well as programs of assistance” (Commonwealth Secretariat Programme, 2012, 12). Sociology treats gender-bias as the preference or prejudice of one gender towards the other. Gender-bias in education can be divided into gender-biased curricula, gender-biased teacher’s treatment of students and gender-bias in textbooks. Considerable attention was always paid to curricula and teacher’s behavior as it is directly related to teaching content, which is tangible and problematic especially in low-income countries. However, gender-bias in textbooks is the issue recently regarded as “(...) one of the best camouflaged - and hardest to budge - rocks in the road to gender equality in education” (Blumberg, 2007, 4). Gender-bias in textbooks can manifest itself in many ways: in a text it is done through the use of language which devalues members of one sex and fosters the notion of male supremacy through the use of the generic masculine pronoun, the generic usage of the word man and affixing-man in its generic use in the primary place, male “firstness” in both sex phrases, titles and the use of verbs as well as adjectives to describe males and females. The levels of analysis can differ from lexical to visual or textual content. For the investigation of the gender-bias items in textbooks, researchers mainly apply two approaches, i.e. quantitative and qualitative.

As stated by Davies (1995, 1) the quantitative results may show rather fair statistics; however, the content analysis usually reveals the stereotyped way in which men and women are represented. Gender-bias in textbooks is called subtle sexism. Subtle sexism represents the unequal and unfair treatment of women but is not regarded to be direct sexism because with regard to conventional stereotypes it is assumed to be a norm (Swim et al, 2004, 1). The subtle sexism in textbooks can also be called hidden or unseen because it is placed “between lines”. To specify, the biased items are not directly related to the content of the subject, however, they have a strong connection with the implied meaning that could be taken for the background analysis. Therefore, it is necessary to distinguish between conscious and

unconscious learning. Unconscious learning is taking up things without realization. (Williams, 2011,1). This means that people through various processes and activities are actually learning, even without realizing it. In contrast to unconscious learning, conscious learning happens when a conscious mind is participating in the learning process, for example when trying to learn complex mathematical calculations. Gender roles, occupations, appearances, behavior patterns are hidden in the content of textbooks. As a result, gender-bias in textbooks can cause long term drawbacks on learners' performances and their social behavior. The biased ways in which sexes are presented influences not only learner's perception of gender identity but also limits his or her understanding of the other sex making it inferior or superior (Davies, 1995, 1). The difficulty comes from the tight link between tendencies in society and the representation of it in the textbooks. Consequently, the only way to fight with biased texts is to teach individuals not to think in a biased manner. The metaphor of a bird referred to in UNESCO papers (2009, 48) can be used to illustrate gender equality in education: no bird can fly without equally developed wings; similarly, no society can be balanced if females and males are not equally treated.

The research in this master thesis focuses on textbooks meant for teaching the English language as a foreign language (EFL). The EFL textbook is a specially written genre aiming at the development of the four language skills, and consequently, draws upon a wide range of different genres and discourse types (Lähdesmäki, 2009, 375). Textbooks play one of the most important roles in the EFL classroom. EFL textbooks are the core material for the courses that have a great impact on students' behavior outside the classroom, provide linguistic content and models, and directly and indirectly present the cultural and social background of the target language. The latter refers to the hidden curriculum which usually has a more significant influence on students than the official curriculum. Hidden curriculum subconsciously affects learners' awareness, perception, and knowledge (Liu, 2013, 83). As described by Brym and Lie (2007, 105), "(...) a hidden curriculum teaches students what will be expected of them in the larger society once they graduate". According to Widdowson (1990, 14), textbooks of foreign languages provide two aspects: systematic knowledge and schematic knowledge. Systematic knowledge is made up of the properties of languages, i.e. syntax and semantics. Schematic knowledge is acquired knowledge about the social environment of the target language. In other words, learners not only get acquainted with the target language but concurrently learn aspects of the cultural environment and the way native speaker of the target language view the world. This study looks deeper into the schematic

knowledge with regard to gender-bias in EFL textbooks. In other words, the analysis concentrates on the way different authors reflect gender roles, performances and attributes through their perspective influenced by culture, religion, and environment.

Source culture materials are based on the publishers' and learners' culture and society. It means that the hidden curriculum reflects the attitudes and views of the learner's culture but not of the target language, i.e. the English language. With respect to source culture materials, Argentinian and Lithuanian textbooks analysis will provide the account for the Latin American and Eastern European cultural and social attitudes towards gender. In addition, the investigation of the textbook published in the UK will give the background for the comparison with the target language cultural perspective on gender representation in Western European culture.

Gender-bias in EFL textbooks can manifest itself in two different ways: through the usage of gender-biased language and through the visual materials. Traditionally, women are those who are trivialized and diminished in relation to men. Gender disparity usually manifests itself through the usage of the generic pronoun *he*, derivational morphemes, compound nouns including the generic word *man*, titles and in other ways. In visual materials the appearance of women characters is relatively low in comparison with men characters, stereotyping occupations, relationships, attributes in visual items and texts; women are presented mainly in socially low positions or as a passive character (Sunderland, 1992, 83). According to Haddad (2009, 14), teaching materials frequently include gender-bias items. Women are depicted as shy, weak and passive in contrast to men, who are depicted as adventurous, heroic and clever.

Women are rarely represented as managers, pilots, lawyers, scientists, doctors and heads of state. Consequently, stereotyping of gender roles creates the attitude and view that certain occupations are regarded as being meant either for males or females. Students are material-sensitive learners. It means that every new item of the target language is taken for granted, i.e. the material presented in the textbook is learned as a fact and as a real and correct phenomenon of the surrounded world. Sunderland (1992, 86) described three negative effects that gender-bias in EFL may cause: EFL materials have an unconscious influence on females affecting their social behavior and cognition of gender roles, they (EFL materials) can cause negative learning performances, and may have a big impact on later usage of language outside the classroom. Moreover, learners who are not familiar with gender issues and gender-bias

free language may fail to use the target language in real-life correctly. The changing gender tendencies and language reforms influence the necessity of using the “correct” language. Naturally, the publishers must take into consideration the gender aspect in order to produce material that will not discourage learners from using the target language and ensure the right linguistic models for future situations (Sudo, 2007, 12). The content mostly depends on individual publishers and the way they treat gender. It is important that the authors of EFL materials should be aware of gender issues, believe in gender equality and fight against gender stereotyping (Haddad, 2009, 13). In addition, teachers also play a crucial role in an EFL classroom. Haddad (2009) stresses the importance of teachers’ attitudes and practices concerning gender-bias issues in textbooks by providing teacher training and raising awareness of the problem.

If ELT textbooks are biased, the teacher is a person who has to control the process of learning and create a gender-bias free environment in the classroom by improving the material or putting the emphasis on achieving gender equality.

2.12. Gender representation in EFL textbooks

A significant number of studies have been conducted in the investigation of gender-biased items in EFL textbooks. The significance of EFL textbooks for the analysis of gender representation can be justified by the following two instances. First, EFL textbooks are meant for teaching the English language which is constructed by speakers who use it. Using language as a tool to construct the reality, speakers encode the socio-cultural topicalities in the usage of the language. To specify, during the process of language learning, the socio-cultural aspect is learned. From the conventional patterns of the English language, it can be found out how through the historical development speakers of English viewed gender and patterned it in the use of language. The examples of gender marked items in the English language include generic pronouns, derivational morphemes, compound nouns, and titles. As a result, language is one of the “social agents” that have a great impact on shaping the attitudes and views of speakers. Second, EFL textbooks published in different countries give background for the analysis of gender from a cultural perspective. The usage of language and the content of the materials highly depend on the choice of authors. As a result, EFL textbooks provide not only

the patterns of the English language for gender representation but also the way different societies treat gender. Moreover, teaching materials include social features of gender representation. Through visual items it is possible to measure the visibility, gender dominance, gender roles, and attributes. Also the content analysis of texts and exercises can account for further gender treatment in different countries. (Bahman, Rahimi, 2010).

2.13. Socially marked gender items in EFL textbooks

Socially marked gender items in EFL textbooks include gender roles, gender attributes, occupations, visibility and dialogues (initiation of dialogues, turn-taking and a number of words). The investigation of these features in EFL textbooks will explain how gender is treated and viewed in different countries and if there are any differences or similarities among societies.

III. RESEARCH

The subject of the thesis: The subject and problem of this thesis were to investigate the gender equality in English textbooks in Bosnia and Herzegovina, both on the grammar – lexical and content level. The research questions included in this study are:

- what is the usage ratio of gender-specific pronouns and determiners as well as neutral terms to express male or female gender;
- which adjectives are used to describe male or female characters;
- which attributes are associated with male or female characters;
- which professions were male or female dominant;
- how gender representation in English textbooks impacted students in constructing their own attitudes and reaffirming stereotypes about male and female roles.

The goal of the thesis is to analyze the usage of pronouns and determiners to specify male or female gender (quantitative analysis).

Furthermore, it was analyzed the usage of adjectives which described male or female characters (quantitative analysis). Likewise, the analysis determined which professions were male or female dominant (quantitative analysis).

Moreover, it was analyzed which attributes correlated with male or female characters (quantitative analysis).

Based on the analysis, the conclusion is that gender representation in English textbooks influences students in creating or changing their attitudes or even reaffirming/changing stereotypes about male or female roles.

Through quantitative method, the conclusion is that gender representation in English textbooks has a real impact on changing their attitudes as well as stereotypes about male or female roles due to the dominance of male-written texts, exercises, names, surnames, and pictures.

Types of research method:

- quantitative method,

Pre-intermediate student's book "CHOICES" by Michael Harris and Anna Sikorzynska was published in 2012 by Pearson Education Limited.

The textbook consists of 12 chapters and includes the topics about: time, fun, money, stories, generations, music, health, nature, flight, islands, friends and emotions.

The results were presented in the final part of the paper after a detailed analysis of the theoretical and empirical part of the research.

A. Materials

The EFL textbook currently used in Bosnia and Herzegovina secondary school in Fojnica was selected to serve as the corpus of the present study. The description of the textbook is presented in (Table 1):

TABLE 1

DESCRIPTION OF THE TEXTBOOK

Title	Publisher/Authors	Grade	Date of Publication	Number of Pages
Choices – pre-intermediate students book	Person Education Limited/Michaela Harris & Anna Sikorzynska	1	2012	136

B. Data Collection Analysis

Based on the textbook titled „Choices – pre-intermediate students book” by authors Michaela Harris and Anna Sikorzynska, published by Person Education Limited in 2012, used in the secondary schools in Bosnia and Herzegovina, the empirical part of the research was carried out.

C. Procedures

The research covered the mentioning of men and woman in:

- pictures,
- both texts and exercises
- real people and
- surnames.

IV. THE ANALYSIS OF FINDINGS

Section A. Quantitative Analysis

Part 1. Gender Visibility in pictures

In a total of 223 photographs, 122 men (or 55%) and 101 women (or 45%) were observed.

TABLE 2

GENDER VISIBILITY IN PICTURES

Male	Female
Pictures total of 223	
122	101
55%	45%

Note 1. All percentages are rounded to the nearest whole number. Due to the rounding, they may not add up to 100%

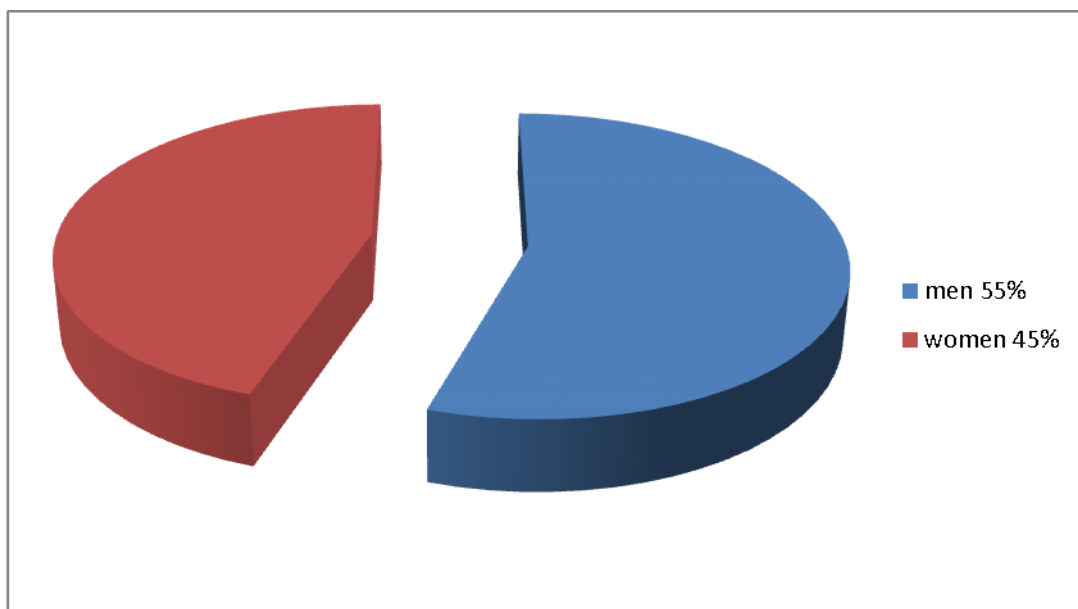


Figure 1: Percentage of Men and Women in Photos

In both texts and exercises, a total of 124 men (or 64%) and 73 women (or 37%) were observed.

TABLE 3

GENDER VISIBILITY IN BOTH TEXTS AND EXERCISES

Male	Female
Both texts and exercises total of 197	
124	73
64%	37%

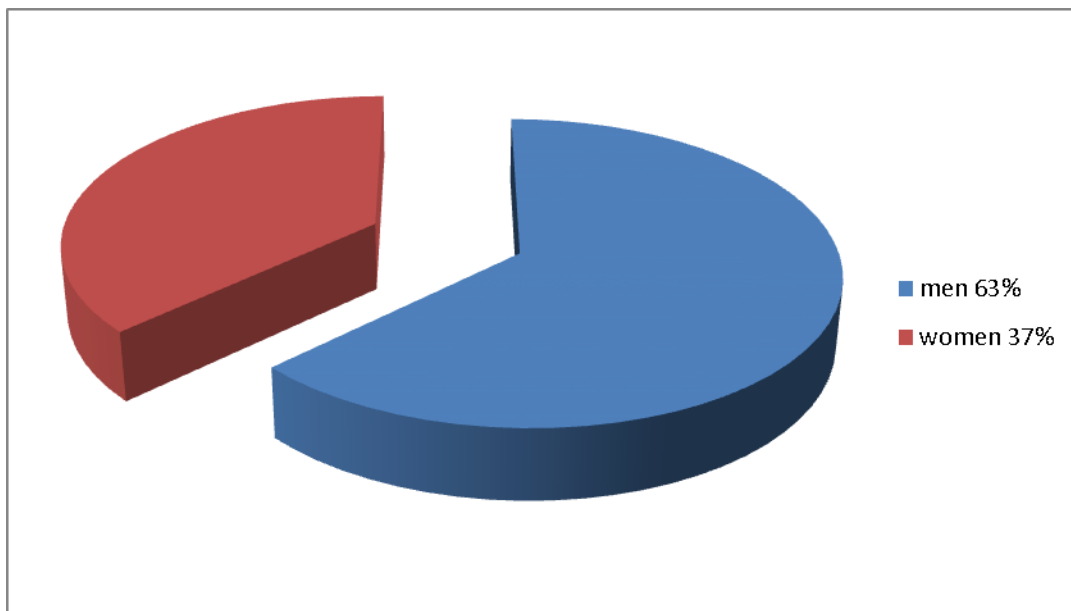


Figure 2: Percentage of Men and Women In both texts and exercises

When it comes to real people, research has shown that there are 31 men, or 76% and ten women, or 24%.

TABLE 4

GENDER VISIBILITY IN REAL PEOPLE

Male	Female
Total of 41	
31	10
76%	24%

TABLE 5

NAMES OF THE REAL PEOPLE

Masculine	Feminine
Alexandre Dumas	Sophie
The ghost of Glencoe	Anna
Peter	Juliet
James	Auntie Sue
Louis XVIII	Monika
Napoleon	Zeta
Edmond Dantes	Mega Maxine
Faria	Maria
Michael	Barbara
Andy	Jenny Abrams
Jack	Agatha Christie
Sam	Jane
Uncle Dave	Martha
Bill Cosby	Claire Ramsey
Keutech	Jane Henderson
Albert Einstein	Emily
Jake	Jenny
Hercules Poirot	Mary
Kaiser Chiefs	Carol
Ivan	Tess

Tom	Amy
Kevin	Sylvia
Tim Huggins	Lisa
Franz Ferdinand	Edith Sitwell
Leonard Cohen	Sophie
Ricky	Sonia
Tom	Ewa
Daniel	Judy
Al	Amy
Simon	Jane
Mark	Sylvia
Peter	Alison Unwin
Alex	Karen Thompson
Luis	DJ Dana
Mr. Brown	Alison
Steve	Helen Howard
Chris	Kiera Knightley
Danny	Angelina Jolie
Shigeru Miyamoto	Lera
Tom Barnes	Sara
Tom	Colin
Bill	Amy
Nicky Buckley	
Stu Harvey	
Pierre	
Paul	
Mark	
Simon	
Winston Churchill	
Gandalf	
Tolkien	
Indiana Jones	
Darth Vader	

Frodo	
Jake	
Hugh Grant	
Brad Pitt	
George Clooney	
Henry Hemming	
Tom Leppard	
John Rothwell	
Roger Federer	
Martin	
Alex	
Stephen	
Simon Lessing	
Simon Thomas	
Adam	
Leonardo DiCaprio	
Adam	
Pedro Almodovar	
Charlie Chaplin	
Alex	
Tony	
Mike	
Cloud	
Dor Murphy	

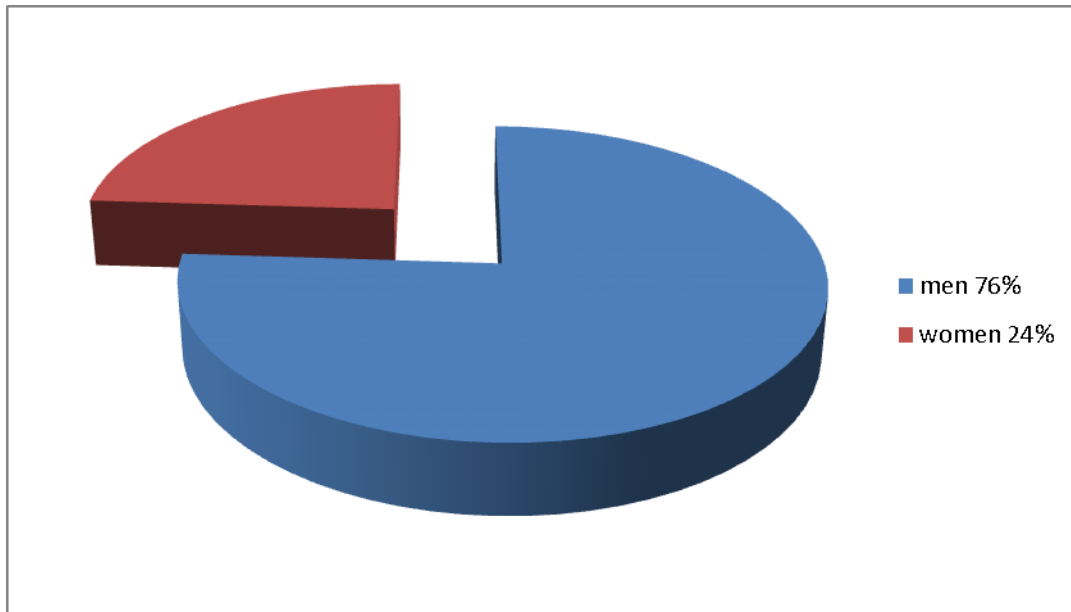


Figure 3: Percentage View of Men and Women Real People

Finally, when it comes to the surnames, there are far more men (49 or 74%) than women (17 or 26%).

TABLE 6

GENDER VISIBILITY IN SURNAMES

Male	Female
Surnames total of 66	
49	17
74%	26%

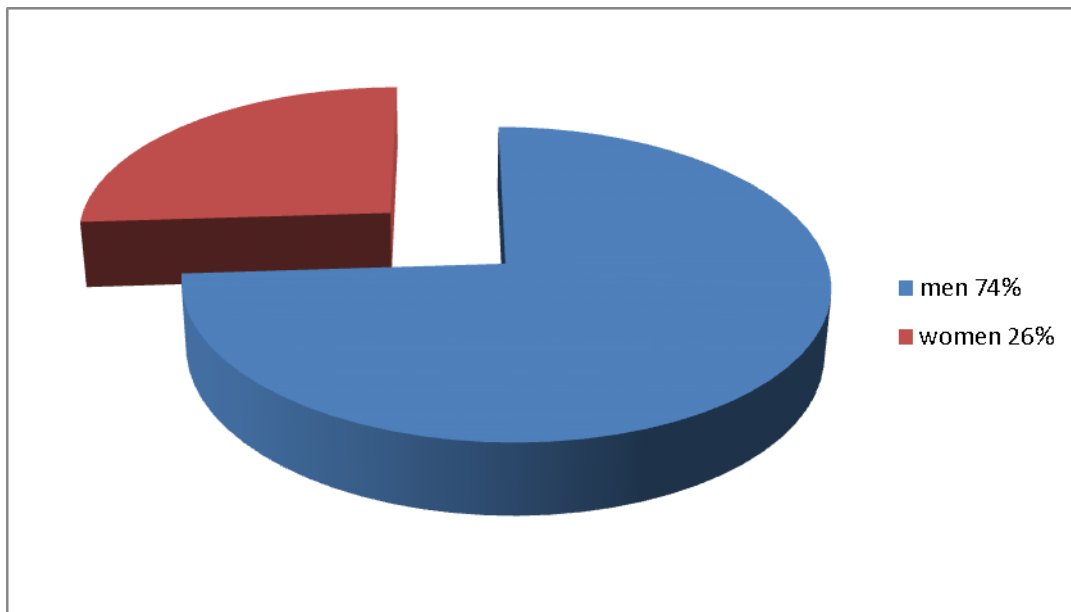


Figure 4: Percentage of men and women in surnames

V. DISCUSSION

The research covered the mention of men and woman in pictures, both in texts and exercises, real people and surnames. In a total of 223 photographs, 122 men (55%) and 101 women (45%) were observed. In both texts and exercises, a total of 124 men (or 64%) and 73 women (or 37%) were observed. When it comes to real people, research has shown that there are 31 men, or 76% and 10 women, or 24%. Finally, when it comes to the surnames, there are far more men (49 or 74%) than women (17 or 26%).

According to the aforementioned data, we can note that gender encompasses socially constructed and culturally biased roles of women and men. Gender, through the usage of photographs, surnames, texts, and exercises, is used to describe those characteristics of women and men, which are socially constructed, while sex refers to those which are biologically determined. People are born female or male but learn to be girls and boys who grow into women and men. Through the information provided above, we can notice that the usage of gender in textbooks can have an impact on children and how they can be socialized to behave according to gender stereotypes from a very young age. It is supposed that gender cannot be the problem inside the classroom despite the low number of female compared to male students. Gender is not an issue that concerned teachers, but that problem needs to be solved by teachers.

Schools and homes are one of the basic sources of development of the understanding of gender and gender relations. To minimize the gender issues, we need to start changing the mindset of the younger generation of society as they are those who bring about further change in society with their innovative ideas, thoughts, and practices. Teachers play a very important part in the early upbringing of the children and their ideas and beliefs can change the thought patterns of young students. Teachers need to serve as the role models for the students, so they need not only sensitive curricula and textbooks but also gender equality education.

VI. CONCLUSION

Gender is the “relationship between man and woman, both perceptual and material “, and it relates to a set of quality and behavior that are expected of a woman or a man by society. Throughout their education, students have been learning those qualities and behavior by studying them from the textbooks. Since most of the focus is put on the textbooks, it is of utter importance to adapt those textbooks to promote gender equality, rather than inequality, as we have seen from the research conducted in this thesis. For a teacher in today’s day and age, it is unacceptable to only focus on one gender and not to talk about gender equity. First, the teachers need to be aware of the huge gap between the mentioning of the genders in the textbooks. After doing so, there are ways to educate teachers to promote gender equality. Without focusing on gender equality, students are left with the belief that most nurses are female, or that most managers are male.

Gender differences are seen in the language because the language that a woman uses is different from that used by men.

In this master thesis, the gender equality in education was analyzed and a survey was conducted to determine the relationship between female and male characters in one of the English textbooks used in English language teaching in secondary education in Bosnia and Herzegovina.

In this master thesis, an English textbook titled “CHOICES”, pre-intermediate student's book “by Michael Harris and Anna Sikorzynska was analyzed.

This work included the analysis of the ratio of the female and male character, and then an analysis of the content of it as an appearance in relation to lexical and grammatical.

Socially marked gender items in EFL textbooks include gender roles, gender attributes, occupations, visibility and dialogues (initiation of dialogues, turn-taking and a number of words). Searching of these features in EFL textbooks will explain how gender is treated and viewed in different countries and if there are any differences or similarities among societies. We have seen this in the case of Jordanian women, where the textbooks do not reflect real life position of women in Jordanian society. Even though students learn about certain roles, occupations and other through textbooks, they are becoming more aware that those are not

true and that they do not reflect real life situations. In today's day and age, we have male nurses or female directors, and that's something that needs to be emphasized in order to raise the awareness of the students. Even the job of a teacher, which generally has been seen as a more of a female job, because it required from a person to be more sympathetic or "gentle", to use their emotions, we see this trend shifting, because we have more and more male teachers in schools.

When it comes to methodology of research within this master thesis, it is important to note that for the research, an EFL textbook, currently used in the secondary schools in Bosnia and Herzegovina, has been selected for the research. Based on the textbook titled „CHOICES, pre-intermediate student's book “by Michael Harris and Anna Sikorzynska, published in 2012 by Person Education Limited, used in secondary schools in Bosnia and Herzegovina, the empirical part of the research was conducted. The research involved the recollection of men and women in pictures, texts and exercises among real people and surnames.

When it comes to gender visibility in the pictures, a total of 223 photographs were considered. It was observed that men were 122 photographs or 55%, while women were on 101 photographs or 45%.

As for the case of gender visibility in texts and exercises within the textbook, a total of 124 men were registered, 64% that is, and 73 women and 37% respectively.

The survey also focused on gender visibility in real people, which led to results that among those real people, 31 are men or 76%, and 10 women, respectively 24%.

When it comes to gender visibility in the surnames, mostly male were seen, 49 or 74% of them, while the woman was 17 and 26% respectively.

Lastly, teachers should educate themselves as much as possible through various seminars and programs in order to emphasize gender equality, because without doing that, the textbooks will reinforce stereotypes about male and female roles.

VII. REFERENCES

Aikman, S., & Unterhalter E. (2005) *Beyond Access: Transforming Policy and Practice for Gender Equality in Education* edited by Gender Representation in English Language Textbooks: Action Pack 10.

Andersen, M. L., & Taylor, H. F. (2006) *Sociology Understanding a Diverse Society*. The USA: Thomson Learning Inc.

Bahman, M., & Rahimi, A. (2010) *Procedia-Social and Behavioral Science*, Elsevier.

Blumberg, R. L., (2007) *Gender Bias in Textbooks: a Hidden Obstacle on the Road to Gender Equality in Education*. Education for All Global Monitoring Report 2008. Education for All by 2015: will we make it? UNESCO.

Brookfield, S. D. (2006) *The Skillful Teacher*, San Francisco.

Brym, R. J., & Lie, J. (2007) *Sociology Your Compass for a New World*. The USA: Thomson Wadsworth.

Chafetz, J. S. (2006) *Handbook of the Sociology of Gender*. The USA: Springer Science and Business Media.

Commonwealth Secretariat, (2012) *Gender Equality Policy*, accessed 21 April 2019, available from <http://www.thecommonwealth.org/files/249228/FileName/CommonwealthSecretariatGenderEqualityPolicy.pdf> (Accessed: 07 May 2019).

Davies, B. (1995) *Gender Bias in School Text Books*. Commonwealth Secretariat: Marlborough House.

Furze, B., Savy, P., Brym, J.R. & Lie, J. (2011) *Sociology in Today's World*. The USA: Cengage Learning.

Haddad, C. (2009) *Promoting Gender Equality in Education*. UNESCO Asia and Pacific Regional Bureau for Education.

Hardy, T. (2004) *Language and Culture: Teaching Methods and Materials*, Teaching English Now, 6.

Harris, M. & Sikorzynska, A. (2014) *CHOICES, pre-intermediate students book*, London.

Hockett, C. (1958) *A course in modern linguistic* Macmillan.

Liu, S., (2013) *Cultural Content in EFL Listening and Speaking Textbooks for Chinese University Students*, International Journal of English Language Education, 1/1.

Lähdesmäki, S. (2013) *Intertextual Analysis of Finnish EFL Textbooks: Genre Embedding as Recontextualization*, available from <http://wac.colostate.edu/books/genre/chapter19.pdf> (Accessed: 02 May 2019).

Marinova, J., (2003) *Gender Stereotypes and the Socialization Process*, accessed 14 March 2019, available from <http://www.un.org/womenwatch/daw/egm/men-boys2003/EP3Marinova.pdf>.

Murray D. E.; Christison, M. A. (2011) *“What English Language Teachers Need To Know Volume I-Understanding Learning”*, New York.

Mishra, S., Behera, D.K., & Babu, B.V. (2012) *Socialization and gender bias at the household level among school-attending girls in a tribal community of the Kalahandi district of Eastern India*, Anthropological Notebooks, 18/2.

Nababan (1984) *Pengantar Sociolinguistik*. Bandung: Angkasa.

Petrides, KV., Gurnham, A. (2006) *Journal of Applied Social Psychology*. Wiley Online Library.

Porreca, K. L. (1984) *Sexism in Current ESL Textbooks Language and Gender* By Penelope Eckert, Sally McConnell-Ginet Peter Trudgill, sociolinguistics, Norris ISSN 1475 - 8989 Sexism in Language Xiaolan Lei Northwest Polytechnic University, Xi'an, China.

Richard, L. (2007) *“Teaching as an act of love”*. Universe, Inc. New York, Lincoln Shanghai.

Romaine, S (2000) *Linguistic anthropology, Language and Gender*.

Richards J C. and Renandya, W. A. (2002) *“Methodology in Language teaching”*, An Anthology of current practice, Cambridge.

Somun Krupalija, L. (2011) *Gender and employment in Bosnia and Herzegovina, A country study*.

Sudo, J., (2007) Oxford Teaching New Tendencies in Gender in Modern English, *ELT Journal*, 61/1.

Sunderland, J. (1992) Gender in the EFL Classroom, *ELT Journal*, 46/1: 81 – 91.

Swim, J.K., Mallett, R., & Stangor, Ch. Sex Roles (2012) A Journal of research: Understanding Subtle Sexism: Detection and Use of Sexist Language, <http://moderndaysexism.wordpress.com/2008/12/03/understandingsubtle-sexism-detection-and-use-of-sexist-language/>.

The New Merriam-Webster Dictionary (1989) Springfield, ISBN – 0 – 87779-900-8.

Wardhaugh, R. (2010) *An Introduction to Sociolinguistics*. Wiley-Blackwell Publishing.

Wharton, A.S. (2012) *The Sociology of Gender*. The UK: John Wiley & Sons Ltd.

Williams, J. (2011) *Unconscious Language Learning*, accessed 20 March 2019, available from <http://www.cam.ac.uk/research/news/unconscious-language-learning>.

Widdowson, H. G. (1990) *Aspects of Language Teaching*. Oxford: Oxford University Press.

Websites:

Anon, (2019). [online] Available at: https://www.researchgate.net/publication/279179438_Gender_Representation_in_English_Language_Textbooks_Action_Pack_10 [Accessed 03 May 2019].

Anon, (2019). [online] Available at: <https://www.jstor.org/stable/2112807> [Accessed 22 January 2019].

Ascd.org. (2019). *Creating a Gender-Inclusive Classroom*. [online] Available at: http://www.ascd.org/publications/newsletters/education_update/apr18/vol60/num04/Creating_a_Gender-Inclusive_Classroom.aspx [Accessed 21 February 2019].

Edutopia. (2019). *Gender Equity in the Classroom*. [online] Available at: <https://www.edutopia.org/blog/gender-equity-classroom-rebecca-alber> [Accessed 15 May 2019].

Google Books. (2019). *Gender in the Classroom*. [online] Available at: <https://books.google.ba/books?id=cjj6Pn4mJ6YC&printsec=frontcover&dq=Gender+Equity+in+the+Classroom&hl=en&sa=X&ved=0ahUKEwin0MrZg8PeAhWnposKHdtUCwQQ6AEIODAD#v=onepage&q=Gender%20Equity%20in%20the%20Classroom&f=false> [Accessed 7 February 2019].

Google Books. (2019). *Toward Gender Equity in the Classroom*. [online] Available at: <https://books.google.ba/books?id=ciU0k3UlmsC&printsec=frontcover&dq=Gender+Equity+in+the+Classroom&hl=en&sa=X&ved=0ahUKEwin0MrZg8PeAhWnposKHdtUCwQQ6AEIKTAA#v=onepage&q=Gender%20Equity%20in%20the%20Classroom&f=false>
<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.843.1684&rep=rep1&type=pdf> [Accessed 19 January 2019].

Google Books. (2019). *Toward Gender Equity in the Classroom*. [online] Available at: <https://books.google.ba/books?id=ciU0k3UlmsC&printsec=frontcover&dq=Gender+Equity+in+the+Classroom&hl=en&sa=X&ved=0ahUKEwin0MrZg8PeAhWnposKHdtUCwQQ6AEIKTAA#v=onepage&q=Gender%20Equity%20in%20the%20Classroom&f=false> (Accessed: 13 April 2019).

Google Books. (2019). *Gender in the Classroom*. [online] Available at: <https://books.google.ba/books?id=cjj6Pn4mJ6YC&printsec=frontcover&dq=gender+in+classroom&hl=en&sa=X&ved=0ahUKEwidqK2Oy7reAhXG3SwKHd5XCS8Q6AEIKTAA#v=onepage&q=gender%20in%20classroom&f=false> [Accessed 30 April 2019].

Google Books. (2019). *Gender in Grammar and Cognition*. [online] Available at: <https://books.google.ba/books?id=l6Vo9WNnwcwC&printsec=frontcover&dq=gender+in+linguistics&hl=en&sa=X&ved=0ahUKEwivnbGatb3eAhXFhywKHQvQAQM6AEIMDAB#v=onepage&q=gender%20in%20linguistics&f=false> [Accessed 15 April 2019].

Google Books. (2019). *Multicultural Education*. [online] Available at: https://books.google.ba/books?hl=en&lr=&id=e1ITbOA2jhQC&oi=fnd&pg=PA137&dq=sadker+and+sadker+2001+gender+bias+pdf&ots=8zh1SuQWR5&sig=XN4bJinAVkM0WibjRrF-3m6gfY&redir_esc=y#v=onepage&q&f=false [Accessed 6 January 2019].

Google Books. (2019). *Language and Social Relations*. [online] Available at: <https://books.google.ba/books?hl=en&lr=&id=7gqG2eJ3Bz0C&oi=fnd&pg=PR1&dq>

=language+as+reflection+of+social+norms&ots=XF7Rt9JIFi&sig=abksjsEHbPC5Nw
P-bhI00qOWCLo&redir_esc=y#v=onepage&q&f=false [Accessed 3 January 2019].

Highpoint.edu. (2019). [online] Available at:
<http://www.highpoint.edu/citl/files/2016/11/Employing-Gender-Inclusive-and-Non-Sexist-Language-in-the-Classroom.pdf> [Accessed 15 May 2019].

ISSN 1475 – 8989 Xiaolan Lei. *Sexism in Language* Northwest Polytechnic University. Xi'an. China [Accessed 29 January 2019].

Livelongday.files.wordpress.com. (2019). [online] Available at:
<https://livelongday.files.wordpress.com/2011/08/genderconstruction.pdf> [Accessed 15 February 2019].

Pdfs.semanticscholar.org. (2019). [online] Available at:
<https://pdfs.semanticscholar.org/0580/53d8b0ce5d83f8552c9ae0f04bd7c5096fe2.pdf>
[Accessed 12 January 2019].

ResearchGate. (2019). *ResearchGate / Find and share research*. [online] Available at:
<https://www.researchgate.net/> [Accessed 15 May 2019].

ResearchGate. (2019). *ResearchGate / Find and share research*. [online] Available at:
<https://www.researchgate.net/application.ClientValidation.html?origPath=%2F>
[Accessed 9 February 2019].

Un.org. (2019). *UNITED NATIONS Gender-inclusive language*. [online] Available at:
<http://www.un.org/en/gender-inclusive-language/guidelines.shtml> [Accessed 15 March 2019].

Unesdoc.unesco.org. (2019). [online] Available at:
<http://unesdoc.unesco.org/images/0015/001555/155587e.pdf> [Accessed 02 March 2019].

Who.int. (2019). *WHO / Millennium Development Goals (MDGs)*. [online] Available at: https://www.who.int/topics/millennium_development_goals/about/en/ [Accessed 05 March 2019].