GENDER REPRESENTATION AND STEREOTYPING IN EFL TEXTBOOKS: A CRITICAL DISCOURSE ANALYSIS

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Original Article

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ABSTRACT

This study aims to investigate whether writers and publishers take the gender balance into consideration while they are writing the textbooks. It explores the areas of gender disparity in the textbooks taught at Secondary School level in Azad Jammu & Kashmir (henceforth AJ K). To achieve this aim, EFL textbooks by AJK Textbooks Board taught at grade 9th and 10th were analysed. To find out whether there is gender imbalance in textbooks, two methods of data analysis were employed: Content Analysis and Critical Discourse Analysis as proposed by Fairclough (1989). It was found that two ways have been adopted by the author to represent gender in both the textbooks via image and text. Seven categories such as visibility in the illustrations, visibility in the text, topic domination, jobs/ occupations, character traits, household activities, and generic masculine nouns were set to see the representation of each gender. It was also observed that the representations of female and male characters in both the textbooks were closer to the stereotypical representations. The representation of gender is gender imbalance as males were overrepresented in most of the categories while females were stereotypically depicted and marginalized. Female gender is a sub-ordinate to male gender and gender discrimination has been found in all categories of content analysis except household activities. The study provides certain pedagogical implications and recommendations that can help in eradicating the issue of gender inequality in learning material

Keywords: Content Analysis, Critical Discourse Analysis, Gender Representation, Textbooks

INTRODUCTION

Gender is considered as a hot topic since centuries. In sociology, psychology, and linguistics, this is considered as very important area for study. Several researches have been carried out and still there is a thirst of more to explore different aspects of gender and its effect on different dimensions of life. In the recent era, many researches have been conducted to investigate the role of gender and gender biasness in textbooks. School books have been reported as the main basis of gender interaction. Gender representation is the most emerging topic of the research in all over the world because of facing so many problems in the society and this may be through gender discrimination and stereotypes in the textbooks (Sydney, 2004). Sexist language promotes gender discrimination. Day by day, the sexist language is finishing the names and roles of women from reality in which they actually exist (Piercey, 2000). Hence, there should be the proper use of words which avoid the use of sexist language in textbooks.

Gender is the part of a society and considered as the most important agent of socialization. For socialization, there are different ways and tools. Curriculum is one of them. Gender and curriculum, both have strong relationship. Curriculum further covers textbooks,

outdoor activities and different projects. Curriculum directly or indirectly develops social interaction and promotes responsibilities in both genders. According to Sociologists, gender is one agent of socialization (Brym & Lie, 2006). Different gender agents can be observed in textbooks or in any teaching material. The material which is present in the textbooks is the true depiction of a society and the minds of the authors/writers. The content should be free from gender biasness and stereotypes. This equality would lead towards confidence, positive attitude and behavior, self-grooming and learning. One major step which can control gender biasness and can promote gender equality is to make equal educational policy and the proper use of a language for both genders. While designing textbooks the author (s) should also practice gender fairness and equality. Textbooks are known as the social tool in educational institutes because they are used for communication purpose as well as polishing the personalities of students and teachers. This is the public opinion if someone wants to judge a society. He/she must look at the textbooks of that society. It means textbooks are the reflection of any society. In society, textbooks have their specific position as a teaching aid. They are not merely the tool to deliver information but also have crucial role in the development of personalities as well as societies (Mustapha, 2012).

Language is considered as a basic tool for different sort of communication. A person starts her/his communication and social interaction through language. Therefore, for social development and interaction language is important. The language of textbooks has its special importance because biased language can cause gender discrimination. Thus, textbooks should be free from gender unfairness and inequality.

According to Pierce (1995), students are basic pillars of every society and they have to perform some roles. A language is that tool through which they can perform their roles. Textbooks make them capable to survive in a society and whatever is present in them will have the sharp image on their minds.

Different movements are working globally regarding gender and one of them is gender equality movement. Moreover, different departments are working to avoid discrimination and to control the emerging gender bias situation of the societies. These departments include policy makers, publishers, writers/authors, and evaluation committees. Hence, numerous researches have been carried out to investigate the gender representation in different EFL textbooks (Hartmann & Judd 1978; Porreca, 1984; Alpetkin, 1993; Kabira & Masinjila, 1997; Ansary & Babaii, 2003). These studies explain that different policy makers, writers, and publishers are familiar with gender problems and they are trying their best to solve these problems. But still some researchers believe that gender stereotypes and biasness are part of EFL textbooks. And their researches have proved this statement that gender discrimination has negative effect on the learners.

Number of researches has been conducted on the gender representation in EFL textbooks. Different researches have different results regarding textbooks used in private and public sectors including different educational levels. The present study has the same area of the study which focuses on the gender representation in EFL textbooks used at SSC level by Azad Jammu and Kashmir Textbook Board, Muzaffarabad. Another purpose is to find out the relationship between language and gender.

FAIRCLOUGH'S THREE-DIMENSIONAL MODEL

Fairclough is a famous CDA scholar who is the pioneer of theoretical model for CDA. Fairclough (1989) discussed in his book "language and power", "language is socially shaped not only socially constitutive." It simply means that language not only performs certain functions as a constituent of the society but also shapes the society. Both language and society are influenced by

each other. Culture is the significant part of a society, and it is considered as the most basic pillar. This is the basic ideology behinds CDA. There are different models in CDA and Fairclough's model (1989) is one of them. This model is beneficial in the analyses of texts and images and is considered as a heart of CDA. Fairclough's three-dimensional model is based on three levels: textual analysis (linguistic), discursive practices and social practices. These levels are also known as description, interpretation and explanation of a discourse. Fairclough (1989) tried to construct the systematic relationship between a language and its social context. Additionally, social context covers different elements like the role of gender, politics, education, and religion.

LITERATURE REVIEW

There are different textbooks which based on gender representation. The material which is present in these textbooks affects the social life of learners. Thus, the role of gender is very much important in teaching-learning process. Furthermore, gender representation includes work and performances, roles of males and females, language and gender, culture and language.

Vogli (2009) conducted research on EFL textbooks used at primary level. In the result section, he explained that all highly social status roles were allotted to males and females had only family roles like mother. Furthermore, many EFL textbooks were manipulated to show gender equality. But, at the same time, several researchers claimed that males have the higher social status than females and females are the followers of males in each and every aspect.

Ghorbani (2009) took three EFL textbooks for the research purpose. These textbooks were used in different Iranian school. He used Critical Content Analysis (CCA) method to analyze texts and images. From the conclusions, this study says that there was gender unfairness and prejudice in the textbooks.

Kobira (2009) inspected femininity and masculinity in EFL textbooks used in Kenya. These books were used at elementary level and published by Kenyan Literature Bureau. The findings show that only 10% females appeared in textbooks 28 via texts and images. Moreover, he also pointed out that authorship and designers of textbooks were only males. Female cannot be the author, editor and designer of any textbook. Therefore, this has negative effect on the leaners as well as on society. Furthermore, he claimed that in bureau only males can work as females are not allowed to work. It can be said that Bureau failed to produce a balanced and gender free textbook.

 Barton & Sakwa (2012) conducted a study on EFL textbooks used in Uganda and the mixed method approach was utilized to examine gender stereotypes in textbooks at SSC level. Finally, the conclusions added the arguments to the previous researches that females were distorted. Meanwhile, males enjoyed high social life and prestige in the textbooks.

Mustapha (2012) conducted his research on Nigerian EFL textbooks and the focus was only on one aspect and that was role assigning. According to the results of the present study, one traditional role which had been assigned to the female members and it was housekeeping (family role) only, but contrary to it, the male members had their two roles to perform: public roles and family roles. Consequently, clear gender discrimination can be seen there.

Kim (2012) took four Korean EFL textbooks. According to him, females were present in traditional way like wearing aprons to cook meals for their men, washing utensils and baking sweets. Through the word and image of "Apron" gender stereotyping was depicted. But, males were doing social works like making money, buying things, and making building. He also mentioned another important side about spending their leisure time. The researcher found that

males were working with instruments, laptops, electronic toys, music and painting while the females were 29 diligent in shopping and phoning. In nut shell, males performed intellectual tasks but females were spoiling the time.

Another work entitled "An investigation of gender representation in EFL textbooks used at public schools in the UAE" has been carried out by Tahan (2015). He selected EFL textbooks from grade 1 to 12 at public schools in UAE. He delimited the study to only eight categories: text, images, occupations, jobs, topics, themes, titles and adjectives. CA method was taken as a method of analysis for the study. According to the statistical study, one sided representation was found for male gender with 60% in the category of images. Meanwhile, in the category of text, the researcher found 67% male and 33% female represesentaion. As a result, females were diminished in these textbooks. He claimed that total 96 occupations were there out of which, 70 male and 26 female occupations. Hence, there was an imbalanced representation of gender. The distribution of characters was also done on the basis of their cultural values and norms. Moreover, the textbooks were influenced by the culture.

Sulaimani (2017) evaluated Saudi EFL textbooks for gender representation. According to the researcher, males were presented more than females in the textbooks and females were neglected in some major chapters. Male-male, one on one conversation was frequently found in these textbooks. Moreover, the conversation of male-female was very rare as compared to single gender conversations (i.e. male-male and female-female). According to the findings, Saudi culture was depicted through images and words. There was no single appearance of female through images as Saudi Arabia is an Islamic country. The researcher claimed that female cannot be a part of textbooks through images because it is prohibited in their culture.

A critical review of the above-mentioned literature shows that there are lots of researchers conducted on different textbooks/ EFL textbooks but not much attention is given in the context of Pakistan, especially in the case of Azad Jammu and Kashmir, to the best of my knowledge. This present study analyses gender representation in EFL textbooks in the state of Azad Jammu and Kashmir at SSC level. Focus of all these previous researches was gender representation through the lens of EFL textbooks.

MATERIAL AND METHODS

This study employed a descriptive research design for the analysis. In order to achieve the purpose of research, the data was collected from two EFL textbooks which were consisted of 29 chapters. Currently, these books are being taught at grade IX and X in different private and public institutes of AJK. These textbooks have been designed and published by AJ&K Textbook Board, Muzaffarabad in 2016. Mixed-method approach was used to analyse the data. Qualitative analysis dealt with images, linguistic features, arrangement of dialogues and paragraphs. Images were analysed through their clothes, hair styles and physiques of the respective gender whereas words were analysed on the base of context in which the words were used either for female or male gender. There were total 14 chapters in book-I and 15 chapters in book-II. These chapters were further broken down into passages and chunks to do analysis more critically. These passages were classified into seven categories of CA as the researcher has already mentioned. In addition to this, dominant features were summarized critically and carefully to figure out the differences in the representation of male and female gender. In order to examine whether the writers and publishers equally represents genders while they are writing the textbooks, the quantitative analysis was done. This analysis was carried out by counting the frequencies of appearances of both the genders in each category. First, the researcher counted the data manually for each of the category and then tabulated in accordance to their frequency and percentage. The data was

presented systematically and grouped in the tables, in front of each gender there was a number and percentage.

DATA ANALYSIS

Data has been analyzed under the seven categories of content analysis; visibility in the illustrations, visibility in the texts, distribution of jobs and occupations, topic domination, character traits, use of generic masculine nouns, and distribution of household activities.

VISIBILITY IN THE ILLUSTRATIONS

The word "illustration" is derived from the Latin word "illustrare" which means "graphics". Illustration is a general term used for images. An image is designed to decorate or clear a text (Alsrabi, 2010). This category is further divided into three sub-categories which are photograph, drawing and cartoon. N stands for number whereas P stands for percentage in the table.

Table 1

Visibility of Gender in Illustrations

Illustrations	Male		Female		Other		Total	
	N	P	N	P	N	P	N	P
Photograph	08	57.1%	00	0%	06	42.9%	14	100%
Drawing	03	50%	00	0%	03	50%	06	100%
Cartoon	04	36.4%	07	63.6%	00	0%	11	100%
Total	15	48.5%	07	22.5%	09	29%	31	100%

The table 1 displays the total 31 illustrations in book-II. The researcher observed 14 photographs, 03 drawings and 11 cartoons in the whole textbook. The results show that females were highlighted in one sub-category while males dominated in two sub-categories. The table 1 shows that there were 14 photographs which consisted of 08 male photographs and 06 other photographs depict objects and make the ratio of 57.1% and 42.9% respectively. Furthermore, there is not a single female photograph in the whole textbook. The table 1 shows that there were 06 drawings. Out of the total, 03 male drawings (50%) and 03 object drawings (50 %) were present in the textbook. In case of drawing, there was not a single female drawing found in the whole textbook. The table 4.2.1 shows that there were 11 cartoons. While considering the total number of cartoon images, the researcher found 07 females (63.6%) and 04 male cartoons (36.4%) in the textbook.

Visibility in the Texts

In order to find out which gender is prioritized in the course book male and female related names, nouns and pronouns were counted. The number of occurrence of nouns and pronouns and their percentages are given in the table 2.

Table 2

Visibility of Gender in Texts

Texts	Male		Female		Total	
	N	P	N	P	N	P
Proper Noun	107	76%	33	24%	140	100%
Common Noun	18	72%	07	28%	25	100%
Pronoun	03	60%	02	40%	05	100%
Total	128	75.3%	42	24.7%	170	100%

There were total 140 proper nouns in the textbook. Male characters appeared at 107 different places that make 76%, whereas only 33 characters were associated with female gender with 24%. As a result, the use of male gender was twice than female gender. The similar results are turned out in the category of common nouns. There were total 25 common nouns used in the textbook. Out of the total, there were 18 male and 7 female characters present having the percentage 72% and 28% respectively. Subsequently, in this category once again male gender appears three times more than female gender. Uncle, father, brother, man, king, cousin, dog, elephant, horse, friend, son, are common nouns used to refer to male gender while female appears in the character of mother, daughter, woman, wife, girl, queen, grandmother, mother-in-law, goddess and lady in the text. Moreover, male representation is also found through animal appearances like horse, dog and lion. There is not a single appearance of female animal character in the textbook. The following examples are taken from the textbook.

In terms of pronoun, the researcher found 05 pronouns like he, she, his, him, and her are used in the textbook. But the frequency of occurrence of these pronouns is different. The cases in which these pronouns are used are objective, subjective, and possessive case. The frequency of occurrence female feminine pronouns is very low as compared to masculine one. The following examples are taken from the textbook in which there is only male representation. He was like a lion in the battlefield.

1. He was as poor as a church mouse.
2. He fought like a lion.
3. He stood as silent as the status.

In fact, the exercise is based on the use of figurative devices which seems a general concept. In all the examples, masculine pronoun "he" is used. It is not a demand of the topic to use only male pronoun in the examples. As a result, it shows stereotypical way of the author in depicting gender.

DISTRIBUTIONS OF JOBS AND OCCUPATIONS

Job and occupation means any type of work that is done by female and male gender. This category includes all types of jobs, occupations, professions and career opportunities (Sulaimani, 2017). Another category set to analyze the textbooks to find out whether there is a gender based stereotypical representation is the distribution of the jobs and occupations. The jobs done by male and female characters were noted down; the numbers of activities performed by males and females and by both genders were calculated. The list of jobs and professions of females and males are shown in the table below.

Table 3

Distribution of Jobs and Occupations

Male		Female		Mutual		Total	
N	P	N	P	N	P	N	P
25	81%	03	9.5%	03	9.5%	31	100%

The table 3 displays that the total number of jobs present in book was 31. It is observed that these occupations were recurrently occurred at different places in the textbook. As the data reported above, only 03 female (9.5%) and 25 male (81%) jobs were found in the textbook. A visible difference was found in the distribution of jobs between both genders. Moreover, there are some mutual occupations which are used for both genders. The researcher found 03 mutual occupations with the ratio of 9.5% like farmer, business and teacher. Subsequently, there are limited female jobs like nurse, engineer, and house holder. But, on the other side, from the acquired findings, it is stated that males are more engaged in the outdoor jobs and have a great variety of occupations to perform than females such as player, politician, lawyer, woodcutter, servant, baker, and barrister. Furthermore, there are some other jobs mentioned in the textbook for male gender such as scientist, social worker, boxer, hunter, solider, mender, cook, doctor, principal, boss/head, juggler, inventor, leader, policeman and merchant.

TOPIC DOMINATION

Topic domination refers to the nature of topic and to whom it concerns. It talks about the initiator and controller of a discourse and conversation. Moreover, it also covers the priority sequences in text. Priority sequence or firstness means which gender comes at first position if, they appear simultaneously in a phrase (Hamdan, 2010).It refers to pairs of words where both genders occur in a pair form. But, one of them occurs first. The pairs can base on pronouns (he and she, her and him, etc), nouns (brother and sister, grandmother and grandfather, Ayesha and Amir, etc) and titles (Mr. and Mrs. Ali) (Asraf, 2015).

Table: 4 Distribution of Topic

Topics	Male		Female		General		Total	
	N	P	N	P	N	P	N	P
	07	47%	02	13%	06	40%	15	100%

The table 4 shows that there were total 15 chapters in book-II. According to the results, males were appeared as main character with the ratio of 47% and the topics were Muhammad (S.A.W.W) - A Rasool of peace and Mercy, Dignity of Labor, Badshahi Masjid, A journey by train, Casabianca (poem), Justice of Hazrat Umer (R.A), and Gulliver's Travels. Mostly, the dialogues were introduced and controlled by male character in these chapters.

The Rasoolullah S.A.W.W was the most just, the wisest and the most truthful of all mankind. (p.02)

Rasoolullah S.A.W.W is the main character in the chapter mostly dialogues started with His sayings. The researcher observed that there are some paragraphs which are controlled by other male characters like:

Once Hazrat Umer visited the Rasoolullah S.A.W.W. He was amazed to see that Rasoolullah S.A.W.W was sitting in a little room (p. 03)

Hazrat Umer is the initiator and controller of the paragraph. Furthermore, there is another paragraph which is controlled by another male character.

Abu-Sufyan. "Abu-Sufyan was the worst enemy of the Rasoolullah S.A.W.W and Islam. (p.4)

The above mentioned line discusses the incident of Makkah when Holy Prophet S.A.W.W forgave Abu-Sufyan for all his evil acts. The chapter discusses the personality of Holy Prophet S.A.W.W and the stories of His peace. The other male characters are present but there is no female character appeared in the chapter.

The merciful Nabi S.A.W.W always helped others in their work. (p.15)

There is another chapter entitled "Dignity of Labour". The content of the chapter totally based on the achievements and hard work of Hazrat Muhammad S.A.W.W and Hazrat Dawood A.S. All the dialogues are introduced and controlled by these two characters without a single female reference.

The boy stood on the burning deck… (p.95)

Speak, father! Once again he cried… (p.95)

The above Examples are taken from the poem "Casabianca" which is based on the story of a young brave boy. There is male character in the chapter like the father of a boy. The poem discusses the characteristics and achievements of a young boy. He is shown as intelligent, brave and innocent. The poetess depicts him the obedient kid as he followed the orders of his father that's why he won every battle of life.

The researcher found two chapters which are associated with female characters with the ratio of 13% which includes "Place of Women in our Society" and "A Woman of Distinction". Female leading characters are observed in the chapters with other minor male and female characters. Both male and female are the initiator of different dialogues.

Women in Islam stand shoulder to shoulder with men. This status of women is unprecedented in the known history of human mind. (p.26)

As a mother, the position of women is unique (p.29).

In the above examples female characters appear at the beginning and controll the paragraph. The researcher observed one paragraph starts with male character in the chapter

Napolean rightly said, "Give me good mother; I will give you a great nation". (p. 26)

All these mentioned examples are taken from the same chapter "A woman of Distinction". This chapter gives information about the achievements of "Begum Ra'ana" with reference to her husband "Liaquat Ali Khan". The researcher observed that there are total 08 paragraphs in the chapter. Begum Ra'ana is the initiator of 05 paragraphs and 02 paragraphs are controlled by male characters. Liaquat Ali Khan was assassinated in l951 (p.49).

In example, the death scenario of Liaquat Ali Khan is sketched with the help of words Furthermore, there are 06 general topics that make 40% of the total, these include Books (poem),

Hunger (poem), Professions, Mass Media, Daffodils, Health is Wealth and Gulliver's Travels. Additionally, these chapters are considered as gender free chapters.

On the basis of given examples, it is concluded that in male centered chapters there is not a single appearance of any female character while in female centered chapters, there is a clear reference of male characters. As a fact, females are stereotypically portrayed in the category. Moreover, the researcher found that in the male dominated chapters only male characters are appeared and portrayed through their own abilities and qualities. But, females are sketched with reference of their males like Begum Ra'ana is discussed with reference of Liaquat Ali Khan.

Table 5

Distribution of Firstness

Topics	Male		Female		Total	
	N	P	N	P	N	P
Book II	05	100%	00	0%	05	100%

The table 5 shows that the researcher found the total 05 phrases in which females and males appeared simultaneously. According to the reported results, all the phrases based on male priority sequence and make the ration of 100%.

Hassan and Saliha are absent because they are ill" (p.18).

In the above example, "Hassan" is placed at the first position whereas Saliha follows Hassan in the phrase. Hence, it is observed that pairs of words are used in traditional manners throughout the textbook.

"_Men and women_ of today are not waiting for someone to help them" (P.27).

"Yesterday, _husband and wife_ wanted to make pizza, but they had no time" (p.120).

The same sequence is present in above example where male gender is placed at first position. The author followed male priority sequence throughout the analyzed textbook. The researcher claims that gender stereotyping and biasness is present in the textbook as male and female gender is described in conventional way.

Character Traits

A trait means qualities of noun and pronoun. It is an adjective which is used to tell the characteristics of female and male gender. Moreover, character traits are personality attributes and behavioral qualities (Xiaoping, 2004)). Different character traits are used for females and males in the textbook. Furthermore, there are some mutual traits used for both genders.

Table 5

Visibility of gender in Character Traits

Traits	Male		Female		Mutual		Total	
	N	P	N	P	N	P	N	P
Book-I	32	57%	19	34%	05	9%	56	100%
Times	73	68%	22	20%	13	12%	108	100%

The table 5 shows that the total number of character traits were 56 in the textbook While taking these numbers in the consideration, there were 32 male traits (57%) and 19 female traits (34%) found in the textbook. Additionally, 05 mutual traits were also observed with the ratio of 9%. According to the statistical study, 19 female traits appeared 22 times (20%) the maximum appearance was of 32 male traits which appeared 73 times (68%) and the least one was 05 mutual traits appeared 13 times (12%) in the textbook.

Consequently, the reported results demonstrate that female character traits are limited. Even though, males are depicted six times more than females. The mutual traits like noble, intelligent, helper, strong and faithful were observed in the data. It was noticed that male gender have diverse range but female gender have limited range. Only traditional qualities are assigned to females but on the other hand, traditional and non-traditional both traits are given to male gender.

She was very pious, modest and noble.

The example shows that the stereotypical attributes are given to female. As mostly, the term "pious" is used to describe females. Further, in the textbook, the words "modest" and "noble" are used for both genders but it is noticed that these two terms are traditionally being used for only female gender.

Mothers take care of their kids.

In the given example, mother is described as caring. This is the common attribute of mother. Chick (2006) explained in the study that traditionally the word "care" is being used for females from decades. Mostly, it is used for mothers. Moreover, it can also be used for sisters, daughter, and wives. Contrarily, the word "careless" rarely uses as a trait mark of female gender. Furthermore, the researcher noticed that the word "careless" is only used for male gender in the textbook.

Maryum is very lazy girl.

In example, the word "lazy" is used for a girl as "Laziness" is conventionally associated with female and activeness with male gender. Furthermore, the emotional attributes are attached with female whereas strong personality traits are always associated with male like active, brave, and strong.

He was an honest man.

In this example, male gender is described as "honest" which is actually a positive connotation.

USES OF GENERIC MASCULINE NOUNS

Generic nouns are just used to indicate some masculine. It simply means that the words (nouns) are used to point out male gender whereas they completely neglect female gender (Lee, 2014). The researcher found 08 such words in the textbook. These words are given in table 6 with their neutral counterparts.

Table 6

Generic Masculine

Masculine Generic Nouns	Neutral words
Postman	Mail carrier
Policeman	Police officer
Businessman	Business person
Workman	Worker
Sportsman	Sports person
Fisherman	Fisher
Linesman	Plumber
Fireman	Fire fighter

The author could have used neutral words which can remove gender-biasness. But the author used generic masculine nouns which highlights the gender discrimination in the category.

DISTRIBUTIONS OF HOUSEHOLD ACTIVITIES

Household activities deal with the management of home tasks like cleaning, baking, and house maintenance (Sulaimani, 2017). This aspect deals with different household activities that are accomplished by both genders.

Table 7

Distribution of Household Activities

Activities	Male		Female		Mutual		Total	
	N	P	N	P	N	P	N	P
Book-I	06	40%	08	53.3%	01	6.7%	15	100%

The table 7 shows that the total 15 household activities were assigned to both genders. The result is different in this category from previous categories. Moreover, the statistical study shows that female characters performed 08 household tasks (53.3%) whereas male characters performed only 06 tasks (40%) and 01 mutual task was observed which was "watering the plants or gardening".In this category, females are depicted with a slight difference. Although the results show that gender discrimination is present as females are more indulged in household activities than males but there is no gender stereotyping as males are also performing different tasks in their houses.

Women are <u>harvesting the crops</u>.

In example, women are working in the field. Moreover, harvesting the crops is a common domestic task in villages. Furthermore, different researchers mentioned that this activity is stereotypically being performed by both genders but in this textbook only female gender performs it.

They were busy in <u>mending holes</u>.

In the above example, the pronoun "they" is used for male gender and referred to the activity of male ants as they were busy in digging and making holes. Taylor (2003) discussed that

traditionally, it is the responsibility of a woman to take care of houses. But, in the current study, male gender is also busy in doing different household works.

Consequently, male domination is found in six categories: visibility of the illustrations, text, job/occupation, topic domination, character traits, and generic masculine noun. Moreover, in only one category female appearance is more than male but with a slight difference of approximately 13%. Furthermore, gender stereotyping is also present in different categories.

FINDINGS AND DISCUSSION
The analysis of the data showed that in the category of topic domination, male personalities are frequently discussed as a theme of the chapter. The chapter entitled "Hazrat Khadija" depicts the real historical female character. The researcher noticed the name "Khadija" 23 times and "Muhammad" occurred 22 times in the chapter. The researcher found other male characters as well like Hazrat Khuwaylid, Maysara, Hassan (A.S), Hussain (A.S), Warqa Bin Naufil (R.A) etc. 04 Female characters are also present like Zainab, Ruqiya, Kalsoom and Fatima. Another chapter entitled "The Quaid-e-Azam: A Man of Will and Determination". The chapter is about a male character and the word "Quaid-e-Azam" repeated 25 times with other male characters like Jinnah Poonja, Chaudary Rehmat Ali, Allama Iqbal etc. But, there is not a single female character in this chapter. The comparative study showed that the name of Hazrat Khadija's father, brother and son are mentioned in the chapter while on the other hand; in other chapter even the name of Quaid's mother is not present. The result of this study is line with the study of Ghorbani (2009) in her study male characters were portrayed in stereotypical manner. Moreover, the result showed that more character traits are given to male gender whereas female gender has limited and traditional character traits.

Male dominancy is found as their representation in job and occupations is nine times more than females. "Teacher" is a neutral profession. It can be used for male and female both genders. In the above mentioned examples, teaching profession is performed by both genders and consider as mutual job. It is worth noting that traditional, non-traditional and physical jobs are performed by male gender like wood cutter, mender, policeman, etc. But, on the other side, females perform mostly traditional jobs like teaching and nursing and at a few places; they also perform non-traditional jobs like engineer and business. Moreover, the results show that females are neglected in high rank jobs. They just appear as a nurse but males are depicted as a doctor. Mostly, the jobs selected for females are belonging from the lower rank. Furthermore, the researcher noticed some paragraphs in which males appear as a teacher, head and principal. But, contrary to this, females portray as a teacher only. Therefore, females are associated with narrow range of work but males are performing diverse jobs within and outside institutes. In reality, women belong to every field of life but in the textbook, the author allots limited jobs to female gender. So, there is gender discrimination and biasness in terms of job distribution but it is free from gender stereotyping as the researcher earlier mentioned that traditional and non-traditional jobs are performed by both genders. The findings of this study correlate with the findings of Ansary & Babaii (2003) and Bhattacharya (2017). According to Ansary & Babaii (2003), there are only two traditional jobs for woman: nurse and teacher. He discussed in his work that now females are doing jobs in different fields, and stereotypical view about jobs has been vanished. Bhattacharya (2017) stated that traditionally females occurred in the character of nurse, teacher and obviously house holder. He also concluded that females cannot work outside houses like man. In the previous researches, the traditional occupation of being "house holder" was commonly noticed and still exists in the current examined textbooks. See Appendix C. The results of the current study are in line with different previous studies. Ghorbani (2009) stated in her study that mostly male characters conventionally controlled text whereas females just came to fill the pauses and gaps of conversation. According

to Ansary & Babaii (2003), males were "67%" in the topic domination because they had leading roles in the chapters. The researcher of the current study found the coequal result as males are not only dominated in the category but they are present in traditional manner as females follow them.

Subsequently, it was observed that mostly positive traditional and non-traditional traits are allotted to male gender like wealthy, affluent, brave, talented, powerful, strong, sincere, active, polite, etc. as, the words "sincere" and "polite" are being used for females but the author uses these words for male gender in non-traditional manner. Powerful, strong, brave and wealthy are positive connotations which are traditionally associated with only male gender. But, at different places male gender is portrayed with negative connotations as well like careless, cunning, and greedy. The term "cunning" is a negative term which is traditionally being used for females but in the textbook, this term was associated with male gender. Additionally, the terms "careless" and "greedy" are conventionally used as character traits of female gender. Furthermore, mostly sensitive, emotional and negative traditional terms are associated with female gender such as sob, shout, weep, distress, and lazy. The author uses a few positive traditional traits for women like pious, good character, caring and beautiful. Therefore, the researcher did not find any non-traditional trait which is used for female gender in the whole textbook.

Throughout, the textbook male dominancy and versatile qualities are observed. The researcher noticed clear gender discrimination and stereotyping in this category. As male gender is presented in both traditional and non-traditional manner but female gender is described through traditional traits only.

The researcher claimed that gender stereotyping is also present because typically these words are being used only for male gender. Jarbawi (2002) explained in his study that there are some words which are only used for female gender. But, mostly, authors avoid using them in textbook. He also mentioned the words in his study like gentlewoman, policewoman, and saleswoman. Same results are found in the current study, the research did not find any term which only refers to female gender in the textbook such as gentlewoman. It is obvious that when there is a generic term like policeman, it automatically diminishes female gender from the category. The author could have used neutral terminology to avoid gender discrimination and stereotyping. But, the textbook exhibits that in just traditional way males are presented by overshadowing female gender

According to the findings of the study that males outnumber females. Furthermore, the statistical study shows that male gender dominates in the category with the ratio of 100%. Contrarily, the researcher is unable to find out a single such notion which only refers to female gender in the whole textbook. See Appendix F

In the category of generic masculine nouns, the authors used such words which only refer to male gender and exclude female gender from the category. Furthermore, the researcher found that both gender equally performed household activities as 27 household activities are mentioned; out of them 13-13 activities are performed by both genders while 01 mutual activity is observed. However, the results revealed that there is an unbalanced distribution of gender in both EFL textbooks.

CONCLUSION

The analysis of gender stereotypes, biasness and inequality and their extent in EFL textbooks leads towards the conclusion that English textbooks are not excluded from gender

stereotyping. The gender biasness has turned out in almost all categories except one (household activities). As per results, female gender is underrepresented linguistically and pictorially with different frequencies. The researcher has found similar results that males appeared in each sub-category (photographs, cartoons and drawings) of illustrations but not females. According to the results of the study, male gender appeared more than female gender through common nouns, proper nouns and pronouns. In the same way, women are represented by reference of their fathers, brothers, husbands and son. Furthermore, the results showed that there are diverse occupations and jobs for males such as clerk, servant, librarian, lawyer, farmer, army officer, priest, judge, and salesman. The range is from a lower rank to a higher rank, almost from every field while, for females only limited jobs are present although these jobs are slight different from traditional jobs like software engineer, dispenser, poetess, diplomat, and manger. On the basis of analysis, it is concluded that gender stereotype items are present in four categories: visibility in the texts, topic domination, character traits, and generic masculine nouns whereas, three categories are free from traditional view of presenting gender: visibility in the illustrations, jobs/occupations, and household activities. The researcher observed diversity; traditional and non-traditional traits are used for males but for females, traditional traits are specified such as love, care, jealous, lazy, and cunning. It is clear from the results that gender stereotyping is present in the category of character trait.

PEDAGOGICAL IMPLICATIONS

This study may have the following implications for the textbook writers, publishers, and educators.

1. All the writers and the publishers of the textbooks must be careful in representing gender in textbooks keeping in view that the unequal or 108 stereotypical representation of gender in classroom materials can negatively influence the gender socialization process of the learners.

2. As according to Sunderland (1992) any unconscious influence of female characters in the textbooks, whose linguistic roles and social, behaviour are restricted, does not advocate communicative and cognitive empowerment of female students in the classroom. Therefore, authors and publishers should be careful not to present men and women in only traditional roles and equal space should be given to each gender in textbooks.

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