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REGULAR AND SUPPORTIVE ENGLISH CLASSES: A STUDY OF RELATIONSHIP

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ANALYSIS OF HOW GENDER RELATIONS HAVE BEEN
PORTRAYED IN ELT MATERIALS FOR PRIMARY
SCHOOLS IN ADDIS ABABA AND ITS IMPLICATIONS
FOR LEARNERS' PERFORMANCE AND FUTURE CAREER

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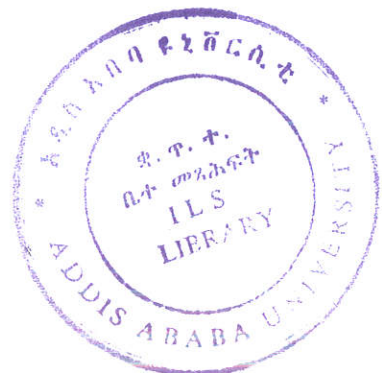
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ABSTRACT

This study was designed to examine the portrayal of male and female sexes in ELT materials for primary schools in Addis Ababa and to check whether there are manifestations of sexism in those textbooks. To this end, linguistic and non-linguistic aspects together with illustrations were examined.

The paper has two sections: the first section treats the textual contents and the second section explores the pictorial analysis of the textbooks. With regard to the textual content, different linguistic and non-linguistic categories were considered. First, a systematic content analysis was carried out with reference to topics and sub-topics, the language used, adjectives used with male and female subjects, and the masculine generic constructions. An inquiry was also made to see occupational possibilities, activities, discourse roles given to the sexes, and characters in passages and biographies. In the second section of the paper, the type of activities and the total number of pictures were identified for each sex by grade level.

Overall results revealed that the textbooks portray job possibilities for females stereotypically. Females are given limited job possibilities compared with their counter parts. There are also some instances of generic masculine languages. However, other categories revealed no sex bias. Finally, these results suggested that there should be a review of the textbooks for their gender representations.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The analysis of any topic related to language and gender or sex tends to give rise to a range of somewhat diverse material. The core of the problem is not so much the bias of an approach to such a matter (which is obvious and can be easily identified), as how bias itself may organize human beings' experience by means of language in use. There exist well-known cultural stereotypes associated with the male and female conditions, and it is necessary to acknowledge the limitations to the application of an impressionistic linguistic study on such issues. It is particularly true in developing countries like ours, in which the culture predominantly plays a significant role in reflecting those stereotyped messages.

It is believed that materials used in an EFL/ESL program should be appropriate and sensitive to gender issues. This is to mean that the materials should include useful tools/ activities in the EFL/ESL classroom aiming at depicting men and women fairly and respectfully. Yet, as McDonough and Shaw (1993:74) state "It is possible that the content of some materials will cause offence to some learners." The investigation by Littlejohn and Windeatt (1988) into teaching materials also shows how textbooks may be biased in their representation of gender.

Gender fair materials broaden student's attitudes about gender roles, and increase the motivation to learn. In the English language, male terms and characters appear more often than females; females appear in more derogatory roles than males, and male generic language is more frequently used (Schau and Scott 1984; Sadker and Klein 1991; Porreca 1984:709; Nielsen et.al.

1977:182). This clearly shows that EFL materials are one of the sources for the formation of stereotype images.

To avoid this problem in our multicultural ESL/EFL classrooms, teachers need to direct their thoughts to reviewing and evaluating their teaching materials (Hartman and Judd 1978:392) to create an inclusive school environment where the needs of each individual can be met.

It has been argued that textbooks play a significant role in preparing the future actors in the society by shaping their attitudes and giving them a direction in life. According to Mbilinyi (1996), gender relations should be considered as a basic element to be addressed by school curriculum through school textbooks. This paper will focus on the analysis of how gender relations have been portrayed in ELT materials for primary schools and the implications for the achievement and future career selection of learners. In other words, the paper tries to investigate how EFL textbooks portray males and females both in written contents and pictorial representations.

Ensuring the full partnership of females by removing the barriers hindering the participation in development is a matter of international concern. Nonetheless, the problem seems formidable when one thinks of the process of removing the barriers to equal female representation. This may be because of the multifaceted nature of the impediments that have economic, legal, political as well as socio-cultural dimensions. Specifically, the influence of the socio-cultural practices with in which females experience a differential socialization beginning from the early years have far-reaching implications (Hoffeman 1972, Cited in Tesfaye,1997).

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female plays a vital role in addressing the problem of women under presentation.

Taking this into account, the aim of this paper is to look at how gender relations have been portrayed in ELT materials for primary schools in Addis Ababa and its implication for learners' performance and future career. Hence, the paper will primarily focus on the analysis of linguistic and non-linguistic aspects of the textbooks and their treatment of sexism.

1.2 Statement of the Problem

In our culture it is common to hear gender biased messages transmitted. These biased messages can be eliminated by education. Schools are able to eliminate gender biased messages, notions, and activities if teachers and directors are aware of gender issues in the curriculum and avoiding gender biased messages in teaching /learning materials (Mulualem 1998).

In particular, the role of textbooks in portraying male and female sexes and reflecting gender roles and achievement behavior should be assessed so as to explain, at least partly, why women have been marginalized in various aspects of education.

Locally, however, little has been done to explain the existing gender gap with regard to the impact of stereotypical images and representations of females in EFL contents. In particular, the existing studies do not clearly address whether EFL materials portray females or males fairly or stereotypically. Most of the few existing studies dwell up on the description of the status of women in different fields; their participation in education (Seyoum, 1986; Genet, 1991) to mention some.

Inspired by these and other studies some scholars have attempted to uncover the analysis of gender bias in primary school textbooks. Among the local researchers, Mulualem (1998) in his paper "Gender Bias Analysis of Primary Schools Textbooks of Amhara Region" found that women were depicted only 23 percent while men 77 percent. However, he didn't specifically show the extent of stereotyping reflected in EFL materials. In other words, his finding did not address the possible stereotypes existed in ELT textbooks. In addition, Anbesu (1991) in his paper, "Gender bias in primary school textbooks in Ethiopia" reported that most of the textbooks do not prove a balanced treatment of the sexes but exhibit a male bias. Nonetheless, he didn't specifically address how and to what extent EFL materials portray females stereotypically.

Gender analysis of textbooks mainly incorporates two important aspects: the content and the linguistic aspects. However, the above cited studies focused on the content of the textbooks. In other words, the linguistic aspect appeared to be ignored in those studies. The linguistic aspect includes discourse, generic masculine languages, and the type of adjectives describing males and females. In view of this, the writer of this paper feels that there exists certain gap in critical examination of EFL textbooks with regard to the portrayal of male and female characters both in written contents and illustrations. Thus, the present study is one of such attempts to fill the gap and add some information available on the subject in the Ethiopian context.

In view of this, the study attempts to analyze how EFL textbooks portray females and males both in printed materials and illustrations. Furthermore, investigating the role of instructional materials (EFL textbooks in this case) seems timely since it is believed that the outcome of this study can be useful to draw lessons for curriculum designers as well as research undertakings in the future. It is, therefore, important to examine how gender relations have been portrayed in EFL textbooks.

Gender stereotyping in the textbooks, as well as certain subjects being geared towards the interest of boys, have a negative effect on the performance of girls (MOE 1989). This is to mean that textbooks frequently portray females in what are considered as traditional female roles, such as in the kitchen, looking after children, whereas males are shown to be busy working in professional occupations. This implies that there exists a trend to assume careers traditionally. Specifically speaking, certain careers are considered as masculine. For example, evidences (Mbilinyi 1996) revealed that females join occupations like typists, teachers, secretaries, hotel waitress, etc.

As it is argued earlier, such changes and attitudes in career orientation are results of socialization. This clearly shows that the form or type of portrayal reflected in teaching materials has its own implication for the achievement and future career selection and outlook of learners. Due to roles assigned based on gender, girls, by and large, are highly influenced by the existing instructional materials. This reinforces the impression that their destiny is to work in low status house hold chores and less paid occupations for which it is considered that they do not need much education (MOE 1989). This might be one reason why there are limited number of female students in secondary and tertiary level. It is, therefore, important to examine the role of this particular medium, the textbook, in portraying the image of the female gender.

In brief, although studies in another context revealed that gender relations presented in primary school textbooks viewed men and women in their traditional roles, research on the Ethiopian context is scanty. One that is worth considering is a study by Mbilinyi (1996) about how gender relations have been portrayed in primary school materials in Tanzania. She found that most of the materials portrayed the two sexes stereotypically. Hence, it is deemed appropriate to investigate the role of primary school English textbooks in portraying male and female sexes in the Ethiopian context.

So far we said that textbooks carry not only printed texts but also pictorial images. According to Carroll and Kowitz (1994), the image created by such pictorial representation (illustration) in textbooks is that more boys take part in school activities than girls. It is believed that both male and female learners (especially at lower levels) would like their images to feature out in books. The use of pictures is one way of attracting children to use those books. Those whose characters feature out most are, therefore, more encouraged to read and struggle with academics than those who feature less frequently. This kind of sex imbalance in textbook illustrations contributes to the existing unequal access to secondary and higher education for boys and girls. Girls are discouraged from the very early years of schooling by the existing educational materials (Anbesu 1991).

Curriculum planning and administration also contributes to career selection of learners. Certain subject combinations are directed to boys, while others which are different in nature are prescribed for girls. As a result, more male students have access to science oriented combinations, while more girls are given social and arts oriented subjects (Mbilinyi 1996).

All this suggests that the kind of subject combinations given for girls and boys determine their future careers. That is why there are very few female engineers, architects, technicians. Most of them are secretaries, nurses, teachers, and hotel waitress. Therefore, we can say that certain subject combinations prescribed for either sexes determine, to a considerable degree, their academic achievement and future career orientation (Mbilinyi 1996).

It is with this back ground that this study attempts to investigate how gender relations have been portrayed in ELT textbooks and its implication for the performance and career orientation of students.

1.3. Objectives of the Study

So far an attempt has been made to review some findings on gender analysis made by both local and foreign researchers. Accordingly, we have seen the report of their findings with regard to the portrayal of males compared with females in textbooks. From those findings we can claim that there appears certain gap in critical examination of EFL/ESL textbooks. Thus, the present study tries to fill the gap and add to the meager information available on the subject in the Ethiopian context.

In view of this, this paper will try to investigate how the contents and illustrations in the textbooks portray women's and men's images. Therefore, the examination of the textbooks aimed at the following specific points:

- Consider the numerical weighting of male and female characters in text and in illustrations
- Check how males and females are depicted in occupational roles in both text and illustrations.
- Examine first place occurrence of males and females in conversations/ dialogues
- Identify gender biased messages (if any) in text and illustrations and draw implications for the performance and future career selection of learners.

1.4 Significance of the Study

The central aim of this study is to analyze the contents and illustrations of primary school English textbooks with respect to the portrayal of male and female sexes. Accordingly, the result of this study is expected to provide the following contributions:

1. The study may serve as feedback for experts, syllabus designers, and textbook writers. Depending on this, they can apply corrective actions during adapting or reviewing ELT textbooks.
2. The findings may give some information about gender treatment in textbooks, so that classroom teachers will be in a position to treat both genders fairly.
3. This study may also inform some concerned bodies so as to engage female textbook writers.
4. Finally, this paper is expected to give some information for other scholars or researchers to conduct further research that can incorporate divergent views with regard to gender issues.

1.5 Delimitation of the Study

The scope of this study is limited to primary school (grades 1-8) English textbooks in Addis Ababa. It doesn't include other regions' textbooks. The researcher has selected Addis Ababa because elementary school EFL textbooks of Addis Ababa have not been treated by any researcher so far.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 The Concepts of Sex, Gender and Stereotyping

Many people believe that sex and gender mean the same and are used interchangeably. But they are different. Before dealing with the major issues relating to the research, it might be pertinent to state the difference between these two related terms- sex and gender. Accordingly, Hirut (1997:54), as quoted in Zewdu (2004:7), defines gender as follows:

While "sex" refers to the biologically determined differences between males and females, such as in terms of women's reproductive roles, "gender" refers to the socially and culturally determined differences between males and females.

From this definition we can understand that, unlike sex, the concept of gender has something to do with relations between males and females, females and females, males and males in a way they approximate to attributes and behaviors given to the sexes by social and cultural constructions. In other words, from the concept of gender comes the concept of gender relations: relations between males and females, males and males, females and females. Gender relations exist at all levels. That is, even if we are born being male or female, our gender is later shaped by the society and culture we live in. Once females and males enter into the socialization process, they will try to adjust themselves according to the society's norm and expectation of gender roles and relations that make them develop beliefs and practices as a result of which the social construction of gender becomes a two way process. That is, "institutions, beliefs and practices shape gender, but gender roles and relations in their turn shape beliefs, practices and institutions" (Sunderland 1994: 2). Her argument forwarded that human gender characteristics are not just given, but rather

socially constructed. This is to mean that gendering shapes gender roles: what men and women do, occupationally and socially.

It has been stated that in the socialization process of gender, there are beliefs regarding the kind of roles females and males identify themselves with or are thought to play in their society. However, the assignment of roles given to either sexes is mostly tradition-based. As a result, equal attributes are not given to females and males. This kind of preconceived perception established as a norm in the society can lead to stereotyping. Tagiuri (1979), as cited in Clarke and Clarke (1990:33), defines stereotyping as:

The general inclination to place a person in categories according to some easily and quickly identifiable characteristics such as age, sex, ethnic membership, nationality or occupation and then to attribute to him(her) qualities believed to be typical of members of that group.

The above definition implies that stereotyping is a matter of generalizing from some observed instances or the result of association of roles socially and culturally ascribed to certain groups.

Another concept related to stereotyping is sexism. The word 'Sexism' is similar to stereotyping with the exception that sexism has narrower meaning. Sunderland (1994:5) in her part defines sexism as "discrimination of actual or verbal, against or in favor of a member of or members of one sex because of their sex." It implies that sexism can operate both against females and males.

Males are sometimes stereotypically perceived as lacking some qualities, but the qualities given to males are not as negatively valued as the case with females. This might be the reason that sexism or sex stereotyping is taken as discrimination against women and gives way to the definition of sexism as "a system of beliefs and practices which affirm the dominance of men over women" (Cameron 1994: 27). From the definition cited above, we can infer that though there is no difference between females and males except in their biological

makeup, females may be given different social roles which pronounce their inequality.

Accordingly, they received by far less attention by the society. To change and improve women's life in different spheres of activities, feminist movements began to emerge in various countries of the world. Rowbtham (1992:6-7) states that within feminist politics there are several differing political perspectives. "Radical feminists" emphasize the primacy of women's subordination to men, which they regarded as the key to changing society as a whole. "Liberal feminists" argue that women should have equal opportunities to jobs and education within the society.

In Ethiopia, the modern educational system did not change the essence of the sexual division of labor. That is, gender biased messages are reflected through books (Alemtsehai 1985: 52). In our culture it is common to hear gender biased messages. These biased messages make women feel inferior and restrain them from participating in many activities (Anbesu 1995:6). In the same approach, Genet (1991) states that textbooks can make their contributions to the low performance of girls in education by transmitting sex stereotyped images. As to her, many textbooks depicted women as weak, inferior, and dependent, whereas men are represented as superior, independent and courageous. Such sorts of representation can have a damaging effect on the performance of female students.

Emphasizing the above argument, Florent et al. (1994:113) explain that if women are underrepresented in teaching materials, or represented in demeaning ways, the women who are taught with this material learn less well. It is believed that the quality of content in education plays paramount roles. The quality of content is helpful to bring behavioral change in knowledge, conviction and attitude. The content is vital in reproduction and reinforcing images related to women and men.

Several writers (Oliver 1974; Shaheed and Mumtaz 1993; Njeuma 1993) have explained that textbooks have gender biased messages. Oliver, for example, states “boys in stories go on adventures, solve mysteries, get their clothes dirty and build racing cars.” On the other hand, “girls make baskets, help mom, keep dishes clean, and receive assistance from dads and boys.”

The study made by Mannheim (1994:83) on learners indicated that learners are sensitive to sexism and bias in the textbooks in the areas such as invisibility of women and the stereotyping and narrowness of certain roles. Similarly, several studies indicated that sex role stereotypes have negative effects on children’s attitudes and social development.

By reviewing wide literature Mohamed (1985:38) in his study concluded:

..... sex role stereotyping in reading materials is a social poison. It creates crippling pressure on boys and low self-image for girls. It damages social relationships within the whole society. It has its impact on children’s reading achievement and in consequence, the whole academic achievement. In summary, sex stereotyping is an obstacle in children’s social development. In addition, it creates negative attitudes usually toward females and it lowers self esteem of girls which limits their opportunities and ambitions in life.

Thus, to develop proper attitude and self-image of both sexes, it is vital to eliminate sex bias and all forms of discrimination from textbooks and other instructional materials. Material writers and curriculum designers consciously or unconsciously, often depict the repression of women and girls through a portrayal of their relationships with men and boys and their social status in textbooks, plays, novels, poems, essays, etc. Sexism in textbook literature, therefore, should not be considered as a simple fact of ‘reality’ rather this bias should be commented (Wiik 1973:228).

Hence, it seems reasonable to argue that gender referenced messages in classroom materials such as textbooks, teacher’s guide, etc. can create impact on learning opportunities. Gender biased teaching and learning material may be able to produce wrong images of students and teachers. This condition may

also affect their attitude in their later life. It may hinder girls from active participation in various jobs and social life.

2.2 Women and Gender Relations in School Textbooks

Mbilinyi (1996) states that textbooks contain written factual information, explanations, stories, experiments, experiences, biographies, probabilities, etc. Textbooks carry not only written factual information but also messages through illustrations, pictures, photographs, charts, tables, etc. Both the print and pictorial presentations are supposed to supplement each other and drive home (to the learner) the intended message. These printed and pictorial information are believed to mould and shape the attitudes of learners and their ways of thinking. Gender relations are consciously or unconsciously expressed in textbooks. It is therefore important to examine the role of this particular medium, the textbook, in portraying the image of the two sexes. Textbooks play very important role in the overall development of children. Well prepared texts often provide important structural framework for much of what goes on in the classroom. They have a very great power to attract learners towards learning and teachers to teaching activities. The way the textual materials are written, their appearance, their content and the way they are arranged, and the illustrations all affect the quality of the books (MOE 1989:6). To this regard, Farrent (1964:92) asserts that motivation is cardinal in learning because it provides power. On the other hand, if textual materials are not constant and logically ordered and arouse only shallow interest, students will be left with insufficient knowledge of the subjects (MOE 1989:6). Teachers will also be less interested to teach. Specifically, the primary grade level is a crucial period in educational development of children. This is the stage in which many things are printed and rooted in their mind. Hence, textbooks should fulfill this task. That is why this paper is intended to analyze the contents and illustrations of primary school English textbooks with respect to the portrayal of male and female characters. The author of this paper strongly believes that critical

gender analysis should be made at this level for learners need to develop proper attitude and self-image starting at lower levels.

2.3 Gender Messages in Textbooks

It has already been stated that the content and illustrations of textbooks emerge as one of the crucial element in reflecting, reinforcing, and reshaping and changing society's concepts, outlooks, norms, expectations and aspirations concerning the position of men and women. Therefore, care has to be taken in portraying images of males and females in content and illustrations of textbooks. This issue is very important in Ethiopian schools in which the culture undermines the role and status of women.

Acker (1994:39), as quoted in Mulualem (1998), argues that content analysis of school textbooks in several countries shows biases and neglect of women and girls across a wide range of subjects.

To cite an example, in "Images of men and women in Indian Textbooks" Kalia, as cited in MOE (1989), reports a content analysis of 41 Indian textbooks, 21 English and 20 Hindi language instruction. The analysis included counting male and female characters, males and females as leading figures, and males and females as subjects of biography. Favorable images assigned to both sexes were identified through listing and counting adjectives used to describe each. Occupational stereotyping was studied by counting the frequency of occupations assigned to male and female characters and the range of occupations open to each sex. A deeper content analysis of 18 texts concentrated on male-centred language, traditional sex-role expectations, derogation of women and victimization and acquiescence. The author concluded on the basis of the data that messages given to school children in Indian textbooks sanction the dominance of males. They do not serve modern

India well by ignoring the historical achievements of Indian women while portraying women as background figures providing service and support to males. Of the 465 occupations held by characters in the plots, women were completely excluded from 344. Most women were relegated to low prestige, low income positions (house wife, servant, prostitute). The authors and editors of Indian textbooks used nouns and pronouns that excluded females from generalizations about human society.

Similarly, a survey done by Mbilinyi (1991) on school curriculum revealed that gender relations presented in primary school textbooks are of the traditional division of labour type. In other words, the themes and topics reflected in these books view men and women in their traditional gender roles. Men are portrayed as leaders, decision makers, owners of wealth, administrators and power holders. On the contrary, women are associated with the performance of domestic chores, recipients of orders and direction and facilitators of life for men (Mbilinyi 1996:92). To substantiate the above argument, it is possible to look through some selected themes which commonly appear in school textbooks and analyze the women's image they portray.

One theme carried in the school textbook is different work skills. The work skills vary from artistic skills such as basketry and pottery, to scientific oriented skills, e.g. machine operation, computers and agricultural skills. From the way these skills are presented in textbooks, according to her, it is evident that they are biased according to sex.

Another theme which is popular in many textbooks is related to roles and responsibilities. That is, the presentation of a certain event shows that some important roles and responsibilities are emphasized aiming at instilling those acceptable roles to be associated with male personalities. On the other hand, domestic roles, like house chores, family upkeep and children's welfare are assigned to women as chief actors (Mbilinyi 1996; MOE 1989).

Mbilinyi, in her analysis, provided examples from some textbooks where elements of this traditional labour division are found. In the “English for primary school” series, one can find some grammar drills which bear sentences like:

That is the girl who brought the pot
She carries a bucket of water on her head
She is singing a song
She is frying eggs
She is sweeping the floor

The above drill carries messages which show that house chores are women’s responsibility. It is the females who deal with pots, carry water, cook and clean the house while boys sing and play. Furthermore, she gave another example which deals with a story of a mother giving instructions to her daughter on her duties on a Saturday. It reads:

Your work for today
Today is Saturday
You don’t go to school on Saturday
You will work here, at home
First, you will wash your school uniform
After that, fetch your water
Then you clean the compound
After we have finished eating, you will wash the dishes
Then you will go to the shop to buy sugar and rice
In the evening you may play with your friends (Mbilinyi 1996:94).

The passage is complemented with a picture showing the mother giving instructions to her daughter. In principle, as she reminds, there is nothing wrong with children helping with house chores as described above. But the issue arises when nothing is said about boy’s duties. These language textbooks and others belonging to different subjects, take part in shaping children’s

attitudes. In this particular case, children are made to learn that it is women's responsibility to take care of domestic chores. This clearly shows that EFL textbooks can be one of the sources in reflecting gender bias messages through contents and illustrations. Thus, an attempt should be made to review and evaluate them from gender aspect to take corrective actions.

2.4 Pictorial Images of Women

It has been stated that textbooks carry not only prints but also illustrations, pictures, figures, charts, tables, diagrams, photographs, and others. These illustrations are interesting medium for giving messages and information in books (Mbilinyi 1996).

Educationalists argue that children remember more when they see rather than when they just read and/or hear. For this reason, pictures and illustrations are used more in books for younger children than those for older ones. This is to mean that pictorial representations have significant roles in developing proper attitudes and perceptions of lower learners than higher level ones. This is due to the fact that students at primary level are highly influenced by pictures. Pictures are used to illustrate different issues and topics in textbooks. In most cases, according to her survey, one finds that pictorial presentation by sex, still reflects the traditional division of labour. In line with the above argument, Carroll and Kowitz (1994) state that the image created by such pictorial representation in textbooks is that more boys take part in school activities than girls. It is believed that both male and female learners (Particularly at lower levels) would like their images to feature out in books. The use of pictures is one way of attracting children to use those books. Those whose characters feature out most are, therefore, more encouraged to read and struggle with academics than those who feature less frequently. This kind of sex imbalance in textbook illustrations contributes to the existing unequal access to secondary and higher education for boys and girls (Mbilinyi 1996:98; MOE 1989). As a

result, girls are discouraged from the very early years of schooling by the existing educational materials-the textbooks. This implies that material writers have included more photographs, graphs, and captions in text books, and are paying more attention to the visual presentation of EFL/ESL textbooks in addition to their grammatical or textual content. Moreover, images are not only used to support written text but to express meaning on their own as well. Images have their own communicative value in reflecting feelings and impressions in teaching/learning materials. In brief, visual representations have their own impact in portraying gender relations either fairly or stereotypically.

Curriculum planning and administration also contributes to career selection of learners. Certain subject combinations are directed to boys, while others which are different in nature are prescribed for girls. As a result, more male students have access to science oriented combinations while more girls are given social and arts oriented subjects (Mbilinyi: 1996:98). All this suggests that the kind of subject combinations given for girls and boys determine their future careers. That is why there are few female engineers, architects, technicians. Most of them are secretaries, nurses, teachers and hotel waitress

2.5 Treatment of Stereotypes in EFL/ESL Textbooks

Learners' perceptions and attitudes towards stereotypes have compelled teachers to examine not only sexism or gender in textbooks in general but also whether stereotypes of masculinity and femininity are portrayed in all EFL/ESL textbooks and materials. Gershuny (1977:143) states that stereotypes limit behaviour and understanding by constructing a static image of both sexes and also establishing a false impression of male and female characters as an alternative to their socio-cultural origins. In addition, stereotypes are seen as sociopolitical hierarchies in which one sex is considered superior or dominant over the other inferior sex.

Most textbooks examined in the past were mostly written by men. Regarding this, Mbilinyi (1996) claims that because of traditional gender biased societal attitudes, very few women participate in writing school textbooks. Book writing, just like other academic undertakings, is dominated by men who have had more access to education than women. As well, the male authors of dictionaries (Gershuny 1977) chose to construct sentences that reflected gender stereotypes against women. Moreover, Hartman and Judd (1978:384-385) conducted a survey of several textbooks and found that women suffered from low visibility.

They counted the sex-linked proper names, titles or non-generic pronouns and reported in their findings that, in most cases, male references outnumbered the female ones. For example, in one of the books that Hartman and Judd examined, the ratio of male to female references was found to be 63% to 37%. They also demonstrated that women's stereotypical roles were related to house work and childcare. Women's household chores were exemplified by cooking, changing diapers, doing laundry. Men on the other hand, were depicted fixing the car, changing electrical bulbs and/or mowing the lawn.

Hence, it appears that many EFL/ESL textbooks for young and mature learners researched by Hartman and Judd (1978) and Gilbert and Row (1989) showed gender stereotypes in which women were generally given subordinate status because of their gender alone, and were treated linguistically as inferior without regard to their actual power or social status. Consequently, EFL/ESL textbooks can be one of the great influences in contributing to cultural prejudices and personal biases that learners can, unfortunately, absorb in their learning.

2.6 Treatment of Sexism in EFL/ESL Textbooks

Holmes defines sexism as follows "... the ways in which language conveys negative attitudes to women" (Holmes 1996:336). There are mechanical procedures, which may be used to evaluate sexism in EFL/ESL textbooks

based on their linguistic and non-linguistic components. For example, some researchers stress the need for compiling checklists to evaluate language (work or discourse) and/or the ways in which pictures work as well (Florent et.al. 1994; Byrnes 1994). Most of the research has been conducted to evaluate word items; nouns, pronouns and titles used in the text by male and female pictures. Hence, the writer of this paper, with some additions and modifications, uses similar approach. This is to mean that items such as nouns, pronouns, titles, themes, topics and sub-topics, etc will be analysed with reference to the portrayal of males and females.

Porreca's study (1984) demonstrates that an important number of omissions were noted "The high concentration of masculine generics creates a very distinct masculine presence ... the average ratio of females to males, including masculine generic constructions, is 1:2.06..." For example, there were more male pronouns.

Another aspect to be considered is firstness. Porreca (1984) defined this term as "Given two pronouns paired for sex, such as male/female, the masculine word always came first, with the exception of the pair ladies/gentlemen" (1984:706). The third aspect that porreca (1984) identified in his study was occupational roles for males and females, "To what extent do textbooks contain a wide variety of occupations for men and a limited range of occupational roles for females. Arnold Gerrity (1978) found that men were portrayed in four times as many paying occupations as women....." (Porreca 1984:706).

Sunderland noted that textbook sexism is not only revealed through content analysis. Linguistic analysis itself may also be revealing. In order to see how EFL textbooks reflect sexism (sex stereotyping) we can see them from two perspectives: the content and the linguistic aspects.

2.6.1 Sexism as Reflected in the Content of EFL Textbooks

So far we said that the content of EFL textbooks may include stories, pictures, examples, illustrations and so on. It is believed that the themes of these component parts are originally drawn from the society's cultural and social practice. Therefore, there might be a possibility for sexist beliefs and attitudes reflected through these components. According to Sunderland (1994:55), content analyses of English language teaching textbooks have "uncovered different manifestations of sexism in texts and visuals."

One of the most widely examined manifestations of sexist attitudes is omission or invisibility (Sunderland 1994; Porreca 1984). Sexism regarding invisibility is reflected when textbooks represent fewer females than males. When females do not appear as often as males in texts and illustration, the implicit message is that women's accomplishments are not such important to be included. Concerning this, Hartman and Judd (1978) in their work, "Sexism and TESOL Materials" reviewed several of the texts and explained that women suffered most obviously from low visibility. That is, women are often less visible than men and placed in stereotypical roles and assigned stereotypical emotional reactions. Illustrations in the books show that, in most cases, male referents heavily outnumbered the females. Sex was determined by counting the sex-linked nouns, proper names, or titles (Hartman and Judd 1978:384-385).

Coles (1977), as cited in Porreca (1984), examined five sets of popular adult basic education materials and found that in the total of 150 stories, men outnumbered women by a ratio of 3:1. Homes (1981), cited in Porreca (1984) also conducted a systematic examination of 28 high school literature anthologies for grades 9 through 12 and found that overall ratio of total female characters to total male characters in the books was 1:3.5.

Hillinger (1980), as quoted in Porreca (1984:706) also conducted a thorough study of 131 passages from three English language textbooks used in German School. She found that men participated in over 93 percent of the passages while less than 30 percent of the texts included women.

Portraying of males and females in occupational roles is another reflection of sexism. Many research findings including Gerrity's (1978) show that men were portrayed in many times as many passing occupations as women and that the females were frequently portrayed in house wife mother capacity, occupied with household tasks and serving their children and husband. Concerning occupational roles, many scholars tried to identify the limited number of activities and roles women are engaged in as well as the quality of these activities. In this regard, Schmitz (1975) and Mikati (1987) tried to identify the occupational roles of both men and women. Accordingly, they found out that EFL textbooks contain a wide variety of occupations for men, where as a limited range of roles for women. Regarding quality, females are not assigned to demanding occupational roles which require talent, knowledge, and courage as compared to males. For example, textbooks often contain female typists, secretaries, janitors but male doctors, managers, pilots, ministers, etc. (Mikati 1987). Locally, Anbesu (1991) and Mulualem (1998) also reported that females are assigned frequently in performing passive and house hold activities. They are not assigned to demanding occupational roles.

Many studies regarding content analysis of EFL textbooks have also indicated that in the majority of cases women are represented as emotional, shy, timid, and due to this they are more likely to be the target of harmful jokes/humours. Concerning this , Talansky (1986) described that this kind of image given to females in story lines, examples, and other components of textbooks lead to a tendency of degrading females. Similarly, Zewdu (2004) reported that females are frequently portrayed as emotional, shy, and timid in EFL textbooks. From this one can reasonably deduce that females are marginalized in most of the

activities. This situation triggers them to feel inferiority and not to compete in various dimensions.

Sexism is also reflected in the content of EFL textbooks through the relationship of females and males. In this type of stereotyping, females are often presented (e.g. in stories) in relation to men than men are to women. Regarding this, Mills (1995) notes that when females are presented in stories, jokes, etc; they are mostly seen in terms of a relationship of some kind to males. According to her argument, there is a tendency of stereotyping that females are bounded to and dependent on males.

Based on the above dimensions of stereotyping we can infer that the content of EFL textbooks shows that these images of females portrayed in textbooks are likely to restrain female students to be fit only to limited and traditional roles in their later life and career in the society. Accordingly, it might be fair to argue that the different forms of stereotyping reflected in EFL textbooks discourage female learners from participating in academics and adjusting themselves for joining better and well-paid professions in their later life.

2.6.2 Sexism as Reflected in the Linguistic Aspect of EFL Textbooks.

According to Sunderland (1994), the linguistic aspect of sexism refers to the language items themselves that are reflected in EFL textbooks. As she claims, English like other languages, is “gendered linguistically in its ‘code’, which means that learning English is (among other things) learning to conceptualize the world in a gendered way” (1994:7). For her, this linguistic sexism at code level has been identified in the pronoun system (‘generic’ he, him, his, himself) ‘generic man’; masculine and feminine equivalents, the preference of different adjectives to describe female and male attributes and the corresponding

meanings attached. This may imply that English language in its system of nouns, pronouns, adjectives, etc. communicates some idea about the disparity between the two sexes. In fact it is hard to judge sexism in English language based on only a single sentence and drawing conclusions. But the extent of sexism in EFL textbooks with respect to masculine nouns and pronouns as generic constructions shows sexist meanings in the activity of man.

The use of masculine nouns or pronouns as generic is reflected in the grammar of English. It is assumed that the masculine generic constructions which include words like 'man', 'mankind' and the use of masculine pronouns when the sex of the referent is unknown (unidentified) refer to people in general. However, many people including material writers rarely recognize females when hearing or reading masculine nouns and pronouns.

Moulton, Robinson and Elias (1978) as cited in Porreca (1984), tried to identify whether sexism is reflected through generic pronouns. They asked students to write an essay about the person mentioned in a particular sentence. The sentence was altered to include either a masculine generic pronoun or a female-inclusive (sex unbiased) pronoun. As the result showed, there were significantly more male subjects in the essays written in response to the sentence with a masculine generic than in those written in response to the sentence with the female-inclusive pronoun.

Most other studies of the consequences of sex bias focus on the use of the masculine generic. Nelson (1977) in her investigation found that girls were significantly more likely to use female pronouns in conjunction with a neutral noun than boys were particularly in the lower grades and up to grade 7. The fact is that masculine pronouns are used in school between three and five times as often as feminine pronouns.

The other aspect of linguistic sexism is seen in the association of differing adjectives to describe male and female attributes. Concerning this, Porreca (1984) and Talansky (1986) in their studies have shown that the difference in the use of adjective categories, to describe male and female, reflect stereotyped images against females. According to their analysis, adjectives used with female names describe females' emotionality, state of the mind, physical appearance, whereas those used with male names describe such attributes as ability, intellect, strength, etc.

Sexual bias can also be reflected through discourse roles allocated to characters particularly in mixed-sex conversations. Regarding this, Poulou (1997:72) in her analysis of discourse roles of mixed-sex conversations in EFL textbooks, points out that "imbalances were noticed in all three main categories of investigations: amount of speech, initiation/completion of dialogues and language functions." The study indicated that females have a lesser share in terms of turns as well as the number of words they utter within the turn. More chance is given to males to begin and finish dialogues. Regarding firstness, it was found that given two nouns paired for sex, such as male or female, the masculine word always came first.

2.7 The Curriculum and EFL Textbooks

The language curriculum, according to Pierce (1995), plays a prominent role in deciding the content of EFL materials, uses the language and the social roles the learners are exposed to as its crucial components. Hence, in determining the content of textbooks according to the kind of roles the users of these textbooks (students) are intended to perform, the curriculum may play some 'hidden roles' in reinforcing sexism. This is because the nature of "the curricular structure tends to reflect the sexual division of labor in the home and in the labor market" (Truscott 1994: 35).

Many scholars including Mbilinyi (1996) believe that textbook designing is a big challenge in connection with gender relations. This is for the fact that curriculum designers themselves are part of the society and share the attitudes, beliefs, and expectations of the society.

With a particular consideration to ELT textbooks, Chouliaraki also argues, “EFL textbooks, as parts of the curriculum, are ways dominant culture and sexist ideology may be reproduced” (1994: 121). This again may help us to say that the written curriculum can serve as one of the means by which sexist practices of people are brought to the educational content in general and textbooks in particular.

CHAPTER THREE

METHOD OF THE STUDY

To investigate the status and portrayal of females compared with males, English textbooks for primary schools in Addis Ababa (grades 1-8) were analyzed.

3.1 Content Analysis of Textbooks

The primary tool for evaluation of gender fairness in EFL and ESL materials has been content analysis (Sunderland 1994). For this analysis, forms and categories are used.

Categories are used for written contents and illustrations. Categories are the most important issues in content analysis. No coherent literature is available which shows any standardized categories in which content analysts agree. For this reason, researchers are expected to develop their own categories for the issue they are going to deal with. For this study, the forms and categories used by MOE (1989), in the study entitled "Gender Analysis of Primary Schools in Ethiopia", Anbesu Biazen (1991) in the study entitled "Gender Bias in Primary School Textbooks in Ethiopia", Sunderland (1994), and Porreca (1984) were adapted. This is for the fact that the researcher found it appropriate for this study.

Hence, the content analysis was done on the following categories:

a) Contents (Themes and Topics)

1. Topics and Sub-topics

These elements include four items. The researcher tallied and counted the number of:

- topics and sub-topics with male reference

- topics and sub-topics with female reference
- topics and sub-topics with both sexes of reference
- topics and sub-topics with no sex reference

2. Language

- Proper Names: Proper male names
 - proper female names
 - unidentified
- Common Nouns: male common nouns (boy, man, etc)
 - female common nouns (girl, sister, etc)
 - unidentified or neutral (People, workers, etc)
- Pronouns: Male Pronouns (he, his, etc.)
 - Female pronouns (she, her, etc)
 - Unidentified (they, I we, etc)

After these items were collected from all textbooks, those referring to females and those referring to males were grouped as separate entities. Then the number of times (frequency) each item occurred in textbooks was considered.

Generic terms are also parts of the language used. Under this group, those terms which implicitly denote both female and male sexes but which have mostly masculine meanings are collected and counted.

3. Characters in Passages and Biographies

The selected sample chapter or units of all texts were assessed to identify biographies. Accordingly, male and female biographies were tallied and counted. Tallying and counting were made for major characters of females and males as well as minor characters of females and males.

4. Activities

Activities for each sex described in the textbooks were tallied and the number of times (frequency) of each activity was mentioned.

5. Discourse Roles

Discourse role of the sexes in dialogues was treated by looking the amount of speech, initiation /completion of dialogues and language functions allocated to males and females in mixed-sex conversation. To analyze the order in which the dominant speaker (s) or utterance (s) occurred in conversations, the times (frequency) in which exchanges were made were counted. Turn-taking in conversation is defined by Sinclair and Coulthard (1995:2) and J.C Richards (1993:130) as what a speaker says, who says what before the other, and who asks for or gives information.

6. Occupations

Here, male and female referenced occupations of selected chapters were listed. These occupations were identified by sex and tallied and counted. Occupations with reference to unidentified sex were not treated in the study.

7. Sex demeaning examples and exercises.

The researcher tried to identify sex demeaning examples (if any) that lower the respect, dignity and social esteem of either sexes.

b) Pictorial Images (Illustrations)

The male and female images chosen for analysis were taken from the selected units. Because of space limitations, the selection of illustrations was based on this author's own perception. Interaction between male and female as well as occupational roles and every day activities with which EFL learners can identify themselves very easily were analyzed. However, it might be difficult to

definitively detect this form of bias due to the personal subjectivity involved in image recognition and visual processing.

1. Picture Number Balance

In this part, the number balance of human pictures was treated. The items which the writer tallied and counted were:

- pictures with males only
- pictures with female only
- pictures with both sexes
- total number of female pictures
- total number of male pictures

2. Picture Activities

These include activities regarding each sex depicted in the illustrations. Accordingly, the researcher observed pictures carefully and listed all activities reflected for each sex.

3.2 Sampling

In this study, the units or lesson topics which the researcher analyzed were representative of the total material which it is concerned with. Therefore, the results of samples can be generalized. To select samples that can represent the whole chapters or units, or lesson numbers or pages were considered. To take the representative sample of each textbook, lots were cast by using two pieces of papers that read "odd" and "even" to make random selection. If for example, a paper on which "even" is written is drawn, even chapters or units will be taken as sample to be analyzed. Therefore, out of the chapters or units of each textbook 50 percent were selected as sample. Within the selected chapters or units, written contents and illustrations were analyzed.

3.3 Data Organization and Analysis

Even though there are two techniques of gender analysis (quantitative and qualitative), this study was confined to quantitative technique. Therefore, frequency counts with percentages and ratios were implemented in the analysis of the data. Based on the analysis, implications were drawn.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.1 Data Analysis

In order to examine the portrayal of male and female sexes in primary school English textbooks of grades 1-8, content analysis was employed. The writer analyzed 50 percent of each textbook chapters on the given categories. The elements or sub elements of categories were counted separately in relation to items. The element or sub-elements of frequency counts of each category was added and changed into percentage whole numbers. The frequency counts of categories are added and changed into percentage whole numbers with respect to female and male sexes.

The findings are summarized into two sections. In the first section, the results of gender analysis of textual content are presented with respect to topics and sub-topics in the text, language used, types of activities assigned to each sex, main and minor characters involved in passages, biographies and autobiographies. In addition, occupational roles, types of adjectives describing males and females, the use of generic masculine languages, and discourse roles of the sexes were identified. The second section presents the results of the gender analysis of the pictorial content including how many males and females are pictured and what kinds of activities they are performing.

4.1.1 Gender Analysis of Textual Content

Under this category, there are sub-categories: topics; proper names; nouns; common nouns; pronouns indicating gender; adjectives; activities in the text, generic languages and discourse roles.

Topics

Topics include titles, headings or sub-headings within the content of the textbooks. In this analysis, all of the topics and sub-topics in the English textbooks of grades 1-8 were counted and categorized. In other words, they are categorized as male-referenced, female-referenced, both sexes of reference, and no sex reference.

Table 1: Number of Topics and Sub-topics in the Textbooks

Topics and sub-topics	Total	%
Male-referenced	12	9
Female-referenced	13	9
Both sexes of reference	44	32
No sex reference	69	50
Total	138	100

Table 1 shows gender representation of English textbooks in topics and sub-topics. In the textbooks analyzed, there are a total of 138 topics, of these 50% are not sex referenced. Of the gender referenced topics 32% are for both sexes, whereas 9% are male and female referenced each. However, the majority (50%) of the topics are without gender reference. According to the data, male-and female-referenced topics are balanced. It might be the reason that the authors of those textbooks prefer to use gender free topics and sub-topics to avoid gender bias. A further inspection of the data demonstrates that even if there are statistical differences in each grade level with respect to topics, the difference is minimal. From this we can reasonably deduce that the textbooks do not appear to have hidden bias with respect to topics and sub-topics reflected in the textbooks.

4.1.2 Analysis of Word Level

Word level analysis includes: male and female characters, proper names, nouns and pronouns, occupational roles, and characters in dialogues or conversations. The textbooks were analyzed by counting the word in a straightforward way (male and female), as well as by paying attention to the illustrations that accompany each conversation or passages in the textbook.

Male and Female characters

Characters mean those men and women given proper names in the textbook and in the illustrations accompanying the dialogues or reading passages. Each character has been given a single count. For instance, names that are mentioned more than once in a given passage are counted as one. Therefore, first names, last names, and full names of males and females with a title such as Ms., Mrs., and Mr. are counted as total occurrences in each unit.

Table 2: Frequency of Proper Names Indicating Gender

Proper names	No	%
Male	280	57
Female	213	43
Unidentified	-	-
Total	493	100

As can be observed from table 2, the male proper names (Abebe, Kedir, Berhanu, etc.) are 57% of the total while the female proper names (Almaz, Aster, etc) are 43%. In the text, there appears disparity in that there were more male occurrences than female. Consequently, male characters appeared more often than female in the text. The reason behind this imbalance may be the

inclusion of more male characters in passages, examples, and other components of the content of the textbooks.

Nouns and Pronouns

Parts of speech showing gender are counted separately as well as those where the gender is unidentified in order to have a base for comparison. In this category, nouns (male, female, unidentified); and pronouns (male, female, unidentified) are analyzed separately.

Table 3: Number of Nouns and Pronouns Indicating Gender

Parts of speech	Total	%
Male common nouns	201	31
female common nouns	151	23
unidentified	290	46
Total	642	100
Pronouns		
Male pronouns	285	23
Female pronouns	221	18
Unidentified	689	59
Total	1,240	100

According to table 3, most (46%) common nouns referring to people are genderless (people, student, workers, etc) whereas 23% are for females (girls, women, sister) and 31% are for males (boy, man, brother, etc). As the data indicates, more male common nouns are outnumbered than female common nouns. It should be pointed out that the authors frequently used unidentified or genderless nouns (people, student, teacher, etc). Hence, it seems fair to claim that the authors tried to reduce sex bias by using unidentified nouns.

Concerning pronouns, most (59%) are used for either or both sexes (they, their, our) but 23% refers to males (he, his) and only 18% to female (she, her). A further scrutiny of the data demonstrates that there is a balanced treatment of male and female sexes in textbooks of grade two (22 and 24), grade four (39 and 40). On the other hand, sex representation in grades one, three, and five shows male bias to some extent. In brief, some textbooks portrayed both sexes fairly, whereas others favor males.

Table 4: Number of Characters in Biographies and Passages

Biographies and passages	Male		Female	
	f	%	f	%
Major characters	23	47	25	53
Minor characters	4	50	4	50
Total	27		29	

Biographies of scientists, athletes, artists, etc are found in certain textbooks. They are found in grade three (two male major characters and two female major characters); in grade four (four male major characters and six female major characters); in grade five (five male major characters and four female major characters); etc. Grades one and two, on the other hand, do not have any major or minor characters. This is due to the fact that, in these grade levels, the content of the textbooks mainly focuses on world level. In other words, there are no passages and biographies.

As shown in table 4, the number of male and female characters is relatively balanced. This shows that an attempt might have been made by the material writers so as to portray male and female characters fairly in passages and biographies.

Occupational roles

Mentions of occupational roles for male and female are identified by surveying the whole textbooks. Accordingly, a total of 27 different occupations are found. The frequency and type of these occupations given to the sexes in the whole textbooks are shown in tables 5 and 6.

Table 5: Frequency of Different Occupations by Sex

Occupations	No
For males	24
For females	15
Total	39

Table 5 indicates sex representation of occupations displayed in the textbooks included in the study. The occupations are grouped into twenty-seven items. The representation of male and female sexes seems uneven (unfair) in these total occupations. To be more specific, among the 27 occupations, males are represented in almost all occupations whereas females are represented in 15. In order to see the types of occupations assigned for each sex, let us consider the following distribution given in table 6.

Table 6: Types of Occupations in the Textbooks by Sex

No	Occupations for males	Frequency	Occupations for females	Frequency
1	Artist	1	Artist	1
2	Teacher	8	Teacher	4
3	Student	2	Student	2
4	Technician	2	Merchant	1
5	Sports man	1	Police officer	1
6	Doctor	1	Air hostess	2
7	Driver	1	Nurse	5
8	Shepherd	1	Tailor	2
9	Merchant	1	Shop keeper	2
10	Police officer	3	Doctor	1
11	Manager/Director	3	Typist	4
12	Tailor	3	Secretary	1
13	Farmer	10	Clerk	1
14	Butcher	3	Lawyer	2
15	Fisherman	2	Household worker	9
16	Soldier	1		
17	Bank clerk	1		
18	Accountant	1		
19	Pilot	1		
20	Lawyer	2		
21	Specialist	1		
22	Politician	1		
23	Scientist	1		
24	Engineer	1		

Among the listed occupations in table 6, women are excluded from certain occupations. These include occupations like technician, sportsman, driver, shepherd, farmer, manager/director, butcher, pilot, and accountant. Almost all

of these occupations seem to be restricted only to men in traditional notion. On the other hand, as shown in table 6, men are excluded in few occupations (typist, household worker, nurse, secretary, air hostess). These occupations are traditionally assigned to women. This analysis proves the view that textbooks frequently portray females in what are considered as traditional female roles, such as in the Kitchen, looking after children, whereas males are shown to be busy working in professional occupations (MOE 1989; Mbilinyi 1996). This implies that there exists a trend to assume careers traditionally. In other words, certain careers are considered as masculine. Evidences revealed that females join professions like typist, teachers, secretaries, hotel waitress, etc.

There are also occupations in which both sexes are depicted. These are: teacher, student, doctor, businessman, police officer, artist, etc. However, men/boys have higher share than females. In other words, those occupations in which both sexes are depicted are unevenly distributed. All those evidences indicate that except few occupations most occupations have stereotypical representations.

Activities in the Text

All the activities mentioned in the text were categorized into different types and the frequency with which the activities were ascribed to males and females was determined. For better handling of the data, we put what males and females are described as performing a certain activity. The frequency with which the activities were assigned to males and females was determined as shown below.

Table 7: Gender Representation of Activities in Written Contents

No	Activities	Male		Female	
		f	%	f	%
1	Academic (writing, reading, studying, etc.)	14	52	13	48
2	Sports (riding, playing, jumping, etc)	10	67	5	33
3	Business/trading	2	50	2	50
4	Agricultural	11	100	-	-
5	Driving	6	86	1	14
6	Domestic (cooking, cleaning fetching water, etc)	3	25	9	75
7	Vocational activities	1	50	1	50
8	Military	3	100	-	-
9	Others	4	67	2	23
	Total	54	64	33	36

Table 7 shows sex representation of activities mentioned in written contents of EFL textbooks. The textbooks portray females and males in different activities, but the researcher categorized those activities into nine (9) categories for easier manipulation of the data. The above data demonstrates activities assigned to both sexes only in written contents. In other words, picture activities are not included in the table for they are displayed separately.

The total data in table 7 indicates that 64% of male sex is portrayed in nine categories/activities mentioned in written content, whereas females are depicted in 36% of the given activities. As one can observe from the table, the most frequently mentioned activities for males are those related to academic activities (f=14) and the second ones are agricultural activities (f=11). In the

case of females the most frequently mentioned activities are educational, occurring 13 times and the second most frequent are house hold activities (f=9).

There are certain activities which women /girls are completely excluded. Among these activities in which women are segregated, some are related to backward traditional outlook of the society. For example, those activities like fishing, driving, farming, etc... are traditionally restricted to men. Similarly, men/boys are rejected in certain activities in which the society, traditionally, assigned to be performed by females. These are: taking care of children, fetching water, washing and other household chores.

Based on the data it seems reasonable to claim that in most of the textbooks females are fundamentally restricted to less demanding and passive activities such as cleaning, cooking, child rearing, etc. On the other hand, males are portrayed as performing active roles like sport related (playing football, riding a bicycle/horse), driving a car, directing an activity, etc. All these uneven (unbalanced) representations seem to have relation to have stereotyped outlook of the traditional society.

Discourse Roles

To analyze the order in which the dominant speaker (s) or utterance (s) occurred in conversations, the times (frequency) in which exchanges made were counted. Turn-taking in conversation is defined by Sinclair and Courtland (1995:2) and J.C Richards (1993:130) as what a speaker says, who says what before the other and who asks for or gives information.

A survey of dialogues/conversations through the selected units of the textbooks demonstrates that there are a total of 46 (forty-six) conversations. The dialogues have different nature. A closer inspection of the data shows that in 39 (thirty-nine) conversations, twenty conversations were begun by a male speaker

talking to female character, nineteen were started by a female speaker interacting with males, and three dialogues took place with two male characters. The rest four conversations took place with unknown sex as S₁ and S₂. These dialogues, which have unknown sex, are not mixed- sex dialogues. Hence, they do not lend themselves to gender analysis which could have lead us to check whether there is fair gender representation with respect to initiation/completion of dialogues.

A critical examination of each conversation in a mixed- sex dialogues shows that both sexes have been portrayed fairly and each sex has got variety of roles (asking for or giving information, etc.) in turn-taking. This analysis disproves the view that females mostly ask for information from males and males often start and finish conversations. Hence, it can be concluded that the textbooks did not show any sign of linguistic or hidden bias (invisibility).

In addition, the nature of dialogues in the textbooks are intended to be practiced by students in the classroom. Dialogues now become more advanced in that students, (in pairs or groups), role-play interviews, asking and eliciting information, argue for or against an argument, solve problems, etc... Therefore, in addition to making communicative language learning possible, the textbooks have a tendency to minimize sexual bias against females with respect to mixed-sex dialogues.

Generic Languages

So far an attempt was made to identify the terms which were commonly used to refer masculine generic terms in literature review. Terms which are referred to as "generic" in this context are those gendered language items associated with the generic use of words like 'man' and those pronouns as 'he' and 'his' (Floret et. al. 1994). The following examples are instances of masculine generic terms taken from English textbooks of grades four, seven, and eight.

Fishermen work outside (p.52)
Do policemen wear a uniform? (p.52)
..... However being a man of talent and purpose.... (p.7)
Man has swept away wildlife (p.95)
Man is the major cause of deforestation (p.121)
Man fells trees only to keep his house warm (p.122)
Fire set by lightening is not man-made (p.122)
Famine kills those is not man-made (122)
He is a man of..... (Grade 8, p.21)
Man is the only humid till existing (p.36)

As the data shows, some English textbooks include instances of generic masculine languages. A closer examination of the data shows that the most frequently used generic term in those texts is the term 'man'. This generic term which is portrayed in textbooks reflect, linguistically, sex biased notions.

On the other hand, English textbooks of grades one, two, three, five and six show no generic masculine terms. Clearly speaking, these textbooks use genderless terms so as to avoid generic terms. Hence, it is possible to make an assumption that deliberate attempt has been made to avoid the masculine generic uses. This could easily be done by substituting genderless terms (people, humans, etc in place of man/man kind) pluralization of pronouns and passivization of sentences as recommended by Mills (1995) and Sunderland (1994).

Adjectives

In the analysis of adjectives in the texts, both the frequency and type of adjectives describing males and females were considered. Then, they are categorized as those adjectives describing males and females with respect to their frequency counts.

Table 8: Types of Adjectives and their Frequency by sex

Adjectives Describing Males		Adjectives Describing Females	
Afraid	misbehaved	big	strong
big	old (12)	clever	tall (8)
busy	poor (3)	fat(4)	thin
dead	sad (3)	good	weak
dizzy	sick (3)	happy (2)	wonderfully
excellent	short (9)	hurry (2)	young
famous	small	little	
fat (7)	steady	long (2)	
good	strong	old (4)	
happy (3)	talent	poor	
hard working	tall (8)	quick	
healthy	thin (5)	sad (3)	
intelligent	thirsty	sick	
lazy	tough	short (4)	
long	young (3)	shy	

Note: Consider the frequency of some adjectives given in brackets

Table 8 offers a detailed demonstration of the number and type of adjectives used in the textbooks of grades 1-8 describing males and females. The raw data in table 8 shows that a total of 30 (thirty) adjectives are used in describing males and 21 describing females. This shows that a clear disparity appears in the categories of adjectives describing males and females. In other words, proportionally, many adjective categories are used to describe males than females in different situations.

When we consider more specific cases, the adjective category used to describe both sexes more frequently is physical Appearance. This is to mean that the adjectives 'old' (f=12) and 'tall' (f=8) are frequently used to describe males and females respectively. The second most frequent adjectives used to describe

males is 'short' (f=9), whereas the adjectives 'short' and 'fat' each (f=4) are the second most frequent words to describe females. This analysis is different from the view that females are mostly portrayed as lonely, beautiful, charming, nice, etc (Zewdu 2004). This is to mean that females are not only described for their physical appearance (beautiful, smart, attractive, etc...) as was stated by some researchers but also for other qualities as the data indicates.

A clear look at these categories in table 8 shows that adjectives such as talent, intelligent, hardworking, busy, famous, etc are used only with male subjects. By contrast, females are described by adjectives like weak, little, shy and hurry. Consequently, there appears hidden gender bias in that females have been considered as weak, submissive and dependent. Accordingly, it is possible to claim that the adjectives used in the text books to portray females are limited in number, and the kind of adjectives used to describe them do not prove their performance, talent, and competence with males. In other words, the adjectives used to describe both sexes favor males.

4.1.3 Gender Analysis of Pictorial Illustrations

In this category, the total number of pictures in all English textbooks was analyzed. From this total, the total number of male and female pictures was counted for all grade levels. The results are shown in table 9.

Table 9: Number of pictures by sex

	Grade one	Grade two	Grade three	Grade four	Grade five	Grade six	Grade seven	Grade eight	Total
Total number of female pictures	98	55	80	58	56	36	10	13	406
Total number of male pictures	93	60	82	70	51	52	29	35	472
Total	191	115	162	128	107	88	39	48	878

Table 9 indicates sex portrayal of male and female sexes in pictures. The data shows that there is significant difference of male and female picture numbers in grade six, seven, and eight. This is to mean that more male pictures are depicted than females. This shows that there appears sexual bias against females because males are over represented in set of pictures. Even though there is statistical difference in number of pictures in other grade levels, the difference is minimal.

From the above analysis we can understand that there exists sex bias against females in the above cited grade levels. Hence, it seems possible to suggest that these textbooks which portray male pictures frequently should be reviewed and commented for their gender reflection.

Picture Activities

After counting the pictures in the texts, the researcher examined the kinds of activities assigned for males and females seen in the pictures. All the different activities were grouped into nine broad categories: household, agricultural, vocational, scientific/ professional, military/police, students life/sports, business, political or social, etc. activities. (Adapted from Porreca 1984).

Table 10: Gender Representation of Activities in pictures

No	Picture Activities	Male		Female	
		F	%	F	%
1	House hold activities	9	18	40	82
2	Agricultural activities	6	100	-	-
3	Vocational/handcraft	1	50	1	50
4	scientific/professional	10	38	16	62
5	Political/social	2	50	2	50
6	Military	1	50	1	50
7	Student life/sports	20	67	10	33
8	Business	5	50	5	50
9	Anti-social activities	3	100	-	-
10	others	26	72	10	28
Total		80	52	75	48

Note: 'others' include activities which are difficult to be categorized under the nine given categories

According to table 10 male activities of highest frequency are student life or sports (f=20), next highest are activities related to scientific/ professional (f=10) such as driving, reading etc... The third most frequent type of activity for males is household (f=9).

Females, on the other hand, are portrayed in performing household activities (f=40), second highest are scientific/professional activities (f=16), and the third most frequent are student life (f=10). By doing this, the authors of those textbooks are not avoiding stereotyping, which occurs when genders are assigned to their traditional roles as housewives, for example. In other words, females have been portrayed frequently in performing domestic activities (cooking, washing, etc.)

Table 11: Types of Occupations Portrayed in Pictures

Occupations for males	Frequency	Occupations for females	Frequency
Teacher	4	Artist	1
Student life	3	Teacher	2
Technician	2	Student life	1
Sportsman	26	Sports women	7
Academics	5	Academic	12
Cook	2	Dancing	2
Dancing	1	Business/trade	1
Driver	4	Novelist	1
Business/trade	3	Tailor	1
Tailor	1	Cook/household	19
Agriculture	7	Police officer	1
Household	5	Lawyer	1
Director	1		
Shepherded	1		
Police office	1		
Lawyer	2		
Engineer	1		
Total	17	12	29

Table 11 depicts that total jobs assigned for males are 17 (59%) whereas 12 (41%) are depicted for females. Comparatively speaking, the difference between male and female occupations is minimal in illustrations whereas in texts male occupations were mentioned 24 times against 16 jobs depicted by females (refer Table 5)

It should be pointed out that the authors were aware of mentioning non-traditional occupations for both the female and male characters (e.g. Female-judge, artist, academics, security guard/police officer; male- teacher and cook). By doing this, it appears that the authors are avoiding stereotyping, which occurs when genders are assigned to their traditional roles, for example when men are portrayed as doctors or engineers, and women are depicted as nurses, teachers and house wives.

However, as the data indicates, still there are some indications that reflect societal traditional attitudes claiming that women's position is at home. This is clearly indicated in the data that they have been frequently portrayed as doers of household activities and facilitators of life for their husbands and children.

4.2 Discussion

The main objective of this study was to see the portrayal of male and female sexes in ELT materials for primary schools of grades 1-8. To achieve this, some specific objectives were set. These include: assessing the numerical weighting of male and female characters in texts and illustrations, checking first place occurrences of males and females in dialogues, examining how males and females are portrayed in occupational roles, and identifying gender biased messages (if any) and develop implications for the performance and future career selection of learners. Based on the analysis given so far, an attempt will be made to give a brief discussion of findings in the light of existing theories.

Topics and Sub-topics

The examination of topics and sub-topics reflected in the textbooks revealed that most of the topics are without gender reference. This means that topics and sub-topics which are gender referenced are limited in the textbooks. The analysis showed that male-and female-referenced topics and sub-topics are relatively balanced. That is, even if there are statistical differences in each grade level, the difference is minimal. Based on the above, it is possible to claim that the use of gender free topics and sub-topics can be taken as one possible strategy to avoid sexual bias. This implies that the textbooks do not appear to have hidden bias with respect to this category. In brief, the textbooks would seem to portray male and female characters fairly by using gender neutral (gender free) topics and sub-topics frequently. By doing so, gender bias with respect to topics and sub-topics can be minimized to a considerable extent.

The Language Used

In our word level analysis, under the category of language, there are proper names, nouns, pronouns, and characters in biographies and passages. On the basis of the results of this study (see tables 2-4), male proper names outnumbered than females. This might be the inclusion of more male characters in passages, exercises, examples, etc.

The analysis of gendered and gender free (unidentified) nouns and pronouns (table 3) showed that the textbooks included great percentage of unidentified nouns and pronouns. If we compare male and female nouns and pronouns, male common nouns and pronouns outnumbered than female common nouns and pronouns. However, the difference is not significant. This might be the reason that the authors preferred to use unidentified nouns to reduce sexual bias in the textbooks.

Regarding pronouns, the analysis revealed that most of the pronouns (see table 3) are used for both sexes. In other words, unidentified pronouns (they, I, we, etc.) were significantly reflected in different tasks and activities of the textbooks. It appears that a deliberate action might have been taken by the material writers to incorporate unidentified nouns and pronouns. If we compare male and female pronouns, male pronouns appeared more often than female pronouns. However, the difference is minimal (23%-18%). Hence, it is possible to suggest that the textbooks do not appear to reflect sex bias with respect to nouns and pronouns.

The examination of the number of characters in passages and biographies indicated that the textbooks portrayed both sexes fairly. This is to mean that the number of major and minor characters involved in biographies and passages is relatively balanced for both sexes. This implies that male and female characters have been given variety of roles in passages and biographies. Hence, it seems fair to suggest that there is no sexual bias with regard to the portrayal of male and female characters in biographies and passages.

Occupational Roles

Occupational roles in texts indicated that the representation of male and female sexes seems unfair. That is, among the 27 occupations reflected in the textbooks males are portrayed in 24 occupations whereas females are depicted in 15 (see tables 5 and 6). The textbooks give limited job opportunities to females. They are also excluded from certain occupations which require demand and talent such as manager, director, technician, driver, pilot, etc. Almost all of these job possibilities are directed to males in traditional notions. Most of the occupations ascribed to women are typist, house hold worker, nurse, secretary, and air hostess. From this we can infer that the textbooks which portray females for these occupations bring their own impact on the success or failure of students in their academic performance and future career

selection. In other words, females will be forced to join such sorts of professions due to the influence of the existing educational materials. Similar findings were documented by Schmitz (1975), Mbilinyi (1996), MOE (1989), Mulualem (1998), Anbesu (1991).

Activities

Regarding activities in texts, agricultural activities are the most frequently portrayed activities for males and females are portrayed frequently for activities related to education. Females are also portrayed for traditional house hold activities like cleaning, washing, child rearing, etc. As the data indicated, females are excluded from certain activities which are prescribed only for males. These include driving, fishing, farming, managing, etc. This is probably due to the backward outlook of the society believing that females are unable to do such tasks.

Discourse Roles

So far it has been stated that an examination of the discourse roles given to male and female sexes in mixed-sex dialogues/conversations is one way of checking sexism in terms of initiation, completion of utterances and the type of language function assumed to be used by the sexes. A closer inspection of the nature of the dialogues in the textbooks demonstrated that, the text books did not show any sign of linguistic or hidden bias. More importantly, both sexes have been given variety of roles. Specifically speaking, females are not only receivers of information from males as reported by some researchers but also beginners of dialogues and providers of information for males. In brief, the analysis of each conversation in a mixed-sex dialogues showed that both sexes have been portrayed fairly (both in the amount of talk and turn-taking) and each sex has got variety of roles (asking for, giving information, etc).

Generic Language

As stated earlier, another manifestation of sexism in textbooks was seen in terms of the use of masculine generic constructions. In this category, some textbooks of grades four, seven and eight were found to include such constructions as 'man', and the pronouns 'he', and 'his'. However, other textbooks were not found to include masculine generic languages. Hence, it seems fair to claim that even if there are few instances of generic masculine languages in some textbooks, sexism with respect to generic masculine languages is minimal.

Adjectives

In the adjective categories, those adjectives which are proportionally used to describe both sexes are those adjectives related to physical appearance. When we compare the number of adjectives describing males and females, proportionally many adjective categories are used to describe males than females. Therefore, it seems that there is sex bias in describing males for different qualities than females.

As the analysis showed, females are not described only for their physical appearance (beautiful, attractive, and short) but also for other qualities (clever, happy, wonderful etc). Hence, this finding is different from the findings reported by Porreca (1984), Talansky (1986) and Sunderland (1994) which claim that adjectives used to describe females focus on physical appearance, emotions, negative personality traits, etc.

Activities and occupations in pictures

The gross result of picture activities indicates that there is difference between the portrayal of men and women. Male sex is represented frequently than female sex. Females are excluded in activities like farming, driving, directing/managing, shepherd, and engineer, etc. According to the analysis, females are frequently portrayed in performing house hold activities.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This study was an attempt to analyze the portrayal of male and female genders in EFL textbooks of primary schools for grades 1-8. It mainly focused on checking whether there are manifestations of sexism in both linguistic and non-linguistic aspects of the textbooks. An attempt has been made to address the different components of language so as to check the portrayal of male and female characters, and also to check whether there are gender biased messages in the textbooks.

In order to achieve the objectives of the study, data were collected from eight EFL textbooks of grades 1-8. The data were drawn from all textbooks through content analysis. The data collected through content analysis was changed into frequency counts and percentage whole numbers based on a given category. The data obtained through content analysis were then analyzed and the following outcomes were derived.

Concerning topics and sub-topics reflected in the textbooks, it has been identified that sexual bias doesn't appear. The textbooks of all grade levels frequently use gender free topics and sub-topics which can minimize gender bias. Hence, the textbook would seem to portray both characters fairly with respect to this category.

Regarding the language used it was found that male proper names outnumbered female proper names. The analysis of gendered and gender free (unidentified) nouns and pronouns showed that the textbooks include greater

number of unidentified nouns and pronouns which can be taken as one possible strategy to avoid sexual bias.

An examination of the number of male and female characters in biographies and passages revealed that both sexes have been portrayed fairly. This is to mean that the number of male and female major and minor characters involved in passages and biographies is relatively balanced. Hence, sexual bias with regard to this category doesn't appear in the textbooks.

The representation of male and female sexes in occupational roles seems unfair. In other words, the quality and quantity of job possibilities assigned to the sexes were basically traditional. As the result indicated, females continue to be restricted to far less occupational possibilities. Females are excluded from certain occupations which require demand and talent as manager /director, technician, pilot, driver, etc. Almost all of these occupations are directed to males in traditional notions. Most of the occupations ascribed to females are typist, secretary, hotel waitress, air hostess, etc. From the finding, it has been argued that textbooks which portray females for these sorts of occupations create their own impact on the academic performance and future career orientation of learners. As a result, females will be forced to join such sorts of professions due to the impact of the existing instructional materials.

The difference in the discourse roles of both sexes in mixed-sex dialogues with respect to amount of speech and turn-taking has been considered as one way of manifestation of sexism. According to the data it was found that the textbooks include dialogues whose roles are intended for both sexes. A closer inspection of the nature of dialogues revealed that, the textbooks did not show any sign of linguistic or hidden bias. Each sex was given variety of roles and portrayed in balanced way both in the amount of talk and turn-taking. However, there are also dialogues represented as S₁ and S₂ whose roles are intended for neither

sexes. Those dialogues, which contain unidentified sex, did not lend themselves for gender analysis.

Sexism with regard to generic masculine languages was also addressed in the study. In this category, there are some EFL textbooks which contain generic masculine languages. Even if there are instances of generic masculine languages in some textbooks, the gross result showed that sexism with respect to this category is minimal.

A close look into the adjective categories revealed that many adjective categories are used with male subjects than females. However, there is an indication that females are also described by different adjective categories (both in quality and quantity).

Men and women representations in set of pictures revealed that there is difference between the portrayal of male and female characters. In other words, male pictures appeared at higher rate unlike their counter parts. Regarding their activities in pictures, females are excluded in activities like directing, managing, farming, driving, etc. As the data revealed, females are frequently portrayed in performing household activities.

5.2 Conclusion

The objective of this paper was to analyze the portrayal of male and female genders in EFL textbooks of primary schools in Addis Ababa. Accordingly, through content analysis, an attempt was made to analyze the portrayal of male and female characters with respect to the different components or categories of textual contents and pictorial representations.

In this regard, a textual content was analyzed based on categories such as topics and sub-topics, language used, characters in passages and biographies,

occupational roles assigned to each sex, discourse roles, generic masculine languages, and adjectives describing males and females. Next, a pictorial analysis was made by focusing on the number of male and female pictures depicted in the textbooks and activities of pictures. The analysis of textual content and pictures was based on the selected units or chapters of eight EFL textbooks.

The overall result showed that there was not gender bias with regard to topics and sub-topics, language used, number of male and female characters in passages and biographies, and discourse roles of the sexes. Hence, there are encouraging situations from textbook writers in that they, consciously or unconsciously, portrayed both sexes fairly.

Even though there are encouraging situations to portray both sexes fairly, still there appeared sex bias with regard to occupational roles, activities (in text and pictures), and some instances of masculine generic languages. The result showed that there appeared serious sex bias in occupations and activities portrayed in printed contents and pictorial representations.

Regarding occupational roles, as stated in review literature, many scholars including Mbilinyi (1996), Mikati (1987), Gerrity (1978), Judd and Hartman (1978), Muluaem (1998), etc. reported that males are frequently portrayed in many active and well-paid occupations. That is the quality and quantity of job possibilities assigned to the sexes were basically traditional. Accordingly, females were excluded from different occupations which were directed to males in traditional notions. The textbooks portrayed women in passive activities (washing, cleaning etc.). As a result, they will be forced to join professions like typist, secretary, air hostess, etc. due to the influence of the existing instructional materials.

So far it has been argued that textbooks which portray females stereotypically, especially in occupational roles, create their own impact on the academic performance and future career selection of learners.

In general, although certain efforts have been made, further effort has to be exerted to portray women and men in textbooks in balanced and equal level. It is undeniable fact that textbooks which transmit sex biased messages can bring negative effect on the academic achievement and future career selection of students in their later life.

5.3 Recommendations

In the light of the findings of the study, it seems reasonable to suggest the following recommendations:

- The result of the study showed that there are certain biased messages in some categories. It has been found that females are portrayed stereotypically in occupations and activities. Hence, it is imperative to review the textbooks by making the necessary amendments.
- There should be appropriate guidelines for textbook writers for balanced sexual treatment of both sexes before writing a textbook and draft textbooks should be widely reviewed for gender balance before they are implemented.
- Further research should be conducted by including qualitative analysis.

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APPENDIX - B

Proper names, common nouns, pronouns and number of pictures by sex

Sub-categories	Grade one		Grade two		Grade three		Grade four		Grade five		Grade six		Grade seven		Grade eight		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Proper names	10	10	18	21	42	42	58	47	25	16	36	30	52	10	39	37	280	213
Common nouns	17	15	16	13	35	33	59	41	17	14	18	12	20	14	19	9	201	151
Pronouns	28	26	22	24	34	32	39	40	42	23	45	26	49	30	26	20	285	221
Number of pictures	93	98	60	55	82	80	70	58	51	56	52	36	29	10	35	13	472	406

* Unidentified proper names, unidentified nouns and pronouns are not included in the table.

APPENDIX - C

Number of Topics and Sub-topics by Grade Level

Topics and Sub-topics	Grade one	Grade two	Grade three	Grade four	Grade five	Grade six	Grade seven	Grade eight	Total
Male-referenced	2	2	2	-	-	3	2	1	12
Female-referenced	3	2	2	1	1	4	-	-	13
Both sexes of reference	2	5	2	7	12	10	3	3	44
No sex reference	5	7	-	7	12	14	14	10	69
Total									138

DECLARATION

I hereby declare that this thesis is my original work done under the guidance of Dr.Teshome Demisse. All relevant sources used for the thesis are duly acknowledged.



Seife Getaneh