

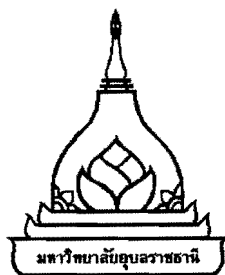
**GENDER BIAS IN THE SELECTED ENGLISH AS A FOREIGN  
LANGUAGE (EFL) TEXTBOOKS USED AT UBON  
RATCHATHANI RAJABHAT UNIVERSITY**

**SUTTIDA JARUPATH JINAPORN**

**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF  
THE REQUIREMENT FOR THE DEGREE OF MASTER OF ARTS  
MAJOR IN TEACHING ENGLISH AS A FOREIGN LANGUAGE  
FACULTY OF LIBERAL ARTS  
UBON RATCHATHANI UNIVERSITY**

**YEAR 2012**

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**INDEPENDENT STUDY APPROVAL  
UBON RATCHATHANI UNIVERSITY  
MASTER OF ARTS**

**MAJOR IN TEACHING ENGLISH AS A FOREIGN LANGUAGE  
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**TITLE** GENDER BIAS IN THE SELECTED ENGLISH AS A FOREIGN  
LANGUAGE (EFL) TEXTBOOKS USED AT UBON RATCHATHANI  
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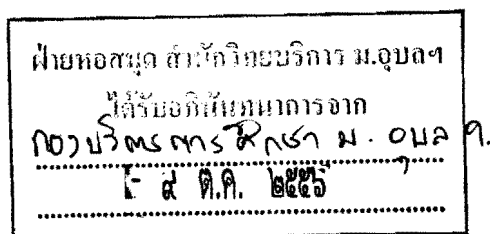
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*Suttida T.*

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## บทคัดย่อ

ชื่อเรื่อง : อคติทางเพศในหนังสือเรียนภาษาอังกฤษเป็นภาษาต่างประเทศที่ใช้ใน  
มหาวิทยาลัยราชภัฏอุบลราชธานี  
โดย : สุทธิดา จารุแพทย์ จินาพร  
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ศัพท์สำคัญ : อคติทางเพศ หนังสือเรียนภาษาอังกฤษเป็นภาษาต่างประเทศ

งานวิจัยนี้มีวัตถุประสงค์เพื่อสำรวจอคติทางเพศในชั้นเรียนภาษา โดยศึกษาการนำเสนอและภาพตัวแทนของแต่ละเพศผ่านทางภาษาและภาพประกอบในหนังสือเรียนภาษาอังกฤษเป็นภาษาต่างประเทศที่ใช้ในมหาวิทยาลัยราชภัฏอุบลราชธานี การศึกษาในครั้งนี้จึงได้คัดเลือกหนังสือเรียนภาษาอังกฤษเป็นภาษาต่างประเทศจำนวน 2 เล่ม มาใช้ในการวิเคราะห์ ซึ่งประกอบไปด้วยหนังสือเรียนภาษาต่างประเทศที่ผลิตในเชิงพาณิชย์และหนังสือเรียนภาษาต่างประเทศที่ผลิตขึ้นเองเพื่อใช้ภายในมหาวิทยาลัย โดยวิเคราะห์จากอคติทางเพศทั้ง 5 ประเภท ได้แก่ (1) การปรากฏของแต่ละเพศ (2) การจัดลำดับความสำคัญ (3) บทบาทในอาชีพ (4) คำนามที่แสดงถึงความเป็นเพศชาย และ (5) การครอบครองเนื้อเรื่อง

ผลของงานวิจัยทั้งหมดพบว่าเพศชายปรากฏในภาษาและภาพประกอบมากกว่าเพศหญิง แม้มีความพยายามในการนำเสนอเพศหญิงและเพศชายในปริมาณที่เท่ากัน และมีการนำเสนอเพศหญิงมากกว่าเพศชาย หากแต่กรณีเหล่านี้พบในปริมาณน้อย นอกจากนั้นผลการศึกษายังแสดงให้เห็นว่าเพศหญิงยังคงถูกมองว่ามีสถานภาพทางสังคมที่ต้องยอมจำนนต่อเพศชาย ถูกมองอย่างมีอคติ รวมไปถึงถูกมองแบบภาพเหมารวมเชิงเพศภาวะเมื่อเปรียบเทียบกับเพศชาย จากการวิจัยชี้ให้เห็นว่าหนังสือเรียนภาษาทั้งสองเล่มอาจมีแนวโน้มที่จะมีอคติทางเพศในการนำเสนอเพศชายเป็นบรรทัดฐาน โดยอคติทางเพศหากปรากฏชัดเจนในหนังสือเรียนอย่างต่อเนื่อง อาจมีผลกระทบในแง่ลบต่อผู้เรียน เนื่องจากอคติทางเพศมีผลกระทบอย่างชัดเจนต่อทัศนคติของผู้เรียนและวิธีที่ผู้เรียนปฏิบัติต่อเพศตรงข้าม

### ABSTRACT

TITLE : GENDER BIAS IN THE SELECTED ENGLISH AS A FOREIGN  
LANGUAGE (EFL) TEXTBOOKS USED AT UBON  
RATCHATHANI RAJABHAT UNIVERSITY  
BY : SUTTIDA JARUPATH JINAPORN  
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KEYWORDS : GENDER BIAS IN ENGLISH AS A FOREIGN LANGUAGE  
TEXTBOOKS

The purpose of this study is to investigate gender bias in a language classroom with regard to the presentation and representation of gender through language and illustrations in English as a Foreign Language (EFL) textbooks used at Ubon Ratchathani Rajabhat University. Two EFL textbooks including a commercial textbook and a locally-produced textbook were purposefully selected. A focus of the analysis falls into the five major categories: (1) visibility, (2) firstness, (3) occupational roles, (4) masculine generic nouns, and (5) topic domination.

The overall findings revealed that males were most frequently depicted than females in both written and visual modes. Although there was an attempt to present both females and males equally and present females a little more than males in some cases, such evidence was limited. In addition, the obtained results showed a continued possibility for females to be seen with a submissive social status, prejudice, and gender stereotype when comparing to males, all of which could point to the fact that the chosen textbooks maybe prone to bias which presents male as norm elements. Gender bias, if projected repeatedly in textbooks, would negatively affect learners who were exposed to them since gender bias has truly affected learners' attitudes and the way they treat the opposite gender.

# **CHAPTER 1**

## **INTRODUCTION**

This chapter discusses a rationale, research question, purpose, significance, scope of the study, and operational definitions.

### **1.1 Rationale**

In the 1960s, a feminist movement started and brought major change to gender roles. This movement has not only opposed a perpetuation of gender discrimination, but it has also raised scholars' awareness of an interwoven relationship between language and gender (Vogli, 2009). Particularly, language is closely connected to gender since it can reflect different gender related issues ranging from feminism, gender bias, to sexism (Fromkin and Rodman, 1993). In a similar view, Melodie (2001) emphasized that an investigation of language and gender has also brought some important social issues such as gender equality and several others found in an educational institution. As Mougharbel and Bahous (2010: 198-199) pointed out, "the seeds of bias usually are planted early in life, refined at home, and experienced in school." Also supported by McCabe, Fairchild, Grauerholz, Pescosolido, and Tope (2011), the presentation of males and females in an unequal way has truly affected how we, especially children, view the world and the way we treat the opposite gender.

Interestingly, the view towards an unequal status of males and females is well documented in a number of famous children books read by many of the young generation around the world. For example, in Cinderella, Pocahontas, Beauty and the Beast, The Little Mermaid, and Ever After, men portrayed in the stories were wealthier and had a higher ranking status than women (Matyas, 2010). Matyas also acknowledged that women, in contrast, were often presented as a helpless person who had to wait for heroes to save her lives. Another example is based on McCabe et al.'s (2011) examination of 6,000 children books during the 1900 to 2000. The analysis

showed that female characters were still being ignored and underrepresented in many children books while males including male animals were consistently dominant characters. Also important is the fact that mothers who read with their children tended to internalize gender-neutral characters as males. This would in turn encourage their children to accept the concept of gender-neutral characters as males subconsciously (McCabe et al., 2011). As Porreca (1984: 723) claimed, “children exposed to such sex biases can very quickly and easily integrate them into their own value systems.” In one study by Tognoli, Pullen, and Lieber (1994), it is proclaimed that gender bias in children books would give boys who read them with a sense of entitlement and lower girls’ self-esteem and occupational aspirations. Therefore, gender bias could offer assumption of masculinity and femininity and socially sanctioned behavioral models, which children may internalize into their lives (Peterson and Lach, 1990; St. Peter, 1979).

Generally speaking, a stereotypical portrayal of males and females in books and other types of media tends to have a lot of impacts on people’s ways of thinking (Frawley, 2005). And if this manifests itself in a school environment, students’ perception of gender would be easily affected (Stanley, 2001). More specifically, teachers and textbooks at school could yield a high possibility to form the attitudes and gender-role identities of students (Otlowski, 2003; Frawley, 2005). Several studies on gender bias in a language classroom illustrated that male students had a higher expectation from their teachers than female students did. These studies also revealed that female students hardly received positive feedback while males often got more help from their teachers (Hannan, 1995; Duffy, Warren, and Walsh, 2001; Jones, Evans, Byrd, and Campbell, 2000). As a result of this, a different treatment based on gender has unconsciously affected students’ attitudes towards gender roles that men are advantaged whereas women are ignored. All of these could ultimately create a society full with gender prejudices.

At this point, it may be undeniable that a classroom environment has depicted women as “victims of gender bias” (Sunderland, 2000). Women are expected to have a housewife-mother capacity and be responsible for raising children and taking care of her husband whereas the roles of men are portrayed as having a broad range of occupational options and dominating in a family matter. Furthermore, women seem to

be considered as a weaker sex while men are presented in a more muscular or intellectual developmental position. Daughters in many societies are also expected to help do chore, but sons have a freedom to play. All of these appear to emphasize that the roles of women at home, at school, and at work have been weakened by a gender prejudice. More importantly, gender stereotypes will continually be recognized through language use and thus have a drop impact on both males and females if they are subtle in many aspects of every society (Sanders, 2002, 2003), including Thailand.

Since Thais have to contact with other countries, a demand for foreign language literacy has increased drastically, especially that for the English language (Thailand's Advantages, 2010). To accomplish the goal of acquiring English in the Thai society, it was promoted as a compulsory subject beginning at Mattayom Suksa five, Grade five, in 1921 (Foley, 2005). Later in 1995, the Royal Thai government has proclaimed English as a compulsory course at a primary school level (Sedgwick, 2005), resulting in an important status of English as a Foreign Language (EFL) in Thailand. And to be competent in English, an individual could be required to have a formal instruction through a text-based approach where textbooks serve as an important means for learning all four English language skills. This is to emphasize the fact that textbooks, either commercial or locally-produced, play a crucial role in English language study in Thailand and may at times serve as a major source of gender related issues. As Na Pattalung (2008: 1-2) suggested, "textbooks reflect a society's educational priorities and needs and culture's political and social aspects." They can also shape students' attitudes and values (Stanley, 2001). For instance, "if female learners are conscious of the female characters in their course books as relatively few, with limited roles, and are offended, alienated or made to feel marginalized, this is more likely to hinder than facilitate their learning." (Sunderland, 1992: 86) Indeed, students' perceptions of gender, to a certain degree, are constructed through textbooks they are exposed to.

According to the researcher's own observation as an English teacher, a textbook used in many language classrooms in Thailand does play a significant role in shaping Thai students' attitudes towards gender identity. In particular, a number of English textbooks are more likely to project various gender issues such as gender bias, prejudice, or sexism. At Ubon Ratchathani Rajabhat University, for example, it

appears that the words *He*, *Man*, and *Mankind* have traditionally been used to refer to both women and men in many commercial EFL and locally-produced textbooks or homegrown materials. Also, some of the contents seem to be male-dominated. For instance, there have been traditional occupations for women and men illustrated in the textbooks (e.g., females – teachers and receptionists; males – pilots and judges). As McCracken and Appleby (1992) claimed, “if the classroom is a microcosm of our society, then gender is a powerful factor in the English classroom and the study of gender issues must inform both theory and practice in teaching English.” (cited in Ruiz, 2001: 3)

Responding to this concern, it should be worthwhile to explore gender bias in a language classroom, one of the potentially ignored issues in the Thai society. To this base, the present study is one of the first attempts to investigate gender bias in a language classroom with regard to a presentation and representation of gender through language and illustrations in EFL textbooks used at Ubon Ratchathani Rajabhat University. This is because not only language used in the textbooks reflects authors’ thoughts and view points, but also illustrations serve to reinforce the text (Porreca, 1984) and can be used to influence and persuade over learners’ minds (Bleed, 2005). Presentation in this sense refers to language at a word and sentence level used to present females and males in both EFL textbooks. A representation, on the other hand, refers to how female and male characters are depicted. A framework of Hartman and Judd (1978), which is considered as one of the most influential works in this area, and other related studies focusing on gender bias in EFL textbooks during 1978 – 2012 (Hartman and Judd, 1978; Hellinger, 1980; Porreca, 1984; Ansary and Babaii, 2005; Na Pattalung, 2008; Amini and Birjandi, 2012) were combined to construct categories in the analysis of gender aspects in the current work. A focus of analysis falls into five major groups as follows: (1) visibility, (2) firstness, (3) occupational roles, (4) masculine generic nouns, and (5) topic domination.

## 1.2 Research Question

To what extent does gender bias manifest itself in the selected English textbooks used at Ubon Ratchathani Rajabhat University?

### 1.3 Purpose of the Study

The present study aims at examining gender bias in a language classroom with regard to the presentation and representation of gender through language and illustrations in the selected commercial and locally-produced EFL textbooks.

### 1.4 Significance of the Study

The study attempts to reflect the manifestation of gender bias existed in EFL textbooks and raise the awareness of material developers, teachers and students regarding this issue in a classroom environment.

### 1.5 Operational Definitions

The terms that relate to this research are as follows:

*Gender bias* refers to a negative attitude and treatment against a person based on his or her gender.

*Commercial textbook* refers to a textbook which is selected to meet the needs of learners who study English as a foreign language (EFL) at Ubon Ratchathani Rajabhat University. In this case, it refers to *Smart Choice*, which is labeled as an EFL textbook produced by Oxford University Press.

*Locally-produced textbook* refers to a textbook which is designed to serve the purpose of learners based on a particular course at Ubon Ratchathani Rajabhat University. It refers to *English for Communication and Work* which is written and produced by Thai English language lecturers at this university.

### 1.6 Scope of the Study

The present study investigates various aspects of gender bias which may be evident in EFL textbooks used at Ubon Ratchathani Rajabhat University. The EFL textbooks selected for this research include a commercial textbook (*Smart Choice*) and a locally-produced or homegrown textbook (*English for Communication and Work*). The analysis takes into account the five major aspects of gender bias: visibility, firstness, occupational roles, masculine generic nouns, and topic domination.

## **CHAPTER 2**

### **LITERATURE REVIEW**

This chapter reviews literature related to the topic of this study. There are three major sections discussed here. The first section introduces a theoretical background of gender bias and sexist language while the second section provides general information on gender bias in a language classroom. The last one includes related studies focusing on gender bias in a classroom textbook.

#### **2.1 Theoretical Background of Gender Bias**

Literally, the term gender bias means “when men and women are treated differently, in a way that is unfair.” (Fox and Combley, 2009: 669) Along the same line, Rundell (2009) also defines gender bias as treating one differently from the other based on one’s gender. The concept of unfair treatment related to gender has been recognized through different names such as gender discrimination, gender prejudice, and sexism. According to Turnbull (2005: 1391), sexism, also known as gender discrimination, is “the unfair treatment of people, especially women, because of their sex.” Similarly, sexism is defined in terms of “the belief that the members of one sex, usually women, are less intelligent or less capable than those of the other sex and need not be treated equally. It is also the behavior which is the result of this belief.” (Sinclair, 2003: 1323) With these similar notions, the terms gender bias and sexism are most of the time employed interchangeably.

However, the terms “sex” and “gender” are clearly distinctive (Brugilles and Cromer, 2009). Many theorists claimed that sex refers to biological differences and physiological characteristics of males and females while gender refers to socially constructed roles, activities, and cultural categories which society considers appropriate for men and women. More interestingly, O’Barr (2006) argued that recently gender can be substituted for sex. This can be seen in an application form of Harvard University, in which the applicants are asked to indicate “gender” among the

requested particular while a U.S. Passport indicates a person's "sex" (O'Barr, 2006). Since 1993, a large number of research reports of Food and Drug Administration in American use the term gender instead of sex to refer to physiology (Robert, Philip, and Firestone, 1945). Additionally, the study of Yudkin (1978), titled "Transsexualism and women: A critical perspective," showed that the word gender was used to indicate the association between biological differences between males and females, physiology, and social roles. These examples indicated that the two terms can refer to the same thing. Since the current study's focus is on bias towards femininity and masculinity in the selected EFL textbooks, here and throughout this work, the term gender bias is used to indicate a negative attitude and treatment against a person based on his or her gender, particularly a perpetuation of patriarchy. In addition, it should be worth mentioning that gender bias can be observed in different forms, including a stereotype, gender prejudice, discrimination based on gender, and opposing females. All of these forms are generally witnessed through oppression against women in education, workplace, political position, an under-representation of women within different forms of mass media, and sexist language in various types of written documents.

In the world of education specifically, access to schooling during ancient time was restricted to boys while girls were denied the opportunity to study. By living a traditional way, girls were kept at home to be trained in domestic tasks while men worked outside home. During the 21<sup>st</sup> century, even though access to education is a fundamental human right for everyone, the idea of schooling deserved for masculinity still persists in different communities around the world. Therefore, a perception of equality in education would seem illusory. Additionally, it has been found that an educational administration is always regarded as "gender blind" and "masculinist enterprise", which discriminate females from males (Blackmore, 1993, 1999; Rusch and Marshall, 1995; Shakeshaft, 1987, 1989). Convincing evidence from many parts of the world seems to well support this tendency. As stated by Professor Hammoud (1993: 31) of Al Khaleej University in Bahrain, "the position of women in higher educational management cannot be treated in isolation from the general status of women in society, and from the general aims of economic and social development."

Hammoud then added that there is strict sexual segregation in classes at all levels in the Arab Region. For instance, girls in Saudi Arabia have limited access to

learning mathematics and science, and could not take part in any physical education classes as men do. Further, only female teachers can teach female students. If male teachers occasionally come to teach female pupils, the teachers have to lecture and answer questions via a closed circuit television and telephone. As a result of this, a limited number of Arab women could become an engineer while a large number of them work in the field of teaching, nursing, clerical work, all of which are a traditional occupation for women in Saudi Arabia. Without permission from a father and a husband, some women in Saudi Arabia cannot work, do not have the right to vote, are not allowed to drive cars, and are restricted in dress. These clearly highlight the fact that the Saudi society is male-dominated.

In workplace, even though one of the basic rights women have is gaining access to a labor market, discrimination against women consistently appears in the workplace, even in Europe where women have received higher education. According to a number of researches, gender discrimination was expressed in a less visible way in the western world (Welle and Heilman, 2005). However, it does not mean that discrimination does not have an influence on working women. Martell, Lane, and Emrich (1996) showed that, as evidence by a computer simulation, “if men and women are equally qualified for advancement, yet 5 percent of the variance in promotion decisions is due to a negative bias against women candidates, then the proportion of women can decrease from over 50 percent of the workforce at lower levels to 29 percent seven hierarchical levels further up in the organization.” (cited in Welle and Heilman, 2005: 24)

Also, women who received the same degrees as men tended to earn less than men (Freeman, 2004). Over 50 percent of women had worked in managerial and professional specialty occupations and still received lower and middle-level-paying positions (Lee, 2000; Bureau of Labor Statistics, 2003). Dr. Stolte Heiskanen (1993), a vice-rector at the University of Tampere, revealed that in Finland where women were granted equal rights to higher education, male scientists often saw their female colleagues with the traditional roles as making coffee and settling interpersonal conflicts. Obviously, having a high degree of education may not guarantee a better career opportunity for women, and women continued to be under-represented at workplace (Welle and Heilman, 2005).

Besides the unfair treatment of women in the workforce, we will also witness gender prejudice in other areas such as that in the media (Gunter, 1995; Mackay and Covell, 1997). To explore gender related issues, a number of studies have paid a careful attention to the role of media in shaping its viewers' attitudes towards gender roles. As shown in one of the studies titled "Gender Representation in Television Advertisements in Britain and Saudi Arabia," Nassif and Gunter (2008) suggested that although men and women appeared equally as lead characters in advertisements in both countries, women were represented in domestic roles and less often in occupational ones. Women were also much more likely than men to appear in body care and household cleaning products. This possibility was more appealing in Saudi than in British advertisements. Although Britain and Saudi Arabia had different national and cultural market, gender-role stereotyping could be seen in both countries.

In a similar way, gender stereotyping and the under-representation of girls and women are also observed in other types of media such as children books, which tend to project a negative idea towards females among children. The top selling books from 1995 to 2001 and a 7-year sample of Caldecott award-winning books (a total of 200 books) were investigated (Hamilton, Anderson, Broaddus, and Young, 2006). It was found that men (64%) were presented more as main characters in titles and illustrations than women (35.37%). Moreover, female main characters were likely to be nurtured more than their male counterparts. Not surprisingly, women could be seen indoor than outdoor, and had no paid occupation if compared to men. For story characters, the same tendency holds true. That is, while a higher representation of boy characters (53%) was seen, the girl characters (47%) were less depicted.

In conclusion, gender bias manifests itself in various places around the world. In most cases, the bias is in favor of men and against women, even though women today receive education as highly as men do. As a result, men as well as women themselves generally view women's roles as subordinate and submissive to men.

### 2.1.1 Sexist Language

Due to an existence of gender bias in our society, a number of empirical data has shown its direct impact on language use (Lei, 2006). Since language is a major tool for human communication, inevitably it will reflect various human issues, especially these concerning gender topics such as feminism, gender bias, and sexism (Fromkin and Rodman, 1993). To this end, a lot of attention has been drawn to a closed knit relationship between language and gender (Nilsen, 1977; Coles, 1977; Hartman and Judd, 1978; Porreca, 1984; Ansary and Babaii, 2005; Lee, Jackie, and F.K., 2006; Amini and Birjandi, 2012), and many studies are very much concerned with sexist language through which gender bias is detected.

According to Hyde (1984), sexist language is one of different types of discrimination, which includes “words, phrases, and expressions that unnecessarily differentiate between women and men or exclude, trivialize, or diminish either gender.” (Parks and Robertson, 1998: 455) It can be problematic since sexist language subconsciously shapes people’s thoughts, perceptions, and behaviors. Even in English-speaking countries, which hold the claim that “everyone is created equal”, discrimination against women exists (Lei, 2006). As one of the feminists, Spender (1980) stressed that language is like a powerful device of patriarchy, especially the English language which reflects manmade and women’s oppression. Examples of such language against females include masculine generic use, firstness, visibility, male and female stereotypes, and occupation.

For example, the use of masculine as generic can be seen in many forms of written discourse, including a generic masculine referring to all humanity, ranging from human being, mankind, forefather, to manhood. Singular masculine pronouns (he, his, him) can be other example. In ‘Every student should hand in his assignment by himself,’ the terms ‘*his*’ and ‘*himself*’ are used to refer to both men and women. Firstness also exemplifies sexist language. When noun pairs and pronoun pairs of males and females are presented, males are usually introduced first in most cases. Visibility or sometimes called omission can be of other type. This usually occurs when the number of male occurrences appears more often than females. Porreca (1984) claimed that females suffered from the lower visibility, resulting in male and female stereotypes, in which females were supposed to do housework, practice

domestic skills, and be powerless while males controlled family and society, and did paid work.

An interesting implication of work on gender bias should be highlighted here again. That is, language not only affects socialization, but also has an impact on how people who learn it see the world. Either gender bias or sexist language, if constantly presented in an environment people are exposed to, will have a tendency to project a distorted picture in which one gender is perceived as being inferior to another.

## **2.2 Gender Bias in an Educational Context**

“Foreign language learning is foreign culture learning,” and “foreign language learning is a change in attitudes towards one’s own or another culture.” (Thanasoulas, 2001: 1-2) This statement seems to well correspond to Heller’s (2003) affirmation that language plays a significant role in the study of society and culture (cited in Mougharbel and Bahous, 2010: 200). At the same time, language also conveys issues such as stereotypes and prejudices in society, home, and classrooms (St. Pierre, 1999). In particular, Whitcomb (1999) noted that unintentional acts of teachers, teaching methods and textbooks/resources can become common forms of gender bias, all of which could be bias against males and females. It is, therefore, possible that not only we, as learners, learn a second or foreign language in a classroom, but also take cultural assumptions and biases underlying that language into our mind. In other words, the perceptions of gender among students are possibly constructed through their interaction with teachers and textbooks.

As previously mentioned, school is a place where children go for education and a place where they interact with others outside their families. Giving an emphasis on children’s interactions, several studies on gender issues in classrooms in different countries revealed that the roles of women had changed over time into a better position (Öhrn, 2002; Björnsson, 2005). For example, Öhrn’s work demonstrated that girls seemed to be more visible at school and had more confidence to participate in classroom interactions. However, many studies still confirmed an expectation that boys had dominated in the classrooms just like what was found in the past (Young, Warrington, and Williams, 1999; Gatta and Trigg, 2001; Frawley, 2005). Moreover, at

four different schools in England, Young et al (1999) analyzed gender gap and classroom interactions and discovered that there was only one school, in which girls and boys received an equal number of questions, and the girls answered more of the open questions directed to the whole class. But, the rest was dominated by the boys' interactions.

Evidently, gender bias is not only reflected through classroom interactions, but also through classroom materials or textbooks. As Hutchinson and Torres (1994) claimed, classroom textbooks have a vital role in a teaching and learning process. Textbooks are also considered as important materials which picture our today's society. Brantmeier, Schueller, Wilde, and Kinginger (2007: 306) also stated that "there is a bond between the reader and the text as readers experience and respond to the text. The reader's interpretation and understanding of the content of the text is grounded in personal identity." Therefore, the way in which textbooks depict people, society, and the world will surely affect how students perceive the world around them, especially the world of gender roles. This is why a lot of empirical research provided convincing evidence to show the existence of gender bias in language and illustrations found in the classroom textbooks (Nilsen, 1977; Coles, 1977; Hoomes, 1978; Hartman and Judd, 1978; Porreca, 1984; Ansary and Babaii, 2005; Lee and Collins, 2006; Amini and Birjandi, 2012).

More interestingly, gender bias in classroom textbooks would also affect learners in a negative way for a long-term development. Gharbavi and Mousavi (2010: 85) said that "a large number of bias, stereotypes and sexism in favor of men which appeared on textbooks lead to students' sense of what is normal for women and men in our society." This claim seems to concur with Mougharbel and Bahous (2010: 205)'s work which posited that "many of the boys tend to think they are superior to girls. They would say something like 'girls should follow because I am the master; I am the man'." In a similar line, Davis (1999) claimed that if we allow gender bias to be prevalent in textbooks, it means we accept it. It would also become common among students; and therefore, female students would be isolated from the world, which is in favor of males.

Gradually, gender bias may affect a classroom learning environment, and to overcome this problem, teachers should have an ability to motivate all students to

interact in a classroom discussion and encourage them to think critically and creatively (Park, 1996). Cleary and Whitemore (1999) indicated that “genderizing the English curriculum is an opportunity that could enrich students’ lives in the course of their experiences with literature; consequently, students become aware of germane issues that are existent in life and displayed in literature.” (cited in Mougharbel and Bahous, 2010: 203) Mougharbel and Bahous later emphasized that the whole educational system should raise teachers’ awareness regarding gender bias because teachers themselves have power to stop prejudice in favor of one sex and create gender-free climates at school. Moreover, teachers should make sure their instructional materials are without bias (Frawley, 2005), and a variety of teaching approaches and strategies could help reinforce unbiased learning environments, which are appropriate for everyone (Davis, 2003).

### **2.3 Related Studies on Gender Bias in an English as a Foreign Language (EFL) Classroom Textbook**

Since the time when the 1960s feminist movement helped promote gender equity in language use, a lot of attention has been drawn to an exploration of gender representation in language study (Vogli, 2009). According to Na Pattalung (2008) and Stanley (2001), gender bias in a language classroom possibly resulted in a lot of students’ negative perceptions partly because classroom materials such as textbooks were likely to contain gender stereotypes and gender discrimination. To deal with this problematic aspect in a language classroom, different types of reading materials were examined by a large number of researchers emphasizing the presentation and representation of gender in an English language textbook (Nilsen, 1977; Coles, 1977; Hartman and Judd, 1978; Hoomes, 1978; Porreca, 1984; Ansary and Babaii, 2005; Lee, Jackie, and F.K., 2006; McCabe et al. 2011; Amini and Birjandi, 2012).

In 1970s, gender bias in ESL/EFL textbooks had been prominent in many areas of study (Hartman and Judd, 1978; Hellinger, 1980; Porreca, 1984; Ansary and Babaii, 2005; Na Pattalung, 2008; Amini and Birjandi, 2012), in which a discussion has fallen into various aspects of gender related problems observed in classroom discourse. Hartman and Judd (1978), for example, examined how female characters were treated in ESL materials, focusing on the five categories of visibility, firstness,

occupational roles, nouns referring to either sex, and masculine construction. The obtained results interestingly showed that both reading materials and illustrations reinforced sexism in the textbooks. That is, women were portrayed with bias such as appearing less visible than men, placed in stereotypical roles (e.g., homemaker or housewife), assigned stereotypical emotional reactions (e.g., sadness, fear, and guilt), and categorized under generic terms (e.g., 'he' and 'man' to mean all men and women). These could be an indication that women were not important enough to be included whereas men played an important role and thus appeared in language textbooks more frequently.

Hellinger (1980: 122), in "For Men must Work, and Women must Weep: Sexism in English Language Textbooks used in German Schools," explored 131 passages from three ELT textbooks. The research hypothesized that "English language textbooks used in German schools (ELTG) convey the image of a patriarchal society, which not only contributes nothing towards the realization of equal rights for women and men." The results of this study conformed to an expectation that males had a large number of visibility initiation whilst females rarely participated in the passages. In addition, females were assigned stereotypical behaviors such as emotionality, passivity, and limited intellectual ability.

In a slightly different manner, Porreca (1984) dealt with sexism in 15 EFL textbooks based on six aspects: omission, occupational roles, nouns, firstness, masculine generic constructions, and adjectives used with females and males. The findings were consistent with Hartman and Judd's (1978) and Hellinger's (1980) work, in which females were less visible than males, limited to a specific occupational role, and described with emotions, physical attractiveness in both texts and illustration. However, two of the fifteen textbooks selected for the analysis showed some efforts of the authors to avoid using sexist language. Finally, Porreca concluded that sexism had existed in language classrooms and tended to flourish in ESL materials.

"Subliminal Sexism in Current ESL/EFL Textbooks" was another interesting work carried out by Ansary and Babaii (2005), the EFL instructors and assistant editors of the Iranian Journal of Applied linguistics. The two scholars investigated two important issues: sexist attitudes and values evident in the two textbooks (i.e., *Right Path to English I & II*) used among Iranian students at a

secondary school. The findings revealed that both textbooks carried sexist language and an unfair picture of woman. The ratio of females to males was 1 to 1.4 in text and 1 to 1.6 in illustrations. Of the total 40 topics in the dialogues analyzed, 27 topics were found to be male-dominated. Males were usually portrayed as more active and dominant than women, an indication that women continued in a disadvantageous position in society.

In Thailand, Na Pattalung (2008) examined particular types of sexist language appearing in 15 ESL textbooks by Thai authors sold at Chulalongkorn University bookstore during the spring of 2007. Since this study mainly focused on the use of sexist language using content analysis, only language use was examined. Na Pattalung found that at least five categories of sexist language were observed: (1) generic pronouns (e.g., he, him etc.), (2) suffix –ess to form occupational terms (e.g., actress – actor , waitress – waiter), (3) words that describe women in non-human terms (e.g., chick, dish, and fox), (4) negative words to describe women while positives words used to describe the same quality of men (e.g., bachelor – spinster, whore – stud), and (5) sex-role descriptors (e.g., woman doctor and male nurse). Na Pattalung ultimately concluded that the ESL textbooks under study contained the language and content which reinforced sexist assumptions concerning gender roles and patriarchy.

Most recently, Amini and Birjandi (2012) investigated the extent and types of gender bias in two of the Iranian mostly used EFL textbooks at a high school level. Visibility, firstness, generic masculine constructions, sex-linked occupations, and activities were employed to analyze texts and illustrations. Since language is considered as a means of communication, and illustrations can also contain meaningful information in the form of visual mode, both can reflect attitudes and dominate our lives (Bleed, 2005). Therefore, text and illustrations were approached from a gender bias perspective in many studies (Hartman and Judd, 1978; Hellinger, 1980; Porreca, 1984; Ansary and Babaii, 2005; Amini and Birjandi, 2012). According to the analysis of Amini and Birjandi, sexism was prevalent in Iranian EFL materials mainly because of the gender imbalance. To their expectation, Amini and Birjandi suggested that their study could help raise the awareness of EFL material developers and teachers regarding sexist language usage and gender bias in a language classroom.

This is because language and illustrations used in the textbooks reflects thought; therefore, they should be used without bias or stereotype. Indeed, textbooks should contain a neutral way of thinking and gender-appropriate language and roles.

In summary, after considering a large volume of research on gender bias during 1978 – 2012, visibility or omission, generic pronouns, firstness, occupation roles, nouns, sex roles, and activities seem to be the most widely used devices to explore this important aspect of language (e.g., Hartman and Judd, 1978; Hellinger, 1980; Porreca, 1984; Ansary and Babaii, 2005; Na Pattalung, 2008; Amini and Birjandi, 2012). All of the findings confirm the reality that gender bias has persisted in language teaching materials, and as Florent and Walter (1989: 183) mentioned, “sexism, it seems, is so deeply ingrained in our culture, our language, and our subconsciousness that it is difficult for us to avoid in the production of language teaching materials.”

## CHAPTER 3

### RESEARCH METHODOLOGY

This chapter describes the methodology used in the analysis of gender bias in this study. The corpus for the analysis, instrument of the study, procedures of the study, data collection, and data analysis are discussed here.

#### 3.1 Corpus of the Study

The two EFL textbooks selected for the analysis were *Smart Choice* (a commercial text) written by Ken Wilson (2007) and *English for Communication and Work* (a locally-produced text) written and produced by the Thai English language lecturers at the English department, Ubon Ratchathani Rajabhat University (2012). Both textbooks are currently used by UBRU students of all year levels. *Smart Choice* is used among students who study in the former curriculum and enroll in English for Communication (9021103). Meanwhile, *English for Communication and Work* is for students who study in the current curriculum and enroll in English for Communication and Work (9021103+), which is a combination of English for Communication course and English for Working Environment course. *Smart Choice* is divided into 6 units while there are 8 units in *English for Communication and Work* (See Appendix A). Each of the 6 units in the former commercial textbook is organized around the four language skills (speaking, listening, reading and writing) as well as vocabulary, grammar, and extra activities. For the latter locally-produced textbook, every unit consists of three skills (speaking, reading and writing) and vocabulary. To ensure a parallel analysis between the units and contents found in the two EFL textbooks, two units, which do not relate to English for Communication course, were removed from *English for Communication and Work*, and a norming frequency count proposed by Biber, Conrad, and Reppen (1998) was applied to each reading passage and mixed-gender dialogue. The illustrations, reading passages, and dialogues in each unit of the two textbooks were examined with regard to the five categories of gender bias:

(1) visibility, (2) firstness, (3) occupational roles, (4) masculine generic nouns, and (5) topic domination. However, illustrations were excluded in firstness, masculine generic nouns, and topic domination because the illustrations were not taken into consideration to indicate the distributions of females and males in the first two categories and last category.

### **3.2 Instrument of the Study**

The following framework and measurements, which were drawn from Hartman and Judd (1978), Hellinger (1980), Porreca (1984), Ansary and Babaii (2005), Na Pattalung (2008), and Amini and Birjandi (2012), were used in the study.

#### **3.2.1 Visibility**

As an initial step, both male and female characters in texts and illustrations were counted. To identify a sex of the characters, their appearances of the characters were primarily examined. Then, the characters were looked at in terms of their proper noun usage (e.g., first and last names and titles). Generic nouns which represent male and female characters were also taken into consideration (e.g., girl, boy, boss). Furthermore, the illustrations including a picture, a cartoon, a drawing, or a photograph were explored. However, the characters mentioned repeatedly in the same text were counted only once. If the gender was ambiguous or there were personified animal characters, they were all excluded from the analysis.

#### **3.2.2 Firstness**

A number of first-place occurrences of males and females in texts were recorded. Common noun pairs and pronoun pairs were noted if they were in the same sentence (e.g., *He* or *she* will come to join your party.), or they were in sentences with parallel structures in the same reading passage or dialogues (e.g., If you were *a man*, do you want to be married? If you were *a woman*, do you want to be a mother?).

#### **3.2.3 Occupational roles**

Other focus of the study was on an occupational role and a sex-related activity. The type of occupations for females and males was investigated. Also, the type of activities in which females and males were portrayed was identified. A number of the occupational roles and sex-related activities were tabulated. The traditional concepts of femininity and masculinity were analyzed based on the concept

of double binds (Jamieson, 1995) and hegemonic masculinity (Connell, 1990). Double binds refer to “contributing a complex understanding of the problems of women encounter.” (Senda-Cook, 2009: 18) The following categories of double binds were used to define what it means to be women: (1) womb/brain, (2) silence/shame, (3) sameness/difference, (4) femininity/competence, and (5) aging/invisibility.

First, womb/brain defines women that “they cannot use their womb (body) and brain (intellect) at the same time. This suggests that a female individual cannot be a good mother and manage a career at the same time, and “women must dumb down to be attractive to men.” (Na Pattalung, 2008: 33) Second, silence/shame defines women that “they should be silent and/or are criticized for being silent and the nagging wife stereotype.” (Na Pattalung, 2008: 33) Third, sameness/difference defines women that “they are criticized as not being able to compete against men,” even if they are doing the same activity (Na Pattalung, 2008: 33). Fourth, femininity/competence defines women that “they are unfeminine when they act aggressively (bitch) and tomboy label.” (Na Pattalung, 2008: 34) Finally, aging/invisibility defines women that “they become less valuable as they age while it is okay for a older man to date a younger woman but not vice versa.” (Na Pattalung, 2008: 34)

Hegemonic masculinity can be defined as “the culturally idealized form of masculine character” (Connell, 1990: 83) which underlines “the connecting of masculinity to toughness and competitiveness”, “the subordination of women”, and “the marginalization of gay men.” (Connell, 1990: 94) The five features of hegemonic masculinity were used to define what it means to be men: (1) physical force and control, (2) occupational achievement, (3) familial patriarchy, (4) frontiersmanship, and (5) heterosexuality. First, masculinity is hegemonic when men are defined as holder of powers (i.e., physical strength, force, speed, control, toughness, and domination) whereas women are considered as subordinate. Second, masculinity is hegemonic when men are successful in traditional male jobs. Third, masculinity is hegemonic as “patriarchy – the manifestation and institutionalization of male dominance over women and children in the family and the extension of male dominance over women in society in general.” (Trujillo, 1991: 2) Next, masculinity is hegemonic when men are presented as a frontier image and must act independently.

Finally, masculinity is also hegemonic when men are not homosexuals and not having multiple female sexual partners.

In cases where Jamieson's (1995) and Connell's (1990) frameworks cannot identify whether sex-role descriptors (e.g., a female pilot – a male nurse) are a traditional role and activity for men or women, the sex-role descriptors were discussed in depth and were not counted as traditional sex-role stereotypes. This study also paid special attention to the diversity of the occupations presented for male and female characters in reading passages, mixed-gender dialogues, and illustrations than the repetition of each job in both texts and illustrations. Moreover, the activities presented in the texts and illustrations were examined whether they were related to only one gender or being practiced by one gender than another.

#### **3.2.4 Masculine generic nouns**

This study also investigated two types of generic noun: (1) the use of masculine nouns which traditionally refer to all humanity (e.g. mankind, chairman, businessman) and (2) singular generic pronouns which subsume general people (e.g. he, his, him). However, generic pronoun (e.g. I, we, they, you) were not be considered.

#### **3.2.5 Topic domination**

To consider which character in the reading passages was a dominant character, the following criteria were used: (1) who leads or guides a passage, (2) a title of the passages, and (3) a content related to illustrations. In addition, (1) who initiates speech, (2) who leads or guides a dialogue, (3) a number of speech turns, (4) a topic of the dialogues, and (5) a content related to illustrations were examined to see who was a main character in the mixed-gender dialogues of each unit. In terms of dialogues, an exchange structure (Initiation-Response-Feedback: IRF), by Francis and Hunston's (1992) model, was applied. According to Stockdale (2006), a large number of I (Initiation) and a clear turn-taking may show who is a dominant character. A large number of F (Feedback) may also show a dominant speaker because F is only performed by a speaker who initiates the move. If there is more than one character presented as the main characters which have the same sex, they were counted only once since this category is mainly concerned with whether man or woman is a main character.

### 3.3 Data Collection

To collect the needed data, two currently taught English language textbooks *Smart Choice* and *English for Communication and Work* were selected as a major source for data analysis. The current study was designed for both quantitative and qualitative research focusing on (1) visibility, (2) firstness, (3) occupational roles, (4) masculine generic nouns, and (5) topic domination. The researcher went through the two steps. The first step was to find the results of gender bias in each category. The following descriptive statistics were used a) a percentage and b) normalization. The number of illustrations were counted and converted into percentages by using the following formula:

$$\text{Percentage of use} = \frac{(\text{Token count of illustrations})}{\text{Number of males and females in illustrations}} \times 100$$

For the purpose of comparable counting between the contents of the two EFL textbooks, the normalization proposed by Biber, Conrad, and Reppen (1998) was applied to each reading passage and mixed-gender dialogue by the following formula:

$$\frac{(\text{Number of words containing gender bias}) \times \text{Number of the normed length set for the study}}{\text{Total number of words of all reading passages/mixed-gender dialogues of each textbook}}$$

To count the number of word, the following specifications of what was counted as one word were used: (1) all contractions (e.g., I've, don't, she's), (2) number such as 19, and (3) a word was hyphenated such as good-looking. The word count was carried out by using a computational technique. Reading passages of *Smart Choice* and *English for Communication and Work* carried 1,344 and 1,236 words respectively, and mixed-gender dialogues of *Smart Choice* and *English for Communication and Work* carried 489 and 245 words respectively. Because of the slight difference in the number of words in both EFL textbooks, the number of the length set for the study were normed to 1,000 words in reading passages and 500 words in mixed-gender dialogues. Here are the formulas used in the reading passages and mixed-gender dialogues.

**Reading passage:**

*Smart Choice* =  $\frac{\text{(Number of words containing gender bias)}}{1,000}$   
1,344

*English for Communication and Work* =  $\frac{\text{(Number of words containing gender bias)}}{1,000}$   
1,292

**Mixed-gender dialogue:**

*Smart Choice* =  $\frac{\text{(Number of words containing gender bias)}}{500}$   
489

*English for Communication and Work* =  $\frac{\text{(Number of words containing gender bias)}}{500}$   
245

The second step was content analysis. A qualitative method was also included to gain further insight into gender bias for further investigations. All raw data can be found in Appendix B.

**3.4 Data Analysis**

As previously stated, the researcher applied the quantitative and qualitative techniques to examine gender bias in both textbooks. The collected data were first analyzed quantitatively to see the presentation and representation of genders through language and illustrations in the two EFL textbooks based on five gender aspects. To help explain differences in the number of these gender aspects, a frequency count of each type were applied, followed by its normalization and percentage analysis. They were tabulated and used as the primary data in the study to support an in-depth discussion. To determine the accuracy of the quantitative data in each gender aspect, the data were analyzed interdependently across different categories to examine the hidden meanings of the underlying aspects.

## CHAPTER 4

### RESULTS

This chapter presents the results of data analysis with illustrative tables based on the five major aspects of gender bias mentioned earlier and the comparison of these aspects between the two textbooks under investigation.

The purpose of this study is to examine gender bias in a language classroom with regard to the presentation and representation of gender through language and illustrations in the commercial EFL textbook (*Smart Choice*) and the locally-produced EFL textbook (*English for Communication and Work*) used at Ubon Ratchathani Rajabhat University. Five major categories of gender bias were taken into consideration: visibility, firstness, occupational roles, masculine generic nouns, and topic domination. The analysis of illustration was made only under 4.1.1 and 4.1.3 because in some gender aspects, the illustrations were not taken into account to indicate the distributions of males and females. Moreover, to compare the number of gender bias, which contained in the two EFL textbooks, the illustrations were not considered under 4.2.

#### 4.1 Results

To present the quantitative data, normalization proposed by Biber, Conrad and Reppen (1998) was employed to make the comparable results. As already mentioned, because of the slight difference in the number of words in both EFL textbooks, the number of the length set for the study were normed to 1,000 words in reading passages and 500 words in mixed-gender dialogues. Moreover, the frequencies and percentages were calculated and summarized to indicate the distributions of illustrations in each category.

4.1.1 Visibility

The first analysis of gender bias in this study was mainly concerned with visibility, where the number of texts and illustrations of female and male characters was counted. This is considered as one of the main manifestations of gender bias found in the textbooks.

Table 1 Visibility of Male and Female Characters in Reading Passages

Unit	Smart Choice		English for Communication and Work	
	Male	Female	Male	Female
1	1	1	1	1
2	7	2	3	4
3	1	-	-	-
4	-	-	-	-
5	3	2	1	3
6	-	-	7	1
Raw count	12	5	12	9
Normed per 1,000 words	8.92	3.72	9.70	7.28

Table 2 Visibility of Male and Female Characters in Mixed-gender Dialogues

Unit	Smart Choice		English for Communication and Work	
	Male	Female	Male	Female
1	1	1	-	-
2	1	1	1	2
3	1	1	-	-
4	1	1	1	1
5	1	1	1	1
6	1	1	-	-
Raw count	6	6	3	4
Normed per 500 words	6.13	6.13	2.42	3.23

**Table 3** Visibility of Male and Female Characters in Illustrations

Unit	<i>Smart Choice</i>		<i>English for Communication and Work</i>	
	Male	Female	Male	Female
1	1	2	-	-
2	16	5	4	7
3	1	1	1	2
4	1	1	4	3
5	7	8	2	11
6	1	1	7	1
Raw count	27	18	18	24
Percentage	60%	40%	42.85%	57.14%

The obtained results showed that female characters were less visible than male characters in the commercial EFL textbook (*Smart Choice*). As seen in Table 1, Table 2, and Table 3, male characters were overall more visible than the female characters in the reading passages of both textbooks (8.92 versus 3.72 and 9.70 and 7.28, respectively) and in the illustrations of *Smart Choice* (27 versus 18) respectively. Nevertheless, in the mixed-gender dialogues, males and females were presented equally in both textbooks (6.13 versus 6.13 and 2.42 versus 3.23, respectively). Also interesting is the fact that Table 3, which showed the frequency of occurrence of males and females in the locally-produced EFL textbook (*English for Communication and Work*), demonstrated that the numbers of females’ visibility in the illustrations were greater than that of their male counterpart (18 versus 24).

Thus, it could be said that the locally-produced EFL text may have been aware of the visibility of females than the commercial EFL text by allowing more opportunities for women to be present. However, having a large number of females in the illustrations did not mean that females were really given more visibilities than males. This is partly because females were usually portrayed in a typical career for women such as a housekeeper, a receptionist, and a teacher (See Appendix B).

**4.1.2 Firstness**

The firstness refers to the number of times that females or males appeared as the first participant in the paired construction in both of the reading passages and mixed-gender dialogues. In most social practices, men seem to appear

first more often such as in noun pairs and pronoun pairs (e.g., *father* and *mother*, *he* or *she*). This phenomenon may, in effect, reinforce the social norm that men are always given a priority while women are treated as a second class citizen. This could in turn make women less confident to take an initiative role in our society. The analysis of firstness in this study confirmed the above tendency by revealing that men were often first mentioned.

**Table 4** Distribution of Gender Firstness in Reading Passages

Unit	<i>Smart Choice</i>		<i>English for Communication and Work</i>	
	Male	Female	Male	Female
1	-	-	-	-
2	-	-	-	-
3	-	-	-	-
4	-	-	-	-
5	1	-	-	-
6	-	-	1	-
Raw count	1	0	1	0
Normed per 1,000 words	0.74	0	0.80	0

**Table 5** Distribution of Gender Firstness in Mixed-gender Dialogues

Unit	<i>Smart Choice</i>		<i>English for Communication and Work</i>	
	Male	Female	Male	Female
1	-	-	-	-
2	-	-	-	-
3	-	-	-	-
4	-	-	-	-
5	-	-	-	-
6	-	-	-	-
Raw count	0	0	0	0
Normed per 500 words	0	0	0	0

In the reading passages, a small number of firstness was found with a ratio of 1:0 in *Smart Choice* and *English for Communication and Work*. As shown in Table 4, only men were placed in the first position in a common noun pair in the same sentence (i.e., *hundreds of local men and women*) (0.74 versus 0) and in the sentences with parallel structures in the same reading passages (i.e., *Hong Kong will also welcome back young Korean pianist Jinsang Lee(male)... ..and pianist Sofya Gulyak (female), First Prize winner.*) (0.80 versus 0). In contrast, in the dialogues of the two textbooks, there were no noun pairs and pronoun pairs observed neither in the same sentences nor in the parallel structures.

According to the examination of the order of appearance of males and females in paired constructions, it should be concluded that the two EFL textbooks seem to be aware of the males’ firstness issue in their texts. However, when the pairs of females and males were introduced in the two textbooks, females still were not given a priority.

**4.1.3 Occupational roles**

To explore this type of gender bias, occupational roles and sex-related activities were focused. Brenneis (1970) Hall and Van de Castle (1966) projected that women are presented to be in a restricted role and portrayed as someone who enjoys indoor and passive activities. Conversely, men are characterized by physical work capacity and mostly in the outdoor and active activities. The attitude of treating males and females in a different position seems to be prejudicial against women. To avoid it, females and males should play the same roles. For example, either men or women could perform the role of pilot, housewife and househusband, and be assigned to a variety of occupations. The following tables will demonstrate how both genders are presented in relation to occupational roles in the reading passages under investigation.

**Table 6** Distribution of Occupational Roles in Reading Passages

Unit	<i>Smart Choice</i>		<i>English for Communication and Work</i>	
	Male	Female	Male	Female
1	-	-	- A customer	- A housekeeper
2	- Pierce Brosnan: a leading actor - Lee Tamahori: a director. - Peter Jackson: a director. - George Lucas: a director.	-	-	-
3	-	-	-	-
4	-	-	-	-
5	-	-	- A cook	- A French and Spanish language teacher - A math teacher
6	-	-	- 7 male pianists	- A female pianist
Raw count	4	0	9	4
Normed per 1,000 words	2.97	0	7.28	3.23

**Table 7** Distribution of Occupational Roles in Mixed-gender Dialogues

Unit	<i>Smart Choice</i>		<i>English for Communication and Work</i>	
	Male	Female	Male	Female
1	-	-	-	-
2	-	-	-	-
3	-	-	-	-
4	-	-	-	-
5	-	-	- A senior computer engineer	- A receptionist
6	-	-	-	- A coffee shop owner
Raw count	0	0	1	2
Normed per 500 words	0	0	2.04	4.08

**Table 8** Distribution of Occupational Roles in Illustrations

Unit	<i>Smart Choice</i>		<i>English for Communication and Work</i>	
	Male	Female	Male	Female
1	-	-	-	-
2	-	-	-	-
3	-	-	-	-
4	-	-	-	-
5	-	-	- Picture of John Burke as a cook	- Picture of Jenny Bell: a French and Spanish language teacher
6	-	-	- Picture of 7 male pianists	- Picture of Sofya Gulyak: a pianist
Raw count	0	0	8	2
Percentage	0	0	80%	20%

The analysis of *Smart Choice* and *English for Communication and Work* in terms of occupational roles suggested that men were likely to be depicted in a variety of occupations such as an actor, a director, an engineer, and a police whereas women appeared to be restricted to occupations such as a housekeeper and a receptionist. In addition, it was evident that the occupations for women were traditional in the sense that they were consistently less intelligent and capable than those of men (e.g., a housekeeper versus an engineer or a police versus a receptionist). In *English for Communication*, nevertheless, there found an attempt to present a woman and man in the same job (e.g., a pianist) and present women in non-traditional roles (e.g., a math teacher and a coffee shop owner).

For sex-related activities, a similar tendency was found. The following tables will illustrate this point:

**Table 9** Distribution of Sex-Related Activities in Reading Passages

Unit	<i>Smart Choice</i>		<i>English for Communication and Work</i>	
	Male	Female	Male	Female
1	- Raising money for charity - Climbing 3 mountains in 24 hours	- Raising money for charity - Climbing 3 mountains in 24 hours	-	-
2	-	-	- Donald: active	-
3	- Felix Baumgartner: the world's best-known BASE jumper	-	-	-
4	-	-	-	-
5	-	-	-	-
6	-	-	-	-
Raw count	3	2	1	0
Normed per 1,000 words	2.23	2.04	0.80	0

**Table 10** Distribution of Sex-Related Activities in Mixed-gender Dialogues

Unit	<i>Smart Choice</i>		<i>English for Communication and Work</i>	
	Male	Female	Male	Female
1	-	-	-	-
2	- Kurt likes a horror movie.	- Anita likes listening to music.	-	-
3	- Mark has never vacuuming.	-	-	-
4	-	-	-	-
5	-	- Emily is going to go shopping.	-	-
6	- Brad is going to his tae kwon do class.	- Danielle is going to exercise.	-	-
Raw count	3	2	0	0
Normed per 500 words	3.06	2.04	0	0

**Table 11** Distribution of Sex-Related Activities in Illustrations

Unit	<i>Smart Choice</i>		<i>English for Communication and Work</i>	
	Male	Female	Male	Female
1	-	-	-	-
2	-	-	-	-
3	- Mark is lying on the sofa.	- Dana is vacuuming.	- A police is giving a direction to two women.	- 2 women are asking for a direction.
4	-	-	- 2 men are carrying the shopping bags.	- 2 women are carrying the shopping bags.
5	-	-	-	-
6	- Brad is wearing the fitness dress.	- Danielle is wearing the fitness dress.	-	-
Raw count	2	2	3	4
Percentage	50%	50%	42.85%	57.14%

Based on the analysis of the type of sex-related activities, the findings showed that women were mostly in presented and represented in a traditional concept of femininity and were distributed in indoor and passive activities, including listening to music, vacuuming, going shopping, asking for a direction, and so on. Still, men were in the outdoor and active activities and more visible in a diversity of activities than women did. Examples of men’s activities are climbing the mountains, watching a horror movie, going to a tae-kwon-do class, and giving a direction, all of which seem more active and energetic. However, as shown in Table 11, women and men joined the same activity such as carrying the shopping bags in the locally-produced text. Also, there was an effort to challenge woman stereotypes, i.e. a woman climbs three mountains in 24 hours. However, this only occurred in a small chance.

Generally speaking, women’s roles tended to be viewed as subordinate and submissive to men. Specifically, the role of women in the commercial (*Smart Choice*) and locally-produced EFL textbooks (*English for Communication and Work*) had been presented as “second-class citizenship” and “weaker sex” while men have been considered as holding a “high position” and having a “primary role”.

#### 4.1.4 Masculine generic nouns

Masculine generic nouns are one of the gender biases observed in different kinds of written materials in the English language. They include generic pronouns, which are used to refer to both sexes. Examples of masculine words are *man, he, him* etc., which are used as generic words to refer to general people, both males and females. Masculine generic nouns, when being employed, suggest that “men are the standard by which people are to be judged.” (Na Pattalung, 2008: 55) This may cause confusion over generic conception and lead to gender bias in language use.

Based on the results obtained, it was found that masculine generic nouns were not found in both textbooks. To mention both women and men in the commercial and locally-produced EFL textbooks, the authors preferred to use a general noun and pronoun such as *people, one, they, and others*, instead of masculine words such as *his* or *he*. This could be an indication that the authors of the two textbooks may be aware of the generic noun usage.

#### 4.1.5 Topic domination

The last manifestation of gender bias explored in this study is female/male-oriented topic presentation in the reading passages and mixed-gender dialogues. In analyzing the reading passages (See Appendix B), there were several aspects to which the present study paid attention: (1) who leads or guides a passage, (2) a title of the passages, and (3) a content related to illustrations. Likewise, to consider which character in the mixed-gender dialogues dominates a topic, the following criteria were used (See Appendix B): (1) who initiates speech, (2) who leads or guides a dialogue, (3) a number of speech turns, (4) a topic of the dialogues, and (5) a content related to illustrations. Appendix B provides a full analysis of each of the reading passages and mixed-gender dialogues.

It would be better if females and males are presented in balanced practice opportunities, speak an equal amount, and initiate dialogues equally. These seem to be the implicit message that both genders are equal by presenting them with gender equal treatments and distributions. Table 12 and Table 13 will provide a general view on topic domination observed in the present research:

**Table 12** Distribution of Topic Domination in Reading Passages

Unit	<i>Smart Choice</i>		<i>English for Communication and Work</i>	
	Male	Female	Male	Female
1	-	1	1	-
2	1	-	-	1
3	1	-	-	-
4	-	-	-	-
5	-	1	-	1
6	-	-	1	-
Raw count	2	2	2	2
Normed per 1,000 words	1.48	1.48	1.61	1.61

**Table 13** Distribution of Topic Domination in Mixed-gender Dialogues

Unit	<i>Smart Choice</i>		<i>English for Communication and Work</i>	
	Male	Female	Male	Female
1	-	-	-	-
2	-	1	-	-
3	1	-	-	-
4	1	-	1	-
5	1	-	1	-
6	-	1	-	-
Raw count	3	2	2	0
Normed per 500 words	3.06	2.04	2.62	0

In *Smart Choice* and *English for Communication and Work*, it was found that, in the reading passages, female and male characters dominated the topics equally. As shown in Table 12, a ratio of males and females in *Smart Choice* and *English for Communication and Work* were 1.48:1.48 and 1.61:1.61, respectively. Although the titles themselves did not clearly suggest which gender dominated the topic, the consideration of the characters, contents, and illustrations provided a good indication that who were the main characters (See Appendix B). It should be pointed out here that, because of non-human characters (i.e., animals, directions, and shopping

areas), there were some units, which were not presented in the table. Conversely, the examination of the distribution of topic domination in dialogues demonstrated that women were rarely engaged with the dominant characters with a ratio of 3.06:2.04 and 2.62:0, respectively. The results also indicated that men often initiated and guided the dialogues, even though there was a balanced presentation in terms of the number of turns of gender conversational roles (See Appendix B).

4.2 Comparison of the Five Major Aspects of Gender Bias in Each EFL Textbook

To compare the obtained results from the chosen English textbooks used at Ubon Ratchathani Rajabhat University, the tables below will summarize the analysis results of the five aspects of gender bias again.

Table 14 Comparison between *Smart Choice* and *English for Communication and Work* Regarding to Five Gender Aspects in Reading Passages

Category	Smart Choice		English for Communication and Work	
	Male	Female	Male	Female
Visibility	8.92	3.72	9.70	7.28
Firstness	0.74	0	0.80	0
Occupational roles and sex-related activities	5.20	0.74	8.09	3.23
Masculine generic nouns	0	0	0	0
Topic domination	1.48	1.48	1.61	1.61
Normed per 1,000 words	16.34	5.94	20.2	12.12

**Table 15** Comparison between *Smart Choice* and *English for Communication and Work* Regarding to Five Gender Aspects in Mixed-gender Dialogues

Category	<i>Smart Choice</i>		<i>English for Communication and Work</i>	
	Male	Female	Male	Female
Visibility	6.13	6.13	2.42	3.23
Firstness	0	0	0	0
Occupational roles and sex-related activities	3.06	2.04	1.31	2.62
Masculine generic nouns	0	0	0	0
Topic domination	4.08	2.04	2.62	0
<b>Normed per 500 words</b>	<b>13.27</b>	<b>10.21</b>	<b>6.35</b>	<b>5.85</b>

As shown above, Table 14 and Table 15 displayed that the locally-produced EFL textbook (*English for Communication and Work*) contained more gender bias in favor of males than the commercial EFL text (*Smart Choice*) in the reading passages (20.2 versus 16.34). Whereas in terms of mixed-gender dialogues, the number of gender bias appearing in *Smart Choice* was greatly significant than that found in *English for Communication and Work* (12.25 versus 6.35). However, it was found that females were presented less than males (See Table 14 and Table 15) and placed in a lower status in both EFL textbooks (See Table 6 – Table 8). In conclusion, women seemed to be under-represented compared to men in some gender aspects. The overall results also suggested that the male characters outnumbered the female ones. Although in some categories female and male characters were given a balanced status, and women were sometimes presented more than males, female characters were generally under-represented with prejudices and traditional roles in both commercial EFL and locally-produced EFL textbooks in this research. In other words, it is perhaps understandable that gender bias is a prevailing situation in both of the chosen English textbooks (*Smart Choice* and *English for Communication and Work*) used at Ubon Ratchathani Rajabhat University.

The results of the study will be discussed later on in the next chapter.

## **CHAPTER 5**

### **DISCUSSION**

This chapter discusses the results shown in the previous chapter.

#### **5.1 Summary of the Results**

The overall findings revealed that gender bias was witnessed in both written and visual modes of the two textbooks (*Smart Choice* and *English for Communication and Work*) used at Ubon Ratchathani Rajabhat University. Gender stereotyping, especially in the parts of visibility, firstness, occupational roles, and topic domination, seems likely to be obvious in both selected EFL textbooks under study. Particularly, females and males were treated differently in terms of occupational roles, sex-related activities, and topic domination. That is, men were most frequently depicted than women. Even though the equal numbers of women and men characters were sometimes observed, females were portrayed with sexist attitudes in the two books. Under the firstness and visibility categories, the portrayal of males and females in traditionally stereotypical bias was evident. There was also an attempt to present women more slightly than men, but this left the unsatisfied results since this tendency was found only once in the illustrations of *English for Communication and Work* with gender stereotypes. However, in contrast with other previous studies (Hartman and Judd, 1978; Porreca, 1984; Ansary and Babaii, 2003; Lee and Collins, 2006; Na Pattalung, 2008; Amini and Birjandi, 2012), one unanticipated finding showed that masculine generic nouns were avoided in both textbooks.

## 5.2 Discussion

The analyses performed on the five major categories of gender bias in this study bring additional support to the notion that gender bias could be seen in the commercial and locally-produced EFL English textbooks with male as norm elements. The findings did not give much difference from other previous studies (Hartman and Judd, 1978; Hellinger, 1980; Porreca, 1984; Ansary and Babaii, 2005; Na Pattalung, 2008; Amini and Birjandi, 2012), where female characters in the EFL textbooks are likely to be portrayed in a submissive status and have a one-sided role allocation (i.e., women are often referred as a housewife-mother capacity and a person holding an unskilled job).

For the first aspect being analyzed – visibility – the findings did not yield a significant difference between the current work and other research (Hartman and Judd, 1978; Porreca, 1984; Ansary and Babaii, 2005). That is, women appeared less frequently than males in both written and visual modes. This possibility provides an important implication that women do not play an important role in society as men do. Based on the frequency of occurrence, the overall findings indicated that female characters were less visible than males in the passages. Nevertheless, it is somewhat surprising that, in both commercial and locally-produced textbooks, there were an equal number of female and male characters in the mixed-gender dialogues, and women did appear more slightly than men in the illustrations of the locally-produced textbooks. This seems to be a good indication that, in some parts of the two textbooks, the authors tried to make women as visible as men. However, when taking a closer examination, women were mainly portrayed in stereotypical roles such as asking for a direction, shopping, or holding a baby. These activities, however, may not be likely to reinforce the visibility of females.

In terms of firstness, the obtained results tend to be consistent with early studies in the gender area (Hartman and Judd, 1978; Hoomes, 1978; Porreca, 1984; Ansary and Babaii, 2005; Amini and Birjandi, 2012), pointing out that men were mostly be a person who was mentioned first while women were not given this priority. This could underscore the importance of maleness and reflect a perception of male supremacy. A few instances illustrated that the tradition of having males in the first place still appeared in both textbooks. The evidence was apparently documented with

a ratio of men to women, 1:0 in *Smart Choice* (i.e., *hundreds of local men and women*) and in *English for Communication and Work* (i.e., *Hong Kong will also welcome back young Korean pianist Jinsang Lee (male) ... ..and pianist Sofya Gulyak (female), First Prize winner.*). Even though a small number of the male-first phenomenon was seen in the current study, women again seemed to receive less attention. This practice could discriminate against women by reinforcing the stereotyped views of females as having a second-place status in our society. To mention women and men together in a balanced proportion, alternative pronouns such as s/he and his/her are widely used. Moreover, Pauwels (1991: 57) suggested that “when describing a couple (woman and man), treat both partners as equals. If mentioning women and men together, do not always list the man first; try instead to alternate the order in which men and women are described.”

Also interesting is the fact that, in the chosen textbooks, occupational stereotyping well manifested itself. As evidence, females were much more likely to have traditional than non-traditional occupations whilst males were seen in both traditional and non-traditional careers. For example, male characters in *Smart Choice* were depicted in a variety of occupations such as an actor, a director, an engineer, a police, and etc. Compared to those of men's, females appeared frequently to be restricted to traditional work of women such as a teacher, a receptionist, and an actor with sex appeal. Likewise, the findings of the occupational roles in *English for Communication and Work* provided the same results, i.e. women appeared as a housekeeper, a French and Spanish teacher, and a receptionist while men were presented as a customer, a cook, and an engineer. This tendency appears consistent with other previous works (Hartman and Judd, 1978; Porreca, 1984; Ansary and Babaii, 2005; Lee and Collins, 2006; Na Pattalung, 2008; Amini and Birjandi, 2012), in which women were given the roles engaging in household chores and being responsible for taking care of her children and husband. However, it is somewhat surprising that there were two instances, in which women were illustrated in non-traditional occupations (e.g., a coffee shop owner and a math teacher). Apparently in this case, the roles of female characters were depicted in a better way where strong discrimination against females in terms of gender role stereotype was reduced although such evidence was found in a limited number.

More specifically, whether or not women were major characters, they typically were rarely assigned an active and non-traditional role as discussed earlier. Instead, they were projected as a “sexual object” or “sexual creature” to attract men. This could be supported by a study of O’Barr (2006), who provided convincing evidence of prejudice against females in advertisements. Regarding this issue, some instances were seen in *Smart Choice*. In Unit 2, for example, its contents were mainly about movies of different genres, ranging from action, adventure-fantasy, to sci-fi (e.g., 007, The Lord of the Rings, and Star Wars), and all of them had males as their leading characters. Although female characters were smart and intelligent, they only served the secondary roles of someone having a sexual attraction such as wearing sexy clothing and concerning with their physical appearance and beauty. In addition to this, in Unit 5 of *Smart Choice*, women were also presented under a notion of sexual creature. For instance, during the festival time in Latin America, women were mainly displayed and dominated a topic. However, the contents and illustrations presented them as a person dressing up with beautiful sexy dresses in the festivals in Brazil and Peru. This may provide an impression that “a woman’s physical appearance is more important than her ability or talents.” (Lee and Collins, 2006: 1) The results also agree with O’Barr’s (2006) study, which indicates that women and men in the same situation were portrayed in a different aspect, which is masculine dominance and female submissiveness. If it appears repeatedly, it would be accepted as “natural aspects of the human condition.” (O’Barr, 2006)

Concerning sex-related activities, female characters investigated in this work were much more likely than males to perform in a domestic domain and presented in a weaker gender role. They were more responsible for the domestic sphere and distributed in indoor passive activities. As Ansary and Babaii (2005) suggested, this constitutes female bias in the textbook as a whole. In *Smart Choice*, for example, it is interesting to see that a female character was presented as a major character in both text and illustration in Unit 1, and in the reading passage, there were some activities which were not related to one specific gender in the text. Both men and women joined the same activities such as raising money for charity and climbing three mountains in 24 hours. Nevertheless, the activities presented as if they were for both genders were not actually intended for women based on the context. Evidently,

men were usually in the adventurous activities whereas women have never done it before until her male friend asked her to do so.

This is to say that outdoor active activities are not appropriate for women since they should be shunted into indoor passive activities. If women try to break the traditional stereotypical roles, in this case climbing the mountains, they are criticized as not being feminine. This example can also be linked to the concept of double binds (Kathleen Hall Jamieson, 1995: 34), in which “women are unfeminine when they act aggressively (bitch).” Similarly, in *English for Communication and Work*, there were only a few chances where women and men were depicted in the same activities (e.g., women and men were a pianist and carrying the shopping bags). Reinforcement like this reminds learners of gender-appropriate behavior for females and males. As the occupational stereotyping and sex-related activities prevailed in the present research, they may continue and extend the differences between females and males and could have an effect on learners’ behavior and belief if they are frequently found in teaching materials.

Other aspect that gives interesting results is based on masculine generic nouns, the terms like *man*, *he*, or *him* used to refer to an unknown referent. The use of masculine generic nouns is opposed by feminists since there is confusion that whether they refer to general people or males only, and most people rarely conceptualize those terms as women (Lee and Collins, 2006). In contrast to earlier findings (Hartman and Judd, 1978; Porreca, 1984; Ansary and Babaii, 2003; Lee and Collins, 2006; Na Pattalung, 2008; Amini and Birjandi, 2012), statistical analyses performed on masculine generic nouns in this research demonstrated that no evidence of the use of masculine words as generic nouns was detected in both textbooks. The tendency of avoiding the use of masculine generic noun could be explained by the fact that there was awareness of avoiding the use of the male-marked terms by using gender-neutral pronouns to lesson gender bias practices in the teaching materials under investigation. To refer to both men and women in the two textbooks, the authors preferred ‘*people*’, ‘*one*’, ‘*you*’, ‘*they*’, and ‘*others*’ over ‘*his*’ or ‘*he*’. The possibility found here is virtually the same as found in Cheshire’s (2008) and Amini and Birjandi’s (2012) works, which claimed that recently there was an avoidance of using the terms masculine generic nouns in EFL/ESL textbooks.

As far as the topic domination is concerned, the obtained findings showed a tendency that gender bias against women existed, and there may be more subtle ways in which genders were portrayed stereotypically. Studies similar in tone to the present one (Ansary and Babaii, 2005; Stockdale, 2006) also gave the same results. This is to say that, there were differences in the portrayal of females and males as dominated characters and a continued possibility for females to be seen with prejudice if compared to males. In examining the reading passages of the two EFL textbooks, one unanticipated finding showed that females and males were engaged as the dominated characters in an equal number (a ratio of 2:2). Female and male characters were included in both textbooks, except in Unit 3 of *Smart Choice*, which was mainly about a man named Felix Baumgartner. When considering characters who guided a passage, all major characters were basically placed in an appropriate way to narrate their own story.

In each passage of the two textbooks, both female and sometimes male main characters were introduced with the same degree of participation in the story such as playing a role as a first-person narrator participating in the events and a third-person narrator standing outside the events. The main characters were also presented in the visuals related to the contents. All of the above may give an impression that women and men were exemplified as having the same priority. By contrast, when the content of each unit was closely examined, it was not difficult to find evidence that gender stereotyping and conventional gender roles appeared in both EFL textbooks as discussed earlier in terms of occupational roles and sex-related activities. Female and male dominated characters were still treated differently. Females suffered from a subordinate status and their conventional roles while men enjoyed their privileges and a variety of roles. This again revealed gender differences and attitudes about a position of women and men in today's society.

In terms of mixed-gender dialogues, the conversations were dominated by males. It is evident that in *Smart Choice* and *English for Communication and Work*, males often initiated the conversations while women were rarely found to begin a conversation even though the topics would be general enough for anyone (e.g., vacation, activities, movies, making an appointment, talking about job, etc.). The results found in this work were in harmony with Hellinger's (1980) findings, which

suggested that males often initiated dialogues, and females complied. This might also be an indication that the two textbooks preferred having males as the main acting characters in the dialogues. Consider the topics in each passage, it was found that the topics which female main characters talked about were movies and fitness in *Smart Choice* while there was no woman portrayed as a main character in *English for Communication and Work*. The topics which men dominated in *Smart Choice* were vacation, exciting activities, interesting places in Brazil, and wedding. For *English for Communication and Work*, there were only two topics (i.e., making an appointment and talking about job) which men enjoyed. In contrast to the study of Moore (1922), it was observed that most of the conversations of women in this work were about persons of the opposite sex or about clothes, buildings, and interior decoration while the major topics of the conversations of men were about money and business or amusement. Pleasingly, regarding the topics of the dialogues in the present work, the status of women seemed to improve slightly. This points out to the fact that women are not concerned only with a trivial matter. They can share the same experience as men do.

In conclusion, according to the overall findings of this study, it was found that gender bias in favor of men was prevalent in both EFL textbooks. The two texts revealed a small difference in the five major categories connected to gender bias. Comparing to the locally-produced EFL textbook, in the commercial EFL text, the number of females presented in the reading passages, dialogues, and illustrations was slightly lower. Although there was an attempt to present both genders equally (i.e., visibility of females and males in the dialogues and distribution of topic domination in the reading passages of both textbooks), only a small chance of it was evident. When the contents of each unit were closely examined, there was a continued tendency for females to be seen with a submissive social status, prejudice, and stereotype comparing to males. This is to say that females are supposed to subordinate men although women and men should be equal in terms of rights and opportunities. Although the current studies did not give much different findings from their previous works (Hartman and Judd, 1978; Porreca, 1984; Ansary and Babaii, 2003; Lee and Collins, 2006; Na Pattalung, 2008; Amini and Birjandi, 2012), in two areas – masculine generic nouns and firstness, there is a sign of change.

The next chapter concludes the study.

## **CHAPTER 6**

### **CONCLUSION**

In this chapter, conclusion and limitations of the study are presented and pedagogical implications are provided. Recommendations for further studies are also suggested.

#### **6.1 Conclusion**

This study sets out to examine gender bias in the two EFL textbooks by responding to the research question: “To what extent does gender bias manifest itself in the chosen English textbooks used at Ubon Ratchathani Rajabhat University?” A focus of the analysis falls into the five major categories: (1) visibility, (2) firstness, (3) occupational roles, (4) masculine generic nouns, and (5) topic domination. Based on the results, a lot but not all aspects of gender could be seen to be prone to bias, which presents males as norm elements. Although the obtained findings suggested that there were some elements, in which women and men were presented equally, or women ever appeared more frequently, such phenomenon was seen in a limited number. Furthermore, comparing to men, women were likely to be presented with conventional gender roles and prejudice. However, there was a good sign that showed an effort to avoid the use of male-marked terms in both EFL textbooks. Gender bias as it sounds, could be a significant problem since it can gradually affect a classroom learning environment. And when coming into the real world, learners may accept gender inequality in a male dominant society such as gender discrimination, sexism, or marginalization as normal without noticing them (Gharbavi and Mousavi, 2010).

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## 6.2 Pedagogical Implications

With the results of the present study, there has been no significant change in the portrayal of female versus male characters. The chosen textbooks seem to provide a reinforcement of the idea that males are more interesting and important than females. Therefore, it would be beneficial to raise the awareness of teachers and students, material developers, and authors to take action against inequality in EFL and ESL materials. Focusing on language teachers, particularly, they should critically examine materials to find out if gender bias is a hidden agenda in their selected the EFL teaching textbooks. If a textbook without gender bias is not possible to be found, teachers should suggest and encourage students to be more aware of contents and visuals in the texts, which could be linked to any gender-related issue.

For EFL students, it could be argued that a textbook is one of the main learning tools of communication mainly for their reading and writing, which can be used both inside and outside the classrooms. Consequently, language teachers should encourage the new that textbooks used as a guide for language use has to provide a balanced portrayal of gender roles and non-traditional characters such as women being adventurous and men being nurturing. Also, students should be provided with an ample opportunity to understand that gender bias has a negative message which they could absorb at a subtle level. For material developers and authors, it would be necessary to pay a close attention to the issue of gender and equality in both contents and illustrations when designing teaching and learning materials. An attempt to review the EFL teaching text would also help to hold a well-balanced view towards gender matters.

## 6.3 Limitations of the Study

The analysis in this work is solely based on the reading passages and mixed-gender dialogues at word, sentence, and discourse levels. Moreover, it examined only five major aspects of gender (i.e., visibility, firstness, occupational roles, masculine generic nouns, and topic domination), and investigated only two EFL textbooks. Therefore, the results may not be generalizable for the whole class of EFL materials used in Thailand. In other words, the findings could be sufficient for the

situation concerning gender bias in a language classroom with regard to presentation and representation of gender through language and illustrations in EFL textbooks at Ubon Ratchathani Rajabhat University.

#### **6.4 Recommendations for Further Studies**

Based on the limitations mentioned earlier, some recommendations for further studies would be as follows. It would be more challenging to analyze not only the language aspect at a word, sentence, and discourse level, but also lexical items, grammar, or pragmatic knowledge used by both genders, which might be connected to gender stereotyping. Besides the five major categories used in the present study, there are other aspects of gender that are interesting to be examined, including adjectives used for women and men, points of view or opinions of female and male characters, types of talk, and so on. Since this study was limited in the number of samples, further research should be conducted with a larger number of materials to make the obtained findings more reliable and generalized. Furthermore, future work should examine and analyze a variety of collections of EFL textbooks used in language classrooms in Thailand in comparison to ESL textbooks in other western countries. This might yield different results from the current work.

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## **APPENDICES**

**APPENDIX A**  
**EFL TEXTBOOKS**

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**1. Type:** A commercial EFL textbook  
**Author’s Name:** Ken Wilson  
**Sex:** male  
**Title of Book:** *Smart Choice*  
**Publication Date:** 24 – 05 – 2007  
**Revision Date:** -  
**Page:** 136  
**Publisher:** Oxford University Press

**Table 16** Description of the Commercial EFL Textbook

Unit	Unit Title	Page	Content	Number of word in reading passage	Number of word in mixed-gender dialogue
1	How was your vacation?	4	Vocabulary	212	85
		5	Conversation		
		6	Language Practice		
		7	Pronunciation		
		8	Reading		
2	I think it’s exciting!	10	Vocabulary	265	66
		11	Conversation		
		12	Language Practice		
		13	Pronunciation		
		14	Reading		
3	Do it before you’re 30!	16	Vocabulary	160	112
		17	Conversation		
		18	Language Practice		
		19	Pronunciation		
		20	Reading		

Table 16 Description of the Commercial EFL Textbook (Continued)

Unit	Unit Title	Page	Content	Number of word in reading passage	Number of word in mixed-gender dialogue
4	The best place in the world!	24	Vocabulary	243	71
		25	Conversation		
		26	Language Practice		
		27	Pronunciation		
		28	Reading		
5	Where’s the party?	30	Vocabulary	245	96
		31	Conversation		
		32	Language Practice		
		33	Pronunciation		
		34	Reading		
6	You should try it!	36	Vocabulary	219	59
		37	Conversation		
		38	Language Practice		
		39	Pronunciation		
		40	Reading		
Total				1,344	489

**2. Type:** A locally-produced EFL textbook

**Author’s Name:** Thai English language lecturers at the English department, Ubon Ratchathani Rajabhat University

**Sex:** female and male

**Title of Book:** *English for Communication and Work*

**Publication Date:** 1 – 05 – 2010

**Revision Date:** 1 – 05 – 2012

**Page:** 64

**Publisher:** English Department, Faculty of Humanities and Social Sciences, Ubon Ratchathani Rajabhat University

**Table 17** Description of the Locally-produced EFL Textbook

Unit	Unit Title	Page	Content	Number of word in reading passage	Number of word in mixed-gender dialogue
1	Getting to know each other!	1	Vocabulary	304	-
		2	Conversation		
		4	Language Practice		
		7	Reading		
2	Describing people	8	Vocabulary	140	-
		11	Conversation		
		12	Language Practice		
		13	Reading		
3	Giving directions	16	Vocabulary	196	-
		17	Conversation		
		18	Language Practice		
		21	Reading		

Table 17 Description of the Locally-produced EFL Textbook (Continued)

Unit	Unit Title	Page	Content	Number of word in reading passage	Number of word in mixed-gender dialogue
4	Deal with visitor	22	Vocabulary	261	118
		24	Conversation		
		27	Language Practice		
		28	Reading		
5	Your job	29	Vocabulary	119	127
		30	Conversation		
		31	Language Practice		
		33	Reading		
6	Let's find out!	35	Vocabulary	216	-
		36	Conversation		
		37	Language Practice		
		40	Reading		
Total				1,292	245

**APPENDIX B**  
**DATA COLLECTION SHEETS OF THE FIVE MAJOR**  
**CATEGORIES OF GENDER BIAS**

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1. Visibility

Table 18 Visibility of Male and Female Characters in *Smart Choice*

Unit	Reading passages		Mixed-gender dialogues		Illustrations	
	Male	Female	Male	Female	Male	Female
1	- Andy	- I (Elena)	- Keith	- Susan	- Keith is picking a receiver.	- Elena is standing on the mountain. - Susan is picking a receiver.
2	- Dan - Toshio - Andy - Eun-joo - Pierce Brosnan - Peter Jackson - George Lucas	- Victoria - Samantha	- Kurt	- Anita	- Kurt is talking on the phone. - The handbill of James Bond (Pierce Brosnan) - The handbill of the Lord of the Rings (9 men) - The handbill of Star Wars (5 men)	- Anita talking on the phone. - The handbill of James Bond (Halle Berry) - The handbill of the Lord of the Rings (2 women) - The handbill of Star Wars (a woman)
3	- Felix Baumgartner	-	- Mark	- Dana	- Mark is lying on the sofa.	- Dana is vacuuming the floor.
4	-	-	- Bill	- Tanya	- Bill is standing in front of Tanya.	- Tanya is pointing to a map.

Table 18 Visibility of Male and Female Characters in *Smart Choice* (Continued)

Unit	Reading passages		Mixed-gender dialogues		Illustrations	
	Male	Female	Male	Female	Male	Female
5	- local men - Inca priests - Soldiers	- local women - chosen women	- Patrick	- Emily	- Picture of wedding in Thailand (a bridegroom) - Picture of wedding in Mexico (a bridegroom, a man, and a boy) - Picture of wedding in China (a bridegroom and 2 men)	- Picture of wedding in Thailand (a bride) - Picture of wedding in Mexico (a bride, 2 women, and a girl) - Picture of wedding in China (a bride) - Picture of women wearing Carnaval dress - Picture of a women in Inti Raymi
6	-	-	- Brad	- Danielle	- Brad is talking to Danielle.	- Danielle is talking to Brad.
Number	12	5	6	6	27	18
Percent age	70.58%	29.41%	50%	50%	60%	40%

**Table 19** Visibility of Male and Female Characters in *English for Communication and Work*

Unit	Reading passages		Mixed-gender dialogues		Illustrations	
	Male	Female	Male	Female	Male	Female
1	- a man at the dressing room: a customer	- an elderly woman cleaning the men’s dressing room: a housekeeper	-	-	-	-
2	- John - Jimmy - Donald	- Erica - Lucy - Emily - Mary	- Robert	- Rachael - Sonia	- 4 men in a photo	- 7 women in a photo (a woman holding a baby)
3	-	-	-	-	- A police is giving the directions to two women.	- 2 women are asking the directions.
4	-	-	- Visitor (Scott Banker)	-Receptionist	- 2 men are shaking handing. - 2 men are walking.	- A female receptionist is sitting behind the counter. - 2 women are walking.
5	- John Burke	- Jenny Bell - Katie - Maggie	- Pete	- Ivan	- John Burke - 3 men	- Jenny Bell - 5 women - 5 women

**Table 19** Visibility of Male and Female Characters in *English for Communication and Work* (Continued)

Unit	Reading passages		Mixed-gender dialogues		Illustrations	
	Male	Female	Male	Female	Male	Female
6	-Pascal Roge - Cesar Franck - Peter Frankl - Gary Graffman - Jinsang Lee - Frederick Chopin - Robert Schuman	- Sofya Gulyak	-	-	- Pictures of 7 male pianists	- Picture of Sofya Gulyak
Number	12	9	3	4	18	24
Percentage	57.14%	42.85%	42.85%	57.14%	42.85%	57.14%

**2. Firstness**

**Table 20** Distribution of Gender Firstness in *Smart Choice*

Unit	Reading passages		Mixed-gender dialogues	
	Male	Female	Male	Female
1	-	-	-	-
2	-	-	-	-
3	-	-	-	-
4	-	-	-	-
5	- hundreds of local men and women	-	-	-
6	-	-	-	-
Number	1	0	0	0
Percentage	100%	0	0	0

**Table 21** Distribution of Gender Firstness in *English for Communication and Work*

Unit	Reading passages		Mixed-gender dialogues	
	Male	Female	Male	Female
1	-	-	-	-
2	-	-	-	-
3	-	-	-	-
4	-	-	-	-
5	-	-	-	-
6	- Hong Kong will also welcome back young Korean pianist Jinsang Lee (male).....and pianist Sofya Gulyak (female), First Prize winner.	-	-	-
Number	1	0	0	0
Percentage	100%	0	0	0

**3. Occupational roles**

**Table 22** Distribution of Occupational Roles in *Smart Choice*

Unit	Reading passages		Mixed-gender dialogues		Illustrations	
	Male	Female	Male	Female	Male	Female
1	- Raising money for charity - Climbing 3mountains in 24 hours	- Raising money for charity - Climbing 3mountains in 24 hours	-	-	-	- Elena is standing on the mountain

**Table 22** Distribution of Occupational Roles in *Smart Choice* (Continued)

Unit	Reading passages		Mixed-gender dialogues		Illustrations	
	Male	Female	Male	Female	Male	Female
2	- Pierce Brosnan: a leading actor - Lee Tamahori: a director - Peter Jackson: a director - George Lucas: a director	-	- Kurt likes a horror movie.	- Anita likes listening to music.	-	-
3	- Felix Baumgartner : the world's best-known BASE jumper	-	- Mark has never vacuuming.	-	- Mark is lying on the sofa.	- Dana is vacuuming.
4	-	-	-	-	-	-
5	-	-	-	- Emily is going to go shopping.	-	-
6	-	-	- Brad is going to his tae kwon do class.	-	-	-
Number	7	1	3	2	1	1
Percentage	87.5%	12.5%	60%	40%	50%	50%

**Table 23** Distribution of Occupational Roles in *English for Communication and Work*

Unit	Reading passages		Mixed-gender dialogues		Illustrations	
	Male	Female	Male	Female	Male	Female
1	- A customer	- A housekeeper	-	-	-	-
2	- Donald's always active and quite skinny.	-	-	-	-	-
3	-	-	-	-	- A police is giving a direction to two women.	- 2 women are asking for the direction.
4	-	-	- A visitor is Senior Computer Engineer.	- A woman works as a receptionist.	- 2 men are carrying the shopping bags.	- 2 women are carrying the shopping bags.
5	- John Burke is a cook.	- Jenny Bell is a French and Spanish language teacher. - Her sister Katie is a math teacher.	-	- Ivan is a coffee shop owner.	- Picture of John Burke	- Picture of Jenny Bell
6	- 7 male pianists	- A female pianist	-	-	- Pictures of 7 male pianists	- Picture of Sofya Gulyak
<b>Number</b>	<b>10</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>8</b>	<b>5</b>
<b>Percentage</b>	<b>71.42%</b>	<b>28.57%</b>	<b>33.33%</b>	<b>66.66%</b>	<b>61.53%</b>	<b>38.46%</b>

4. Masculine generic nouns

-

5. Topic domination

Table 24 Distribution of Topic Domination in Reading Passages in *Smart Choice*

Unit	Character		Content		Illustration	
	Male	Female	Male	Female	Male	Female
1 You call this a vacation!	- Andy	- Elena	-	- Elena was talking about her activities about three months ago.	-	- Elena is standing on the mountain.
Total	1	1	0	1	0	1
2 Are they worth it?	- Dan - Toshio - Andy - Eun-joo	- Victoria - Samantha	- They was talking about the 3 movies (007, the Lord of the Rings, and Star Wars)	-	- The handbill of James Bond (Pierce Brosnan) - The handbill of the Lord of the Rings (9 men) - The handbill of Star Wars (5 men)	- The handbill of James Bond (Halle Berry) - The handbill of the Lord of the Rings (2 women) - The handbill of Star Wars (a woman)
Total	4	2	1	0	15	4

**Table 24** Distribution of Topic Domination in Reading Passages in *Smart Choice*  
(Continued)

Unit	Character		Content		Illustration	
	Male	Female	Male	Female	Male	Female
3 Have you ever done anything like this?	- Felix Baumgartner	-	- The story is about Felix Baumgartner who is the world's best-known BASE jumper and an extreme sports legend.	-	- 2 pictures of Felix Baumgartner	-
Total	1	0	1	0	2	0
4 The most dangerous place on the planet	-	-	-	-	-	-
Total	0	0	0	0	0	0
5 Festival time in Latin America	-	- Women in Latin America	-	- The story is about festival in Brazil, Peru, and Mexico.	-	- Picture of 5 women wearing Carnival dress. - Picture of a women in Inti Raymi.
Total	0	*	0	1	0	5
6 Fitness test: How fit are you?	-	-	-	-	-	-
Total	0	0	0	0	0	0

(\* not specify)

**Table 25** Distribution of Topic Domination in Reading Passages in *English for Communication and Work*

Unit	Character		Content		Illustration	
	Male	Female	Male	Female	Male	Female
1 Culture shock: Adjusting to a New environment	- A man	- An old woman	- A man is talking about culture shock and his experience at a public bath in Japan.	-	-	-
Total	1	1	1	0	0	0
2 Meg's family	- John - Jimmy - Donald	- Erica - Lucy - Emily - Mary	-	- Meg is talking about people in her family.	- 4 men in a photo	- 7 women in a photo
Total	3	4	0	1	4	7
3 How to give directions	-	-	-	-	-	-
Total	0	0	0	0	0	0
4 A shopper's paradise in Edmonton and Canada	-	-	-	-	-	-
Total	0	0	0	0	0	0
5 Spring High School	- John	- Jenny Bell - Katie Bell	-	- Jenny is talking about her job after graduating	- John Burke - 3 men	- Jenny Bell - 5 women - 5 women
Total	1	2	0	1	4	11

**Table 25** Distribution of Topic Domination in Reading Passages in *English for Communication and Work* (Continued)

Unit	Character		Content		Illustration	
	Male	Female	Male	Female	Male	Female
6 The advertisement	- Pascal Roge - Cesar Franck - Peter Frankl - Gary Graffman - Jinsang Lee - Frederick Chopin - Robert Schuman	- Sofya Gulyak	- The advertisement is about the Joy of Music Festival 2010 celebrating the bicentennial anniversaries of the births of F. Chopin and R. Schumann.	-	- Pictures of 7 male pianists	- Picture of Sofya Gulyak
Total	7	1	1	0	7	1

**Table 26** Distribution of Topic Domination in Mixed-gender Dialogues in *Smart Choice*

Unit	Speaker	Line of dialogue	Element of exchange structure	Number of speech turn	Illustrations	
					Male	Female
1 Vacation	Male	Hi, Susan! How was your vacation?	Initiation	1	Keith is standing at the entrance.	Susan is standing at the entrance.
	Female	It was OK. I worked most of the time.	Response	1		
	Male	So did I. I didn't have money for a real vacation.	Response	1		
	Female	Neither did I. But I spent one weekend at the beach.	Response	1		
	Male	Really? So did I.	Response	1		
		Where did you stay?	Initiation			
	Female	I stayed at a beach resort called "The Breezes"	Response	1		
	Male	No way! So did I!	Response	1		
	Female	When were you there?	Initiation	1		
	Male	In August.	Response	1		

**Table 26** Distribution of Topic Domination in Mixed-gender Dialogues in *Smart Choice* (Continued)

Unit	Speaker	Line of dialogue	Element of exchange structure	Number of speech turn	Illustrations	
					Male	Female
1 Vacation	Female	Hey! So was I!	Response	1		
		Why don't we go there together next year?	Initiation	1		
	Male	Great! I can't wait.	Response	1		
	Female	Neither can I!	Response	1		
Total	Initiation by male = 2      Response by male = 5 Initiation by female = 2      Response by female = 5			M = 6 F = 6	1	1
2 Movies	Female	What's that noise?	Initiation	1	Kurt is talking on the phone.	Anita talking on the phone.
	Male	I'm watching a horror movie.	Response	1		
	Female	Oh, I can't stand those movies!	Response	1		
	Male	Why?	Initiation	1		
		They're fun. And they're really exciting!	Response	1		
	Female	I disagree. I think they're terrible.	Response	1		
	Male	So, what kinds of movies do you like?	Initiation	1		
	Female	Well, I'm not really a movie fan. I prefer listening to music.	Response	1		
	Male	What kind of music?	Initiation	1		
	Female	I love classical music. I think it's very relaxing.	Response	1		
	Male	I don't. I think it's boring.	Response	1		
Total	Initiation by male = 2      Response by male = 3 Initiation by female = 3      Response by female = 4			M = 5 F = 5	1	1
3 Exciting	Male	Have you read this article called "Things to do before you're 30"?	Initiation	1	Mark is lying on the sofa.	Dana is vacuuming.
	Female	No, I haven't.	Response	1		
		What's it about?	Initiation	1		

**Table 26** Distribution of Topic Domination in Mixed-gender Dialogues in *Smart Choice* (Continued)

Unit	Speaker	Line of dialogue	Element of exchange structure	Number of speech turn	Illustrations	
					Male	Female
3 Exciting	Male	It's a list of fun things to try.  For instance, Have you ever ridden a motorcycle?	Response  Initiation	1  1	Mark is lying on the sofa.	Dana is vacuuming.
	Female	No, I haven't.	Response	1		
	Male	Neither have I.  The next question is, have you ever driven a racecar?	Response  Initiation	1  1		
	Female	No, I haven't.	Response	1		
	Male	OK. Question three: Have you ever gone skydiving?	Initiation	1		
	Female	No, I haven't. I've done anything!	Response	1		
	Male	That's not true! You've done a lot of things. They're just not on this list.	Response	1		
	Female	By the way, have you ever tried vacuuming	Initiation	1		
	Male	No, I haven't.	Response	1		
	Female	Well, do you want to start now? I'm really busy.	Initiation	1		
Total	Initiation by male = 4      Response by male = 4 Initiation by female = 3      Response by female = 4		M = 6 F = 6		1	1
4 Interesting places in Brazil	Male	So, where are you from, Tanya?	Initiation	1	Bill is standing in front of Tanya.	Tanya is pointing to a map.
	Female	I'm from Brazil.	Response	1		
	Male	Really? I always want to go there.	Response	1		
	Female	That's nice to hear.  Any reason?	Response  Initiation	1  1		
	Male	I really want to see the Amazon.  Have you ever been there?	Response  Initiation	1  1		
	Female	Of course! It's one of the most interesting places to go.	Response	1		

**Table 26** Distribution of Topic Domination in Mixed-gender Dialogues in *Smart Choice* (Continued)

Unit	Speaker	Line of dialogue	Element of exchange structure	Number of speech turn	Illustrations	
					Male	Female
4 Interesting places in Brazil	Male	What's it like?	Initiation	1	Bill is standing in front of Tanya.	Tanya is pointing to a map.
	Female	It's amazing! I think it's the most beautiful rainforest in the world!	Response	1		
	Male	Well, I want to go there someday.	Response	1		
	Female	You're going to love it!	Response	1		
Total	Initiation by male = 3      Response by male = 3 Initiation by female = 1    Response by female = 5			M = 5 F = 5	1	1
5 Wedding	Male	What are you going to do tomorrow?	Initiation	1	- Picture of wedding in Thailand (a bridegroom)	- Picture of wedding in Thailand (a bride)
	Female	First, I'm going to go shopping. Then I'm going to a wedding.	Response	1		
	Male	Who's getting married?	Initiation	1		
	Female	A friend of mine from college. She's Thai.	Response	1		
	Male	Really?	Response	1		
		Have you ever been to a Thai wedding before?	Initiation	1	- Picture of wedding in Mexico (a bridegroom, a man, and a boy) - Picture of wedding in China (a bridegroom and 2 men)	- Picture of wedding in Mexico (a bride, two women, and a girl) - Picture of wedding in China (a bride)
	Female	Yes, I have. It was beautiful! It took place in someone's home.	Response	1		
	Male	And what did the bride wear?	Initiation	1		
	Female	Well, it was a traditional wedding, so she wore a silk dress.	Response	1		
	Male	So, is there going to be a party after the ceremony is over?	Initiation	1		
	Female	Of course!	Response	1		
		Doesn't everyone have a party when they get married?	Initiation	1		
Total	Initiation by male = 5      Response by male = 1 Initiation by female = 1    Response by female = 5			M = 5 F = 5	7	5

**Table 26** Distribution of Topic Domination in Mixed-gender Dialogues in *Smart Choice* (Continued)

Unit	Speaker	Line of dialogue	Element of exchange structure	Number of speech turn	Illustrations	
					Male	Female
6 Fitness	Male	Lots of things. Like, we have to learn how to kick and punch.	Response	1	-	-
	Female	That sounds dangerous!	Response	1		
	Male	No! It's great! You should try it.	Response	1		
Total	Initiation by male = 0      Response by male = 5 Initiation by female = 4      Response by female = 2			M = 5 F = 5	1	1

**Table 27** Distribution of Topic Domination in Mixed-gender Dialogues in *English for Communication and Work*

Unit	Speaker	Line of dialogue	Element of exchange structure	Number of speech turn	Illustrations	
					Male	Female
1 Meeting a friend	-	-	-	-	-	-
Total	Initiation by male = 0      Response by male = 0 Initiation by female = 0      Response by female = 0			M = 0 F = 0	-	-
2 Dating	-	-	-	-	-	-
Total	Initiation by male = 0      Response by male = 0 Initiation by female = 0      Response by female = 0			M = 0 F = 0	-	-
3 Asking a direction	-	-	-	-	-	-
Total	Initiation by male = 0      Response by male = 0 Initiation by female = 0      Response by female = 0			M = 0 F = 0	-	-

**Table 27** Distribution of Topic Domination in Mixed-gender Dialogues in *English for Communication and Work* (Continued)

Unit	Speaker	Line of dialogue	Element of exchange structure	Number of speech turn	Illustrations	
					Male	Female
4 Making an appointment	Male	Excuse me.	Initiation	1	-	-
	Female	Yeah, what can I do for you?	Response	1		
	Male	Could you help me to meet Mr. Calos, the manager of the company?	Response	1		
	Female	Did you make an appointment?	Response	1		
	Male	Yes, I did. He himself called me today.	Response	1		
	Female	Would you wait for a minute?	Initiation	1		
		Let me check with the manager please.	Response	1		
		What's your name sir?, and which company are you from?	Initiation	1		
	Male	Scott Baker, Senior Computer Engineer, Thunderbird Graphics.	Response	1		
	Female	Thank you sir.	Response	1	-	-
		I hope you won't mind sir. You will have to wait for half-an-hour. Mr. Carlos will definitely meet with you.	Initiation	1		
	Male	It's all right. I'll wait.	Response	1		
	Female	Please have a seat there. Meanwhile, I am arranging coffee for you.	Initiation	1		
Total	Male	Thanks.	Response	1	-	-
	Female	You're welcome.	Response	1		
Initiation by male = 1      Response by male = 5		Initiation by female = 4      Response by female = 5		M = 6 F = 6	-	-

**Table 27** Distribution of Topic Domination in Mixed-gender Dialogues in *English for Communication and Work* (Continued)

Unit	Speaker	Line of dialogue	Element of exchange structure	Number of speech turn	Illustrations	
					Male	Female
5 Talking about your job	Female	Hi Pete! Welcome!	Initiation	1	-	-
	Male	Hi Ivan!	Response	1		
		Is this your coffee shop?	Initiation	1		
	Female	Yes, it is.	Response	1		
		Do you like it?	Initiation	1		
	Male	Yes I do. It's great!	Response	1		
		Do you work here every day?	Initiation	1		
	Female	No, I don't. I only work here three days a week.	Response	1		
	Male	Does the coffee shop open on weekends?	Initiation	1		
	Female	Yes, it does. It opens at 7:00 a.m. on weekends.	Response	1		
Total		Initiation by male = 4      Response by male = 2 Initiation by female = 3      Response by female = 4		M = 4 F = 5	-	-
6 An advertisement	-	-	-	-	-	-
Total		Initiation by male = 0      Response by male = 0 Initiation by female = 0      Response by female = 0		M = 0 F = 0	-	-

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