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*Gender representations in EFL textbooks: a quantitative and qualitative content analysis*

Masterproef voorgedragen tot het behalen van de graad van

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Promotor Prof. Dr. David Chan
Vakgroep Vertalen Tolken Communicatie
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TABLE OF CONTENTS

INTRODUCTION .................................................................................................................. 7

1 GENDER AND SOCIETY ................................................................................................. 9
   1.1 Gender Stereotypes: Definitions ............................................................................. 9
   1.2 Male and Female Stereotypes ............................................................................. 10
   1.3 Gender Equality .................................................................................................. 11
       1.3.1 Gender Equality in Developed Countries ................................................. 11
       1.3.2 Gender Equality in developing Countries ............................................... 13
       1.3.2 Gender Equality through Education ....................................................... 14

2 GENDER STEREOTYPING IN THE MEDIA AND BOOKS ........................................... 15
   2.1 Gender Stereotyping in Advertising .................................................................. 15
   2.2 Gender Stereotyping in Children’s Books ....................................................... 16
       2.2.1 Books: Influence on Children ................................................................. 16
       2.2.2 Stereotypes in Books .............................................................................. 16

3 GENDER STEREOTYPING IN EFL TEXTBOOKS ....................................................... 18
   3.1 Role of School Textbooks .................................................................................. 18
       3.1.1 Textbooks as educational Tools ............................................................... 18
       3.1.2 Textbooks as Tools for Socialization ..................................................... 19
   3.2 Previous Research .............................................................................................. 19
       3.2.1 Patriarchal Societies ............................................................................... 19
       3.2.2 Western Societies ................................................................................... 20

4 METHODOLOGY ......................................................................................................... 23
   4.1 Analysing Gender in School Textbooks ........................................................... 23
   4.2 Content Analysis: Definition and Purpose ....................................................... 24
   4.3 Research Questions ........................................................................................... 25
   4.4 Hypothesis ......................................................................................................... 26
   4.5 Corpus ................................................................................................................ 26
       4.5.1 Contact 5: an advanced English course .................................................. 26
       4.5.2 Spark 5 ..................................................................................................... 26
       4.5.3 New Total English Advanced .................................................................. 27
   4.6 Adaptation Bruegilles and Cromer (2009b) ....................................................... 27
   4.7 Specific Method .................................................................................................. 28
       4.7.1 Famous and Unknown Characters .......................................................... 28
       4.7.2 Texts and Images ..................................................................................... 29
       4.7.3 Group or Individual .................................................................................. 29
4.7.4 Designation ........................................................................................................... 29
4.7.5 Sex and Age ......................................................................................................... 30
4.7.6 Actions, Activities, and Occupation ................................................................... 30
4.7.7 Character ............................................................................................................. 31
5 RESEARCH RESULTS ................................................................................................. 32
  5.1 Charts Representing Male to Female Proportion ................................................... 32
      5.1.1 Overall Gender Ratio .................................................................................. 32
      5.1.2 Gender Ratio per Textbook .......................................................................... 33
      5.1.3 Gender Ratio in Texts and Images .............................................................. 34
      5.1.4 Gender Ratio in Texts and Images Unknown Characters (U) ....................... 35
      5.1.5 Gender Ratio in Images per Textbook (U) .................................................... 37
      5.1.6 Gender Ratio in Texts per Textbook (U) ....................................................... 38
      5.1.7 Overall Gender Ratio Occupational Roles (U) ............................................ 39
      5.1.8 Gender Ratio Occupational Roles Contact 5 (U) ........................................ 40
      5.1.9 Gender Ratio Occupational Roles Spark 5 (U) ........................................... 41
      5.1.10 Gender Ratio Occupational Roles New Total English (U) ......................... 42
  5.2 Results Quantitative Analysis ................................................................................ 43
6 DISCUSSION ................................................................................................................. 44
  6.1 Gender Roles .......................................................................................................... 44
      6.1.1 Agriculture .................................................................................................... 44
      6.1.2 Science and Engineering ............................................................................ 44
      6.1.3 Sports .......................................................................................................... 44
      6.1.4 Society ......................................................................................................... 45
      6.1.5 Business and Industry ................................................................................ 46
      6.1.6 Health ......................................................................................................... 46
      6.1.7 Education .................................................................................................... 47
      6.1.8 Leisure ........................................................................................................ 47
      6.1.9 Family ......................................................................................................... 48
      6.1.10 Character .................................................................................................. 48
  6.2 Famous Characters ............................................................................................... 49
7 CONCLUSION .............................................................................................................. 51
8 BIBLIOGRAPHY ........................................................................................................ 53
  8.1 Textbooks .............................................................................................................. 53
  8.2 Secondary Reading .............................................................................................. 53
9 APPENDICES ............................................................................................................. 57
  9.1 A1: Non-stereotypical Texts and Images Unknown Characters ........................... 57
  9.2 A2: Contact 5: an advanced English course (2011) ........................................... 61
      9.2.1 Overall Gender Ratio ................................................................................ 61
      9.2.2 Gender Ratio Texts .................................................................................... 61
9.2.3 Gender Ratio Images ................................................................. 62
9.2.4 Gender Ratio Unknown Characters ........................................ 62
9.2.5 Gender Ratio Texts Unknown Characters ................................. 63
9.2.6 Gender Ratio Images Unknown Characters ............................... 63
9.2.7 Gender Ratio Famous Characters ............................................ 64
9.2.8 Gender Ratio Texts Famous Characters .................................... 64
9.2.9 Gender Ratio Images Famous Characters ................................. 65
  9.3.1 Overall Gender Ratio ............................................................. 66
  9.3.2 Gender Ratio Texts ............................................................... 66
  9.3.3 Gender Ratio Images ............................................................. 67
  9.3.4 Gender Ratio Unknown Characters ........................................ 67
  9.3.5 Gender Ratio Texts Unknown Characters ............................... 68
  9.3.6 Gender Ratio Images Unknown Characters ............................. 68
  9.3.7 Gender Ratio Famous Characters .......................................... 69
  9.3.8 Gender Ratio Texts Famous Characters ................................... 69
  9.3.9 Gender Ratio Images Famous Characters ............................... 70
  9.4.1 Overall Gender Ratio ............................................................. 71
  9.4.2 Gender Ratio Texts ............................................................... 71
  9.4.3 Gender Ratio Images ............................................................. 72
  9.4.4 Gender Ratio Unknown Characters ........................................ 72
  9.4.5 Gender Ratio Texts Unknown Characters ............................... 73
  9.4.6 Gender Ratio Images Unknown Characters ............................. 73
  9.4.7 Gender Ratio Famous Characters .......................................... 74
  9.4.8 Gender Ratio Texts Famous Characters ................................... 74
  9.4.9 Gender Ratio Images Famous Characters ............................... 75
9.5 A5: Overall Gender Ratio of the three textbooks .......................... 75
  9.5.1 Overall Gender Ratio Texts .................................................... 75
  9.5.2 Overall Gender Ratio Images ................................................ 76
  9.5.3 Overall Gender Ratio Unknown Characters .............................. 76
  9.5.4 Overall Gender Ratio Texts Unknown Characters .................... 77
  9.5.5 Overall Gender Ratio Images Unknown Characters .................. 77
  9.5.6 Overall Gender Ratio Famous Characters ............................... 78
  9.5.7 Overall Gender Ratio Texts Famous Characters ....................... 78
  9.5.8 Overall Gender Ratio Images Famous ..................................... 79
LIST OF FIGURES

Figure 1: Ad Kookäi .............................................................. 15
Figure 2: Overall Gender Ratio .............................................. 32
Figure 3: Gender Ratio per Textbook ....................................... 33
Figure 4: Gender Ratio in Texts and Images ................................ 34
Figure 5: Gender Ratio in Texts and Images Famous Characters (F) ........................................... 35
Figure 6: Gender Ratio in Texts and Images Unknown Characters (U) .................................. 36
Figure 7: Gender Ratio in Images per Textbook ............................................. 37
Figure 8: Gender Ratio in Texts per Textbook (U) ................................. 38
Figure 9: Gender Ratio Occupational Roles (U) ........................................ 39
Figure 10: Occupational Roles Contact 5 (U) ........................................... 40
Figure 11: Occupational Roles Spark 5 (U) .................................................. 41
Figure 12: Occupational Roles New Total English (U) ........................................ 42
Figure 13: suffragettes, New Total English (2012, p. 12) ........................................ 45
INTRODUCTION

Textbooks play a significant role in society “by directly or indirectly transmitting models of social behaviour, norms and values” (Brugeilles and Cromer, 2009a, p. 14). They are a means of socialization presenting representations of the world that can influence students’ attitudes and orientations. It is clearly valuable to examine the social reality that is transmitted to students through textbooks. This study focuses on how gender norms and values, i.e. the position of men and women in today’s society, are presented in three current EFL textbooks, two of which were published in Belgium and one in the United Kingdom (U.K). The textbooks are advanced level and were published between 2011 and 2013. This thesis addresses the following questions:

Quantitative:

1. What is the proportion of male characters to female characters in texts and images? And is there a difference between the proportion in the texts and in the images?
2. What occupational roles are depicted for male and female characters?
3. What are the contrasts between the U.K. and Belgian publications in terms of gender representation?

Qualitative:

1. What character traits are ascribed to male and female characters?
2. To what extent does the representation of gender reinforce gender stereotypes?

In order to address these questions, we conducted a content analysis that was primarily quantitative but with a qualitative dimension, using Brugeilles and Cromer’s (2009b) methodological manual.

In the first chapter of this thesis, gender and gender stereotypes are defined and an overview of the position of men and women, both in developed as in developing countries, is given. Chapter 2 provides information on the representation of gender in the media and children’s books. Chapter 3 is a literature study on gender in EFL textbooks. Chapter 4 is devoted to presenting information on the methodology, along with the research questions and the hypothesis. It explains how gender has been analysed over time and what content analysis is.
It also provides information on the method as suggested by Bruegilles and Cromer (2009b) and the specific methodology used in the present study. In the fifth chapter, the research results of the quantitative analysis are discussed. Chapter 6 is the discussion section (qualitative analysis) and in Chapter 7, the conclusion is formulated.
1 GENDER AND SOCIETY

1.1 Gender Stereotypes: Definitions

Stereotypes are still present in our society. They play an important role in the way we perceive people and society in general, both positively and negatively. Stereotyping impacts the decisions individuals make and it can lead to prejudice and even discrimination.

Cook and Cusack (2010, p. 9) defined a ‘stereotype’ as “a generalized view or preconception of attributes or characteristics possessed by, or the roles that are or should be performed by, members of a particular group”. According to this definition, an individual is automatically supposed to possess certain characteristics or to perform certain roles by mere virtue of membership in a particular group. A stereotype is, therefore, an oversimplified idea. Stereotypes can be related to race, class, age, religion, nationality, sexual preference etc., and give rise to simplistic statements, for example: “blonds are dumb”, “the Dutch are greedy”, “homosexual men have a great sense of fashion”, and “women are terrible drivers”. The latter example is a gender stereotype and is based on the supposed social differences between men and women. According to the World Health Organization (WHO) (s.d.), ‘gender’ refers to “the socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for men and women”. The key consideration in this definition is that ‘gender’ describes the features of men and women as determined by society and culture (nurture). It can easily be confused with ‘sex’, which refers to the biological differences between men and women (nature).

Unesco (2011, p. 6) defined ‘gender stereotypes’ as

> simplistic generalizations about the gender attributes and roles of individuals and/or groups and about the differences among them. Stereotypes can be positive or negative, but they rarely communicate accurate information about others.

A first remark that can be made on this definition is that gender roles - social and behavioural concepts that are linked to femininity and masculinity - can also be stereotypical. Masculine roles are usually associated with dominance, strength and aggression, while feminine roles are usually associated with subordination, passivity and nurturing (“Gender Roles and Differences”, s.d.: para. 2). Stereotypically, men are seen as ‘breadwinners’ and women as ‘homemakers’.
In the Unesco definition, it is also stated that (gender) stereotypes can be both positive and negative. Examples of positive gender stereotypes are “boys are good at maths”, “men love science”, “women are caring”, and “girls like cooking”. These seemingly positive presumptions are in fact (unrealistic) expectations to which members of groups cannot always live up to. Not all men love science and not all women are caring. Such men and women are not what society expects them to be. This can lead to a feeling of not fitting in and exclusion.

Cook and Cusack (2010, p.13) explained why people stereotype to categorize others: it gives us a feeling of prediction and protection. It allows us to anticipate to what others think and how they will react even if we do not know them personally.

1.2 Male and Female Stereotypes

Research suggests that men and women are treated differently as a result of gender stereotypes. Block, Koch, Liberman, Merriweather, and Roberson (2011, p. 571) have agreed that stereotypes have caused women, and other minority groups, to be judged on the basis of their social identity (e.g. sex) rather than actual performance and potential.

According to Golombok and Fivush (1994, p. 17), gender stereotypes include information on various aspects such as physical appearance, personality traits, attitudes and interests, social relations, and occupations. These various characteristics define what it means to be a male or female and are interrelated, the researchers state (Golombok & Fivush, 1994, p. 17). Consequently, if a person is female, she is believed to have certain physical characteristics (graceful, fragile), certain psychological traits (sensitive, kind, caring), hold a certain occupation (nurse, teacher) and like certain activities (shopping, dancing).

According to Vincke (2004, p. 104) women are expected to be passive, domestic, social, dependent and hesitant, while men are said to be active, independent, aggressive, enterprising and goal-oriented. It is also 'normal' for women to show their emotions openly, while men are regarded as weak if they behave in the same way. Other common gender stereotypes, as enumerated by Brewer (s.d.), are that “women are supposed to cook and do housework”, “women don’t play sports”, and “women are meant to be the damsel in distress, not the hero”, while men are supposed to be “lazy and/or messy”, to “enjoy outdoor activities such as camping, fishing, and hiking”, and to be “in charge; they are always at the top”. Such stereotypes are still perpetuated by means of books, texts, music, the media, etc.
1.3 Gender Equality

Many organisations such as the United Nations (UN) and the International Planned Parenthood Federation (IPPF) strive for gender equality, i.e. "the measurable equal representation of women and men. Gender equality does not imply that women and men are the same, but that they have equal value and should be accorded equal treatment" (IPPF, s.d., para. 1). According to the IPPF, it is due to gender inequality that, internationally, the majority of the poor are women since men and women are still not equally paid (s.d., para. 4).

In spite of many international efforts made in the field of equality and human rights, “women are still much more likely than men to be poor, malnourished and illiterate”, according to the United Nations Population Fund (s.d.a, para. 1)\(^1\). The fund also reports that women “usually have less access than men to medical care, property ownership, credit, training and employment” and that they are “far less likely than men to be politically active and far more likely to be victims of domestic violence” (United Nations Population Fund, s.d.a, para. 1).

1.3.1 Gender Equality in Developed Countries

The roles of men and women have changed dramatically throughout history and especially since the 1970s. An important reason for this development are women’s rights movements, which, as Vinke (2004, p. 104) pointed out, have put the female gender stereotypes under pressure. Because of these movements, women's political, social and economic status has changed. Women are wealthier, more confident and more powerful. Women now play a key role in many important areas such as politics, medicine, law and business. More and more women also choose to make a career in 'typically male fields’ instead of becoming the stereotypical nurse, air hostess or school teacher. For example, in Belgium, the number of women in the police force nearly doubled between 2002 and 2008 (Taragola, 2012, p. 38). In 2013, the Pew Research Center reported that US women are increasingly the main breadwinner, earning more than their partners in almost 40% of today's couples (Wang, Parker & Taylor, 2013).

Another important change is the role of women and men in the household. According to a survey from the American Families and Work Institute, working fathers in the USA are spending one hour more on an average work day with their children, compared to the situation

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\(^1\) The UNFPA is an international development agency that promotes the right of every woman, man and child to enjoy a life of health and equal opportunity.
in 1977 (Galinsky, Aumann & Bond, 2009, p. 14). Mothers spend about the same time compared with three decades ago. Although women are still the main keepers of the house, the report concludes optimistically, stating that "it has clearly become more socially acceptable for men to be and to say they are involved in child care, cooking and cleaning over the past three decades than it was in the past" (Galinsky, Aumann & Bond, 2009, p. 18).

However, although society has become less traditional, conservative, and thus less stereotypical, the gender gap is still there. In the European Union, much effort is made to reduce this gender gap, as equality between men and women is vital to its economic and social growth. Yet, according to the European Institute for Gender Equality (EIGE) (2013, p. 3), the EU is only half way towards achieving its goals. In 2013, the institute presented its first Gender Equality Index, as requested by the European Commission. The index shows that the EU member states score an average of 54 points (where 1 stands for absolute gender inequality and 100 for full gender equality). Belgium and the U.K. are ranked above the average, scoring 59.6 and 60.4 respectively. Only the Dutch and Scandinavian women are even better placed (European Institute for Gender Equality, 2013).

The index was drawn up on the basis of six core domains: work, money, knowledge, time, power, and health. The gender gap seemed to have virtually closed in only one domain, i.e. health. Power was found to be the domain in which women are the farthest from reaching equal opportunities: women are still greatly under-represented among boards and in some areas of political and economic decision-making. There is also a large difference in the amount of time spent on non-economic activities. EU women spend much more time on the care and upbringing of the children and doing household chores than their male counterparts. This negatively affects women’s positions on the labour market, since there is less time available for women to engage in economic activities, according to the EIGE (2013, p. 26).

The developed world has still not reached gender equality at every level, but important changes have been made throughout the years and the gender gap is continuing to close down. In the next section, we will discuss the situation for men and women in the developing world. In these countries, women lag behind men in important domains.
1.3.2 Gender Equality in developing Countries

It is clear that the differences between men and women in the developed world are predominantly present in the work field and within the family roles. This gender gap is much larger in developing nations, where women are often discriminated against in terms of basic issues such as education, healthcare, and nutrition.

In low-income countries, gender discrimination starts early on in life. According to Duflo (2012, p. 1061) many girls die before and shortly after birth due to, increasingly, sex-selective abortion and infanticide. Barot (2012, p. 18) explained that the root of the problem lies in the strong cultural preference for sons over daughters, especially in China, where there is a one child policy, and India, but also in the Caucuses and Balkan states. In those countries, males are seen as “more socially and economically valuable than females” (Barot, 2012, p. 18). A son is considered as an asset while a daughter is a financial burden on the family. As stated by Barot (2012, p. 18), in developing countries, only men can inherit and own land, men are the main income providers, and men provide support for their elderly parents as national security schemes are absent. Women, on the other hand, grow up to be nothing more than household servants, require dowries upon marriage and are considered as second-rate to men (Mullins, 1998, paras. 1-7).

Women continue to face inequities as they grow up. UN Women (2015, Prevalence) estimate that women comprise 50 percent of all adults living with HIV, with up to 58% in Sub-Saharan Africa. Due to gender equality resulting in sexual violence such as sex trafficking and child marriages, girls are disproportionately vulnerable to the virus, as stated by the Sexual Violence Research Initiative (2006, paras. 1-2).

Another domain in which women are discriminated against is education. Unicef (2015, para. 1) estimated that “31 million girls of primary school age and 32 million girls of lower secondary school age were out of school in 2012”. Educational inequality is the highest in Sub-Saharan Africa, where only two out of 35 countries have reached gender parity, according to the organization (Unicef, 2015, para. 1).

However, several international non-governmental organizations (NGOs) carry out projects to promote gender equality. Thanks to these initiatives, considerable progress has been made in important areas. According to the latest Millennium Development Goals Report (UN, 2014, p.
20), all developing regions but Northern and Sub-Saharan Africa, Oceania, and Western Asia reached gender parity in primary education in 2012. Between 1990 and 2012, the proportion of women in paid employment in non-agricultural sectors increased in almost all developing regions, except in Northern Africa, stated the UN (2014, p. 21). Another important trend is that there are more and more female MPs and ministers, both in developing as in developed countries (UN, 2014, p.23).

The roles of men and women all over the world have changed enormously over the last decades and will continue to do so. According to Gordon, Guez, & Allen (2000, Introduction), “Gender is a dynamic concept. Gender roles for men and women vary greatly from one culture to another, and from one social group to another within the same culture. […] As culture is dynamic, and socio-economic conditions change over time, so gender patterns change with them”.

1.3.2 Gender Equality through Education

Education is an important key to gender equality. It improves the position of girls and women, which, in turn, contributes to the social, economic and political development of countries. The United Nations Population Fund (UNFPA) (s.d.b) regards education “as one of the most effective ways to reduce poverty”. It is “one of the most important means of empowering women with the knowledge, skills and self-confidence necessary to participate fully in the development process” (UNFPA, s.d.b.). According to the UNFPA (s.d.b.), educated women are more likely to delay marriage and have fewer and healthier children, because they are aware of the importance of health care and know how to get access to it. The fund also pointed out that, thanks to education, women and girls know their rights and gain confidence to claim them (UNFPA, s.d.b).
2 GENDER STEREOTYPING IN THE MEDIA AND BOOKS

Gender stereotypes differ from society to society, depending on the cultural values prevailing in that society. There are several ways in which these values are passed on, including family influence, magazines, TV, music, movies and advertisements.

2.1 Gender Stereotyping in Advertising

A powerful means of communication in which stereotypes have always been prominent is advertising. Since it is used by almost every medium, advertising reaches a broad audience making it very influential. In the past, women were portrayed in stereotypical settings: they did the household and took care of the children while the husbands worked outside the home. Nowadays, ads have become less stereotypical, showing more and more businesswomen and men doing domestic jobs. However, some still perpetuate the stereotypical image of both genders, although not as overtly as early advertisements.

Figure 1: Ad Kookaï

This reactionary ad dates from 2004. It is an ad for a French women's clothing store. The photo shows a man wearing a woman’s blouse and holding a baby. At first glance it appears to break the stereotype but ultimately reinforces the traditional view of male and female roles by the question: "What would the world be without women?". It implies that a man holding a baby is a shocking notion and women are more suited to child care.
2.2 Gender Stereotyping in Children’s Books

2.2.1 Books: Influence on Children

Other important sources of gender role socialization are books, and, more specifically, children's books. They teach children traditional gender-stereotyped expectations and behaviour.

Tsao (2008, p. 110-111) stated that books and their illustrations not only entertain young children but also teach them cultural and social norms. According to McGabe, Fairchild, Grauerholz, Pescosolido, and Tope (2011, p. 218) "the messages conveyed through representation of males and females in books contribute to children's ideas of what it means to be a boy, girl, man, or woman". If women appear less frequently in stories than men, this suggests to children that these female characters are less important than their male counterparts. Hamilton, Anderson, Broaddus, and Young (2006, p. 757) warned that "stereotyped portrayals of the sexes and underrepresentation of female characters contribute negatively to children's development, limit their career aspirations, frame their attitudes about their future roles as parents, and even influence their personality characteristics”.

2.2.2 Stereotypes in Books

In their study on gender stereotypes in children’s books, McGabe et al. (2011) analysed approximately 6,000 books published in the United States between 1900 and 2000. They focused their analysis on the representation of males and females in titles and central characters. The findings showed that, overall, children’s books are twice as likely to feature a male central character than a female central character. This gender disparity becomes even larger for animal characters, where the proportion of males is three times as high as the proportion of females. Another interesting result is that readers tend to interpret gender-neutral animal characters as males (McGabe et al., p. 220).

Hamilton et al. (2006) examined 200 award-winning children’s picture books, published in the late 90s. It was found that the books contained twice as many male characters as female characters. Moreover, both genders were assigned stereotypical roles: men were engaged in outdoor activities while women were mainly shown indoors, in nurturing settings. It was also found that more males than females had paid jobs.
However, Paynter (2011) updated the Hamilton et al. (2006) study and found that things had changed since then. Her results showed that the male-to-female ratio improved, that the percentage of active female (and male) characters increased and that females (and males) were more frequently shown outdoors.
3 GENDER STEREOTYPING IN EFL TEXTBOOKS

3.1 Role of School Textbooks

3.1.1 Textbooks as educational Tools

Brugéilles and Cromer (2009a, p. 14) defined a textbook as

the core learning medium composed of text and/or images designed to bring about a specific set of educational outcomes; traditionally a printed and bound book including illustrations and instructions for facilitating sequences of learning activities.

Belgian schools can freely decide which textbooks to purchase and to use in their classrooms. The only requirement for textbooks is that they are in accordance with the curriculum goals set up by the Belgian Ministry of Education. Teachers use textbooks as a guideline to meet the curriculum goals at the end of the school year. One of these goals relates to stereotypes. The curriculum states clearly that ASO students in the third degree should be able to identify stereotypes related to one’s own culture and other cultures and discern such stereotypes.16 However, the learning outcomes do not mention the issue of gender explicitly, and, therefore, it is up to the schools and teachers whether and how they implement gender in their curricula (RoSa, s.d., “Gender en het curriculum”).

Textbooks are highly important teachers’ aids since they are used in classrooms on a regular basis, they have authoritative power and they are available to anyone. According to Sadker et al. (2009, p. 88) “students spend as much as 80 to 95 percent of classroom time using textbooks and that teachers make a majority of their instructional decisions based on the textbook”. Romanowski (1996) stressed the authoritative power of textbooks. The ideas and values conveyed in the textbook “have power and authority because they are presented in printed and bound textbook with its aura of an authority that is beyond question and criticism” (p.171). Textbooks are also an efficient tool for education that can reach a broad audience since, as Brugéilles and Cromer (2009a, p. 15) stated, they are “still the cheapest of available media, and they are easy to carry and use”.

3.1.2 Textbooks as Tools for Socialization

Textbooks have an influence beyond their primary role of facilitating learning. They play a key role in society “by directly or indirectly transmitting models of social behaviour, norms and values” (Brugéilles and Cromer, 2009a, p. 14). They are a means of socialization presenting representations of the world that can influence attitudes and orientations. According to Burstyn and Corrigan (2011, p.36), “Textbooks mirror society. They may distort, they may present only a segment of the whole picture. Nevertheless, they provide one means of judging what a society wishes to pass on to its children”. The authors also refer to how society changes over time and how textbooks should reflect these changes. They state that it can take years before new attitudes are adopted in textbooks, because, firstly, it takes some time to create and publish new textbooks and, secondly, because authors “may hesitate to adopt new attitudes before they have become part of the way of life of the majority” (Burstyn & Corrigan, 2009, pp. 36-37). Taylor-Mendes (2009, p. 65) notes that students are influenced by the images in ESL and EFL textbooks. “Students – consciously or unconsciously – use, absorb, and interpret the social, economic, and racial realities present in the photographs, cartoons, or pictures in their textbooks”. It is clear that school textbooks should reflect the world and society in an accurate way and in all its diversity. If the ideas conveyed in the textbook do not correspond with reality, they can reinforce stereotypes and prejudices and may be the gateway to both ethnic and sexist discrimination.

3.2 Previous Research

Numerous researchers have been interested in analysing gender representation in EFL textbooks as from the 1970s. To our knowledge, these studies focus predominantly on textbooks published or used in patriarchal countries and the more progressive Nordic countries. In the following overview, we concentrate on research conducted in the 21st century.

3.2.1 Patriarchal Societies

In 2001, Sano, Lida, and Hardy conducted a linguistic analysis of five series of English textbooks commonly used in Japanese secondary schools. Although no explicit differences were found in the linguistic features of the texts, some textbooks contained implicit gender-biased messages. Similarly, Otlowski (2003) examined the English Language textbook Expressway A, produced in Japan. The findings showed that women were depicted in roles
that no longer represented their position in society. The women in the textbook took care of the household chores while the men worked outside the home.

Through discourse analysis, Stockdale (2006) evaluated dialogues in the Asian EFL textbook *Impact Values*. She found significant gender bias toward males: they were more frequently referred to and more male than female nouns and pronouns appeared in first position in sentences. Mukundan and Nimechisalem (2008) reported similar results in their study on gender representation in Malaysian English language textbooks. The proportion of males was higher than that of females and females were found to be less prominent in conversations than their male counterparts. However, the findings also revealed gender bias against men as they possessed most of the negative character traits.

Only one Asian study reporting a fairly equal representation of men and women, was retrieved. In 2008, Mineshima examined a Japanese EFL textbook used in secondary schools. The researcher found that the number of appearances of both genders were more or less balanced. Both males and females were assigned with the same number of school subjects, occupations and family roles. However, the closer analysis showed that it was mainly the female characters in the textbook who cleaned, cooked and did the dishes and that the males held more valuable jobs than females.

Studies conducted in patriarchal countries outside Asia showed gender bias as well. For instance, Mustapha (2012) analysed seven English language textbooks for junior secondary school students. The analysis demonstrated that females were assigned roles that are more household-related, in contrast to men, who were depicted in roles outside the home. Moreover, Mustapha (2012) found that the males in the textbooks mainly exhibited desirable character traits while females mainly exhibited undesirable traits.

### 3.2.2 Western Societies

The following studies focus on EFL textbooks published in Western countries and Nordic countries, renowned for promoting gender equality. Although these countries, especially the latter, should portray a more gender-balanced society, stereotypes still prevail in some textbooks.

In Finland, Saariki (2010) analysed two English textbook series, one of which dates from the 90s and one from the 2000s. Although the more recent textbooks show a less drastic imbalance, males outnumber females in both series. Moreover, the female characters are
depicted in family roles, while the male characters “hold the more powerful occupations in society” (Saarikiv, 2010, p. 72).

Holmqvist and Gjörup (2006) conducted a study on gender roles in EFL textbooks published in Sweden. They reported that, in all textbooks evaluated, there is a tendency to promote males and to diminish females. The study showed that the females in the textbooks are either unemployed or have stereotypical jobs such as nurses, teachers, and models. Males are employed in highly respected functions such as those related to politics and medicine.

Lee and Collins (2010) evaluated ten EFL textbooks published in Australia in the early 2000s. Overall, they found “heavily biased ratio of male to female characters” (p. 133). Female characters are mainly shown in domestic and social roles and are engaged in stereotypical activities and careers. Moreover, they are depicted as being less active and less strong than their male counterparts.

Regarding textbooks published in the United Kingdom, Toçi and Aliu (2013) found that textbook authors still convey biased information to their readers. The researchers performed a content analysis of three EFL textbooks that are currently being used and found that men and women are shown in traditional occupations, hobbies, and sports.

Similarly, Brusokaitė (2013) analysed the British textbook *Speakout*, published in 2011 by Longman. Her findings showed that women appear to be underrepresented in the labour market. They are depicted in a limited variety of jobs and mainly hold artistic occupations such as models, actors and designers. The male jobs are more varied, including risky and manual occupations and occupation that require a degree.

Other analyses of EFL textbooks report a fairly equal representation of males and females. Mustedanagic (2010) evaluated an English language textbook that was published in Sweden in 2003. The analysis showed a gender-balanced representation, with women engaged in realistic non-stereotypical jobs. However, one domain in which the stereotypes prevailed was that of sports. It was presented as a male-dominated field. Johansson and Malmsjö (2009) also focused on Swedish textbooks in their study. They analysed two textbook series from the 2000s, among others, and found an overrepresentation of female characters in both of them. Interestingly enough, in the older textbook series evaluated, it was men who were overrepresented.
Guijarro Ojeda (2005), in his research, focused on EFL textbooks published by four different British publishing houses in the 2000s. Of the seven textbooks he analysed, only one was found to be gender-biased, depicting women and men in traditional family roles and occupations. The other textbooks showed men and women in a fairly egalitarian way. Almost ten years later, Lewandowski (2014) analysed 3 grammar textbooks, also published in the U.K. in the 21st century. The study showed that both men and women were attributed the same character traits and skills and were portrayed in a broad range cross-gender occupations and hobbies. However, the researcher did find a slight male bias when it comes to political and high-position functions: these were mostly occupied by male characters. In contrast, men were discriminated in terms of emotional states, which were more varied for and more associated with female characters.

In conclusion, EFL textbooks in patriarchal societies are predominantly gender-biased. In western countries, the portrayal of men and women is more encouraging. Some textbooks still convey stereotypical portrayals of men and women while in others, the representation of both genders is more balanced.
4 METHODOLOGY

In the following sections, it is discussed what difficulties surround textbook research and it is explained what content analysis is. Moreover, the research questions and the hypothesis are outlined and a detailed description of the specific methodology is given.

4.1 Analysing Gender in School Textbooks

A school textbook is a complex text to analyse. Firstly, analysing textbooks is a time-consuming activity, limiting the number of textbooks that can be analysed within a certain timeframe. Secondly, it is made up of units including a variety of text genres, including dialogues, novel excerpts, poems, songs, newspaper articles, exercises, etc., which may be written by authors other than the textbook authors (intertextuality). It also contains characters which can be shown in both texts and images. The textbook researcher should take these elements into account before analysing, and decide upon what material to include in the analysis and which research method to apply, depending on the scope of the study. Researchers analysing EFL textbooks can choose from a variety of methods as the issue of gender in foreign language textbooks has been widely researched through various analyses. The reason for this is that foreign language textbooks are valuable data to analyse in terms of gender as they are “characteristically densely populated with people who are not only in social relationship with each other, but who continually verbally interact with each other” (Sunderland, Cowley, Abdul Rahim, Leontzakou, & Shattuck, 2002, p. 223).

According to Sunderland (2006), early studies regarding gender bias focused primarily on content analysis (p. 76). For example, pioneers of gender analysis in language material, Hartman and Judd (1978), counted the number of males and females and analysed the roles in which they were depicted. Similarly, Porreca (1984) conducted a qualitative and quantitative content analysis focusing on the male-female ratio in texts and images, order of mention of men and women, occupations, and the frequency of male and female nouns and adjectives. In the 1990s, “studies on FL textbooks saw a shift from content to linguistic analysis” (Vettorel and Lopriore, 2013, p. 140). Linguistic analyses, as used by Hussain and Afsar (2010), Gharbavi (2012) and Hameed (2014), focus on the vocabulary and grammar, i.e. the language itself - ‘how’ something is expressed - to expose gender-biasness. This method enables analysts to determine which nouns and pronouns, adjectives, and verbs are used to describe males and females and in what position they appear in the sentences in order to find out the
relationships between characters. Other analyses regarding gender bias include, among others, critical discourse analysis in which, for example, dialogues are analysed (e.g. Mustedanagic, 2010; Sano Lida & Hardy, 2001), and visual analysis focusing on the gender representation in images (e.g. Giaschi, 2000).

In this study, a quantitative and qualitative content analysis was carried out to look at gender representations in EFL textbooks. The methodology is based on the methodology as elaborated by Brugeilles and Cromer (2009b) in their manual *Analysing gender representations in school textbooks*. The method of content analysis and the specific method applied in this study will be explained in the following sections (6.2 and 6.3).

4.2 Content Analysis: Definition and Purpose

For this specific study, content analysis was used to analyse how males and females are represented in three EFL textbooks. Content analysis is a frequently applied method in social studies, its main purpose being the identification of patterns in texts. Berelson (1952) defined the methodology as “a research technique for the objective, systematic and quantitative description of the manifest content of communication” (as cited in Krippendorff, 2012, p.24). As Krippendorff (2012, p. 24) put it, content analysis is a “research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use”. Both definitions contain important features of content analysis: the analysis is objective (replicable) and systematic (valid). Objectivity means that the methodological procedure is well-defined and shaped in a way that other researchers would obtain the same results if they would conduct the analysis. Systematic means that it involves a system, a step-to-step manner, in which the data are analysed and that all data is analysed according to the same procedure. “The process […] consists of coding raw material […] according to a classification scheme” (Kondracki & Wellman, 2002, p.224). Through the use of such a coding system, lengthy data becomes more manageable to analyse and to compare. Numerous types of data can be analysed by means of content analysis, including written documents such as books, newspapers, magazines, audio-visual material such as film, television, interviews, speeches, but also images, paintings, etc. Content analysis can be both quantitative and qualitative in nature. Quantitative analysis focuses on the frequency of specific words or themes to describe phenomena (Babbie, 2012, p.414). Qualitative analysis is the “subjective interpretation of the content of text data” (Hsieh & Shannon, 2005, p. 1278). Weber (1990), Berg (2001) and Pingel (2010) recommend to combine both methods.
The uses of content analysis are abundant. By means of the method, researchers can, for instance, find out how newspapers report on political figures, how the elderly deal with ‘death’, how television advertisement influences online shopping, etc. Content analysis is also a frequently used method to analyse the portrayal of minorities in the media (e.g. the representation of black athletes in magazines, and the treatment of Native Americans in history books). With regard to previous studies on gender in EFL textbooks, numerous researchers have used content analysis as a research method (e.g. Porreca (1984); Ansary & Babii (2003); Laakkonen (2007); Gharbavi (2012)).

4.3 Research Questions

In this study, the representation of gender in three English textbooks was analysed. The textbooks analysed are advanced level, two of which were published in Belgium and one in the U.K. In order to fulfil the aims of the study, a content analysis was carried out. The analysis was primarily quantitative, but with a qualitative dimension. This thesis addresses the following questions:

Quantitative:

4. What is the proportion of male characters to female characters in texts and images? And is there a difference between the proportion in the texts and in the images?

5. What occupational roles are depicted for male and female characters?

6. What are the contrasts between the U.K. and Belgian publications in terms of gender representation?

Qualitative:

1. What character traits are ascribed to male and female characters?

2. To what extent does the representation of gender reinforce gender stereotypes?
4.4  **Hypothesis**

Men and women are still treated differently in many school textbooks. Women are presented less frequently than men, the main characters are male, and the men and women portrayed have stereotypical jobs and personality traits. Various research projects have shown that few textbooks tackle stereotypes or achieve equal representation of men and women. Taking into consideration previous research examined in section 3.2 (e.g. Toçi & Aliu, 2013; Lee & Collins, 2010), this study departs from the hypothesis that the gender representations and gender roles in English textbooks published in Belgium and the United Kingdom do not entirely reflect the development of society towards equality between men and women. In other words we expect to find some bias in favour of men.

4.5  **Corpus**

In line with the nature of the research questions, three EFL textbooks were selected. In order to be able to compare Belgian publications with textbooks published in the U.K., we analysed two textbooks published in Belgium and one published in the U.K. As we expected lower-level textbooks to be more gender-biased, we only analysed advanced-level textbooks. Similarly, only current textbooks published were selected, assuming that older textbooks would contain more gender-bias. The three textbooks serve as course material for learners of English as a foreign language.

4.5.1  **Contact 5: an advanced English course**

The Belgian textbook, *Contact 5: an advanced English course* was written by Geert Claeys and Roger Passchyn and published in 2011 by Plantyn. The textbook is intended for Dutch-speaking students in the third cycle of general secondary school. It is a frequently used textbook in Flemish schools. The textbook contains reading texts, along with questions and their vocabulary, and basic exercises for class discussion. We did not analyse the additional grammar book and workbook. The first five units of the textbook tackle general topics: languages, science, economics, history, and culture. The other half of the book is devoted to literature and consists of poems, songs, and excerpts from old classics.

4.5.2  **Spark 5**

The second textbook published in Belgium is Spark 5. Like *Contact 5*, it is intended for Dutch-speaking students in the third cycle of general secondary school. Published in 2014 by
Pelckmans and written by John Arnold, Kevin Cox, Carlo De Rycke and Joost Swaenepoel, it is the most recent textbook we analysed. The textbook is a combination of a workbook and a student’s book. It consists of five units that are divided in skill-practice sections, i.e. listening, watching, reading, speaking, spoken interaction, and writing. The textbook deals with general topics such as migration, culture, language. Spark 5 contains exercises, vocabulary, and, mainly, contemporary texts. The DVD that comes with the textbook has not been analysed.

4.5.3 **New Total English Advanced**

*New Total English Advanced (NTE)* has been designed for young adults and adults who want to reach C1 level of the Common European Framework of Reference for Languages (CEFR). The textbook is intended for an international audience. It was written by J.J. Wilson and Antonia Clare and was published in 2012 by Pearson Education Ltd. The textbook chapters deal with grammar, vocabulary, speaking and pronunciation, and listening and reading. The textbook tackles topics as nature, power, challenges, etc. It mainly consists of grammar and vocabulary exercises and short contemporary texts. The textbook also contains audio transcripts, which were analysed as well.

4.6 **Adaptation Brugeilles and Cromer (2009b)**

In order to address the research questions, we conducted a content analysis that was both quantitative and qualitative in nature, using an adaptation of Brugeilles and Cromer’s methodological manual *Analysing gender representations in school textbooks* (2009b). This straightforward manual explains in great detail which elements researchers can include in their analyses and how this can be done. According to Brugeilles and Cromer (2009b, p. 15) gender representations in school textbooks are to be captured by means of the characters: they are attributed demographic characteristics such as sex and age, they are involved in actions and activities and are in interaction with others. The character provides an insight in “what is a man, what is a woman, a girl or a boy in a given society” (Brugeilles & Cromer, 2009b, p. 16). Keeping this in mind, the examination of the characters has become the basis of our study.

Brugeilles and Cromer (2009b) are in favour of a quantitative approach to gender analysis in textbooks, but they do not exclude an additional qualitative analysis. In our study, the textbooks were first analysed quantitatively to know how many males and females and in what roles they are depicted and then a qualitative analysis was carried out to find out what
character traits are ascribed to the men and women and whether the gender representations reinforce gender stereotypes.

4.7 Specific Method

A first step in our methodology was to determine which texts we were going to include in our analysis. We decided to examine all material, including dialogues, exercises, reading texts, captions, novel excerpts, poems, etc. If we had excluded some material, the results would have given a distorted representation of the gender presence in the EFL textbooks. Although the textbook authors did not write all the texts themselves, they are responsible for the selection of content.

The next step was the analysis itself. As said earlier, our study’s main focus revolves around the characters. To get an overview of the characterization in the textbooks, we used an Excel worksheet. Each line in the Excel table stands for one character, in order of appearance, and the table columns are the categories (such as textbook code, sex, age, and activities) by which the characters are defined. Brugeilles and Cromer’s (2009b) data collection tool is a comprehensive one, containing sections that were not necessary for our research. As such, we did not use the cover section, and we did not define the attributes associated with the characters.

In the following sections, we explain the categories (titles of the columns) that were chosen to answer the research questions. In the Excel sheet, we used the codes C, S, and N for Contact 5, Spark 5, and New Total English respectively.

4.7.1 Famous and Unknown Characters

In line with the methodology as elaborated by Brugeilles and Cromer (2009b), we made a clear distinction between ‘famous’ characters and ‘unknown’ characters, which we enlisted in separate sections. ‘Famous’ and ‘unknown’ characters were coded as ‘F’ and ‘U’ respectively. The famous section includes all characters that exist in the real world and were not invented by the textbook authors. Unknown characters are fictional characters.

We made this distinction for two reasons. Firstly, we wanted to be able to exclude the famous characters to determine whether and to what extent they influence the figures. Secondly, we were more interested in the fictional social reality that was created by the textbook authors themselves as this reality shows how the authors perceive gender roles and how they transmit
them to the students. How the characters in this fictional social reality look like, depends completely on the authors’ choices, while this is not the case for famous characters.

As far as the quantitative analysis is concerned: the famous and unknown characters were counted only once even if they appeared several times throughout the textbook.

4.7.2 Texts and Images

The characters were also categorised by the shape of the source in which they appeared, i.e. in text or image. This distinction was necessary to determine whether there is a difference in gender representation between the texts and the images. Characters that were portrayed in a text as well as in an image, were listed twice in our table, irrespective of the number of times they appeared in the textbook: once in the text section (T) and once in the image section (I). We did not include male and female characters that were shown in products or from which only some body parts were shown (like the hands, the legs, but not the head). As for the texts, we only included those characters that were the subject of sentences or the subject of the text as a whole. This means that direct and indirect objects were left out because, for most of these objects, little information was available and they themselves are not engaged in any activity.

4.7.3 Group or Individual

In the image analysis, we made a distinction between groups of characters and individuals. The images often feature large groups of people, making it impossible to list and count all of them. Brugeilles and Cromer (2009) advised to consider more than four people as a group of characters. If there were less than four, they were analysed separately. Groups of characters were enlisted in a second Excel sheet. They were coded as ‘males only’, ‘females only’, ‘male dominance’, ‘female dominance’ or ‘neutral’.

4.7.4 Designation

Whenever we came across characters, we entered them on the Excel table and recorded their designations. This could be a surname, a forename, a family bond, a title, a generic noun, etc. Of course, it was only possible to designate the characters when they were shown in texts and not in images. For the famous characters, we wrote the names in the designation column. This made it easier to get an overview of the famous characters portrayed, without needing an extra column.
4.7.5 Sex and Age

An essential part in analysing gender representations in school textbooks, is recording the sex of the characters. It can be a difficult task to ascribe gender to a character by means of their designations as these are not always obvious. Characters’ names, for instance, do not always reveal the gender. Some names are appropriate for both males and females and it becomes even harder when foreign names appear in the textbook. According to Brugeilles and Cromer (2009b, p. 33), the textbook researcher should never depend on her own intuition or gender stereotypes when determining the sex. We looked at the context to determine the sex of characters. If we were in doubt, the character was gendered as ‘neutral’. The same applies to the characters’ age. We included an age column to carry out our qualitative analysis. Upon the analysis, we had to keep in mind the character’s age to be able to label a representation as stereotypical or not.

4.7.6 Actions, Activities, and Occupation

In the columns ‘action’, ‘activities’, and ‘occupation’, information is provided about what the characters are doing. Upon analysing, we created the categories to choose from in each column.

The action column was necessary to determine the activities and the occupation of the characters. For the unknown characters, we entered verbs and (parts of) sentences in the action column. For the famous characters, we noted down the occupation or the title or family bond for which the person is known. If the occupation was already revealed by means of the designation, the action column was not filled out. The sentences that were put in the table, are the ones of which we believed defined the characters most clearly.

In the activities column, we labelled the characters’ main activity by means of a broad category. We distinguished the following domains: agriculture, business and industry (B and I), character, communication, culture, education, family, health, leisure, not relevant (NR), other, royalty, social, society, science and engineering (S and E), sports, and transport. The column NR was used when characters were defined by the way they look. The ‘other’ column was used when a character did not fit into any other category. To each character only one activity was assigned, i.e. the one that we found to be most prominent in the text or image.

The occupation section states the job or family role of the character. This column was necessary to carry out the qualitative analysis, i.e. to see what occupational roles the men and
women hold. For instance, by means of the ‘occupation’ column we could easily get an overview of which occupations the men and women held in the domain ‘society’.

4.7.7 Character

In this column, we entered the character traits of each character. These character traits could be mentioned literally in the textbooks or could be derived from the context. These characteristics were examined in the qualitative analysis.
5 | RESEARCH RESULTS

We present our quantitative results in the form of pie and bar charts along with their descriptions. The proportions are presented by means of percentages instead of numbers as the former give a clearer overview of the results. In the discussion section, we will interpret the results of the quantitative analysis. The following charts visualize the results of the quantitative analysis that was carried out.

5.1 | Charts Representing Male to Female Proportion

5.1.1 | Overall Gender Ratio

![Overall Gender Ratio](image)

**Figure 2: Overall Gender Ratio**

This chart shows the overall gender ratio in all three textbooks, i.e. the proportion of male, female and neutral characters, both famous and unknown and in the texts and images. 46.30% or nearly half of the characters are neutral. With regard to the gendered characters, males account for the largest proportion. 36% of the characters are male and 17.25% are female, a ratio of more than 2:1.

This pie chart provides an answer to our first research question. Overall, we see that males are shown twice as often as females in both texts and images.
5.1.2 Gender Ratio per Textbook

Figure 3: Gender Ratio per Textbook

In this chart we see that there is a higher percentage of male characters compared to female characters in all three textbooks. Contact 5 is especially prominent: with 51.96% of the characters being male, the textbook contains more male characters than neutral characters, an exception to the overall pattern shown in 6.1.1. Only 14.30% of the characters are female.

In Spark 5, 56.72% or nearly half of the characters are neutral. The proportion of males to females is 2:1 with 27.41% of the characters being male and 15.86% female.

The proportion of male to female characters in NTE differs less than the proportion in the other textbooks. Yet, the characters are 35.19% male compared to 41.85% female.

In all three textbooks, female characters appear less frequently than male characters. The difference in proportion is the highest in Contact 5 and least salient in Spark 5.

The above chart provides an answer to the third research question. It regards the difference in gender representation between textbooks published in Belgium and textbooks published in the U.K. The figures in the above chart indicate that there is no definite pattern: the textbook with the highest difference in proportions and the textbook with the lowest difference in proportions are both published in Belgium.
5.1.3 Gender Ratio in Texts and Images

Upon analysing the textbooks, we noticed that many images feature male characters. This high number of male characters could skew our results. In order to prevent this from happening, we made a distinction between the gender representations in texts and images in the following charts.

**Figure 4: Gender Ratio in Texts and Images**

<table>
<thead>
<tr>
<th>Gender Ratio Texts and Images</th>
<th>Male (%)</th>
<th>Female (%)</th>
<th>Neutral (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texts</td>
<td>52.97</td>
<td>14.67</td>
<td>32.36</td>
</tr>
<tr>
<td>Images</td>
<td>33.91</td>
<td>62.78</td>
<td>3.30</td>
</tr>
</tbody>
</table>

Overall, in the texts, 32.36% of the unknown characters are male and 14.67% are female. In the images, we can see the same trend as in the texts: men appear more frequently than women. Male characters account for 62.78% and female characters for 33.91% in the images.

With regard to the neutral characters, we see a large difference between the texts and the images. 52.97% of the characters in the texts are neutral compared with 3.30% in the images. This large difference is due to the fact that the gender of the characters in the images is easier to determine than that of the characters in the texts. The small number of characters in the images that was categorized as ‘neutral’ are images in which only some body parts were portrayed (and not the face), in which the face was covered up, in which characters were portrayed from behind, or in which androgynous people or babies were portrayed.
We can say that the proportions in this chart are equal to the proportions in the overall pie chart. The difference is that the percentages are higher in this chart because the neutral characters in the images account for only less than 5 percent.

5.1.4 Gender Ratio in Texts and Images Unknown Characters (U)

When analysing the textbooks, we noticed that many of the known characters were male. On closer inspection we saw a clear contrast between figures for famous characters and the overall average. The charts below illustrate the high overrepresentation of famous men in the texts and images.

![Gender Ratio Texts and Images (F)](image)

**Figure 5: Gender Ratio in Texts and Images Famous Characters (F)**

In the texts, the number of male characters account for 78.25% and females characters for 19.98%. In the images as well, we see the large degree to which women are underrepresented: only 28.71% are female and 71.29% are male.

Given this imbalance, we did not want to skew the results by including the famous characters. That is the why we focused on the unknown characters only.
When focusing on the unknown characters, we see that the difference between the number of males and females is smaller than when the famous characters were included or when we concentrated on the famous characters only. However, men are still in the majority in the texts as well as the images.

The number of male characters amounts to 18.80% in the texts and 57.92% in the images. Females account for 13.07% and 36.89% respectively. The higher percentages regarding the images may give the impression that the difference in gender proportions is much more distinct in the images than in the texts. However, the proportions of males and females in the texts are rather similar to those in the images, but the percentage of neutral characters differs in both charts. Despite of this minimal difference between the texts and the images, we can say that there is more gender equality in the texts than in the images in terms of quantity.
5.1.5 Gender Ratio in Images per Textbook (U)

The proportion of males to females in the images in each textbook follows the overall trend: male characters appear more often than female characters. The proportions are comparable to the ones in the overall image chart (6.1.3) although the figures above do not include the famous characters. This suggests that in the case of images, the famous characters have only a small influence on the results.

57.63% of the characters in Contact 5 are male in relation to 35.59% female characters. The images in Spark 5 are more equally divided: 53.97% are male characters and 42.86% are female characters. The figures in NTE stand out in this chart. The proportion of male to female characters in the textbook is close to 2:1.
5.1.6 Gender Ratio in Texts per Textbook (U)

![Gender Ratio Texts per Textbook (U)](image)

Figure 8: Gender Ratio in Texts per Textbook (U)

When focusing on the unknown characters in the texts, we can observe the same trend in each textbook: female characters appear far less frequently than their male counterparts.

In *Contact 5*, the male dominance is the most striking. In the textbook, 29.07% of the unknown characters in the texts are male while 11.92% are female. The proportion is almost 3:1. In *Spark 5*, the texts are much more neutral. The male characters account for 17.40% and the female characters for 15.78%. The disparity between male and female characters is the smallest in *NTE*. 14.71% of the characters in the texts are male and 12.43% are female.

At this minimum level, i.e. without the images and the famous characters, we can conclude that the proportion of males to females is fairly equal in *NTE* and in *Spark 5*. These results are in contrast to those found in *Contact 5* where the proportion of men is much higher than the proportion of women.
5.1.7 Overall Gender Ratio Occupational Roles (U)

The following charts focus on the occupational roles in which men and women are portrayed. We concentrate on ten domains: agriculture, science and engineering (S and E), sports, transport, society, business and industry, health, education, leisure, and family. The charts provide an answer to the second research question: what occupational roles are depicted for male and female characters?

![Overall Gender Ratio Occupational Roles (U)](chart)

**Figure 9: Gender Ratio Occupational Roles (U)**

This chart shows the overall percentage of unknown men and women in ten occupational domains. Overall, we see that men are more frequently portrayed in eight out of ten domains. Only in the areas of leisure and family do women appear more often than men. In the field of leisure, the difference in proportions is minute: 51.59% of the characters are female and 48.41% are male. In the family domain, 44.51% are male and 55.49% are female.

In the domains of agriculture, S and E, sports, and transport, women are nearly invisible. For the rest of the domains, the proportion of women to men is 2:1 or even 3:1.
5.1.8 Gender Ratio Occupational Roles Contact 5 (U)

Figure 10: Occupational Roles Contact 5 (U)

*Contact 5* follows the overall trend in terms of occupational roles: the number of females only exceeds the number of males in the fields of leisure and family. Approximately 44% of the characters that are engaged in leisure and family activities are male and 55% are female. The domains S and E and transport, however, seem to be entirely reserved to men. As far as sports is concerned, the percentage of males to females seems to be equally divided. In all other domains, men appear much more frequently than women.
In *Spark 5*, the percentage of male characters exceeds the percentage of female characters in nine out of ten domains. Agriculture, S and E, sports and transport are areas that are 100% male. For the domains business and industry, education, leisure and family, the proportions of men and women is fairly equal. Female characters appear much more frequently in activities related to society: 32.14% of the characters are male while 67.86% are female.
As in the other textbooks, the male characters in *NTE* are, more frequently than the female characters, engaged in activities related to agriculture, S and E, sports, transport, society, and business and industry. Leisure and family are areas in which female characters are portrayed more often than male characters. In the family domain, the proportion of women is twice as high as the proportion of men. Another domain in which women make up a higher percentage is health. There, the ratio is close to 2:1. With regard to education, the proportion of males to females is almost equally divided: 55.56% of the characters are male and 44.44% are female.
5.2 Results Quantitative Analysis

Our quantitative analysis showed the proportion of male characters to female characters in texts and images. As far as the overall charts are concerned, men are presented twice as often as women in both texts and images. When looking at the overall gender ratio per textbook, the percentage of male characters is higher than that of female characters in all textbooks. The difference between the two ratios is most prevalent in Contact 5, where the male-to-female ratio is more than 3:1. In Spark 5 and NTE this ratio is less than 2:1. These figures include the famous characters, of whom most are male. Although our main focus is on unknown characters only, the famous characters may also influence the ideas students have on gender roles. After all, they are what the students see when using the textbooks.

When we focus on the unknown characters only, the percentages for men and women are closer to one another. Our analysis showed that the proportions of males and females in the texts are similar to those in the images for unknown characters. Looking at the male-to-female ratio for unknown characters per textbook, we notice a difference between the texts and the images. In Contact 5, the representation of gender is more balanced in the images than in the texts. In the latter the male-to-female ratio is almost 3:1. In NTE and Spark 5, the texts are more gender balanced than the images. The difference in percentages between the male and female characters in NTE is also far less distinct than in Contact 5. In Spark 5 and NTE, the male majority is marginal. Spark 5 is the most balanced textbook in terms of gender and Contact 5 is the least. Since both Spark 5 and Contact 5 were published in Belgium, and NTE was published in the U.K., we can say that, quantitatively, there is no definite contrast in terms of gender representation between textbooks published the U.K. and textbooks published in Belgium.
6 DISCUSSION

The quantitative analysis showed the representation of male and female characters in terms of presence or absence of gender figures. In this discussion section, we interpret the results that were found in our quantitative analysis. We will give examples of texts and images within each category and examine the extent to which they confirm or challenge gender stereotypes.

6.1 Gender Roles

6.1.1 Agriculture

Our quantitative analysis has established that, compared to women, the men in the textbooks are more frequently engaged in activities related to agriculture, S and E, and sports. On the face of it, these findings seem to confirm the existing stereotypes. Only in Contact 5 did we come across a woman working in an agricultural setting. The textbook shows an image of a female farmer sorting coffee beans. This image does not go against the gender stereotypes since she is working in a developing world country, carrying out a menial processing task that is often associated with women.

6.1.2 Science and Engineering

Similarly, in S and E, the scientists, researchers, and engineers are all male. NTE contains images of a male astronaut, a male laboratory worker and includes a reference to ‘Paul’, an inventor. Contact 5 refers to ‘men of science’. In Spark 5, the references in the domain S and E are all neutral. Although there are many women working in scientific fields, the textbooks give the reader a different impression.

6.1.3 Sports

The domain of sports is also mainly reserved for the male characters. Moreover, the sports in which the men and women are participating are very stereotypical. The males are boxers, basketball players, football players, surfers, mountain climbers, etc. Overall, only 6 female character are shown in a sports context: there is a horse rider, a ballet dancer, a skateboarder, a girl who “really enjoys sports” and two women who simply “hate sports”. These findings show that in the textbooks, there is a tendency to portray boys and girls in traditional sports activities. Because few sportswomen are portrayed in the textbooks, the impression is given that sport is a masculine domain.
However, the authors of *NTE* did make an effort to make the students think about the opportunities of women and the prejudices in the world of sports. The students are for instance asked if they agree with the notion that “ballet is not for boys”. In the same chapter, there is also an article about Bia Figueirdo, a famous female Formula 1 driver and, on page 147, the students learn more about the male ballet dancer Carlos Acosta.

6.1.4 Society

Activities related to religion, nationality, politics, crime, the environment, etc. are categorized under ‘society’. In *Contact 5*, only six female references are involved in such activities. In the two other textbooks, the number of males and females is more equally divided in the domain of society. Both men and women are engaged in criminal activities in all textbooks. For example, in *NTE* there is a story about two ex-convicts, a man and a woman, who want to turn over a new leaf (p. 64). In *NTE* and *Spark 5*, women are also portrayed in legal, environmental, and political settings. The women in these textbooks go out and vote, work as volunteers in foreign countries and are immigrants and philanthropists. In *NTE* we came across a picture of a female police officer and a reference to a woman who became a famous lawyer. These depictions go against the traditional gender roles. Moreover, both *NTE* and *Spark 5* make students aware that women did not always have the same rights as men by showing the following picture of two female suffragettes:

![Suffragettes](image)

*Figure 13: suffragettes, New Total English (2012, p. 12)*
6.1.5 Business and Industry

Another category in which the gender roles are quantitatively more gender balanced is business and industry. All the males in this domain have stereotypical jobs: they are businessmen, salesmen, company directors, office workers, construction workers, labourers, etc. None of the male characters break the stereotypes in contrast to the female characters in the textbooks. Most of the women are office workers, but there are also numerous references to female chefs, CEOs, businesswomen. However, such non-traditional examples are only found in NTE and, to a smaller extent, in Spark 5 but not in Contact 5. In the latter, the domain business and industry is not associated with females. There are only four female references to business and industry: two prostitutes, one who is seeking employment and one who was “put to work”.

The authors of Spark 5 show the readers how women’s employment has changed since the 1960s in Unit 2. One of the sections in this unit is called Gender gaps in the 1960s. By means of a graph, the students learn that the number of employed women has increased dramatically since the 60s. The graph also shows how many and in what industry women are employed. Moreover, making use of the series Mad Men, the textbook draws attention to the inequality between men and women in the workplace in the 1960s and how it has changed. The textbook underlines that the stereotype of the female secretary is offensive towards women. The readers of Spark 5 are also asked to discuss statements such as “Men should be the sole income providers” or “Boys and girls should be brought up differently”.

6.1.6 Health

Focusing on the texts and images concerning health, our charts show that only in NTE the proportion of females exceeds that of males. In Contact 5 and Spark 5, it is men who make up the largest proportion. In NTE, all the characters who are employed in the medical sector are female, and the roles in which they are portrayed are predominantly neutral. Aside from the stereotypical female nurse, the textbook includes female dentists and doctors. In Spark 5 and Contact 5, the female characters in the category ‘health’ visit a doctor or have medical problems. The characters that have a job in healthcare are all male doctors. There are no male nurses or men with traditional ‘female’ jobs. In conclusion, Contact 5 and Spark 5 give the impression that the healthcare industry is very male-oriented while, in NTE, the healthcare industry is presented more accurately.
6.1.7 Education

According to our results, education is a less distinct male area in terms of quantity. In the three textbooks, both men and women are teachers and students, and obtaining high or less high degrees. In Contact 5, we came across a female headmistress and a deputy head, but we did not find any male character in a managing position. The textbook also contains an image of an androgynous mechanics student. Although mechanic students are stereotypically male, the authors of Contact 5 opted for a neutral image. The boys and girls in NTE and Spark 5 are depicted in a fairly neutral way in the field of education. In NTE we found one example that goes against the traditional female roles, i.e. a girl who is good at maths.

6.1.8 Leisure

Leisure is one of the two domains in which the proportion of female characters is slightly higher than that of male characters. This domain does not include any social activities, i.e. spending time with friends. References to those activities are categorized in the ‘social’ domain.

Although the women are in the majority, the leisure activities in which they are engaged do not break with the stereotypes. Our analysis shows that, in all three textbooks, shopping and fashion is predominantly associated with girls. Hobbies such as reading, watching TV and travelling are pursued by both males and females. The activities in which the male characters are depicted are more varied: men are travellers, adventurers, gamers, shoppers, etc.

Stereotypical images of men and women are to be found in every textbook. In Contact 5, boys and girls are portrayed in a stereotypical way in terms of their buying habits. It is stated that girls buy clothes, shoes, magazines and make up. Boys would appear to buy more food and drink, computer games, DVDs and CDs. In NTE, there is a reference to a female character who “splashed out on new clothes” (p.73). The authors of Spark 5 refer to a man or boy who “was torn between his passion for fast cars and the need for a practical vehicle” (p. 136).

In the field of leisure activities, we came across three examples that go against the stereotypes. The authors of NTE refer to a man who is known to be the “world’s worst tourist”. This tourist was in New York and believed he was in Rome. The book also contains a cartoon of this tourist, asking a woman the way to the Coliseum, while being in New York. Stereotypically, it is believed that women have zero orientation. Another example is found in
Contact 5 in the section on ‘shopaholics’. The authors make the readers aware that men, too, can be shopaholics, but that society calls them ‘collectors’. This term gives a more refined and positive image. However, although men can also be addicted to shopping according to the textbook, only women feature in the images.

6.1.9 Family

This study also investigates the domestic and family roles performed by men and women and whether they are associated with one gender over another. Overall, these roles are predominantly occupied by the female characters in the textbooks: there are more wives, mothers, sisters, and daughters than there are husbands, fathers, brothers, and sons.

Except for Ugwu, a young boy who is the house servant in the story Half of the Yellow Sun, none of the men in Contact 5 are engaged in domestic activities. It is mostly women who take care of the household chores. Charlotte, for instance, a maidservant in Dickens’ Oliver Twist, and Mrs. Wilson in Manhood. The second unit in Contact 5 is about health matters and cleanliness. In the introduction, the students are asked who criticises them most for entering the house with dirty shoes. Discussing this question in class could show that mothers attach as much importance to a clean house as fathers do. Consequently, the students could be made aware that it is stereotypical to believe that cleaning the house is a typically female activity.

In NTE as well, it is women who look after the children, who clean the house and cook. The male characters work in the garden, take care of the home renovation and are terrible cooks. As far as the family domain is concerned, this textbook confirms the gender stereotypes.

In Spark 5, the men and women in the family domain are portrayed in an egalitarian way and, predominantly, as members of a relationship. Neither men nor women are engaged in domestic activities. Unit 2 addresses the gender theme. It shows that men used to be the sole income providers and that women had to look after the children.

6.1.10 Character

In Contact 5, the central characters in the stories are nearly all male (e.g. in Oliver Twist, Dracula, The Black Cat, Gulliver’s Travels, The Kite Runner, and The Boy in the Striped Pyjamas) Moreover, they are mainly presented as strong, active, adventurous, and as leaders. However, they are also presented as bossy and bullies. The females, in contrast, are depicted in secondary, subordinate roles, being wives and mothers and obeying to their husbands. In
the story *Manhood*, we did come across a woman who tried to go in against her husband, but the husband does get what he wants in the end. The feeling of fear was assigned to both genders, but more frequently to females. When the topic is on arachnophobia, women are given as an example. Furthermore, there is the stereotypical image of a woman who is extremely scared of mice. However, in the same chapter, a woman is holding a spider and does not seem afraid. We also came across a reference to a man who is less brave: he did not want to leave his house on Friday 13th.

In *NTE*, both males and females possess positive and negative character traits. However, the negative character traits laziness and aggression are only assigned to men. Interestingly, the men in the textbook are fearless while the women are not. For instance, like in *Contact 5*, there is the stereotypical image of a woman who is terrified of spiders. An interesting section in the book involves a class discussion in which the students are asked whether men or women are better at listening to other people, at being alone, and at expressing their emotions. By means of this discussion, the students are made aware of the existing gender stereotypes. We also found non-stereotypical character traits among males and females. The textbook makes reference of a kind-hearted man, a man who is constantly chatting and of tomboy Nola.

We did not find as many character traits in *Spark 5* as in the other two textbooks. The data we recorded showed that men and women are treated fairly equal in *Spark 5*. For instance, both males and females are aggressive. A reference to an eighty-year-old woman was the only non-stereotypical portrayal that we came across.

### 6.2 Famous Characters

Our study focuses primarily on the unknown characters. However, famous characters are worth taking a closer look at, as they contribute to the overall impression of the textbooks. The quantitative analysis showed a clear overrepresentation of male famous characters in all textbooks. The sex-ratio imbalance is highest in *Contact 5*. In the latter, famous males are active in more varied domains than female characters. The majority of the males in *Contact 5* are authors and famous businessmen, but there are also references to actors, artists, professors, etc. For famous females, the roles are limited to stereotypical occupations: they are mainly actresses and teachers. If a female author is referred to, her marital status is mentioned, in contrast to male authors. We also found that many of the women in the textbook are famous
because they are the wife, daughter or sister of a famous male and not because of their personal achievements.

In *Spark 5* and *NTE*, the gender roles of famous females are more varied although not as varied as those of famous males. The textbooks include references to females engaged in journalism, business, industry, and science. However, none of the famous women are involved in politics. In *NTE*, it was found that the authors made an effort to show sportsmen and sportswomen in a non-traditional manner. The textbook features Bia Figueirdo, a female F1 driver, and Carlos Acosta, a male ballet dancer. Interestingly enough, the fathers of both sportspersons are stereotypically strong hands, who have influenced their children’s lives and decisions.
7 CONCLUSION

The main purpose of this study was to assess how men and women are represented in three EFL textbooks published in Belgium and in the United Kingdom. Therefore, a quantitative and a qualitative content analysis was carried out.

By means of a quantitative content analysis, we determined the proportion of male to female characters and assessed whether there was a difference between the proportions in the texts and in the images. The analysis showed that the proportion of male characters is higher than the proportion of female characters in all textbooks and for both texts and images. Furthermore, the results revealed that the gender ratio imbalance is more distinct among famous characters than among unknown characters.

Overall, we found that the male-to-female ratio in the texts is similar to that in the images. Looking at the male-to-female ratio for unknown characters per textbook, a difference was found between the texts and the images. In Contact 5, gender representations are more balanced in the images than in the texts. In New Total English and Spark 5, the texts are more gender-balanced than the images.

Looking at the contrast between the U.K. and Belgian publications, we found that in Contact 5, there is a significant overrepresentation of male characters, while in Spark 5 and New Total English the proportion of males and females is roughly equal. Consequently, Spark 5 was found to be the most balanced textbook in terms of gender proportions and Contact 5 the least.

The occupational roles in which men and women are portrayed were also analysed. It was found that male characters are more frequently shown in domains such as agriculture, science and engineering and sports than their female counterparts. Women are predominantly engaged in activities related to health, education, leisure, and family. Additionally, male characters make up a higher percentage in most of the domains and textbooks. Regarding occupational roles, the men and women in the textbooks are not portrayed in a stereotypical manner.

Finally, in terms of the quantitative data, we found no definite contrast in gender representation between textbooks published in the U.K. and textbooks published in Belgium as Spark 5 and Contact 5, both Belgian textbooks, were found to be the most and the least gender-balanced textbooks, respectively.
Through the qualitative analysis, we interpreted the results of the quantitative analysis in more detail to assess what personality traits are assigned to males and females. The study found that in the textbooks, some character traits go against the gender stereotypes while others confirm them. Both men and women are shown as being aggressive, a stereotypically male character trait, in all three textbooks. In Contact 5 and NTE, both women and men are depicted in situations related to fear, usually associated with women. In Spark 5, the character traits assigned are fairly neutral.

The qualitative analysis also found that Spark 5 and New Total English are consciously making an effort to address gender imbalance, in contrast to Contact 5. The former tackle gender topics and present men and women in a non-stereotypical manner. However, although Spark 5 and New Total English are more gender-balanced, none of the textbooks present men and women in an egalitarian way.

The results of this study suggest that the three EFL textbooks analysed do not entirely reflect the development of society towards equality between men and women. If this applies to EFL textbooks in general (broader research would be needed to confirm this), recommendations could be made to authors and publishers. Incorporating more female references throughout the textbook and including more non-stereotypical references to both genders could prevent gender imbalance and could, for instance, encourage students to pursue cross-gender careers.
8 BIBLIOGRAPHY

8.1 Textbooks


8.2 Secondary Reading


Vettorel, P., & Lopriore, L. (2013). Women’s representations in English course-books in Italy. A diachronic survey from the 50s to the 80s. Lingue Linguaggi, 10, 137-167.


## APPENDICES

### A1: Non-stereotypical Texts and Images Unknown Characters

The following chart lists all non-stereotypical non-traditional texts and images found in *Contact 5, Spark 5, and New Total English*. The chart only covers references to unknown characters.

<table>
<thead>
<tr>
<th>Nr</th>
<th>TB</th>
<th>T/I</th>
<th>Unit</th>
<th>Reference</th>
<th>Action</th>
<th>Sex</th>
<th>Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>\textit{NTE}</td>
<td>T</td>
<td>3</td>
<td>I</td>
<td>am a chef</td>
<td>F</td>
<td>B and I</td>
</tr>
<tr>
<td>2</td>
<td>\textit{NTE}</td>
<td>T</td>
<td>2</td>
<td>Ms. Foong</td>
<td>is CEO</td>
<td>F</td>
<td>B and I</td>
</tr>
<tr>
<td>3</td>
<td>\textit{NTE}</td>
<td>I</td>
<td>2</td>
<td></td>
<td>a female CEO</td>
<td>F</td>
<td>B and I</td>
</tr>
<tr>
<td>4</td>
<td>\textit{NTE}</td>
<td>I</td>
<td>5</td>
<td></td>
<td>a female chef</td>
<td>F</td>
<td>B and I</td>
</tr>
<tr>
<td>5</td>
<td>\textit{NTE}</td>
<td>I</td>
<td>5</td>
<td></td>
<td>a female chef</td>
<td>F</td>
<td>B and I</td>
</tr>
<tr>
<td>6</td>
<td>\textit{NTE}</td>
<td>T</td>
<td>7</td>
<td>She</td>
<td>is the boss and crazy</td>
<td>F</td>
<td>B and I</td>
</tr>
<tr>
<td>7</td>
<td>\textit{NTE}</td>
<td>T</td>
<td>6</td>
<td>Judith Baker</td>
<td>was my line manager</td>
<td>F</td>
<td>B and I</td>
</tr>
<tr>
<td>8</td>
<td>S</td>
<td>T</td>
<td>2</td>
<td>She</td>
<td>became Senior Vice President</td>
<td>F</td>
<td>B and I</td>
</tr>
<tr>
<td>9</td>
<td>S</td>
<td>T</td>
<td>2</td>
<td>Working mothers</td>
<td>became Senior Vice Presidents</td>
<td>F</td>
<td>B and I</td>
</tr>
<tr>
<td>10</td>
<td>C</td>
<td>T</td>
<td>4</td>
<td>Chairperson</td>
<td>is now the term used mostly to avoid sexism when using the term 'chairman'</td>
<td>N</td>
<td>B and I</td>
</tr>
<tr>
<td>11</td>
<td>C</td>
<td>I</td>
<td>2</td>
<td></td>
<td>a girl who is not afraid of spiders</td>
<td>F</td>
<td>Character</td>
</tr>
<tr>
<td>12</td>
<td>\textit{NTE}</td>
<td>T</td>
<td>3</td>
<td>Nola</td>
<td>is a tomboy</td>
<td>F</td>
<td>Character</td>
</tr>
<tr>
<td>13</td>
<td>S</td>
<td>T</td>
<td>2</td>
<td>My aunt Mary</td>
<td>is eighty and not afraid of anything</td>
<td>F</td>
<td>Character</td>
</tr>
<tr>
<td>14</td>
<td>\textit{NTE}</td>
<td>T</td>
<td>3</td>
<td>He</td>
<td>is so kind-hearted</td>
<td>M</td>
<td>Character</td>
</tr>
<tr>
<td>15</td>
<td>\textit{NTE}</td>
<td>T</td>
<td>8</td>
<td>He</td>
<td>spends the whole time chatting</td>
<td>M</td>
<td>Character</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>C</td>
<td>T</td>
<td>2</td>
<td>A Romanian man</td>
<td>did not dare to leave his house on Friday the 13th</td>
<td>M</td>
<td>Character</td>
</tr>
<tr>
<td>17</td>
<td>NTE</td>
<td>T</td>
<td>1</td>
<td>Men or women</td>
<td>are better at expressing their emotions (the students are asked about the gender roles)</td>
<td>N</td>
<td>Character</td>
</tr>
<tr>
<td>18</td>
<td>NTE</td>
<td>T</td>
<td>1</td>
<td>Men or women</td>
<td>are better at being alone (the students are asked about the gender roles)</td>
<td>N</td>
<td>Character</td>
</tr>
<tr>
<td>19</td>
<td>NTE</td>
<td>T</td>
<td>1</td>
<td>Men or women</td>
<td>are better at listening to other people (the students are asked about the gender roles)</td>
<td>N</td>
<td>Character</td>
</tr>
<tr>
<td>20</td>
<td>NTE</td>
<td>T</td>
<td>6</td>
<td>Cheryl Hodgson</td>
<td>is good at maths</td>
<td>F</td>
<td>Education</td>
</tr>
<tr>
<td>21</td>
<td>C</td>
<td>I</td>
<td>3</td>
<td>a picture of a mechanics student (it is not clear whether it is a boy or a girl)</td>
<td>N</td>
<td>Education</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>NTE</td>
<td>T</td>
<td>1</td>
<td>Men or women</td>
<td>cook better (the students are asked about the gender roles)</td>
<td>N</td>
<td>Family</td>
</tr>
<tr>
<td>23</td>
<td>NTE</td>
<td>T</td>
<td>1</td>
<td>Men or women</td>
<td>are better at gardening (the students are asked about the gender roles)</td>
<td>N</td>
<td>Family</td>
</tr>
<tr>
<td>24</td>
<td>NTE</td>
<td>T</td>
<td>1</td>
<td>Men or women</td>
<td>are better at doing jobs around the house (the students are asked about the gender roles)</td>
<td>N</td>
<td>Family</td>
</tr>
<tr>
<td>25</td>
<td>NTE</td>
<td>T</td>
<td>1</td>
<td>Men or women</td>
<td>are better at looking after children (the students are asked about the gender roles)</td>
<td>N</td>
<td>Family</td>
</tr>
<tr>
<td>26</td>
<td>NTE</td>
<td>T</td>
<td>10</td>
<td>He</td>
<td>was completely under her thumb (the wife is the boss in the relationship)</td>
<td>M</td>
<td>Family</td>
</tr>
<tr>
<td>27</td>
<td>C</td>
<td>T</td>
<td>2</td>
<td>Who</td>
<td>criticises you most for entering the house with dirty shoes? (the students have to think about their parents’)</td>
<td>N</td>
<td>Family</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>NTE</td>
<td>T</td>
<td>10</td>
<td>Her parents would not pay for her to go to university as they didn’t believe in education for girls (the textbook shows that boys and girls have not always been treated equally)</td>
<td>N</td>
<td>Family</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>NTE</td>
<td>I</td>
<td>2</td>
<td>a male tourist in New York is asking a woman the way to the coliseum (a man who has no sense of orientation)</td>
<td>M</td>
<td>Leisure</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>NTE</td>
<td>T</td>
<td>2</td>
<td>The world’s worst tourist was in New York and believed he was in Rome. (a man who has no sense of orientation)</td>
<td>M</td>
<td>Leisure</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>C</td>
<td>T</td>
<td>4</td>
<td>Men are collectors (according to Contact 5 (p. 76), “society often calls women who are compulsive buyers ‘shopaholics’ and men ‘collectors’. The female term is much more negative, while male compulsive buyers are given a more refined and slightly highbrow image”. )</td>
<td>M</td>
<td>Leisure</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>S</td>
<td>I</td>
<td>3</td>
<td>A woman drinking beer at a pub</td>
<td>F</td>
<td>Social</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>C</td>
<td>I</td>
<td>7</td>
<td>Mrs. Maloney murderer</td>
<td>F</td>
<td>Society</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>NTE</td>
<td>T</td>
<td>6</td>
<td>More women Should more women be in positions of power?</td>
<td>F</td>
<td>Society</td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>NTE</td>
<td>I</td>
<td>1</td>
<td>Two female suffragists demonstrating for the voting rights for women</td>
<td>F</td>
<td>Society</td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>NTE</td>
<td>I</td>
<td>4</td>
<td>A female police officer</td>
<td>F</td>
<td>Society</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>---</td>
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<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>37</td>
<td><em>NTE</em></td>
<td>T</td>
<td>6</td>
<td>She</td>
<td>committed the crime</td>
<td>F</td>
<td>Society</td>
</tr>
<tr>
<td>38</td>
<td><em>NTE</em></td>
<td>T</td>
<td>5</td>
<td>Judith</td>
<td>ex-convict</td>
<td>F</td>
<td>Society</td>
</tr>
<tr>
<td>39</td>
<td><em>NTE</em></td>
<td>T</td>
<td>7</td>
<td>She</td>
<td>became a famous lawyer</td>
<td>F</td>
<td>Society</td>
</tr>
<tr>
<td>40</td>
<td>S</td>
<td>I</td>
<td>2</td>
<td>two female suffragists demonstrating for the voting rights for women</td>
<td>F</td>
<td>Society</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>S</td>
<td>T</td>
<td>2</td>
<td>A young married woman</td>
<td>was out to kill her husband with help from her lover</td>
<td>F</td>
<td>Society</td>
</tr>
<tr>
<td>42</td>
<td>S</td>
<td>T</td>
<td>2</td>
<td>His wife</td>
<td>had smothered him to death</td>
<td>F</td>
<td>Society</td>
</tr>
<tr>
<td>43</td>
<td><em>NTE</em></td>
<td>I</td>
<td>9</td>
<td>a male ballet dancer</td>
<td>M</td>
<td>Sports</td>
<td></td>
</tr>
<tr>
<td>44</td>
<td><em>NTE</em></td>
<td>T</td>
<td>11</td>
<td>Men or women</td>
<td>are better at teaching ballet (the students are asked about the gender roles)</td>
<td>N</td>
<td>Sports</td>
</tr>
<tr>
<td>45</td>
<td><em>NTE</em></td>
<td>T</td>
<td>149</td>
<td>Thabo</td>
<td>is the world’s worst driver</td>
<td>M</td>
<td>Transport</td>
</tr>
<tr>
<td>46</td>
<td>S</td>
<td>T/I</td>
<td>101-117</td>
<td>The chapter ‘Gender gaps in the 1960s’ in Spark 5 is dedicated to gender (in)equality</td>
<td>N</td>
<td>General</td>
<td></td>
</tr>
</tbody>
</table>
9.2 A2: Contact 5: an advanced English course (2011)

9.2.1 Overall Gender Ratio

### Overall Gender Ratio

- Female: 14.30%
- Male: 51.96%
- Neutral: 33.74%

9.2.2 Gender Ratio Texts

### Gender Ratio Texts

- Female: 12.65%
- Male: 49.30%
- Neutral: 38.05%
9.2.3 Gender Ratio Images

**Gender Ratio Images**
- Female: 2.68%
- Male: 71.14%
- Neutral: 26.17%

9.2.4 Gender Ratio Unknown Characters

**Gender Ratio Unknown Characters**
- Female: 13.81%
- Male: 31.37%
- Neutral: 54.83%
9.2.5  Gender Ratio Texts Unknown Characters

Gender Ratio Texts Unknown Characters

- Female: 11.92%
- Male: 29.07%
- Neutral: 59.01%

9.2.6  Gender Ratio Images Unknown Characters

Gender Ratio Images Unknown Characters

- Female: 6.78%
- Male: 35.59%
- Neutral: 57.63%
9.2.7 Gender Ratio Famous Characters

Gender Ratio Famous Characters

- Female: 1%
- Male: 15%
- Neutral: 84%

9.2.8 Gender Ratio Texts Famous Characters

Gender Ratio Texts Famous Characters

- Female: 0.78%
- Male: 13.95%
- Neutral: 85.27%
9.2.9  Gender Ratio Images Famous Characters

Gender Ratio Images Famous Characters

- Female: 0%
- Male: 20%
- Neutral: 80%

9.3.1  Overall Gender Ratio

**Overall Gender Ratio**

- Female: 22.95%
- Male: 35.19%
- Neutral: 41.85%

9.3.2  Gender Ratio Texts

**Gender Ratio Texts**

- Female: 18.90%
- Male: 30.44%
- Neutral: 50.66%
9.3.3 Gender Ratio Images

Gender Ratio Images

- Female: 41.58%
- Male: 56.44%
- Neutral: 1.98%

9.3.4 Gender Ratio Unknown Characters

Gender Ratio Unknown Characters

- Female: 20.02%
- Male: 23.13%
- Neutral: 56.84%
9.3.5 Gender Ratio Texts Unknown Characters

**Gender Ratio Texts Unknown Characters**

- Female: 15.78%
- Male: 17.40%
- Neutral: 66.81%

9.3.6 Gender Ratio Images Unknown Characters

**Gender Ratio Images Unknown Characters**

- Female: 3.17%
- Male: 42.86%
- Neutral: 53.97%
9.3.7 Gender Ratio Famous Characters

Gender Ratio Famous Characters

- Female: 2%
- Male: 31%
- Neutral: 67%

9.3.8 Gender Ratio Texts Famous Characters

Gender Ratio Texts Famous Characters

- Female: 3.46%
- Male: 27.71%
- Neutral: 68.83%
9.3.9 Gender Ratio Images Famous Characters

Gender Ratio Images Famous Characters

- Female
- Male
- Neutral

- 61%
- 39%
- 0%

9.4.1 Overall Gender Ratio

**Overall Gender Ratio**

- Female: 15.86%
- Male: 27.41%
- Neutral: 56.72%

9.4.2 Gender Ratio Texts

**Gender Ratio Texts**

- Female: 13.75%
- Male: 22.80%
- Neutral: 63.46%
9.4.3 Gender Ratio Images

![Gender Ratio Images](image)

9.4.4 Gender Ratio Unknown Characters

![Gender Ratio Unknown Characters](image)
9.4.5 Gender Ratio Texts Unknown Characters

**Gender Ratio Texts Unknown Characters**

- Female: 14.71%
- Male: 12.43%
- Neutral: 72.86%

9.4.6 Gender Ratio Images Unknown Characters

**Gender Ratio Images Unknown Characters**

- Female: 33.15%
- Male: 60.77%
- Neutral: 6.08%
9.4.7 Gender Ratio Famous Characters

Gender Ratio Famous Characters

- Female: 23%
- Male: 75%
- Neutral: 2%

9.4.8 Gender Ratio Texts Famous Characters

Gender Ratio Texts Famous Characters

- Female: 22.37%
- Male: 75.88%
- Neutral: 1.75%
Gender Ratio Images Famous Characters

- Female: 0%
- Male: 28%
- Neutral: 72%

Overall Gender Ratio of the three textbooks

- Female: 14.67%
- Male: 32.36%
- Neutral: 52.97%

Overall Gender Ratio Texts
9.5.2  Overall Gender Ratio Images

Gender Ratio Images

- Female: 33.91%
- Male: 62.78%
- Neutral: 3.30%

9.5.3  Overall Gender Ratio Unknown Characters

Overall Gender Ratio Unknown Characters

- Female: 15.80%
- Male: 23.23%
- Neutral: 60.97%
9.5.4 Overall Gender Ratio Texts Unknown Characters

Overall Gender Ratio Texts Unknown Characters

- Female: 68.12%
- Male: 18.80%
- Neutral: 13.07%

9.5.5 Overall Gender Ratio Images Unknown Characters

Overall Gender Ratio Images Unknown Characters

- Female: 57.92%
- Male: 36.89%
- Neutral: 5.19%
9.5.6 Overall Gender Ratio Famous Characters

**Overall Gender Ratio Famous Characters**

- Female: 1.42%
- Male: 21.71%
- Neutral: 76.87%

9.5.7 Overall Gender Ratio Texts Famous Characters

**Overall Gender Ratio Texts Famous Characters**

- Female: 1.77%
- Male: 19.98%
- Neutral: 78.25%
9.5.8 Overall Gender Ratio Images Famous

Overall Gender Ratio Images Famous Characters

- Female
- Male
- Neutral

71.29% 28.71% 0%