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Faculty of Letters and Languages

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**Shifting to English as a Medium of Instruction
in Algerian Higher Education**

The Case of first-year License students and Teachers of Mathematics and
Informatics at Echahid Cheikh Larbi Tebessi University

A Dissertation Submitted to the Department of Letters and English Language in Partial Fulfillment of the

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I dedicate this humble work to:

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My dear "Mama Sihem Ayadi", for your unconditional Love and patience, Your faith in me has been a source of motivation and comfort. You are the light of my eyes

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" To all the cats in the world "

Hadjer YOUCEF

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To all those I hold dear and friends, To my bestie and partner in crime and work *Hadjer YOUCEF* Your love and friendship have been the threads weaving the tapestry of my life.

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List of Abbreviations and Acronyms

● **ACTFL :** American Council on Teaching Foreign Language

● **CEIL :** Centre d'Enseignement Intensif de Langues

● **CLIL :** Content and Language Integrated Learning

● **CNRSE :** National Commission for the Reform of the Educational System

● **EAP :** English for Academic Purposes

● **ECT :** Expectation-Confirmation Theory

● **EFL :** English as a Foreign Language

● **EMI :** English as a Medium of Instruction

● **FMI :** French as a Medium of Instruction

● **HEIs :** Higher Education Institutions

● **L2 :** Second Language

● **L2MSS :** L2 Motivational Self-System

● **LMI :** Language as a Medium of Instruction

● **MI :** Mathematics and Informatics

● **n.d**: Not defined

● **SDT :** Self-Determination Theory

● **TBL :** Task Based Learning

● **TOEFL :** Test of English as a Foreign Language

SHIFTING TO ENGLISH AS A MEDIUM OF INSTRUCTION IN ALGERIAN HIGHER EDUCATION: THE CASE OF FIRST YEAR LICENSE STUDENTS AND TEACHERS OF MATHEMATICS AND INFORMATICS AT ECHAHID CHEIKH LARBI TEBESSI.

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Abstract

The recent trend towards using the English language in the Algerian educational system is becoming increasingly evident. This thesis explores students' perceptions of the language shift to English as a Medium of Instruction in Algerian higher education. This exploratory research aims to explore how students perceive English as a Medium of Instruction and its effects on their academic performance. Additionally, it examines the impact of English as a Medium of Instruction on teachers and their assessments of students' overall performance. To address the research questions and assumptions, a mono-method approach was adopted, using a quantitative data analysis technique. The research instrument employed in this study was a questionnaire, two separate questionnaires were administered: one to 200 first-year License students from the Department of Mathematics and Informatics, and another to 25 instructors from the same department. The findings of this study indicate that the shift towards English as a Medium of Instruction is profoundly significant in higher education. It is positively perceived by first-year Mathemathics and Informatics students but negatively perceived by their teachers. However, both students and teachers encounter numerous challenges when using English. Despite these challenges, first-year students generally view English as a Medium of Instruction favourably and report improvements in their academic performance, which they attribute to enhanced proficiency in English. Conversely, the majority of teachers, who prefer French as Medium Instruction, perceive the transition to English as a Medium of Instruction negatively. Based on a comprehensive analysis of the research findings, this study offers recommendations for future research to further explore and understand the impact of shifting towards EMI in Algerian Higher Education .

Keywords: Language shift, English as a medium of instruction, Language Perception

General Introduction

Education is incredibly important when it comes to forming the minds of children and young adults. Especially the educational materials since it" influences the development of attitudes students carry into adult life" (Holt, Rinehart & Winston 1975, as cited in Britton & Lumpkin, 1977, p. 41); textbooks, for instance, not only give information but also unconsciously foster positive or negative attitudes in learners about many aspects in life. These aspects include race, religion, sex, gender, occupation, life expectations and life chances, they are crucial instruments for teaching language skills and cultural awareness in middle schools while teaching English as a Foreign Language (EFL) so that, the way gender is represented in those textbooks has a significant impact on how students perceive and comprehend gender roles, identities, and equality. Therefore, it is extremely important to do content analysis and critical discourse analysis to determine how gender is represented in middle school EFL textbooks. Considering the educational reform undertaken in Algeria, , the present research work is an attempt to describe and examine whether the second generation textbooks have powerful impact on teaching patriarchal, discriminatory and sexist norms. This chapter represents the background of the study, research questions, the objectives of the study, the significance of the study, methodology, some definitions of key terms, and the structure of the study.

Background of the Study

A textbook is a product of a curriculum that plays a vital role in aiding the teaching and learning process in the classroom. A textbook is a crucial instructional tool that assists instructors in planning and delivering lessons (Toci & Aliu, 2013). Furthermore, a textbook contains the norms, values, and attitudes underpinning course information presentation (Crawford, 2004; Widdowson, 2007; Widodo, 2018). Thus, textbook assessment is required since it can criticize the implicit message provided in the textbook.

A textbook's evaluation should focus not only on language-based themes such as tenses, adjectives, and verbs but also on the social dimensions that may be indirectly provided. According to Madjid (2002, p.85, as cited in Sari, 2011), one essential factor that has to be studied in textbook review is the gender problem in education. In other words, gender issues frequently occur in verbal communication, such as a textbook.

A gender perspective on textbook analysis is crucial because a textbook—a source of information—can readily become a mechanism for spreading discrimination based on gender (Stockdale, 2006). Gender bias has been shown to have a negative impact on the cognitive and behavioral development of young learners (Lee & Collin, 2009). Furthermore, gender consideration is critical, particularly to assist students in developing their own ideas and making their own judgments without being influenced by textbooks (Toci & Liu, 2013) to avoid harmful real-world and damaging pedagogical consequences, particularly for females (Lee, 2014), and to ensure the provision of balanced and gender-sensitive education (Salami & Ghajarieh, 2015).

Based on the foregoing, the current study attempts to investigate gender representation in two EFL textbooks for Algerian middle schools. The representation is investigated from the standpoints of critical discourse and content analysis.

Statement of the Problem

 According to Brugeilles and Cromer (2009a, p. 14), textbooks substantially impact society by "directly or indirectly transmitting models of social behavior, norms, and values." They serve as a tool for socialization by showing images of the outside world that can have an impact on students' attitudes and orientations. Examining the social reality that is taught to students through textbooks is undoubtedly helpful. The standing of men and women in contemporary society, as well as gender norms and values, are the main topics of this study.

Research Questions

The research questions that the present research addresses are:

1. How are men and women depicted in EFL textbooks for Middle School?

2. Are there differences in the representation of men and women in Middle School EFL textbooks?

3. In what ways do Middle School EFL textbooks reinforce gender stereotypes?

 Aims of the Study

 Although there are many different kinds of teaching and learning resources, textbooks have been a vitally crucial specific instrument in Algerian education. This study aims to ascertain how gender is portrayed in Algerian textbooks, specifically how men and women are portrayed in the third-year middle school level second-generation EFL textbook.

Methodology

A mixed method is used in this recent study to represent gender representation in Algerian middle school textbooks. Furthermore, critical discourse and content analysis tools are employed since the researchers aim to comprehensively interpret the data using both qualitative and quantitative methodologies.

This study's sample consists of third- and fourth-year middle school English textbooks. The methodology section of the second chapter discusses the approach in further detail.

Structure of the Dissertation

This dissertation is divided into two chapters: a theoretical chapter and a practical one. The first chapter is divided into two sections. The first section is an overview of gender, and the second section is an overview of gender in the educational field and learning materials. The

second chapter is divided into two sections; the first section provides a thorough explanation of the methodology used in this research and the procedure of data collection. The second section deals with the analyses and discussion of the findings.

Chapter One: Literature Review

Introduction

in addition to imparting essential linguistic abilities, textbooks instruct pupils on social behaviors, customs, and values, claim Brugeilles and Cromer (2009, p. 14). Even though schools play a crucial role in building a society, gender stereotypes can be communicated there through their teaching materials (Pakuta et al., 2015, p. 25). There may be an imbalance in the representation of men and women in language textbooks, in general, and ESL/EFL textbooks, in particular.

The new study agrees with earlier research on gender representation in classroom instruction. In addition to providing background information on several topics of gender equality in Islam, gender stereotypes, and gender role indoctrination, this chapter clarifies the contradictory distinction between sex and gender. Additionally, the emphasis on gender in the educational environment and instructional materials

Section One: An Overview of Gender

Gender and Sex

Even though they are not synonymous, the concepts of sex and gender are commonly misunderstood in speech, documentation, and scientific research. This uncertainty is developing as our understanding of the multifaceted natures of both sex and gender broadens. However, is sex the same as gender? Caplan et al. (1997) emphasized the need to distinguish between sex and gender differences by providing the following classifications: According to

their physical, physiological, or chromosomal characteristics, men and women can be determined by sex in a purely biological way.

The term gender designates a societal division between men and women based on the characteristics and behaviours that are generally accepted to be distinctive of and acceptable to the two groups of individuals. According to Schwartz and Rutter (1988), gender is a social attribute of persons in our culture that is only occasionally congruent with biological sex (p. 457). As a result, they observed that; animals, like people, tend to be defined as male and female in line with the reproductive function, but only people are characterized by their gender, as man or woman. Gender, according to Dillabough (2006), should be viewed as a relational social construct (p. 48), rather than sex as a highly deterministic concept inherited from the biological sciences.

Some scholars claim that gender is a material and cultural phenomenon. It refers to both the concepts we develop to describe and explain these interactions and the actual interactions between men and women. Material encounters shape cultural meanings, which in turn, affect how lived relationships develop and alter. Gender is more than just a categorization or label that applies to people forever. In other words, referring to Stephen or Harriet as a man or woman just serves as a grammatical designation or a marker of their recognized sex. Gender is rarely used, except for sociological research, where we can analyze voting trends by age, gender, and sex. When we think about Harriet

Gender Equality in Islam

Inequities created by gender discrimination continue to exist today. Gender discrimination can be caused by a variety of circumstances, including gender imbalance in religious text interpretation and patriarchal culture. When a passage exposing the Quran creates a biased sense, the interpretation of religious writings follows the context. As a result, both men and

women are oriented toward one-sided knowledge and intention. The patriarchal cultural structure has positioned males as superior to women; they hold more significant status positions. Men must handle social situations that call for interaction with lots of people. Currently, housework and its surroundings are seen as the domain of women. As a result of this perspective, women's roles are seen as complementary to men's responsibilities in dividing life spheres of influence into the private and public spheres. Men live in the world of public life, while women live in the world of home life. In essence, it is a gendered mindset resulting from appropriating regional culture. From the Islamic perspective on gender equality,

Quran brought Muslims from the inequities of their time to the justice of their time, according to the Islamic stance on gender equality. Within the patriarchal cultural structure, it recognized women's full humanity and granted them significant rights. Gender stereotypes in Muslim communities are shaped by a limited and literal understanding of Texts of the Quran and Hadith. Similarly, misinterpretations of the Quran's meaning contribute to gender discrimination. Due to partial and inadequate knowledge, men's and women's societal roles are interpreted differently.

According to Nasruddin Umar, who is referenced by Dhini, defines the principles of the Quran about gender equality as follows:

1. The worshipper of Allah is equal for males and women.

2. Leaders generate facts about men and women.

3. Men and women accept and carry out ancestor-God agreements.

4. Adam and Eve take part in cosmic theatre based on the Quran

Following the equality principle, both men and women have the right to attain success in life. Humans can also be understood as servants. Because each person will get a reward from God based on their level of devotion, there is no distinction between men and women (Surah Al-Nahl: 97). The ability and opportunity for each to become the best servants are equal (Surah al-Hujurât: 19). In other situations, though, including as spouses and wives, males are given a higher status than men. Males do polygamy, obtain a greater inheritance, and defend women. The incorrect implication is that males rise to prominence as servants. In their status as members of society with more visible and social duties when the Quranic verses were revealed, males are granted these privileges. Moreover, the following claims concerning gender equality are founded on the Quran:

1- The evolution of male and female, several passages discuss the creation of male and female species, such as the An-Nisa: 1, al-Hujurat: 13, -Rum: 21. These verses; the major message is that Allah makes everyone in pairs. According to the passages above, men and women have a reciprocal connection. Moreover, neither gender has a superiority complex.

2- Men's and women's roles and equality position and gender equality are discussed in a few verses, including those in al-Imran (195), an-Nisa (124), an-Nahl (97), at-Taubat (71–72), and al-Ahzab (35). In these verses, the basic message is that both men and women are chosen by Allah to defend Islamic principles via faith, piety, and charity.

Gender Stereotypes

Historically, gender differences between women and men are considered natural. Weiten, Dunn and Hammer (2012, P.339) stated that gender stereotypes are widely shared beliefs about males' and females' abilities, personality traits, and social behaviour. Most communities consider the male gender as superior while females are seen as subordinate.

A gender stereotype, according to the Office of the High Commissioner for Human Rights (OHCHR), is a generalized opinion or assumption about the qualities or characteristics that men and women should have or the roles that they should play. Gender stereotypes become harmful when they severely constrain men's and women's ability to make decisions about their lives and develop their professional skills. Discrimination against women refers to the disparities in treatment that result from stereotyped expectations, attitudes, and behaviors toward women.

The term "gender stereotyping" refers to psychological characteristics and behaviors that are thought to occur in the two gender groups at different rates. These characteristics and behaviors are frequently used to support traditional sex roles (e.g., women are nurses, and men are construction workers). They may also act as a socialization model for young children (Ember and Ember, 2003:11). The tendency of a particular culture to assign specific qualities, attributes, and roles uniquely to men and women is another way to characterize gender stereotypes. Stereotyping is based on the idea that a man's traits apply to all men and a woman's traits apply to all women.

According to Lips in Ummu, gender stereotypes have four main components: firstly, those for personality traits, which emphasize the idea of being much more emotional for females, while men are supposed to be self-confident and aggressive. Secondly, professions: in which people assume that women can work only as teachers or nurses, while men take their places as pilots, doctors, and engineers. Third, physical semblance: thinness and gracefulness are mainly related to women, while men are expected to be tall and muscular. In this case, the way men and women dress is also stereotypical in gender (men wearing pants and short hairstyles, women wearing dresses and make-up). Lastly, the domestic role: for example, most people believe that women can only care for the children, clean the home and cook, while men can take care of finances, work on the car, and do the house repairs.

In addition to gender, 'race', 'age', and 'culture' are affected by stereotyping, in which the coming lines introduce some common examples of this stereotyping:

a.   All racists are white people.

b.   Good sportsmen are blacks.

c.   Men are smarter than women.

d.   Teenagers are disobedient.

e.   Females are not good at sports as males.

f.   All Asians are geniuses.

It exists about cultures and countries as a whole. For instance,

a.   French people are the best lovers.

b.   White Americans are obese, lazy and Homer Simpson of the TV.

c.   Mexicans are lazy and came into America illegally

d.   All Blacks outside of the United States are poor.

Depending on what has been discussed in the previous lines, It can be said that most gender stereotypes are deleterious because they disallow people to perfectly express themselves and their feelings. For instance, females are not allowed to be independent, smart and assertive; whereas males cannot cry or express sensitive emotions.

Gender Bias

Gender stereotype influences education generally and behaviour in education especially. It controls gender bias unconsciously. For instance, school is the place in which gender socialization is shaped through textbooks or interaction between teachers and students

Gender bias is considered a severe point that should be stressed, from what has been discussed earlier, and according to Fahriany, Alek and Wekke, through the resources chosen for classroom use, gender bias is taught implicitly in those classes.

El-Sanabary in Chafetz mentioned that Saudi Arabia is a traditional Islamic country that has a system of education which is dual. Its schools are gender-segregated schools and colleges with gender-specific curricula emphasizing women's domestic functions.

Teachers are the agents who interact with students directly by means they are responsible for being much more aware of gender bias in schools. For instance, there are traditional societies where the normative principle is dominant, which states that men are the economic providers; hence, they need to have good schooling, so these societies tend to give importance to educating boys rather than girls.

In textbooks, 'gender bias' can be presented in several ways, such as pictures, activities, descriptions, professions, roles, games, possession, duties, and responsibilities Zahri (2018). Those components may affect the gender's opinion of students, especially the idea of gender bias which is internalized unconsciously in their minds. As a result - and because the textbook is the most useful learning material for students- gender bias becomes a continued common manifestation. For this sake, the textbook is considered as the entrance of gender bias.

 Gender Role Socialization

A child's gender impacts the opportunities she or he will have from birth. Within a few years of life, newborns begin to form their own gender perceptions, which influence the kind of activities they engage in, what they find interesting, and so on. the achievements they achieve. As children develop, their gender self-concepts, beliefs, and motives are influenced and shaped by their families, peers, the media, and schools.

Gender norms and inequalities in society are reflected and reinforced in these social situations. (Leaper, 2000b; Wood; Eagly, 2002). The vast majority of gender-related sociological literature thinks that socialization is the primary method of gender education. In general, the dominant sociological perspective rejects physiologically deterministic explanations for gender differences and gendered behaviour. Apart from that, Leaper explains how gender stereotypes develop and persist throughout a person's life. Different stages that are particular to human development are considered in research on gender in childhood, adolescence, and adulthood. This discussion will center on how males and females develop their sense of masculinity and femininity via interactions with their families and other early social groups. There is a wide range of literature on family and gender socialization. The family and other core groups have a role in the formation and maintenance of these socialization mechanisms.

Rather than the traditional, legal definition, which limits the term to married couples with children, family is defined as any core group of persons who share an obliged relationship. A broader definition emphasizes that socialization happens for all members of society, regardless of their parental situation.

Numerous research has been conducted to investigate how families socialize their children. The four traditions that have garnered the greatest attention in research are the parent effect viewpoint, and the child effects perspective, the reciprocal socialization perspective, and the systemic-ecological approach [12,14]. Each tradition has a unique perspective on child socialization. The parent impact viewpoint investigates how diverse parenting styles, attitudes, and dispositions socialize characteristics and behaviour in children. This is the most prevalent line of investigation in gender socialization literature. The child impacts viewpoint flips the order of operations in family socialization by concentrating on how children socialize with their parents. A prominent topic of investigation in the child

impacts viewpoint is how the existence of a kid causes mothers/fathers to enter the workforce to support the increased economic stress that a child brings, leading parents to build additional, new identities. The viewpoint on reciprocal effects examines how parents and children socialize with one another automatically; gender and family socialization has an impact on both persons. Gender and family socialization, according to the systemic-ecological perspective, is not a process that happens between parents and children or between children and their grandparents, but rather that all family socialization occurs within a context or environment that can have a substantial impact. This point of view sees family socialization as a social system in which numerous socialization variables affect both parents and children at the same time.

The parents' impact perspective is the oldest in the history of socialization theories, and it serves as the foundation for the following discussion of socialization. This is primarily due to the fact that, while identity construction is a reflexive process, parents give children more cues than children give to parents (especially during infancy and youth); early internalization of parental definitions of acceptable behaviour—which are typically gendered—serves as the foundation for all subsequent interactions. Regardless of the application or research, the family is often the first group of individuals with whom children have frequent interaction and the first setting in which socializing inclinations take root. To understand how and why men and women act differently, sociologists usually look at gender socialization. Families frequently treat newborns differently based on their gender, which starts the socialization process.

Consequently, families begin to reinforce gender stereotypes even in labour and delivery rooms, where boys wear blue and girls wear pink. (Or other colours associated with gender). A newborn is exposed to symbols and phrases that shape their perception of gender roles and stereotypes from the moment of birth. Families commonly use language to describe boys that

stress physical characteristics and notions like strength and agility, whereas language used to describe girls may emphasize issues such as softness, expressivity, daintiness, or fragility. The family's different approaches and treatments for newborns aid in the formation of boundaries and the shaping of behavioural patterns. These limits eventually become internalized identity standards used to compare oneself to others in interactions, surroundings, and situations. This field literature investigates the processes that discriminate between proper male and female behaviour, as well as how that behaviour changes over time.

Interactions with peers are a crucial method for youngsters to learn about gender. Children prefer to play with peers who share similar interests or who they assume share those interests during their early infancy, and hence are more likely to be socialized by peers of the same gender. Boys and girls learn what is proper for one gender or the other when spending time with their peers. Gender socialization can be either direct or indirect. Children, for example, learn about gender norms through their classmates. Play activities are key settings for gender socialization because they allow for the practice of certain behaviors. Play behaviours are likely to influence children growing expectations, preferences, and talents with repeated practice. (Bussey & Bandura, 1999; Huston, 1985; Leaper, 2000b). In general, masculine-stereotyped play activities provide for practice in self-assertive behaviours (e.g., task completion and competitiveness), whereas feminine-stereotyped play activities allow for practice in affiliative and assertive behaviors. (e.g., nurturance and collaborative discourse). These distinctions lead to the formation of gendered social norms. Similarly, when children spend more time associating with individuals of their own gender, they acquire and adopt gender-stereotypical behaviors (boy-typical versus girl-typical behaviors).

Teachers, like family and peers, serve as a source of social networking for both sexes. Teachers, like parents, have gender expectations and act as gender role models in their classes, promoting traditional conduct.

Teachers, for example, may promote gender stereotypes by classifying students and splitting them into groups, or by constructing distinct activity spaces for males and females. Gender isolation, in turn, emphasizes gender as a social group fosters gender stereotypes in children, and discourages playmates from mixing. When a child reaches school age, gender stereotypes are reinforced. Schools used to be quiet in advance about separating boys and girls. Stratification began with a process of separation. Boys were encouraged to study science, math, and shopping, while girls were advised to pursue home economics or the humanities. Even while some studies indicate that gender socialization still occurs in schools today; it could take a different form. (Lips 2004 as cited in Hanaa and Amina). It is possible that educators are not even aware of how their behaviour reinforces gender norms. Teachers, however, assert that boys and girls should be treated differently if they request that students arrange their chairs or group them according to gender (Thorne 1993, cited in Hanaa and Amina). Whereas it is evident that parents, peers, and teachers encourage children to think and behave in a gendered manner, biological factors such as sex hormones that influence children's activity choices also have an impact on how boys and girls grow. As a result, the combination of gender socialization and biological aspects is the most appropriate method to describe how gender development happens.

Early Studies on Gender Representation in EFL English Textbooks

Studies on gender representation in school textbooks have been conducted worldwide. The investigation of gender inequality and stereotyping in texts and images was largely conducted using a content analysis approach. Porreca (1984) examined how gender was portrayed in ESL textbooks in one of the earliest studies on English language textbooks. She conducted a content method analysis to examine 15 textbooks used in American classrooms. In her investigation, she looked at how women are portrayed in texts and images, their occupations, the frequency of male and female nouns, firstness, the types of adjectives used

for men and women, and the prevalence of generic masculine nouns and pronouns "man" and "he." Porreca also noted that "despite accounting for slightly more than half of the population of the United States, females are represented only half as frequently as males in both text and illustration" (Porreca 1984, p. 718). In the United States, a second wave of gender analysis research began in the 1990s. While ESL textbooks designed for the American classroom were rarely included in this second-generation research, mainstream content was. Clark and Mahoney evaluated US History and Global History textbooks in 2004. They found only moderate advances in gender representation from 1980s textbook studies for US History, and significantly smaller gains for global history books.

Similarly, Özdoğru, Aksoy, Erdoğan and Gök (2006) used a content analysis technique to investigate the depiction of gender roles in two Turkish primary school textbooks. The study found significant gender variations in social beliefs, roles, and relationships in school and household environments. For example, most female characters were shown working in professions connected to household and child-rearing. In contrast, male characters had a broader range and greater degree of career prospects than females.

Mineshumi (2008) investigated how an EFL textbook used in secondary classrooms in Japan depicts males and girls in an attempt to assess gender portrayal. The author employed a hybrid strategy to examine male and female visibility, attributes, and imagery. According to the findings of his/her research, the textbook depicted gender equity in the three areas. He/she decided that while producing future textbooks, the textbook evaluated should serve as an example of gender equality. Vogli (2009) explored gender concerns in the New Success at First Certificate textbook. The study found that, despite the fact that the authors of the aforementioned textbook worked hard to depict women and men equally, the data suggested that males came first and females came second.

Similarly, Johansson and Malmsjö's (2009) study, which used English language textbooks, sought to determine if there was an imbalance between the portrayal of male and female characters. They carried out a quantitative analysis of the speaking activities and dialogues in four EFL textbook series used in Swedish secondary schools. Their research revealed that two textbook series had an excess of male characters, while the other two had an excess of female characters. The older studies were released prior to the latter, and the researchers interpreted the results as a form of overcompensation.

To the best of the researcher's knowledge, only a small number of studies have attempted to look into how gender is represented in Arab school textbooks. One of these studies, done by Osman (2006), examined the specific ways in which sexist attitudes and beliefs are expressed through the language used in Egyptian English as a Foreign Language (EFL) textbooks. Two textbooks, one for elementary school and the other for high school, were the sole subject of the study. The two novels were subjected to a content analysis using the four criteria of names, firstness, occupational positions, and imagery for both sexes. The results showed that sexism remained in every category of this study, with the exception of the illustrations in the elementary level book.

In his 2010 study, Hamdan looked at gender bias in English-language textbooks used in Jordanian public schools. A content study of the textbooks' language was conducted to see how the author treated the jobs that were assigned to men and women. While men were shown to work in various occupations, women were only allowed to work in conventional occupations like teaching and nursing. Thus, this study's findings showed a trend for gender disparity in Jordanian EFL literature.

Regarding the Algerian situation, Boukheddad (2011) conducted evaluation research using the three secondary-level EFL textbooks. The study's findings show that utilized textbooks

had biases in every area that was chosen for review. Prejudicial depiction of women, ethnic groups, and seniors is found in EFL textbooks. Additionally, stereotypes exist in regard to things like professions and character attributes. Selama (2016) conducted a qualitative and quantitative analysis of the four EFL textbooks used at the Algerian Middle School to determine how gender was portrayed in the texts and images. The four textbooks under study were shown to promote gender stereotyping on several levels through their contents and pictures, according to research findings. To summarize, textbooks transmit a variety of social values and norms; therefore, if the authors are unaware of sexism, the textbooks they write may contain gendered presentations that could encourage students to treat others unfairly based on their gender, which could impede their success in school and at work.

Theories of Gender

Social constructivism.

In a span of thirty years, feminist scientists and theorists have investigated the complex relationships between gender and a variety of issues, including power, politics, work, and identity (Visser, 2002). Several studies as a result of these efforts, new understandings of gender and how it may be impacted by social and cultural factors (see, for instance, Cameron, 1998; Kendall, 2004; Kuo, 2003; Ohara & Saft, 2003; Pizzini, 1991; Tanaka & Fukushima, 2002) have been achieved. They found that gender is a component of our identity that affects how we see ourselves and other people, both consciously and unconsciously. Butler (1993) noted that gender is a pervasive social and cultural regulating mechanism that permeates our daily activities, including thinking and speaking.

This supposedly biological phenomenon is "realized through architecture, socialization, economic and psychological credentials, body identification, clothes, and so on" rather than being exclusively "biological" (Felderer, 1997, p. 374). In other words, gender identity is a

social construct rather than a "given" social category (Coates, 2007). Its development is assisted by initiatives in the social, political, cultural, and educational domains.

One of the various meanings that influence our lives is gender. Personal identities are sustained through social power, according to Skliar (2007). How people are seen depends on their gender. The standards and expectations for linguistic and social behavior are divided between men and women, creating a gender divide (Christie, 2000). As a result, there is a big chance that bias and gender stereotyping may appear. In many facets of people's social lives, including work, education, family, the services industry, and business (Skliar, 2007), gender prejudice is pervasive. School discourse, according to Fairclough and Wodak (1997), is one of the most important spheres of society because it employs "specific ways of representing and constructing a society that reproduces unequal relations of power, domination, and exploitation" (p. 275). As a result, it is considered that education and everything related to it are crucial components capable of preserving social power and inequality (Mkuchu, 2004). One of the most important components of education or curriculum is the textbook, which can alter social power and gender stereotypes (Kobia, 2009; Mineshima, 2008).

Many psychologists believe that a set of personal constructions determines one's gender identity, sexual orientation, and social interactions. As opposed to that, the creation and use of language in the processes of maintaining the self, as gendered, in social action are highlighted by the constructivist viewpoint, a social constructionist perspective.

The social mechanisms through which certain linguistic patterns facilitate the preservation of gendered identities and social behavior are of interest to constructionist feminists. The relational theory of meaning and action is supported by the social constructionist perspective, which postulates that people preserve their social identities through their interactions with

others. Actions in historically constrained situations would be chaotic, maladaptive, and meaningless without the support of others.

Gender schemas, from a constructivist standpoint, classify people. Interpersonal interactions, societal judgments, and a sense of one's own identity are all factors. The crucial factor is whether you are male or female. Given the state of technology today, the first step in identifying a person might be taken months before birth. This category is the most important indicator of who we are throughout our lives. Gender schema, which is vital in our social lives and interpersonal interactions, considers sexual orientation by puberty, whether we are heterosexual, gay, or bisexual. These schemata—self, gender, and sexual orientation—are especially important for psychologists who study gender issues, particularly feminist psychologists who are concerned with the political implications of gender studies in addition to the more traditional scientific concerns about theoretical orientations and empirical findings. It is beyond the scope of this research to list the broad spectrum of ideas and empirical discoveries at the intersection of cognitive theories and gender. Cognitive psychologists that identify social constructivists as Berger and Luckmann (Berger & Luckmann, 19 66) and those influenced by George Kelly's Personal Construct Theory (Kelly, 1955) are two theoretical orientations of special relevance to this audience. Both of these approaches have had various degrees of influence on the development of feminist psychology during the previous two decades. However, most gender studies work has not directly acknowledged the contributions of Kelly, Berger, and Luckmann to their theorizing or research, despite relying on constructivist notions of constructs or schemas and the centrality of cognitive processes in the development of gendered self-conceptions and social behaviors. Although not all theoretical positions that serve as prototypes of constructivist theories are necessarily the most prominent theoretical frameworks in gender studies, they are well-

formed exemplars. Their goal is to demonstrate how a constructivist framework can be utilized to better understand gender.

Anne Constantinople's notion of sex/gender schemas emphasizes the physiological bases of differentiation. She claims that pattern recognition in the realms of vision and voice is analogous to acquiring gender roles as a cognitive talent (1979). She argues that a child's intrinsic ability to generalize, discriminate, and construct all sorts of categories combines with the environment's specific sex-related connections to develop gender-role categories. The process of gender categorization is driven by children's needs for order in their environment and their desires to receive rewards and stay out of trouble. In this regard, Anne suggests that gender-related schemas are formed through two different types of information processing, including concept-driven information processing, where incoming information is guided by an existing expectation, and data-driven information processing, where categories are formed through stimulus generalization and discrimination.

Cognitive categories fluctuate, stabilize, and advance as a child grows. Constantinople's perspective is typical of cognitive-developmental theories, which emphasize the universality of schema acquisition based on basic tenets of human behavior.

The work of Lawrence Kohlberg, who used Piaget's theory of cognitive development to offer a challenge to the prevalent view of social learning theory, which bases gender identity formation on principles of modeling and reinforcement, is more famous than Constantinople's pattern recognition approach to most cognitively oriented gender psychologists. According to Kohlberg's hypothesis (1979), when a kid is between the ages of 3-5, the process of gender identity construction takes place in three phases of awareness. The kid first develops "gender constancy" in the first stage, which is the knowledge that a person's gender is permanent and cannot be changed by changing external signals like hairstyle,

clothes, or name. Once a child reaches this developmental stage, values are associated with gender-based behaviors, with greater values assigned to activities that are gender-suitable and lower values assigned to behaviors that are gender incorrect. As a method of ensuring rule compliance, children attempt to exhibit exact renditions of proper sex-role behaviors. To guide acceptable gendered behaviors, information and reinforcement are provided by television shows, peer reactions, and other cultural artifacts like toy designs. Gender is acquired in accordance with phases of intellectual growth, just like any other conceptual category, in Kohlberg's theoretical framework.

As stated by Deaux and Major, a person's actions during social contact are impacted by environmental clues, what they believe about themselves or others, and what others are expecting. Expectancy confirmation, which includes both "seeing" just what one expects to see and a self-fulfilling prophecy, as well as the person's attempts to both affirm her self-view and project an acceptable image to others, plays a role in the process of this intersection of these different parts. They argue that in each given environment, two individuals—referred to as a perceiver and a target—approach an encounter with individualized assumptions about the target. The perceiver's opinions about the target are influenced by the target's gender identity and previous interactions with them. Certain events or environmental factors may trigger or particularly draw attention to beliefs about the target's gender categorization. These ideas affect how the perceiver approaches the target.

On the other hand, the target comes into the circumstance having a set of assumptions about the self, specific features of which may be made more apparent by the circumstance or recent events. The target evaluates the perceiver's actions, considers all of the options, and then act in a way that may support or refute the perceiver's expectations. The perceiver's social acceptability of the target's expected behavior, the certainty with which that expectation is held and communicated, and the relative balance between the target's concerns with

maintaining her or his self-concept and projecting a positive image are all modifying conditions that influence the entire interaction. In the realm of information processing, the "perceiver," who is also "the actor," has the most considerable influence on behavior.

Because there is "room" in the equation, as in the gender schemas, for a balance of social and biological effects on behavior, many constructivists adopt a participatory stance. Sexual orientation, however, is very stable once it has been established. Personal views are also the linguistic counterparts of cognitive schemas and the outward expressions of internal cognitive activity. This is an impact that includes transmission and presentational objectives, not primarily changes in an internal belief system, though they can be influenced by the demands of the situation. Although one's mental architecture is fixed, their behaviors might be variable

Feminist Theory.

The gendered nature of society is highlighted by feminist thought. Feminists contend that in a culture where men predominate, gender is socially created and serves as a tool for social stratification. The five schools of thought that makeup feminism—liberal, Marxist, socialist, radical, and postmodern—are not all of the same minds. Various causes and remedies for gender disparity are highlighted by each viewpoint. The goal of feminist theory is to bring attention to the difficulties and concerns that women face in society. The main areas of concern are stereotypes, objectification, economic inequality, sexism, and discrimination based on gender and sex. As argued by Ashley, many people mistakenly assume that feminist thought focuses solely on girls and women and that its underlying objective is to promote women's superiority over males.

In reality, feminist theory has consistently focused on understanding the social world by examining the underlying factors that create and perpetuate inequality, oppression, and injustice. Consequently, it advocates for the pursuit of equality and justice. Feminist

perspectives on gender inequality acknowledge that women's positions in and experiences of social settings are not just different but also unequal to men.

Feminists contend that gender stereotypes restrict women's lives and support patriarchy. Gender is created in a way that purposefully lowers the status of women and disadvantages them throughout their lives, starting at a young age.

Considering the case of education, sociological research has discovered that children are already conditioned by gender stereotypes before they join the school, and these gender-defined identities appear to have an influence on scholastic success. For example, Barbara Licht and Carol Dweck discovered that the girls in their study underestimate their academic competence, fail to recognize the significance of their accomplishments and lose confidence when they fail. They also discovered that girls are more self-critical and blame failure on their own intellectual deficiencies. Similarly, their educational achievement is frequently attributed to chance rather than skill and hard effort. This internalized narrative is the result of gender socialization and reveals how a patriarchal culture stereotypes woman.

Agents of primary and secondary socialization repeatedly reinforce the idea that women should be judged only on the basis of their beauty over the course of their lives. Due to the association between female self-worth and outward attractiveness rather than real accomplishment, this benefits male. By adolescence, girls may start to place more importance on belonging than on success. Women have always been strongly urged to be nurturing, altruistic, and compassionate.

The idealized female stereotype is one who prioritizes the needs of others (especially her children) over her own profession and self-interest. Furthermore, behavior that is socially acceptable among males is frequently frowned upon by women. Female stereotypes in a male-dominated culture are purposefully created to hold women behind. In sharp contrast, the

stereotype provided to men aggressively pushes them to achieve, with little regard for their external looks or capacity to empathize with others.

The significance of gender stereotypes and their effects on women have been the subject of several studies. Ann Oakley, a liberal feminist, discovered in 1982 that parents 'channel' their kids toward toys that are acceptable for their gender. A pink doll's home for a girl and a toy rifle for a boy are two obvious instances of canalization. Additionally, Oakley is linked to the word verbal appellations, which occasionally emphasize a particular gender through phrases like "brave boy" and "pretty girl."

The feminist idea holds that "gender may be a factor in how humans interpret reality." Men and women will build various sorts of systems about themselves, and as a result, their mental processes will differ in substance and form. However, this socialization process is part of a larger societal construct of femininity that serves the interests of a profoundly patriarchal society.

According to the feminist viewpoint gender roles are related to the various degrees of power that men and women wield in society and go beyond simple notions of what behavior is proper for men and women. Men perceive higher power in society than women, for instance, when they are able to maintain financial control over their lives and those of their families. Women frequently find themselves in poverty if their marriages end since males are typically expected to provide the majority of the family's income. Given that males are less likely to lose their authority or social standing if their marriages break, feminism would argue that men typically have more power in marriages than women.

Gender roles can be connected to male and female expectations in areas other than the home, such as work (Williams 1995). Men and women in the workplace are frequently required to do various jobs and play distinct roles based on their gender (Kanter

1977). Even in the early twenty-first century, many firms continue to support conventional gender norms by, for example, providing maternity leave benefits primarily to women and refusing similar advantages to dads. Furthermore, because the conventional attitude on gender roles persists in many organizations, the jobs that women and men have within firms are frequently separated by sex. Women are more likely to be expected to work as secretaries, whereas males are expected to work as managers and executives. Men are also assumed to be more ambitious and task-oriented at work, whilst women are assumed to be more engaged in and worried about their professional connections with others.

These illustrations show that biases about gender may sometimes be used to define gender roles. Gender stereotypes are oversimplified conceptions of men and women and their differences. People may use gender stereotypes as the foundation for their beliefs about acceptable gender roles. Exaggerated or incorrect claims about the nature of men and women frequently make up gender stereotypes. For instance, it is a frequent stereotype that men lack feeling. On the other hand, stereotypes about females typically portray them as being overly emotional or illogical. Political movements like the feminist movement continue to fight to dismantle gender stereotypes and present alternative conceptions of gender roles that prioritize equality between men and women.

Ultimately, gender roles are frequently considered in terms of an individual's gender role orientation, which is generally regarded as either traditional or nontraditional. A conventional gender role orientation stresses distinctions between men and women and thinks that each sex has a natural propensity for certain activities. Those who maintain a conventional gender role orientation are likely to be impacted by the rules and rituals of previous generations, such as their parents and grandparents. Individuals with nontraditional gender role orientations are inclined to feel that a person's conduct is not or should not be wholly defined by her gender. Individuals with nontraditional gender role orientations are more likely to believe in the value

of egalitarian relationships between men and women, as well as in the power of individuals to choose what roles they want to play and how much those roles are or should be associated with their gender.

Section Two: An Overview of Gender in the Educational Field and Learning Materials

EFL Textbooks

Teaching English in countries where it is used as a foreign language relies much more on the school textbook. This learning material can be defined simply as being "a coherent body of language teaching and learning materials which may consist of either just the coursebook(s) but also of a learning package consisting of several parts" (Kartini,2015). For teachers, the textbook is required as important instructional material for students, and for students is the basic material provider for their learning process. In other words, textbook itself as a term should be well acknowledged by both teachers and students due to its sufficient role in the learning/teaching process.

Textbooks Significance

It is known that the educational system relies on the teacher and student relation which is by itself based on the learning materials, especially the textbook which plays a significant role. Fahriany, Alek and Wekke stated that textbooks are considered a key component in most language programs, it improves the quality of education in Algeia too. In some conditions, it provides the basis for the language input learners and the language practice in the classroom. For students, the textbook supplies sources of language knowledge. It is part of the teaching material that the teacher has taught.

The existing textbook helps students to learn by themselves. They can learn before the teacher explains. They also can review the material based on teacher explanations. Moreover, they may know more about the materials for doing examinations. To sum up, the textbook

becomes a student's learning resource. The textbook can become guidance for the teacher. A textbook can become a material provider to solve the problem. It is because the textbook shows the material based on learning objectives. Additionally, Jack C Richard as cited in Kartini stated that a textbook's functions are as follows: it provides structure and a syllabus for a program, provides a variety of learning resources, and can train teachers.

In brief, the textbook has many functions. In general, it plays an important role in education. It is to be a guidance and material provider, complementary to teaching and learning process. Those are advantages of textbooks that make the teaching/learning process easier for both teacher and students.

EFL Textbooks in Algeria

The linguistic background in Algeria is very rich and complex. Compared with some African countries, Algeria is far behind in English-speaking ability as French is imposed on Algerians (Nadjiba & Sabrina, 2022). Learners are not exposed to English until they pass the primary school exam and be admitted to middle schools until the governmental decisions of 2022. In other words, children do not start learning English until the age of 11/12, whereas French is reintroduced into the third grade of primary school after the 2002 national education reform and the English language becomes teachable in the school year 2022/2023 by means children can study it by the age of 8 years.

The English language school textbook has gone through numerous stages of development at the official level. Teaching English as a foreign language during the first decade of post-independence had little significance due to the country's school system which had not yet been updated to introduce foreign languages. French was the dominant foreign language used in administration and education, and demand for 'Arabization' in educational, religious and political spheres was a national priority. The educational system in Algerian had

to confront the complexities of two conflicting mentalities, and the adopted reforms had to maintain a balance between national needs and foreign resources. Teaching English in the first phase was characterized by the general use of British course books until the late 70s in which the textbooks were designed to address a specific audience, with no concentration on a particular educational program. The primary goal was to achieve a particular proficiency in English as a foreign language. (Aoumeur & Ziani, 2022)

The first Algerian textbooks with national cultural themes appeared in the 1980s. They were primarily designed to address the country's development needs by allowing students to deal with differences and, later in life, to have better opportunities to communicate with foreign partners and acquire scientific knowledge. In 2003, new textbooks were introduced due to the adoption of a reform known as the first-generation program, based on a competency-based approach as an instructional framework for primary, middle, and secondary education (Aoumeur & Ziani, 2022).

Gender Representation in the Educational Field and Learning Materials

The concept of representation is currently gaining progress in a variety of domains, most notably Media studies, feminism, the visual arts, and music, especially gender studies are just a handful of examples. Gender and education researchers are particularly interested in Numerous studies on gender representation that have yielded fascinating results, assisting specific countries in revising their educational procedures and endeavours to better satisfy the demand for gender parity. Many academics in the fields of gender and education have focused on the idea of representation and how it has been investigated in educational materials. EFL/ESL textbooks may be a major source of cultural preconceptions and personal biases that students absorb during their studies (Dominguez, 2003). School textbooks may be important and significant agents for shaping social identities.

According to Kobia (2009, as cited in Zia,2010), textbooks have a significant influence in shaping students' worldviews of the female and male genders in society. As a result, the portrayal of male and female genders in textbooks can have a significant impact on learners' perceptions of males and females in society. "EFL students will be led to identify themselves with gender bias" if gender disparity occurs in textbooks (Liao & Huang, 2003, p. 124). Additionally, Halliday (1977, referenced in Zia, 2010) described textbooks as sociological and semiotic channels for the interchange of the meanings forming the social system.

The visual component of EFL/ESL textbooks is one of the elements that has drawn attention and been shown to contribute to gender bias and stereotypes (e.g., Fatemi, Pishghadam, & Heidarian, 2011; Giaschi, 2000; Good, Woodzicka, & Wingfield, 2010; Healy, 2009; Nakamura, 2002; Paivandi, 2008; Sano, Lida, & Hardy, 2001). Images have been demonstrated to be more expressive in communication than either speech or written language (Giaschi, 2000). According to Berger (1972), "A picture may frequently speak a thousand words."

Many feminist thinkers have investigated the representation of women and men in textbooks. It is believed that it is vital to analyze the pictures that overwhelm us every day since they influence how we perceive ourselves and others. According to Sunderland (2000), gender representation in textbooks was studied and critiqued in the 1970s and 1980s and into the early 1900s (e.g., Cerezal, 1994; Cincotta, 1978; Hellinger, 1980; Myers, 1992; Peterson and Lach, 1990; Schmitz, 1975; U'ren, 1971; Whyld, 1983). Many of these studies are motivated by the recognition that educational resources are a significant socialization process that instills beliefs and attitudes in young people, including differential gender roles (Lee, 2011). The overall conclusion is that any gender bias in texts is detrimental to gender equality in learners' education and will have a negative effect on their development. In actuality, the

type of gender imbalance in texts not only depicts inequity in the depiction of members of sex groups, notably women, but also places a certain sex group in the dark. Thus, the overwhelming underrepresentation of female characters in terms of visibility, subordination, stereotyping of personality traits, and occupational roles is reported by Sunderland (2000).

Gender in EFL Textbooks

The teacher and the textbook in studying English as a foreign language (EFL) are the keys that link the student's native culture with the target foreign culture. When acknowledging the significant influence of teachers and textbooks, the portrayal of communication styles within the target society will inherently impact the language choices of EFL students when interacting with native speakers. This has important implications for the EFL teacher and textbook selection.

Textbooks play a significant role in the teaching and learning process. In the English as a Foreign Language (EFL) context, teachers consider them the basic foundation for their teaching process, and learners are introduced to the foreign language through these textbooks. Furthermore, language in textbooks functions as an ideology maker and social role determiner that led sociolinguists to detect the repercussion of gender roles and stereotypes.

Gender bias and stereotypes in ESL/EFL textbooks have been addressed in many studies. As mentioned previously about the significance of EFL textbooks inside the classroom, it is argued that the textbook in the Teaching / Learning process is an essential vehicle for the socialization of gender at school. Thus, it should expose students to a balanced view of the roles and responsibilities that males and females share in society.

EFL textbooks are considered a remarkable key in the classroom. They are the primary supplementary source for English teachers' instructions and the basis of knowledge with

which the students could directly contact beyond the input from teachers. So, any unfair treatment of gender may contribute negatively to the student's development.

 Gender and Education

In recent decades, the focus of the discussion on gender and education has switched from female "disadvantage" to male underachievement. The issue of gender in education is quite broad and encompasses a wide range of topics. The extent of gender biases and concerns throughout the world, as well as intersectionality issues (such as taking race/ethnicity, socioeconomic class, etc., in connection to gender and education), are complicated and essential. The role of gender in education is evident at the individual, classroom, and institutional levels, claim Andrews, N. C. Z., Cook, R. E., Nielson, M. G., Xiao, S. X., & Martin, C. L. The individual level is concerned with gender stereotypes and academic success gaps between boys and girls in youngsters. Gender is a factor in instructors' biases and stereotypes in the classroom. The number of male and female teachers compared to administrators is one indicator of gender issues at the institutional level. Other indicators include structural problems relating to the experiences of students who identify as gender non-conforming and the choice between gender integration and segregation in the classroom or school.

Girls often surpass males when taking gender disparities in academic success at the individual level into account. Boys outperform girls in math and science; however, girls score higher in reading and writing. Although there are more similarities than differences between males and females, the size of these differences is sometimes minor or even inconsequential. Gender variations in self-efficacy, interest, and motivation, as well as gender stereotypes, are likely to account for, at least in part, gender inequalities in academic attainment and performance. Furthermore, Academic repercussions result from instructors' conscious and

unconscious attention to gender, their use of gender-related terminology, their perpetuation of gender stereotypes, and their rough treatment of boys and girls in the classroom. However, it's significant that educators concur that it is their duty to advance gender equality in the classroom and advance anti-bias education.

The positions of adults in the educational system give rise to gender concerns at the institutional level. Particularly, instructors are more likely to be female than superintendents. Institutional problems may also be seen in how schools and classes are organized, as well as in how occasionally school structures and policies fail to accommodate kids who identify as gender nonconforming. Individuals differ widely in their adherence to gender expression, role, and identity standards, making gender a complicated and varied concept. Students who express themselves differently than the norms for gender identity and expression can benefit from inclusive school-level policies (such as specific anti-bullying policies and gay-straight alliances).

In contrast, non-inclusive policies may prevent students from feeling safe and accepted within their school community. The impacts of gender on education are pervasive, however, they are modifiable. Teachers should actively work to reduce gender stereotypes and create inclusive learning environments for both boys and girls. Given how little the majority of gender disparities in talents are, it is crucial that academics learn more about how and why gender continues to have such an impact on schooling.

Textbooks as Agents for Social Change

Education is a never-ending process; it starts with an individual's birth and continues till life lasts. The basic objective of education is to get knowledge, skill and values (ethical, moral, spiritual and professional) as well as to learn desirable behaviourism and societal institutions that make up the structure of society. Books play a very important role in

everyone's life, especially in a student's life. They are our best friends because they inspire us to do great things in life and overcome our failures. We learn a lot of things from them. Books are our best companions as they provide us with knowledge unconditionally without asking for anything in return.

Books are powerful mediums for social change; they can deeply affect the ways that human beings perceive the world and interact with one another, playing an important role in cultural change. Academic libraries help to ensure that their contents are available to inform the thinking of future generations, playing an important role in cultural continuity. When a textbook is doing its job well, 00the author synthesizes new and existing data and ideas into a cogent piece of work. The reader ingests these facts and concepts, and then a process of cognition takes place. The facts and concepts become transformed into broader knowledge, and a change occurs in the world as a consequence. The textbook is an important means of satisfying the range of needs that emerge from the classroom and its wider context.

Education is a complex and messy matter. What the textbook does is create a degree of order within potential chaos. It is a visible and workable framework around which many forces and demands of the teaching-learning process can cohere to provide the basis of security and accountability that is necessary for purposeful action in the classroom. This vital management role is more critical in the insecure context of change. Rather than denigrating and trying to do away with textbooks, we should recognize their importance in making the lives of teachers and learners easier, more secure and fruitful, and seek a fuller understanding of their use in order to exploit their full potential as agents of smooth and effective change.

Content Analysis

Content analysis (CA) is a technique frequently used in social research, as the main purpose

of it is to identify patterns in texts. Krippendorff (2012) stated that content analysis can be

both qualitative and quantitative in nature. Quantitative analysis, as cited in Craeynest (2015),

concentrates mainly on the frequency of particular words or themes to describe a

phenomenon (Babbie, 2012); whereas qualitative analysis is the "subjective interpretation of

the content of the text data" (Hsieh & Shannon, 2005) and the combination of both

quantitative and qualitative is mostly recommended. Many researchers have previously used

content analysis as a research methodology in studies related to gender representation in EFL

textbooks like Porreca in 1984; Ansary and Babii in 2003 and Gharbavi in 2012… etc.). CA

as described by Hess and Leavy (2007) is "the systematic study of texts and other cultural

products or nonliving data forms" (p.65). By means using content analysis, make researchers

study their texts systematically by counting them or interpreting the themes contained in them

(Reinharz,1992).

Alfred R Lindesmith is the one who developed this methodology in 1931 and

later gained popularity in the 1960s by Glaser who referred to it as The Constant

Comparative Method of Qualitative Analysis in an article of the same title (1965). In 1967

Glaser and Strauss referred to it as the Grounded Theory in their adaptation of it. These two

features of the method characterized it with certain distinctive strategies. First, data collection

and analysis proceed simultaneously. So that, grounded theorists need to work with reliable

and rich data because they intend to construct a theory from the data itself. Second, it is the

data rather than the preconceived logically deduced theoretical frameworks that shape both

processes and products of research. Thus, there is no reliance on the literature to shape the

grounded theorists' ideas since they believe that they should develop their own analyses

independently. (Charmaz, 1994)

According to Hesse-Biber and Leavy (2007), the appeal of content analysis for feminist researchers is multifaceted. It may be used by feminist researchers to examine the extent to which women's issues or feminist perspectives are explored in a particular medium. Feminist researchers employ content analysis to "identify patterns in authorship, subject matter, methods and interpretation. Findings for such studies are then used to generate or test hypotheses relevant to feminist theory and concerns, or to press for social change" (Reinharz, 1992, P.155)

Critical Discourse Analysis

Van Dijk stated that, in comparison to the numerous different "approaches" in discourse studies, CDA is not so much a direction, school, or specialty. Instead, it seeks to provide a distinct "mode" or "perspective" of thinking, analysis, and application throughout the whole area. Pragmatics, conversation analysis, narrative analysis, rhetoric, stylistics, sociolinguistics, ethnography, and media analysis, among others, may have a more or less critical approach.

According to El Kholy, the emergence of critical discourse analysis (CDA) as a distinct field date back to the late 1980s, when it debuted as a programmatic development in European discourse studies led by Teun van Dijk, Norman Fairclough, and Ruth Wodak (n.d.). It is now one of the most significant disciplines in discourse analysis (Blommaert & Bulcaen, 2000). According to Van Dijk, CDA is primarily concerned with researching how dominance, social power abuse, and inequality are perpetuated, performed, and resisted through text and conversation in various social and political situations (1999).

According to Gee (2005), as cited in Hanaa and Amina (2020), the benefits of employing CDA may be applied to any subject or circumstance. Additionally, CDA looks at concerns of stereotyping and analyzes how words, phrases, clauses, dialogues, etc., of a language, are

used in a certain context. Additionally, it tracks how characters are addressed and enables the construction of associations between various characters. According to Van Dijk (1997), as cited in Hanaa and Amina (2020), discourse is a key idea in linguistics. He highlighted three primary aspects of discourse in his research: the use of language, the expression of views, and social interactions in various contexts. He continued, "... we may expect discourse studies to formulate theories that explain such relationships between language use, beliefs, and interaction, in addition to giving systematic descriptions" (Van Dijk 1997, p. 3).

Recognizing that CDA focuses on how language as a cultural instrument regulates power and privilege connections in social interactions, education academics have resorted to it to define, analyze, and explain major educational issues such as gender inequality.

Conclusion:

This chapter is concerned with gender in relation to sex and theories of gender, in addition to gender in the educational field and learning materials. Furthermore, this chapter discussed two methodological techniques such as content analysis (CA) and critical discourse analysis (CDA) which we are going to rely on while interpreting and analyzing the obtained data in the second chapter.

2. Chapter Two: The Methodological Framework, Data Analysis, and Discussion

Introduction

This chapter aims to clarify the research method, instrument, research design, and how data will be analyzed and interpreted. The practical implications of the research are represented in this chapter. It includes a complete overview of the research methodology and presents the analysis's findings along with an explanation and discussion. The current chapter is divided into two sections. Section One is devoted to an overview of the methodological approaches used in this study. Section Two is devoted to the analysis and interpretation of the data gathered from textbooks and results. It presents the study's limitations, pedagogical implementations that can be made, and additional recommendations that can be made for future research.

Section One: Research Methodology

Research Sampling

Purposive sampling is implemented in this work. Therefore, out of the four textbooks used for the teaching and learning of English in middle schools, this study focused exclusively on the two selected English school textbooks to be analyzed which are named "My Book of English". One is used for teaching third-year middle school pupils, and the second is designed for teaching fourth-year middle school pupils. These books are chosen for analysis for two reasons. First, textbooks are used in different regions, that is, different cultural perspectives. Secondly, the textbooks are second-generation ones, so they provide updated data on gender representation.

Research Method

The researchers selected the mixed method research in order to analyse the obtained data. Leech and Onwuejbuzie (2009) suggested that the Mixed-Method Research (MMR) "involves data collection (both quantitative and qualitative), analysis and interpretation of studies that, singly or together, address a particular phenomenon" (cited in Cohen et al., 2018, p. 32). MMR allows increasing the accuracy and reliability of the obtained data and decrease bias in the research (Denscombe, 2014 cited in Cohen et al., 2018).

Research Instrument

To collect the data and obtain the results of any study, it is important to use research instruments. In this study, the researchers themselves are the instruments since they are the ones who collected and analysed the data from the two English textbooks. They are also the ones who discussed and interpreted the findings of the study.

Research Design

According to Durrheim (2004:29), the research design can be described as a strategic plan that establishes a connection between the research questions and the implementation or execution of the research plan. This study used a mixed-methods approach to research. The mixed research method, according to Creswell, Fetters, and Ivankova (2004 :7), entails more than just gathering qualitative and quantitative data; it also suggests that the data are integrated, connected, or blended at some point throughout the study process. They additionally demonstrate that the rationale behind mixing is that neither qualitative nor quantitative approaches are adequate in and of themselves to completely express the

developments and specifics of the issue. Both qualitative and quantitative data produce a more thorough study when combined.

Data Collection

In this study, several procedures were used to collect the data. Firstly, the researchers downloaded the electronic version of the two English textbooks from the Ministry of Algerian Education's online website: Ency-Education(https://www.ency-education.com). As a second step, the needed data were extracted and categorized in a well-organized tables (Appendix A,B,C,D); then, the researcher employed the content and Van Leeuwen 's Analytical Framework of critical discourse analysis method to investigate gender representation in the content, language use and illustrations to understand the links between the language choices in the texts and the socio-cultural context.

Methodological Approach

A Systematic Quantitative Content Analysis

For quantitative analysis purposes, content analysis is used, which can be defined as a research methodology that is based on a set of procedures to make valid inferences from a text. It is used to determine the existence of certain ideas, phrases, words, themes, characters, illustrations, or even words within a particular text in order to enumerate such a presence (gender stereotypes in this study) for data analysis purposes.in other words, it is a systematic and objective means of describing and quantifying data.

Through content analysis, replicable and valid conclusions can be extracted from data by providing new facts, perceptions, and information. It involves a close examination of the textbook's materials including hidden meanings, attitudes and identifying and counting characteristics. It was emphasized that categorization is the core of content

analysis. Data will be set as categories, and numbers or frequencies will be recorded within each category.

This study was performed with reference to seven criteria, namely, names and proper nouns, character traits, topic dominance, character activity, occupation, generic masculine nouns, and illustrations.

- Visibility in illustrations: it includes pictures, drawings, photographs or cartoons.

- Names: proper nouns, names and Generic antecedents in all passages are given much more importance

- Topic Dominance: here, the researchers will examine the reading passages and dialogues to identify the gender of the dominant character that controls the dialogues or texts. By means, the researchers will concentrate on who controls the texts, who initiates conversations and the number of speech turns.

- Occupations: by saying occupation, it comes to mind that it refers to a job, career, profession, and any type of work done by a female or male. The focus in this section will be on the occupational roles presented in the units. They must be examined and enumerated to evaluate whether there is a balance or imbalance distribution of occupations. In other words, the researchers will focus on the variety of jobs rather than the recurrent repetition of jobs

- Grammatical Functions: refer to the functional connection between the elements in a sentence (subject: and object). In this study, the focus will be on the role of the subject (Proper nouns, nouns, and subject pronouns, including he/she) in every sentence. It is commonly used in studies analyzing sentences

  in corpus and dictionaries.

- Character Traits: under this category, the researcher will work on the use of adjectives to describe the qualities of a female or a male. Basically, the adjectives beautiful, fat, and

ugly are used to describe females. Whereas the adjectives strong, courageous, and attractive, were used to describe males. To determine the adjectives used in the units, traits will be quantitatively recorded.

- Character Activity: the distribution of activities will be examined; mainly, both males and females practice clever activity in reality and in textbooks.

- Generic Masculine nouns (mentions): these refer to the terms used to indicate males as the norm and females. We will record any masculine nouns used (e.g., postman, policeman, lawman…, etc.)

Van Leeuwen's Analytical Framework

The chosen materials under investigation in the current study were Algerian school textbooks. Third-year textbooks and fourth-year of middle school have been the case for study for the intended purpose. Among several figures who contributed to the development of CDA, Theo van Leeuwen was one of the CDA experts who offered an analysis model. Theo van Leeuwen's CDA model seeks to detect and examine how a group or person is marginalized in a discourse. This model generally shows how the parties and actors are presented in the news. In this approach, there are two main areas of focus: the expenditure process (exclusion), which refers to the neglect of the discourse parties, and inclusion, which refers to the way the discourse parties are presented. Van Leeuwen specifically demonstrated that language is a mirror of ideology and that ideology may be disclosed by mastering the language represented in the text. This analytical methodology is intended to discover and investigate how a group or individual is marginalized in his or her position in discourse. How can a dominant group retain greater authority in understanding an event and its meaning while other groups in an inferior position continue to be made objects of meaning and portrayed negatively, Labor groups, farmers, fishermen, illegal immigrants, and women, for example, are groups that are frequently portrayed as illiterate, wild, upsetting quiet and

comfort, and acting anarchically in preaching rhetoric. There is a relationship between speech and power here. Power does not just function through a succession of discourses to define something or a group that is inadequately defined.

The foundation of van Leeuwen's model is that "all discourses recontextualize social practices" (van Leeuwen, 2008: vii), and recontextualizing principles are connected to basic units of social practice, such as actors and their representations and identities. According to van Leeuwen (2008, p. 292), CDA "has moved toward more explicit dialogue between social theory and practice, richer contextualization, greater interdisciplinarity, and greater attention to the multimodality of discourse.

The reason for choosing this framework is that in CDA studies, this is the most appropriate framework for investigating social actors represented in a discourse. To analyze the materials of this study, a number of dimensions of van Leeuwen's (1996) framework were chosen as the criteria of analysis.

- o Exclusion

It indicates that some language systems may exclude social participants. Exclusion, according to Van Leeuwen (2008), is an important feature of critical discourse analysis. Exclusion is a typical occurrence in media articles and political speeches. Social actors and their actions, as well as the actors participating in the action, were excluded in terms of exclusion.

- o Suppression

A type of exclusion in which the social actors in question are never mentioned in the text.

- o Inclusion

The inclusion of social actors is employed to meet the objectives and goals of both text creators and readers.

- Activation

When a clause is activated, the doer or agent of the action is designated as the subject of the clause. Social actors can be made active by being portrayed as dynamic, active forces.

- Passivation

When social actors are shown as participating in an action or as the target of that action, passivation takes place. Through involvement, passive social actors might be subjugated (regarded as objects in the representation) or beneficialized (benefiting from the activity in either a positive or negative way).

- o Genericization

When social actors are portrayed as categories or as particular, recognizable people, Generalization may be realized by the plural without a definite article.

- o Specification

Another crucial element in the portrayal of social actors is the option between generic and specific references; they can be depicted as classes or as distinct, recognizable people. It manifests in two ways:

- Individualization.

When social actors are referred to as persons, this process is known as

- collectivization

When social actors are referred to as groupings that are realized by plurality, by a mass noun, or by a term expressing a group of persons,

- o Personalization & Impersonalization

Proper names or nouns, as well as personal or possessive pronouns, indicate whether social actors are shown as human beings or not.

Abstraction or objectivation can lead to impersonalization. When social actors are given an attribute, the former occurs. The latter happens when social actors are shown using references

to tangible nouns, a place or item that is strongly connected to either their person or the action that they are depicted as engaging in.

    o   Identification and Nomination

The usage of proper nouns symbolizes nomination. It can be implemented in official (surname alone, with or without honorifics), semi-formal (given name and surname), or informal (given name only) ways.

When social actors are described in terms of who they are, such as their age, gender, ancestry, class, wealth, ethnicity, religion, and other characteristics, identification takes place.

    o   Identification and Functionalization

When social actors are described in terms of who they are (such as age, gender, provenance, class, wealth, ethnicity, religion, etc.), identification takes place.

When social actors are described in terms of an activity, a job, or a position, functionalization takes place.

    o   Association

Although their labeling is not used in the text, it is a manner of referring to social actors as groupings that are created by combining numerous social actors. In reality, social actors might come together for a certain function, then separate again.

    o   Indetermination and Determination

Social actors are indeterminate when they are portrayed as identifiable but anonymous people or organizations; they are determined when their identities are, in some manner, indicated.

    o   Differentiation

Differentiation expressly distinguishes an individual social actor or a group of social actors from a comparable actor or group, hence generating a distinction between the'self' and the 'other'.

    o   Overdetermination

It happens when social actors are portrayed as taking part in many social practices at once. Inclusion, then, is the process of centering the players in the action and clearly presenting them in the text through the use of certain discourse techniques. Instead of being omitted from the text as in exclusion, the actor should be hidden or given background space in the text. When a social actor does not appear in the text, they are repressed. In the case of backgrounding, the text contains some allusions to the social actor(s), but they are rather delayed. In other words, there is a gap between the social actors' behavior in the text and their actual behavior. In simple terms, representations include or exclude social actors depending on how well those players' interests and goals align with those of the readers they are meant for.

Section Two: Data Analyses

Analysis and Interpretation of the Quantitative Content Analysis

Description of the Third Year EFL Textbook

The new textbook MY BOOK OF ENGLISH was presented by the Ministry of Education in 2017 within the framework of General Education Reform (Second Generation) to replace the previous textbook of English for the third year of middle school. The new textbook paradigm is a competency-based approach aimed at implementation. Its first page contains four images, the first one is of a father and his son looking at the sky through a telescope, and the second image is of two children, a boy and a girl in traditional Algerian clothes playing dice, and the third image of a Sahrawi woman playing with desert clothes on a traditional instrument, the fourth image of nature. At the top of the page, we find the name of the country, "The People's Democratic Republic of Algeria," and the name of the Ministry of National Education in the Arabic language at the top of the page. The name of the textbook is located directly above the image in bold letters. "MIDDLE

SCHOOL YEAR THREE" is written below in English. The background of both the front and back pages is striped (figure 1). The back page is blank, containing only the logo of the printing office, the textbook price, and copies of the correct information at the bottom of the page, written in small Arabic.

Figure 1

3ʳᵈ year textbook "MY BOOK OF ENGLISH" covers font and back pages
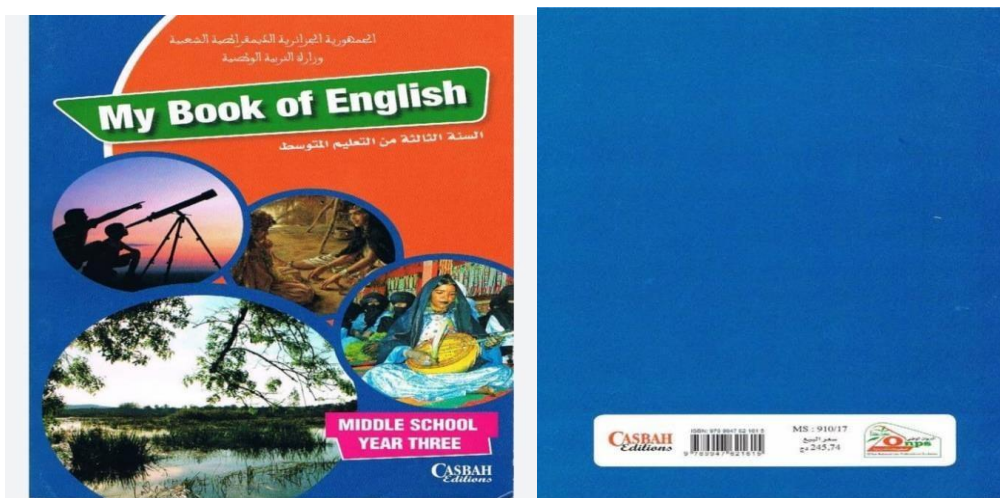
The textbook contains 159 numbered pages. The first page contains general information about the textbook. In the middle of the page, we read the name of the textbook, and its level, and the second page contains the names of the textbook designers, Mr.TAMRABET Lounis, the head of the project and the Inspector of National Education. The material writer is Mr. CHENNI Abdelfattah. In addition to Mr. BOUZID Tayeb, a university teacher and two middle school teachers' trainers, namely, Mr. SMARA Abdelhakim and Ms. BOUKRI Nabila. The textbook content is shown on pages 04 and 05. My book map and my coursebook presentation are shown on the next pages, followed by four sequences. The book is closed with "My second basic irregular verb list" and "My

trilingual glossary." The Designer's Introduction is presented on page 03. It contains the goals the textbook aims to achieve.

The pages following the extending from pages 4 to 7, present a summary of each educational unit divided in terms of results: linguistic results that include functions, grammar, vocabulary, and sound system; Skills outcomes and strategies that include listening, speaking, reading, and writing. In addition to learners' outcomes, intercultural results, and finally, the project results.

The four successive teaching sequences representing the body of 'MY BOOK OF ENGLISH' extend from page 11 to 146. Each sequence deals with a main theme around which all the teaching and learning activities revolve. Moreover, all four sequences share the same sections following the same pattern. (Figure 2)

Figure 2

"MY BOOK OF ENGLISH" 3rd year sequences

At the end of the textbook, the section on Irregular Verbs is located on page 147

provides lists of irregular verbs classified into two different categories: irregular verbs with

the same past and past participle forms, and with different past and past participle forms.

Plus, the trilingual glossary from pages 148 to 159.

"My Book of English" Content

As mentioned previously, the units of the textbook are represented in the book map that provides a detailed description of the whole contents of the textbook. The following table contains the themes of the four sequences

Table 1

Third year textbook sequences

The sequence	the sequence theme
Sequence 1	Me, my abilities, my interests, and my personality
Sequence 2	Me and lifestyle
Sequence 3	Me and the scientific world
Sequence 4	Me and my environment

Description of Fourth Year EFL Textbook

According to the 4MS teacher guide 2019/2020, the book treats English as a two-way communication method for talking about oneself. Four years ago, the Ministry of Education initiated new reforms, and education in Algeria saw a paradigm change. The approved curriculum employs a teacher-to-learner method. This study focuses on the analysis

of "My Book of English" Middle School Year Four, as it was the most recent to be introduced in the series entitled My Book of English, which was issued in 2019 for learners aged 14/15 who had already spent three years learning English.

Needless to say, the book is intended to cover the four key language skills and to help students improve their communication ability. It is divided into three sections,

Each sequence contains seven lessons (I listen and do, my pronunciation tools/I pronounce, my grammar tools, I practice, I read and do, I learn to integrate, I think and write, I play and enjoy, I read for pleasure) in addition to the three-term projects and an additional section I get ready for my BEM exam; at the end of each sequence, and another in the book final pages that provide learners with a list of English irregular verbs.

The first page of the textbook contains four images: the first of Mohammed Dib, the second of the Palace of the Lions, the third of the Houses of Parliament on the left and Big Ben on the right, and the fourth of four volunteers for a charitable organization. At the top of the page, we read the name of the nation, People's Democratic Republic of Algeria, as well as the name of the Ministry of National Education in Arabic. The textbook title appears in big letters just over the illustration. MIDDLE SCHOOL YEAR THREE is written in English below. The back page is blank, with just the printing office logo, the textbook price, and copies of the proper information printed in tiny Arabic at the bottom of the page (Figure 3). There are 143 numbered pages in the textbook. The opening page of the textbook offers general information. The name of the textbook and its level are printed in the middle of the page, and the names of the textbook designers are printed on the second page:

Mr. TAMRABET Lounis, the head of the project and the Inspector of National Education. The material writer is Mr. CHENNI Abdelfattah. In addition to two middle school teachers and trainers, namely, Mr. SMARA Abdelhakim and Ms. BOUKRI

Nabila. Pages 04 and 05 reveal the textbook material. My coursebook presentation and book map are followed by four sequences. The Designer's Introduction is on page 3. It contains the textbook objectives. The book map then stretches from pages 04 to 08, where we discover a summary of each instructional unit separated into results: Linguistic outcomes include functions, grammar, vocabulary, and sound system; skill outputs and techniques include listening, speaking, reading, and writing; and learner outcomes. Finally, the project outcomes. The book concludes with My second basic irregular verb list and my vowel and consonant sounds chart.

The body of MY BOOK OF ENGLISH is made up of three distinct instructional sequences that run from page 09 to 127. Furthermore, all four sequences feature the same portions that follow the same pattern.

The section of Irregular Verbs on page 131 of the textbook contains lists of irregular verbs grouped into two categories: irregular verbs with the identical past and past participle forms and irregular verbs with various past and past participle forms. In addition, there is a trilingual glossary on pages 134-142, and the final page is devoted to my vowels and consonant sounds chart.

Figure 3

My Book of English" covers front and back photos
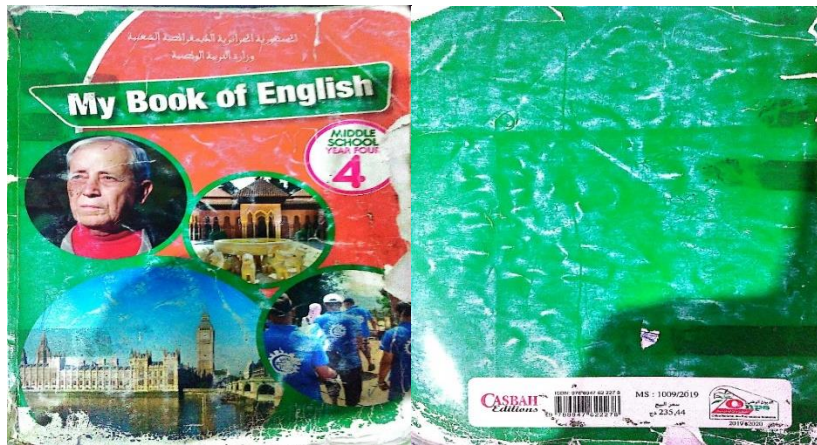
The Content of My Book of English

The textbook units are reflected in the book map, which offers a complete summary of the textbook's whole contents. The four sequences' topics are listed in the table below.

Table 2

Fourth-year textbook sequences

Teaching sequence	Theme
Sequence one	Me, my universal landmarks and outstanding figures in history, literature and arts
Sequence two	Me, my personality and life experience

Sequence three	Me, my community and citizenship

Sequence one, headed "Me, my universal landmarks, and outstanding figures in History, literature, and the" delves into Traveling as a source of knowledge/ Sharing worldwide sites as world heritage and literature as universal heritage/ Raising awareness of the significance of Landmarks as a vehicle for cultural identification/ Outstanding personalities in history, literature, and the arts as guardians of cultural identity and values. Being proud of national landmarks and exceptional figures. Furthermore, valuing landmarks and remarkable figures in Algeria and throughout the world.as shown below

Figure 4

Fourth-year textbook sequences
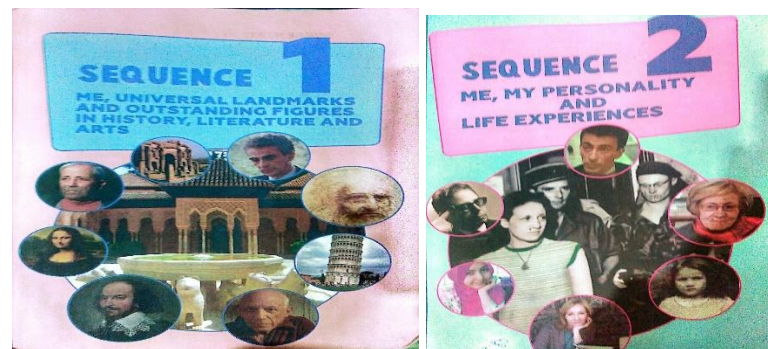
Sequence Two, titled "Me, My Personality, and My Life Experience," look into assessing (human experience and its importance in shaping character, personality, and dreams) a shared historical legacy and national collective memory regarding suffering and resistance to colonialism. Moreover, the significance of national historical personalities in the conflict against colonialism). Raising awareness of the impact of others on one's character, personality, and dreams. Importance of memory in forming a nation's identity. Importance of preserving national identity. The third segment, titled "Me, My Community, and Citizenship," deals with raising awareness of the significance of charitable giving. And promoting a global culture based on mutual respect between individuals and nations. Furthermore, respecting critical thought, freedom of expression, and valuing wise, helpful advice and recommendations. And being positive.

Data Analysis

Content analysis

Based on the thorough data collected from both textbooks (Appendix A, Appendix B), the analysis proceeds through content analysis using the codes summarized in the textbook analysis framework. Textbook analysis, including frequencies of occurrence and content analysis, is structured according gender representation (Table 3).

Figure 5 shows that the highest disparity between the number of males and

females is seen in both books with convergent ratios for males, 66% in the 3rd-year textbook and 67% in the textbook of year four, whereas females are presented with a ratio of 34% in the 3rd-year textbook and 33% in the 4th-year textbook.

Figure 5

Frequency of presence of males and females the both Textbooks
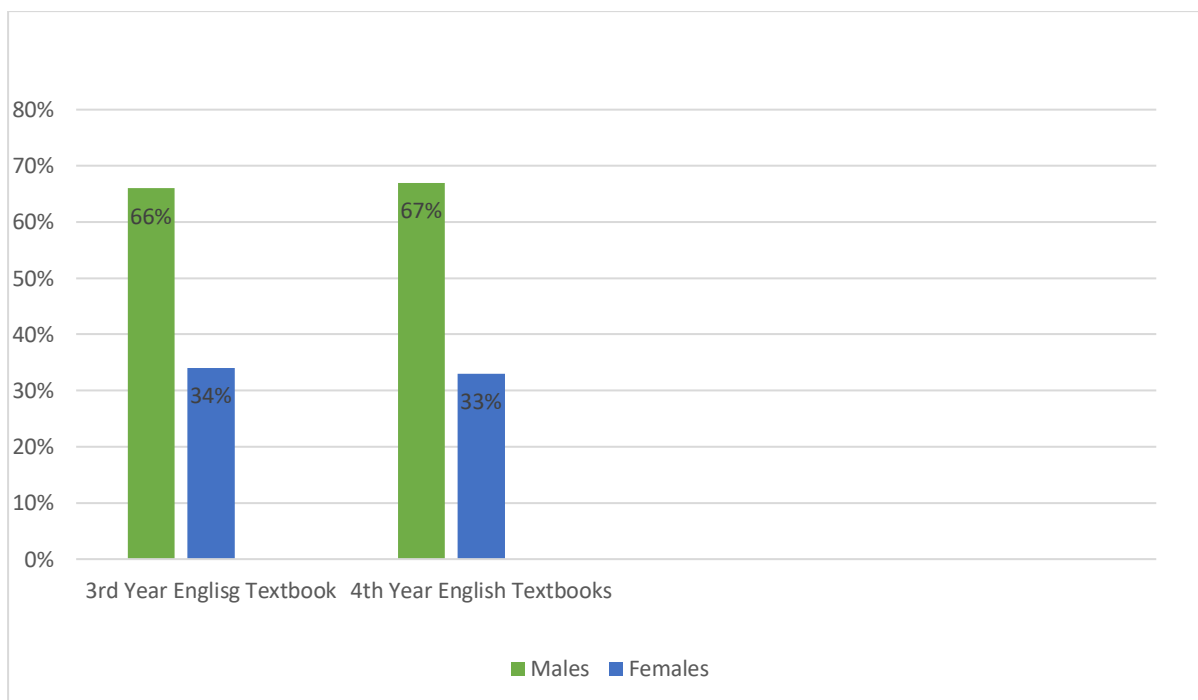
From this result, it can be inferred that in terms of gender presence reference, the female gender is underrepresented in comparison to males in both textbooks. While male representation is extremely high in both textbooks.

	Third-year textbook				**Fourth-year textbook**			
Criteria	Males	Percentage	Females	Percentage	Males	Percentage	Females	Percentage
Names	22	73%	8	27%	28	72%	11	28%
Illustrations	22	65%	12	35%	13	62%	8	38%
Occupations	9	64%	5	36%	13	76%	4	24%
Grammatical Function	22	69%	10	31%	16	59%	11	41%
Character traits (Adjectives)	7	50%	7	50%	8	57%	6	43%
character activity	7	64%	4	36%	2	67%	1	33%
Generic masculine nouns	1	100%	0	0%	0	0%	0	0%

12	67%	6	33%	18	72%	7	28%
Topic Dominance							
Total	102	66%	52	34%	98	67%	48	33%

Table 3

The percentages of males and females in 3rd and 4th year textbooks

Table 3 suggests male domination in all categories used to analyse both textbooks which come as follows:

Considering names, it is noteworthy that males slightly exceeded females in both textbooks (73% in 3rd year textbook, 72% in 4th year textbook). As for illustrations, male's illustrations were higher than female's (65% /62% for males and 35%/38% for females).

Occupations associated with females (36%/24%) were extremely limited compared to those of males (64%/76%) in both textbooks.

Concerning the character traits in 3rd year textbook were equally presented for both males and females, while in the textbook year four, males were superior in rate (57%) than females (43%).

As for grammatical functions, male's grammatical functions mentioned in both textbooks were almost twice (69%) as much as female's ones (31%). The role of the

subject used in most sentences was mainly for males, especially in the examples used in the grammatical roles.

As shown in Table 3, the percentages of character activity of males (64%/67%) in both textbooks were almost the same. The number of females' character activities (1 activity) in the 4th year textbook was lesser than in the 3rd year textbook (4 activities).

In 4th year textbook, there was no mention of generic masculine nouns (0% for both males and females); whereas, in 3rd year textbook it was only one mention for males (100%).

The percentage of female's topic dominance was almost the half (33%) of males (67%) in the textbook of year three, while in the textbook of year four, males' rate was much higher (72%) than females (28%).

Van Leeuwen Analytical Framework

o   Inclusion: It is a discourse technique that describes how a group is cornered by presenting other groups or discourses that are seen to be more dominating or superior. "Inclusion has long been recognized as a key feature of critical discourse analysis. In this grade, we shall attempt to describe how men and women are portrayed. (Appendix C).

On the front of the third-year textbook, there are six males and three women, as well as one girl and a small boy on page 14. Rather, on page 10 of the fourth-year textbook, there are five males and one woman, and on page 84, there are two women and four men. Men constantly outnumber women. On page 18, they did not mention any outstanding women figures; on pages 37-51, only Algerian men writers were mentioned; on page 92, famous men characters were mentioned, but no scholar women were mentioned, neither Arabic nor from other nationalities; and on page 111, men football players were presented, but no women.

The third-year textbook depicts prominent men innovators and intellectuals on pages 84-85, and 96-98, rather than one woman, on pages 69 and 81-82 how the woman is depicted playing and demonstrating just her traditional clothes, and how women her opinion on food but no men were addressed on page 49.

o   Nomination and Categorization It occurs when proper nouns are used to describe social actors. Only the initial and semi-formal and formal names are used to denote these proper nouns, which may be used for either men or women. was documented in both textbooks, as seen by the instances below:

- Nabila and Nadia on page 15 of the fourth-year textbook

- outstanding figures names on page 18 of the fourth-year textbook.

- Karim and Nadia Page 16 of the third-year textbook

The fourth-year textbook substantially treated male social actors in a more formal manner than female actors, as seen by the instances of Mrs. Rily, Mrs. Evas, Mr. Bradshawaw on page 55, and Mrs. Farnechi and Mr. Thomasas on page 106. However, females were substantially more formally shown in Mrs. Rowling on page 61, Mr. Drif .

When social actors are shown in terms of their shared identities and roles with others, categorization takes place. The proper names used to describe the scholars in the textbook, for instance,

- "Dr. Waters" on page 119, "Prof. Belgacem Haba" (Dr. Bourouis), "Dr. Riyadh Baghdadi" on page 85 of the third-year textbook

Figure 6

Dr. Water's interview with a journalist

Figure 7

Dr. Riadh Baghdadi, Prof. Belgacem Haba

Figure 8

Nabila and Nadia

Task 25. I listen again to the conversation (Part 1) and fill in each blank with the corresponding word.

Nadia: Welcome back, Nabila. How was your cruise?

Nabila: Nice to see you all again.. Oh, it was wonderful! ....(1)...., I sailed from Algiers to Spain on a cruise ship. ....(2)...., I visited Italy and, ...(3).... that, I sailed to Istanbul with a stopover for two nights on the Greek island of Mykonos. ....(4)...., I returned to Algiers after spending four exciting days in Turkey.

Figure 9

Karim and Nadia

Task 18. I listen to the conversation and fill in each gap with the missing word.
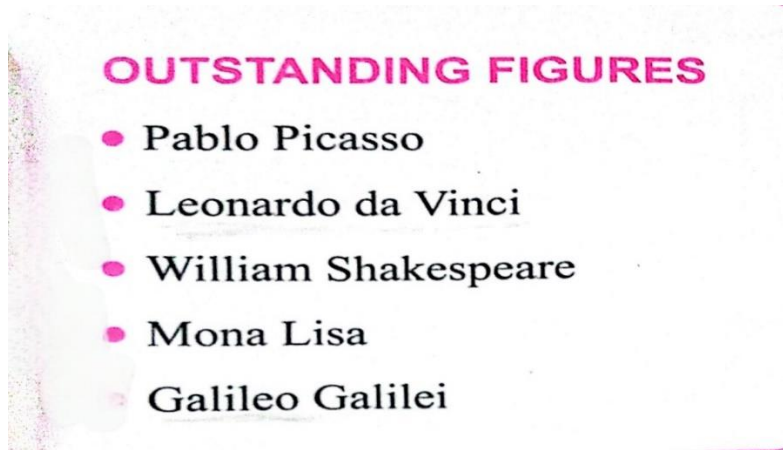
Karim: Tell me, Nadia, do you always .... your room?
Nadia: Yes, of course! I'm not the .... type of person at all.
Karim: And do you always get .... well with your classmates?
Nadia: Sure. I'm very .... and ....
Karim: Are you .... on chess?
Nadia: No, not really. I .... play such games. I get .... very quickly.

Figure 10

Outstanding figures

o   Generalization and Specification ;

   Specification and Generalization As was previously established, genericization occurs

when social actors are portrayed as either a certain class or as recognizable individuals. The

accompanying example from page 81 of the third-year textbook, Children of Bou-Saada,

demonstrates the generalization technique. By employing this strategy, the book's creator

hopes to convince readers that Algerian children have the freedom to play with females even

in the Sahara because it is well-known that Saharan people come from traditional households.

In this way, since it could include certain influential ideological components, it might reflect

attitudes.

An actor will be shown either individually or particularly in the

specification. There are no examples provided in the fourth-year textbook. It may represent

opinions in this way.

The fourth-year textbook insists on producing Zohra Drif, the Algerian woman legendary freedom fighter in the Algerian revolution, on page 82 as a symbol of the country's legendary freedom fighter. This is an example of a strategy in action. She has been depicted as a specific individual in the preceding picture on page 84.

Figure 11

Al-Hadja Fatma on her way to school

The specification criteria appear on page 45 of the third-year textbook, where Hadja Fatima, a woman, desires to attend school. The authors of the book make an effort to direct the reader's focus toward women and their influence on various social actors by employing Specification.

Figure12

Zohra Drif

    o   Exclusion; This approach explains how a certain group or actor is excluded or omitted from discourse in order to protect himself. It is divided into two sections: suppression and backgrounding. (Appendix D)

The suppression category leaves no mark in the text since it removes both the social actor and his or her behavior. When comparing two alternative representations of the same social practice, such drastic exclusion is significantly more informative. van Leeuwen (2008), p.

Backgrounding The second exclusion is less severe and only partially excludes social actors; nonetheless, it may be stated in other portions of the text. As a result, if you are familiar with them, they may be found elsewhere in the text (van Leeuwen, 2008, p. 2).

    o   Determination and Indetermination: In indetermination, an actor or agency is not directly stated and is often represented anonymously. Individuals and groups will be identified from one another in depth during the determination process. These are some instances of determined various social actors - Mohammed Dib is on page 40 of the fourth-year textbook, while Kateb Yacine is on page 44.

Dr. Bourouis, Imzad player Akhamoukh Tabalehouit page 44, on page 104 of the third year textbook. The concept may underpin the author's choice of determination in order to draw the learners' attention to the class of various social actors (men and women) in society.

Figure 13

Mouhammed Dib

Mohammed Dib

(born July 21, 1920, Tlemcen, Algeria — died May 2, 2003, La Celle-Saint-Cloud, France)

Mohammed Dib is an Algerian novelist, poet, and playwright, known for **his** early fiction trilogy on Algeria, La Grande Maison (1952; "The Big House"), L'Incendie (1954; "The Fire"), and Le Métier à tisser (1957;
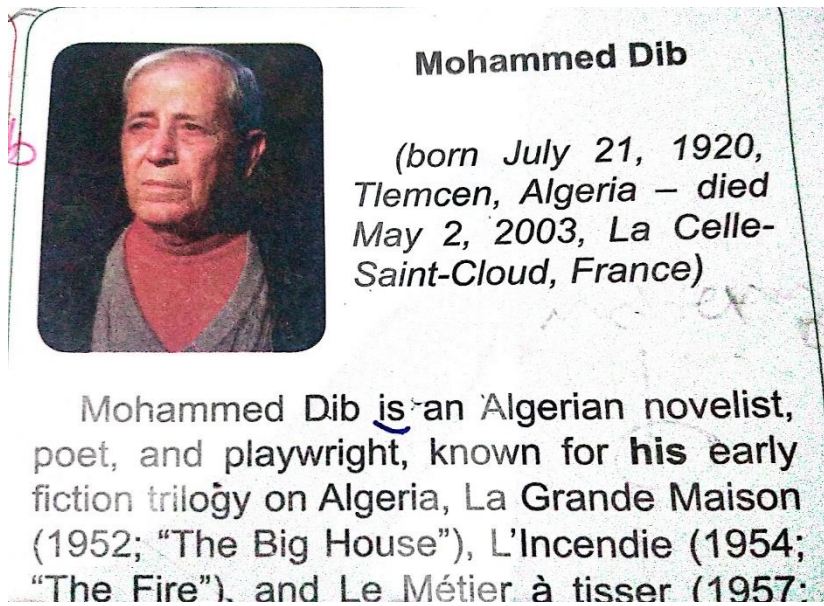
- o Differentiation: Differentiation unambiguously distinguishes one social actor or a group of social actors from another. In the fourth-year textbook, the woman is shown as the primary social actor, which is depicted differently on page 84 as shown above in figure 14. Similarly, on pages 81/82, the girls are seen playing while the males are studying. textbook for the third year.

Figure 14

girls are playing, the males studying

- o Fictionalization and Identification: Functionalization happens when social actors are portrayed as what they did.

Men and women become identifiable when they are identified by what they are rather than what they do, more or less permanently.Females were not correlated with high-status activities, as seen by the distinct functionalization of male and female social actors. To put it another way, even if women were not depicted as housewives. only very few instances of functionalization of females concerned high-status jobs

- o Assimilation is a technique for portraying a social actor that involves associating a person with a community.

There are principally two types of assimilation: Aggregation: Social actors are discussed as statistics.

- o Collectivization: Social actors are represented through classes. By addressing some concealed ideologies in the notion that what the majority believes is the truth

(legitimate), the aggregation technique may be able to solve some of these issues. Aggregation is frequently used to influence and control learners' ideas, despite the fact that it is advertised as merely documenting truths. As a result, the students can feel pressured to present information from the textbook persuasively. Only the southern region of Algeria is covered in my third-year English textbook, therefore, the reader will understand.

Section Three: Results and Discussion

Results and Discussion

Based on the findings, both textbooks illustrate the extensive dominance of males in terms of the illustrations, names, character traits, character activity, grammatical functions, generic masculine nouns, occupations, and topic dominance in images, language use, and the content of the two textbooks.

In the first phase of analysis, it is evident that males were overrepresented in most of the criteria in both textbooks. First, male names, such as "Karim" and "Omar", exceeded female ones, such as "Nadia" and "Maria" in number in both textbooks. The same conclusion was reached in Benrbiha, Abdelhadi's study (2020) of Algerian middle school textbooks in which male names exceeded those of females. This might be a reflection of Arab world countries' belief in lower classes that female names should not be mentioned in public, especially old females' names; because in some instances, in both textbooks there were female characters that were not given any names. For example, in a conversation in sequence two of textbook year four, the boy's name was mentioned, "Omar", and his cousin, "Nabila." In contrast, their grandmother's name was never mentioned, and she was referred to as "the grandmother" only.

Second, illustrations were dominated by males as well in both textbooks. The number of illustrations depicting men outnumbered those presenting. This was evidence of the power and dominance given to men as they were present in most of the pages of the textbooks. In Brahimi's (2017) study, the findings were approximately the same for this study. They reveal an unbalance concerning females' visibility (161) in comparison to males' visibility (261). Ram (2008) detected the overrepresentation of male illustrations as a reflection of gender biases as found in Pakistan. This might be evidence of Islam's influence on these textbooks because the Islamic religion is against frequent contact between men and women.

Third, women and men shared an equal status in regard to being assigned adjectives in the third-year textbook. However, in the fourth-year textbook, males dominated in this category because they were modified with adjectives that had positive or negative connotations more than women. An adjective is a word that is used to describe something which gives more information about the noun it qualifies. Thus, it is believed that because men were considered of a higher value than women, they were qualified by an adjective to give further information about them. On the other hand, women might have been considered of less significance and were, therefore, less frequently qualified by an adjective. Moreover, positive and negative adjectives that were assigned to men and women could be considered stereotypical of males and females.

For example, men were frequently described as "helpful," "smart," "great," and "honest," while women were frequently described as "gorgeous," "curious," and "disciplined."

Fourth, in both textbooks, men were represented in a greater number of occupations (scientist, inventor, pilot, footballer, writer, poet, novelist, actor, president…etc.)

than women, who were mostly assigned stereotypical occupations, such as "nurse", "teacher". Limiting women to such stereotypical professions is probably a reflection of how women are usually seen as fitting to have certain occupations. They were usually assigned jobs that had to do with their maternal and nurturing abilities, such as "nurse" and "teacher," or that made them subordinate to men, such as "singer", because they were thought to be less capable than men and of a more fragile nature. This finding coincided with that reached in Özdoğru, Aksoy, Erdoğan and Gök's (2006) study that men had a wider range and higher-level job opportunities than females. Similarly, Osman (2006) reached the conclusion that occupations associated with females were extremely limited compared to those of males and one of the most frequently mentioned occupations for females was "secretary." Furthermore, in Ram's (2008) study, women were also presented in stereotyped occupations, such as "nurse." Additionally, Hamdan's (2010) study showed males as practicing a variety of jobs while females were limited to traditional jobs, such as teachers and nurses

Fifth, no instances of generic masculine nouns were mentioned in the textbook year four. However, in the textbook year three, the frequent occurrence of the generically used word man shows that males still have prominence over women, and it proves that males have dominance in the society. The only generic masculine noun used in this textbook was "dustman" which refers to the person who removes rubbish from outside houses.

Sixth, concerning the frequency of males' grammatical functions, it was almost double that of females in 3rd year textbook. This can be considered an indication of how men were represented as the more active participant in society. Males got the inferiority in the subject role in most sentences is another aspect of the unequal treatment of women and men and this, in fact, prioritizes men. Surpassing women in the grammatical functions

depicted men as more powerful and more involved in all aspects of life while women got the subject role in sentences in fewer instances portraying them as less visible than men.

Seventh, men and women shared the same rate of character activities in the textbook year three while in the textbook year four, men exceeded women. This might be considered a point in favour of women; putting them in an equal stance with men.

Eighth, talking about the topic of dominance, mainly males were dominated in both textbooks. This Surpassing women by males depicted men as more powerful and more involved in all aspects of life while women were mentioned in fewer instances portraying them as less visible than men.

In the second phase of analysis, gender imbalance was detected in favour of men in almost all the categories in the third- and fourth-year textbooks.

The study's findings reveal that there were instances of biases concerning the roles of men and women in social activities. The findings of the inclusion and exclusion of males and females revealed that there were cases of exclusion and inclusion, with males outnumbering females in the occurrence of inclusion. Furthermore, males participated in more activities than females in areas such as education, science, and the area of innovation. One probable explanation for the foregoing issue is that EFL textbook writers have a tendency to emphasize males since males are seen as more independent or powerful individuals in many countries. Males appear to be more well-known and prominent in Western areas, as Eckert and McConnell (2003) point out. Gender perception as a cultural norm that exists in many civilizations may be found in EFL textbooks. However, the aforementioned finding is called into question by the findings of Sahragard and Davatgarzade (2010) review of the Interchange series, which revealed that females were more active.

Perhaps, by using female participants, Interchange textbooks have absorbed the rhetoric of marketing and advertising. However, further research is needed before reaching a firm judgment. The findings of this study were consistent with previous research by Amalsaleh (2006), Karimaghaei and Bagherzadeh (2013), and Davari and Raoof (2016), who found that the portrayal of gender stereotypes in high school textbooks and Top-Notch Series showed a significant difference in favor of male social dominance. Furthermore, the data showed that both males and females were personalized in the substitution category; nevertheless, males outweighed females in functionalization, relational identification, semi formalization, informalization, and indetermination.

The findings show that female performers were active in the sorts of employment they had in society. This contradicts the belief that only common, low-status, and everyday domestic chores should be entrusted to women. This issue is consistent with the conventional concept of female exclusion from social activities; rather, males are seen as vital role characters to operate in society; males in textbooks were portrayed by learning scholars, outstanding players, and popular individuals.

Finally, contradicting the findings of Sahragard and Davatgarzade (2010) about the Interchange series, the current study found that males were more individualistic than females and collectivization was spread evenly amongst both genders. According to Eckret and McConnell (2003), men are more individualistic than women, and their sense of competitiveness is stronger. Finally, the findings of this study direct the attention of EFL textbook writers to certain hidden features of foreign language education, such as bias toward gender. Teaching foreign languages should not be limited to its formal, functional, phonological, and semantic elements; stereotypic and gendered language can influence students' interests, perceptions, and motivation, as well as their preference for the type of language used in second language communication.

As a result, EFL textbook authors should not omit or underestimate a single gender, nor should they enforce unfavorable views toward a specific gender. However, there is certain evidence of gender preconceptions and bias in the aforesaid instructional material that should not be overlooked. According to Ellis (2002), the gender bias in EFL textbooks causes the materials unsuitable for use. EFL students should be made aware of specific ideas included in present EFL textbooks and encouraged to examine instructional English textbooks more critically. In their EFL textbooks, EFL teachers should engage their students in a critical examination of language, gender, and ideology, as well as the functionalization of men and females. Specific limited ideas might be exerted intentionally when EFL learners are ignorant of gender discrimination and stereotyping.

Limitations of the Study

- The information was gathered from third-year and fourth-year English middle school textbooks in a short period of time when the problems were still present.

- This research is too interpretative; therefore, it will take time for future researchers to generalize it, which might be the study's limitations.

- The study's biggest weakness was that it only contained a sample of two Algerian middle schools' EFL textbooks. In other words, this sampling may not necessarily

Recommendations

- In the current investigation, textbook writers. Incorporating more female references in all educational materials, economic, social, and political settings. Furthermore, male and female characters should be represented as having equal vocational duties. Last but not least, male and female visible proportions in both texts and pictures should be equal.

- Teachers should evaluate the content of their textbooks thoroughly while dealing with the problem of gender representation.

- This research includes content analysis and critical discourse focused on examining texts and visuals to determine the visibility and presentation of both sexes in the domain offered by the textbook. As a result, more study is required using different criteria of analysis and a focus on other aspects of sexism that were not included in this work.

- English teachers must incorporate the crucial component into their curriculum, increasing students' awareness of the social aspect of language usage and developing their capacity to probe deeper behind language use

Conclusion:

This chapter comprises three sections. The first section focuses on the methodology employed in the study, while the second section explores the data analysis and interpretation of the findings derived from both quantitative content analysis and the Van Leeuwen analytical framework. The last section elicits the results and discussion. The results indicate that males dominated most of the criteria in the textbooks analyzed showing women as subordinate and inferior to men.

General Conclusion

Regardless individuals have always sought equal rights in society, and there are still millions of ways in which they adhere to what society assigns to them and 'defines' for them in a social context. People are social beings who require individual existence, and this 'being' is interwoven with other social features. 'Who they are' and 'who they believe they are' can have a significant impact on 'what they achieve' in the future. Education may prepare the path for the future generation to be 'globalization-friendly' members of society, and it has long

been researched to eliminate what may lead males to be so responsible that they suffer from the load. The pink world of women who do not fit into society is pitted against the blue world designed for men. They are there to care for others, to provide comfort so they can shape the future, not to effect change.

The research questions are addressed using van Leeween's linguistic characteristics and content analysis criteria. The results of these qualities, together with the corresponding categories and sub-categories employed in this study, were used to determine whether or not the disparities in the presentation of male and female social actors are significant. The findings indicate that gender bias remains in middle school English textbooks. There appears to be an 'unconscious endeavor' to give females greater opportunities to be noticed, which has failed. Males perform and receive acts, and the society represented in the literature is a world with males for males, despite the fact that no gender benefits. Male characters are formally and informally ever-present, active, and dominant in such a way that the universe revolves around them.

To summarize, middle school English textbooks have worked hard to define female characters in a new social context by assigning them new responsibilities, but they still fail to show independent successful characters who do not need to prove they are as successful and as necessary as the other gender. The current study supports the notion that material designers are prejudiced, whether consciously or unintentionally, and that representations of female and male social actors do not match the requirements and norms of the real world.

 The results of this study additionally show the significance and benefit of increasing critical thinking skills among material designers, instructors, and teachers in order to offer everyone the opportunity to appreciate an unbiased textbook. when Aldous Huxley wrote "Brave New

World", they were referring to people who are to change what has been called 'normal' for ages

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Appendix

Appendix A

Content Analysis (Summary of 3rd-year Textbook Data)

Unit of Analysis	Textbook unit	Summary of Data	
		Males	Females
Images	Unit 1: Me, my Abilities, my Interests and My Personality.	• A boy in his room reading a book • A little boy holding a schoolbag • Adam's profile • Four men holding different musical instruments. • The Algerian Prodigy Mohamed Farah Djeloud • Aristotle • Confucius • Albert Einstein • Rudyard Kipling	• Two girls singing together • A girl in the countryside • A little girl playing the piano • Maria's profile • Imzad teacher at Tin-Tarabine's school • Al Hadja Fatma on her way to school

	Unit 2: Me and Lifestyle	- A boy playing marbles - Algerian males on Al-Kantara Bridge in Constantine about 100 years ago - Algerian young boys learning in a traditional way with simple tools	- A girl Jenny and her grandma - The Queen Elizabeth - A girl playing with a skipping rope - Women's Algerian traditional clothes - Childhood memories: children of Bou-Saada (girls playing different games)
	Unit 3: Me and the Scientific World	- Dr Bourouis ID Card (part one) - Dr Riyadh Baghdadi - Dr Belgacem Haba - Dr. Bourouis (part2) - Al-Khawarizmi - Albert Einstein	A female acting as a nurse

		• Ibn-Sina • Ladislao Biro • Lary Page and Sergey Brin who invented GOOGLE • A group of males doing surgeon	
	Unit 4: Me and My Environment	/	/
Language Use	Unit 1: Me, my Abilities, my Interests and My Personality	• Names: Adam, Karim, Ali • Adjectives: smart, nervy, calm, cool • He always reads them in his free time • He was selected for the finals	• Maria, Nadia • Shy, friendly, curious, outgoing, tidy • Teacher • She loves hiking
	Unit 2: Me and Lifestyle	• He is such a fool to swim in a pool	• Jenny and her grandma • She is always late

		• He heard birds chirping in the fir tree	• She took a lot of pictures of her grandparents
	Unit 3: Me and the Scientific World	• Names: Abdurrahim Bourouis , prof Haba • Maghribi scholar • Al-Farabi • He invented the first pinhole caùmera • Banu Musa brothers • Abbas Ibn Firnas • Ibn al-Nafis • Scientist • philosopher	• A young princess named Fatima al-Firhi
	Unit 4: Me and My Environment	• Dr. Sian waters • He hasn't received any email from his English friend	• Sarhah Duranrt

		• Dustman	
Content	Unit 1: Me, my Abilities, my Interests and My Personality	• What Adamous can do, what is he interested in and how his personality looks like • The winner of the Arab Reading challenge Mouhamed Farah • Wise quotes by wise famous males like Aristotle, Confucius and Einstein	• What Maria can do, what she is interested in, and how her personality looks like • Al hadja Fatima went to school at the age of 73 years old
	Unit 2: Me and Lifestyle	• Nasereddine Dinet as a quranic teacher and his students (all students are boys)	• Interview between Jenny and her grandma about what they used to do in the past

			• Clothes of women between past and present • What Algerian women's dresses are made of • Traditional Algerian children's Games (girls' games)
	Unit 3: Me and the Scientific World		
	Unit 4: Me and My Environment		

Appendix B

Content analysis (Summary of 4th year Textbook Data)

Unit of Analysis	Textbook unit	Summary of Data	
		Males	Females
Images	Unit1: Me, universal landmarks and outstanding figures in history, literature, and arts	• A picture of a famous English Writer • A famous artist in Malaga • Portrait of a man in Red Chalk created in 1512. • Ottoman Figure. • The Algerian novelist Mohammed Dib. • The Algerian Writer Kateb Yacine. • William Shakespeare. • The poet Malek Haddad	• The famous painting of the Mona Lisa.

Unit 2: Me, my Personality and life experience	• Kateb Yacine (aged 42) interviewed by a French TV journalist • Moufdi Zakaria's picture • The American President Barack Obama • Thomas Edison the inventor of the light • The famous actor Brad Pitt •	• Dewi stands in her classroom holding a piece of chalk. • J.K. Rowliing likes writing her books in cafés Debra Hurford Brown • A picture of Yara Jouda. • Zohra Drif arrest during the battle of Algiers • Zohra Drif when she becomes a grandmother to 5 grandchildren.
Unit 3: Me, my community, and Citizenship	/////////////////////////////////	• The daughter: Jana Horakova-Kansky • The mother: Milada Horakova

| Language Use | Unit 1: Me, universal landmarks and outstanding figures in history, literature, and arts | • **Occupations**: writer artist, painter, sultan, poet, novelist, playwriter,

• He's really a great modern artist.
• He arriver late to school
• He seemed unhappy

• **Names**:Pablo Picasso

Leonardo Davinci, William
Shakespeare, Galileo
Galilei
Karim, Omar, Mouloud
Mammeri,Mouloud
Feraoun, mouhamed Dib,
Kateb Yacine, Malek
Haddad

• **Adjectives**: great, famous, clever, honest, helpful, | • **Names**: Nadia Nabila, Mona Lisa
• **Adjectives**: wonderful, excited, lovely, gorgeous
• Nabila went to anchiano
• She sailed at turkey

• **Occupation**: teacher |

	Unit 2: Me, my Personality and life experience	• **Names**: Harry Potter, professor Lupin, Kateb Yacine, Alfred Nobel, Omar, Zaki, Jim Hartley, Ahmed Taleb Ibrahimi, Al Bachir Al Ibrahimi • **Adjectives**: dominated, tallest,unkind • **Occupations**: Journalist, pilot, president Inventor, actor	• **Names**: Dewi Rowling,joanne Rowming ,Mrs Riley, Lina, Nadia • Her childhood bad memories • Karima is the most disciplined girl in our class • **Adjectives**: prestigious, disciplined • **Occupations**: writer, Freedom fighter
	Unit 3: Me, my community, and Citizenship	• **Names:** Thomas, Fernechi,David Bickam, Zinedine Zidane, Carlo Ancelotti, Youcef, Souf Mounir	• **Names:** Jana**,** Maria, Mrs. Drif • **Adjectives:** • She likes cooking

		• **Adjectives:** ///// • **Occupations:** player	• **Occupation:** teacher
Content	Unit 1: Me, universal landmarks and outstanding figures in history, literature, and arts	• The famous English Writer Shakespeare.ID • Known artist ID • Outstanding figures (Picasso, da vinci; Shakespeare and gallileo Galilli) • A male outstanding artist ID • Outstanding Ottoman Figure ID • Mouhamed Dib Biography • Bio card of Kateb Yacine • Bio of Malek Haddad • The plays of William Shakespeare	• The Mona Liza Painting

		• Poem of Malek haddad	
	Unit 2: Me, my Personality, and life experience	• Kateb Yacine's Biographical Notes • Famous men and their childhood dream career	• Dewi's ID card • J.K. Rowling's ID card • A Gaza refugee Child's Dream • Inside the battle of Algiers: Memoir of a woman freedom fighter • Drif zohra biography
	Unit 3: Me, my community, and Citizenship	• Some of the world's greatest players • The most active members in the Algerian charity "Ness al klhir	• Jana's memories and her opinion about her mother

Appendix C

The results of the inclusion of both male and female social actors

(3rd and 4th year textbooks)

3rd year EFL textbook				4th year EFL textbook			
Page	Selected data	Inclusion	Type of inclusion	Page	Selected data	Inclusion	Type of inclusion
24	KarKabou - Bendir - Shakwa - Ganwa or guitar - Gaspa , Ne Jawaq - Tar - Tuareg fid - Oud - Qanun	Algerian traditional music	Nomination	13	Abdelhmid Ibn-Badis	One of the famous Algerian scholars	Specification

26	The man plays flute and a woman plays imzad	Hobbies	Activation	18	Pablo Picasso Leonardo da Vinci Mona Lisa Galileo Galilei	Outstanding art figures	Functionalization
36	Chtima Bouzid and Biyat Edaber	One of the Imzad teachers	Specification	19	Karim and Nabila, Nadia	Algerian proper nouns	Nomination (informalization)
16 , 38	Karim , nadia Mouhamed	Algerian proper nouns	Nomination	37-38 ,40, 50 51	The Algerian Writer Kateb yacine The Algerian	Algerian Writers	Symbolization

					Writer Mouloud Feraoun Mouloud Mammeri famous Algerian writer Mouhammed Dib Malek Haddad		
				80	Yara Jouda	A Gaza refugee represents the Palestinian dream	Categorization
36	Mujaheed Amenokal hadj Moussa Akhmoukh	Algerian imzad artist	Categorization				

				82	Zohra DRIF	An Algerian Women freedom fighter	Determination
43	- Aristotle - Albert Einstien - Confucius - Rudyard Kipling	Wise quotes by wise people	Aggregation				
45	A 73 – years –old Algerian woman	Lhadja Fatima on her way to school	Identification				

54	A young lady and her grandmother	School manners in the past and nowadays	Differentiation	92	- Barak Obama - Thomas Edison - Brad Pitt	Famous people around the world and what their childhood dreams	Aggregation
66	Romen Emperor Tarjan	The Roman emperor found timgad	Determination	111	Zinedine Zidane and David Beckham	World's greatest players	Symbolization
71	Ghraief , baghrir ,	Algerian traditioanl Food	Nomination				

81		Kor sa - Taa m, naa ma , kus ksi , bar bou cha - Ma hjo uba, mhe jeb - Dou bara fool , ho mo us	Children of Bou-saada	Specification				

	Algerian children						
98	- Al-Kha war izm i - Lad isle o Bir o - Ibn-Sin a	Scholars	Symbolization				
102	- Zah raw i and his assi	Medicine science	Functionalization				

		stant - His stud ents - The nurs e						

Appendix D

The results of the exclusion strategy can be seen in table 02

3rd year EFL textbook				4th year EFL textbook			
Page Number	Selected data	Exclusion	Type of Exclusion	Page number	Selected data	Exclusion	Type of Exclusion
15	Adamou and Maria	Algerian proper nouns	Nomination	15	Nadia and Karim	Algerian proper nouns	Nomina-tion
31	Boy national competi-tion winner	Girls winners	Specifica-tion	37-51	Algerian male Writers	Algerian female writers	Symboli za-tion

36	Sahara people	North people	Categoriza-tion	92	Famous male figures around the world	Famous female figures	Determi na-tion
43	wise Men Figures	Women Figures	Aggregatio n	91	Algeria men fighters Against The french colonizati on	women fighters	Determi na-tion
				111	football men players	Footbal l Women players	Symboli za-tion
49	A girl and her grandmot her	Men opinion s	specificatio n				

	talking about food	About food					
69	Woman Traditonal clothes	Men clothes	Assimilatio n				
81-82	Men learning and women playing	Studyin g for women	diffrenciati on				
84 -85	Men scholors	Women scholor s	Symbolizat ion				
96-98	Famous men inventors and scholors	Women scholor s	Determinati on				

Résumé

La tendance récente vers l'utilisation de la langue anglaise dans le système éducatif algérien devient de plus en plus évidente. Cette thèse explore la perception des étudiants concernant le passage à l'anglais comme langue d'enseignement (EMI) dans l'enseignement supérieur en Algérie. Cette recherche exploratoire vise à étudier comment les étudiants perçoivent l'EMI et ses effets sur leurs performances académiques. De plus, elle examine l'impact de l'EMI sur les enseignants et leurs évaluations de la performance globale des étudiants. Pour aborder les questions de recherche et les hypothèses, une analyse quantitative a été menée en utilisant un questionnaire comme principal instrument de recherche. Deux questionnaires distincts ont été administrés : l'un à 200 étudiants de première année du Département de Mathématiques et Informatique, et l'autre à 25 enseignants du même département. Les résultats de cette étude indiquent que le passage à l'EMI est profondément significatif dans l'enseignement supérieur. Il est positivement perçu par les étudiants de première année MI, mais négativement perçu par leurs enseignants. Cependant, tant les étudiants que les enseignants rencontrent de nombreux défis lors de l'utilisation de l'anglais. Malgré ces défis, les étudiants de première année voient généralement l'EMI de manière favorable et signalent des améliorations de leurs performances académiques, qu'ils attribuent à une meilleure maîtrise de l'anglais. En revanche, la majorité des enseignants, qui préfèrent l'enseignement en français (FMI), perçoivent négativement la transition vers l'EMI. Sur la base

d'une analyse complète des résultats de la recherche, cette étude offre des recommandations pour de futures recherches afin d'explorer et de comprendre davantage ce domaine.

Mots-clés : Changement linguistique, Anglais comme langue d'enseignement, Perception linguistique

الملخص

الاتجاه الحالي نحو استخدام اللغة الإنجليزية في النظام التعليمي الجزائري يصبح أكثر وضوحًا. هذه الأطروحة تعمل على استكشاف تقبل الطلاب للتحويل اللغوي نحو اللغة الانجليزية في نظام التعليم العالي الجزائري. من ثم , يهدف هذا البحث الاستكشافي إلى التحقق من كيفية تقبل الطلاب للتعليم باللغة الإنجليزية وتأثيره على أدائهم الأكاديمي. بالإضافة إلى ذلك، يُفحص التأثير الذي يحدثه التعليم باللغة الإنجليزية على المعلمين وتقييمهم لأداء الطلاب بشكل عام. للإجابة على الأسئلة البحثية والفرضيات، تمَّ إجراء تحليل كمّي باستخدام استبيان كأداة بحثية رئيسية. تمَّ توزيع استبيانين منفصلين: الأول على 200 طالب في السنة الأولى من قسم الرياضيات والاعلام الالي، والثاني على 25 مدرسًا من نفس القسم. تشير نتائج هذه الدراسة إلى أن التحويل نحو التعليم باللغة الإنجليزية اصبح ذو أهمية كبيرة في التعليم العالي. يفقد تم تقبله بشكل إيجابي من قبل طلاب السنة الأولى في قسم الرياضيات والاعلام الالي، ولكن تم تقبله بشكل سلبي من قبل معلميهم. ومع ذلك، واجه الطلاب والمعلمون تحديات عديدة عند استخدام اللغة الإنجليزية. على الرغم من هذه التحديات، يعتبر طلبة السنة الأولى التعليم باللغة الإنجليزية إيجابيًا ويشهدون تحسُّنًا في أدائهم الأكاديمي، ويعزون ذلك إلى تحسين مهاراتهم في اللغة الإنجليزية. على الجانب الآخر، يعتبر معظم المعلمين، الذين يُفضلون التعليم باللغة الفرنسية، التحويل إلى التعليم باللغة الإنجليزية بشكل سلبي. استنادًا إلى تحليل شامل لنتائج البحث، تقدم هذه الدراسة توصيات للبحوث المستقبلية لاستكشاف وفهم هذا المجال بشكل أعمق.

الكلمات المفتاحية : التحويل اللغوي , اللغة الانجليزية كوسيلة تدريس , تقبل اللغة.