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**Examining Gender Representation in Third and Fourth-Year Middle
School English Textbooks**

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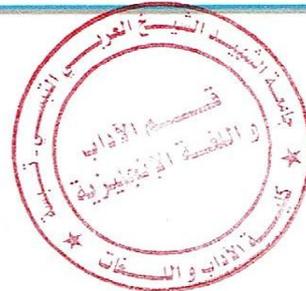
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Abstract

This study aims to examine the depiction of gender in EFL textbooks using content analysis and critical discourse analysis. Two EFL textbooks were chosen for examination, and quantitative and qualitative approaches were employed to discover patterns of gender representation in the textbooks' content, language, and imagery. The study focuses on conventional gender norms and stereotypes, identity representation, and the usage of gendered language. The findings found that, while some EFL textbooks tried to portray varied gender identities and challenge established gender roles and stereotypes, many nevertheless reinforced these presumptions and utilized gendered language. Furthermore, identity representation was nearly non-existent, and when it did exist, it was frequently depicted negatively or marginalizing. The critical discourse analysis demonstrated that gender identities were produced in the textbooks using a variety of discursive methods. The significance of these findings for EFL education and gender equality was examined, and recommendations for more inclusive and equitable gender portrayals in EFL textbooks were offered

Keywords: Gender representation, EFL textbooks, content analysis, critical discourse analysis, gender equality, identities

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,

Dedication

*First of all, I should be very grateful to **ALLAH***

I wholeheartedly dedicate this work to:

*My credible gift to my precious **parents** for their endless love, sacrifices, prayers, support,
and encouragement I needed to be who I am now*

***Myself**, who grew up with love, loyalty, patience, and will*

*My sweet brothers **Houdhaifa, Zakaria, and Yacine***

*My lovely sisters **Hibet-Errahmen Ichrak and Sadjida***

*My dear husband **Mouhyiddine***

*My life gift, little daughter **Afnene Aicha***

*My dear friends **Hibat-Allah, Khawla, and Soundess** for their kind motivation over time*

*My beloved **uncle Abdelhamid, grandfather Saleh & Ahmed**, and my **aunt Souad**, God*

bless their souls.

Abla AYEB

Dedication

This thesis is dedicated to:

For the sake of Allah, my Creator, and my Master,

To myself,

My great teachers, who taught us the purpose of life,

*My great parents, Madani, and Zoubida, because they are a life jacket in the stormy sea of
life.*

*My beloved brothers and sisters and Family members; who surrounded me with their
cheerful spirits.*

My dearest companion, who leads me through the valley of darkness with the light of hope

My friends who encourage and support me,

All the people in my life who touch my heart,

*Dedication to the job at hand, and determination that whether we win or lose, we have
applied the best of ourselves to the task at hand*

Aicha MIZABI

List of Abbreviations

- **EFL:** English as a Foreign Language
- **ESL:** English Second Language
- **CA:** Content Analysis
- **CDA:** Critical Discourse Analysis
- **MMR:** Mixed Method Research
- **F:** Females

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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). A textbook also provides the standards, beliefs, and principles that guide how course materials are presented. Widdowson (2007), Crawford (2004), and Widodo (2018). Thus, textbook assessment is

required since it can criticize the implicit message provided in the textbook. A textbook's evaluation should focus on language-based themes such as tenses, adjectives, and verbs and the social dimensions that may be indirectly provided. According to Madjid (2002, p.85, as referenced 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 negatively impact young learners' cognitive and behavioral development (Lee & Collin, 2009). Furthermore, gender consideration is critical, mainly to assist students in developing their ideas and making their judgments without being influenced by textbooks (Toci & Liu, 2013), 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 preceding, the current study investigates 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 impact students' attitudes and orientations. Examining the social reality 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 any discrepancies between how men and women are portrayed 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 materials, 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 study to represent gender representation in Algerian middle school textbooks. Furthermore, critical discourse and content analysis tools are employed since the researchers aim to interpret the data using qualitative and quantitative approaches comprehensively.

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 is an overview of gender in the educational field and learning materials. The

second chapter is divided into two sections; the first section thoroughly explains the methodology used in this research and the data collection procedures. The second section deals with the analyses and discussion of the findings.

Chapter One: Literature Review

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.

Gender refers to a cultural division between men and women based on characteristics and actions that are commonly recognised as distinct and acceptable to the two groups of people. According to Schwartz and Rutter (1988) (p. 457), gender is a social feature of persons in our culture that is very occasionally consistent with biological sex. As a result, they observed that animals, like humans, are categorised as male or female based on reproductive function, but only humans are labelled as man or woman based on gender. Gender, according to Dillabough (2006), should be viewed as a relational social construct rather than sex as a biologically deterministic concept.

Eckert, Penelope (1996) asserts that gender is a material and cultural reality. It relates to the theories we create to define and clarify these relationships as well as the interactions between men and women themselves. Cultural meanings are shaped by material interactions, and real connections are then impacted by these changes. Gender is more than merely a universally applicable classification or label for humans. To put it another way,

referring to Stephen or Harriet as a man or woman is grammatically correct or a way to indicate that they are of a particular sex.

Gender Equality in Islam

Inequities created by gender discrimination continue to exist today. Gender discrimination can be caused by various 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 (2020), 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 were 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 behavior. 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 they should play. Gender stereotypes become harmful when they severely constrain men's and women's ability to make life decisions and develop professional skills. Discrimination against women refers to the treatment disparities resulting from stereotyped expectations, attitudes, and behaviors toward women.

Psychological traits and behaviors that are thought to occur at different frequencies in the two gender groups are referred to as "gender stereotyping." Typically, these characteristics and behaviors support traditional gender roles (for instance, men work in construction while women are nurses). They could also act as a socializational role model for

young children (Ember & Ember, 2003, p. 11). The propensity of a given culture to accord particular features, qualities, and positions to men and women is another way to characterize gender stereotypes. The foundation of stereotyping is the belief that a man's traits apply to all men and a woman's traits apply to all women.

According to Lips in Ummu, (2014, p. 14), 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: 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.

Lips in Ummu 2014 asserts that In addition to gender, 'race,' 'age,' and 'culture' are affected by stereotyping, in which the coming lines introduce some common examples of this stereotyping:

1. All racists are white people.
2. Good sportspeople are black.
3. Men are smarter than women.
4. Teenagers are disobedient.

5. Females are not good at sports as males.
6. All Asians are geniuses.

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

1. French people are the best lovers.
2. White Americans are obese, lazy, and Homer Simpson of the TV.
3. Mexicans are lazy and came into America illegally
4. 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 express themselves and their feelings perfectly. For instance, females cannot be independent, smart, and assertive, whereas males cannot cry or express sensitive emotions.

Gender Bias

Gender stereotype influences education generally and behavior in education especially. It controls gender bias unconsciously. For instance, school is where 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 (2018), through the resources chosen for classroom use, gender bias is taught implicitly in those classes.

El-Sanabary in Chafetz (2006) mentioned that Saudi Arabia is a traditional Islamic country with a dual education system. 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 because 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 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 through 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 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 the entrance of gender bias.

Gender Role Socialization

Gender influences a child's possibilities from birth. Within a few years of birth, neonates begin to establish gender perceptions, which determine the kinds of activities they participate in, what they find intriguing, and so on. As children grow, their gender self-concepts, beliefs, and motivations are molded and changed by their family, classmates, the media, and schools.

Different social circumstances reflect and uphold gender stereotypes and societal inequities. Wood & Eagly (2002); Leaper, 2000b. The majority of gender-related sociological literature holds that the main means of gender education is through socialization. Most biologically deterministic theories for gender differences and gendered behavior are rejected by the prevalent social approach. Additionally, describe how gender stereotypes emerge and endure across a person's lifetime. Research on gender in infancy, adolescence, and adulthood takes into account many stages that are unique to human development. The focus of this

discussion will be on how males and females acquire their perception of masculinity and femininity via interactions with their families and other early social groupings. There is numerous examples of research available on family and gender socialization. These socialization processes are formed and maintained by families and other core groups.

According to Elham (2019), Gender socialization is primarily mediated through family, school, and peers. These influences shape a child's self-concept and gender identity, as well as teach youngsters gender roles, making them key players in the processes of gender socialization in various communities.

Family: According to Blakemore and Hill (2008), family is the earliest and most essential agent of gender socialization (Bandura and Bussey 2004). Some researchers suggest that since parents treat girls and boys differently, girls and boys develop distinct identities as feminine and masculine creatures (Emolu 2014; Leaper and Farkas 2014; Blakemore and Hill 2008). Parents' behavioral styles for their daughters and sons varies. They also have distinct behavioral expectations for their children dependent on the gender of the child.

By buying distinct toys, clothes, room designs, and even different sports for their kids, parents contribute to the emergence of a gendered society. expectations they have for their kids based on their gender. Children's gender identities and gender roles are greatly influenced by their parents' ideas on gender. Because it is the foundation for kids to understand whether they are girls or boys and what actions are suitable for either gender. According to studies, gender views of parents and child behavior are significantly correlated (Leaper and Farkas 2014).

As a result, the family is the first and most essential organization that teaches youngsters how to act as a woman or a man. Also, in this institution, kids learn to have different communication expectations from men and women.

Peers have a substantial influence on the formation of gender self-concepts and stereotypes through interactions, friendships, and group norms (Leaper and Friedman 2007; Witt 2000). Children may demonstrate and develop their social self in a different setting from their family in peer groups, and this is the second stage for them to realize their identities in a social group. However, the peer groups' games, toys, activities, roles, and conventions originated in a highly gendered society and culture. Girls and boys may therefore be encouraged to participate in various games, hobbies, and roles. On the basis of their gender, they could not be allowed to play certain games or roles.

Schools: The socialization of gender is significantly influenced by education. By interacting with instructors, peers, peer groups, textbooks, and curricula, students in formal education systems are expected to pick up values, behavior patterns, and standards (Wentzel 2014; Witt 2000). By using different toys and activities for boys and girls, teachers help students develop their gender roles and identities (Leaper and Farkas 2014). Furthermore, due to their stereotypical assumptions about the needs and skills of girls and boys, instructors exhibit distinct actions and attitudes toward their pupils based on their gender (Leaper and Farkas 2014). As a result, teachers have the power to entirely gender a classroom through their leadership and use of gender roles and stereotypes.

Textbooks, in addition to teachers, also teach gender stereotypes and roles that are ingrained in these volumes through the use of gendered texts, symbols, and characters (Taylor 2003). The hidden curriculum has a role in identity formation because it mediates gender-specific expectations, norms, and behaviors, which helps to perpetuate social disparities in society. In reality, textbooks "reflect the everyday life for children. As a result, textbooks may alter, reinforce, or weaken the established and emerging power relations in both the classroom and in society (Kereszty 2009, p. 3).

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 impact 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." "Females are represented only half as frequently as males in both text and illustration," Porreca continued, "despite accounting for slightly more than half of the population of the United States" (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 the 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. 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. which 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 male came first and female 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 value 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 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 like Vygotsky, Piaget, and Perry 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.

People are categorized by gender schemas from a constructivist perspective. Individual identity, social perceptions, and interpersonal relationships all have a role. 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 as Berger and Luckmann social constructivists (Berger & Luckmann, 1966) 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 (1955), Berger, and Luckmann (1966) 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, she 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 (1979), 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 (1987), 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. Feminist thinking emphasizes society's gendered aspect. Feminists argue that in a culture dominated by males, gender is socially constructed and used to stratify society. Feminism's five schools of thought—liberal, Marxist, socialist, radical, and postmodern—do not all share the same ideas. Each point of view emphasizes different reasons and solutions to gender disparities. Feminist philosophy seeks to draw attention to the issues and concerns that women experience in society. The major areas of concern include stereotypes, objectification, economic inequality, sexism, and gender and sex discrimination. According to Ashley (2020), many people wrongly believe that feminist philosophy focuses primarily on girls and women and that its primary goal is to empower them.

In actuality, feminist philosophy has always sought to comprehend the social world by investigating the fundamental causes of inequality, oppression, and injustice. As a result, it promotes the quest of equality and justice. Feminist viewpoints on gender inequality accept that women's social positions and experiences differ and are unequal to men's.

Gender stereotypes, according to feminists, limit women's life and encourage patriarchy. Gender is designed in such a manner that it reduces the status of women and disadvantages them throughout their lives, beginning at a young age.

In the case of education, sociological study has found that children are already conditioned by gender norms before entering school, and these gender determined identities appear to impact academic achievement. Barbara Licht and Carol Dweck (1984), for example, revealed that the girls in their study underestimate their academic ability, fail to

perceive the value of their achievements, and lose confidence when they fail. They also discovered that girls are more self-critical and attribute failure to intellectual limitations. Similarly, their academic success is typically attributed to happenstance rather than skill and difficult work. This internalized narrative is the outcome of gender indoctrination and demonstrates how a patriarchal culture stereotypes women.

Throughout their lives, agents of primary and secondary socialization perpetuate the assumption that women should be assessed only on their attractiveness. Males profit from this since female self-worth is associated with external appearance rather than true success. By adolescence, girls may begin to prioritize belonging above accomplishment. Women have long been encouraged to be caring, compassionate, and sympathetic.

The idealized female archetype prioritizes others' needs (especially her children) over her profession and self-interest. Furthermore, socially acceptable masculine behavior is often frowned upon by women. In a male-dominated culture, female stereotypes are purposefully established to keep women behind. Male stereotypes, on the other hand, relentlessly drive men to achieve, with little regard for their physical attractiveness or capacity to empathise with others.

Several research have been conducted to investigate the relevance of gender stereotypes and their consequences on women. Ann Oakley, a liberal feminist, revealed in 1982 that parents direct their children toward toys appropriate for their gender. Canalization may be seen in a pink doll's house for a girl and a toy weapon for a boy. Furthermore, Oakley is associated with the term verbal appellations, which occasionally stress a certain gender through terms such as "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.

Gender roles, according to feminists, are tied to the varied degrees of power men and women exert in society and go beyond basic conceptions of what behavior is appropriate for men and women. Men sense more authority in society than women, for example, when they can keep financial control over their own and their family' life. Women are usually impoverished when their marriages fail since males are traditionally expected to contribute the majority of the family's finance. Men have greater influence in marriages than women, according to feminism, since they are less likely to lose their authority or social status if their marriages fail. Gender roles can be linked to male and female expectations outside of the house, such as at work (Williams, 1995). Men and women in the workplace are commonly obliged to do different tasks and play different roles based on their gender (Kanter, 1977). Even in the early twenty-first century, many businesses continue to promote traditional gender standards, such as granting maternity leave benefits solely to women while rejecting equivalent benefits to fathers. Furthermore, because the traditional mindset toward gender roles prevails in many enterprises, employment held by men and women inside firms are usually split by gender. Women are more likely to be secretaries, but men are more likely to be managers and executives. Men are also seen to be more ambitious and task oriented at work, whilst women are thought to be more involved and concerned about their professional relationships with others.

These examples demonstrate how gender biases may be used to determine gender roles. Gender stereotypes are overly simplistic views of men and women and their differences. People may base their opinions about appropriate gender roles on gender

stereotypes. Gender stereotypes are typically formed by exaggerated or erroneous assumptions about the nature of men and women. For example, it is a common assumption that males lack emotion. Female stereotypes, on the one hand, generally characterize women as overly emotional or unreasonable. Political movements such as the feminist movement are still fighting to remove gender stereotypes and propose alternative gender roles that stress equality between men and women.

Finally, gender roles are typically discussed in terms of an individual's gender role orientation, which is generally classified as conventional or atypical. A traditional gender role perspective emphasizes differences between men and women and believes that each gender has a natural proclivity for specific activities. Those who follow traditional gender roles are likely to be influenced by the norms and rituals of earlier generations, such as their parents and grandparents. Individuals with atypical gender role orientations believe that a person's behavior is not or should not be determined solely by her gender.

Individuals with atypical gender role orientations are more likely to believe in the significance of egalitarian male-female interactions and in the capacity of individuals to select what roles they wish to play and how much such roles are or should be related with their gender.

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

EFL Textbooks

English is taught significantly more in places where it is a foreign language through school textbooks. This learning material is simply defined as "a coherent body of language teaching and learning materials that may consist of either just the coursebook(s) or of a learning package composed of several parts" (Kartini,2015). The textbook is necessary for teachers as crucial instructional resource for students as the material supplier for their

learning process. In other words, because textbooks play an important part in the learning/teaching process, instructors and students should recognize the term textbook.

Textbooks Significance

It is well known that the educational system is founded on the teacher-student connection, which is supported by learning materials, particularly textbooks. According to Fahriany, Alek, and Wekke (2018), textbooks are a critical component in most language programs, and they help to improve the quality of education in Indonesia. Of course, Algeria is included. In other cases, it serves as the foundation for language input learners and language exercise in the classroom. The textbook provides pupils with sources of linguistic knowledge. It is a component of the teacher's instructional material.

The present textbook assists pupils in learning on their own. They can learn before the teacher explains. They can also revisit the content based on teacher explanations. Furthermore, they may be better knowledgeable about the materials used in tests. To summarize, the textbook becomes a learning resource for students. The textbook can serve as direction for the instructor. A textbook can serve as a resource to help address the challenge. This is due to the textbook presenting content depending on learning objectives. Furthermore, as quoted in Kartini (2015), Jack C Richard claimed that a textbook serves the following functions: it gives structure and a syllabus for a program, it provides a range of learning materials, and it may train teachers.

Summary, the textbook serves several purposes. In general, it is very important in schooling. Its role is to give direction and materials to supplement the teaching and learning process. The benefits of textbooks make teaching and learning simpler for both teachers and students.

EFL Textbooks in Algeria

Algeria's linguistic history is long and complicated. Algerians are required to speak French, hence it trails substantially behind other African countries in English competence (Nadjiba & Sabrina, 2022). Until the 2022 government directives, learners are not exposed to English until they complete the primary school test and are accepted to middle schools. In other words, children do not begin learning English until the age of 11/12, whereas French is reintroduced into the third grade of primary school following the 2002 national education reform, and English becomes teachable in the school year 2022/2023, allowing children to begin learning it at the age of 8 years.

Officially, the English language school textbook has gone through several stages of development. Teaching English as a foreign language had limited relevance during the first decade after independence since the country's school system had not yet been upgraded to incorporate foreign languages. French was the most often used foreign language in administration and education, and 'Arabization' in educational, ecclesiastical, and political sectors was a national goal. Algerian education had to deal with the complexity of two opposing mentalities, and changes had to strike a balance between national requirements and foreign resources. Until the late 1970s, teaching English was defined by the widespread use of British course books, which were meant to reach a specific audience with little emphasis on a specific educational curriculum. The major goal was to achieve a specified degree of English proficiency. 2022 (Ziani & Aoumeur) The first textbooks in Algeria emphasizing national culture themes were produced in the 1980s. They were created largely to assist students in dealing with differences and, later in life, having a greater opportunity to communicate with international partners and obtain scientific information. This was done to meet the development demands of the country.

New textbooks were introduced in 2003 as part of the first-generation program, which was based on a competency-based approach as an educational framework for primary, middle, and secondary education (Aoumeur & Ziani, 2022).

Gender Representation in the Educational Field and Learning Materials

The notion of representation is increasingly gaining traction in a range of fields, most notably media studies, feminism, the visual arts, and music, particularly gender studies. Numerous studies on gender representation have offered intriguing outcomes, supporting specific countries in adjusting their educational procedures and endeavors to better meet the requirement for gender parity. Many gender and education researchers have concentrated on representation and how it has been examined in instructional materials. EFL/ESL textbooks may be a key source of cultural prejudices and personal biases that students pick up while studying (Dominguez, 2003). School textbooks may be important and influential in creating social identities.

Textbooks, according to Kobia (2009, as referenced in Zia, 2010), have a considerable impact on students' worldviews of the female and male genders in society. As a result, how male and female genders are portrayed in textbooks can have a considerable influence on learners' impressions of males and girls in society. If gender imbalance arises in textbooks, "EFL students will be led to identify themselves with gender bias" (Liao & Huang, 2003, p. 124). Furthermore, Halliday (1977, cited in Zia, 2010) defined textbooks as sociological and semiotic conduits for the exchange of meanings that comprise the social system.

One element that has attracted attention and been demonstrated to contribute to gender bias and stereotypes is the visual aspect of EFL/ESL textbooks (e.g., Fatemi, Pishghadam, & Heidarian, 2011; Giaschi, 2000; Good, Woodzicka, & Wingfield, 2010;

Healy, 2009; Nakamura, 2002; Paivandi, 2008; Sano, Lida, & Hardy, 2001). According to studies, pictures can communicate ideas more effectively than words can (Giaschi, 2000).

Many feminist thinkers have investigated the representation of women and men in textbooks. It is believed that analyzing the pictures that overwhelm us every day is vital since they influence how we perceive ourselves and others. Sunderland (2000) claims that the 1970s and 1980s as well as the early 1900s saw research and criticism on gender depiction in textbooks (e.g., Cerezal, 1994; Cincotta, 1978; Hellinger, 1980; Myers, 1992; Peterson & 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 instils 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 gender imbalance in texts not only depicts inequity in depicting members of sex groups, notably women, but also places a particular 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.

In the process of teaching and learning, textbooks are crucial. 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

The focus of the gender and education debate has shifted in recent decades from female "disadvantage" to male underachievement. Gender issues in education are fairly broad and cover a wide range of topics. The global scope of gender prejudices and concerns, as well as intersectionality issues (such as considering race/ethnicity, socioeconomic status, and so on in relation to gender and education), are intricate and critical. Gender has a strong influence on education at the individual, classroom, and institutional levels, according to Andrews, N. C. Z., Cook, R. E., Nielson, M. G., Xiao, S. X., and Martin, C. L. Individually, there are gender stereotypes and academic achievement differences between boys and girls

in children. Gender influences teachers' prejudices and stereotypes in the classroom. The ratio of male and female instructors to administrators reflects institutional gender imbalances. Other factors include structural issues related to gender nonconforming pupils' experiences and the option between gender integration and segregation in the classroom or school.

When gender gaps in academic accomplishment at the individual level are considered, girls frequently outperform boys. Boys surpass girls in math and science, but girls outperform boys in reading and writing. Although males and females have more similarities than differences, the extent of these differences is often minimal or even insignificant. Gender differences in self-efficacy, interest, and motivation, as well as gender stereotypes, are likely to account for gender discrepancies in academic attainment and performance, at least in part. Furthermore, teachers' conscious and unconscious attention to gender, use of gender-related language, reinforcement of gender stereotypes, and physical treatment of boys and girls in the classroom have academic ramifications. However, it is vital that educators agree on the need of promoting gender equality in the classroom and anti-bias instruction.

Adult roles in the school system raise gender considerations at the institutional level. Generally, female teachers outnumber male superintendents. Institutional issues may also be apparent in the organization of schools and classrooms, as well as how, on occasion, school structures and rules fail to accommodate students who identify as gender nonconforming. Individuals' adherence to gender expression, role, and identity requirements varies greatly, making gender a multifaceted and variable notion. Students who exhibit their gender identity and expression in ways that deviate from the norms might benefit from inclusive school-level policies (such as particular anti-bullying measures and gay-straight alliances).

Non-inclusive rules, on the other hand, may impede children from feeling safe and welcomed in their school community. Gender influences on schooling are widespread, yet they are adjustable. Teachers should strive actively to eliminate gender stereotypes and establish inclusive learning environments for both boys and girls. Given how little the bulk of gender differences in abilities are, academics must understand more about how and why gender continues to have such an influence on education.

Textbooks as Agents for Social Change

Education is a continuous process that begins with an individual's birth and continues until death. The primary goal of education is to acquire information, skills, and values (ethical, moral, spiritual, and professional), as well as to learn desirable behaviorism and societal institutions that comprise society's framework. Books are necessary in everyone's life, but especially in the life of a student. They are our most trusted companions because they inspire us to strive and overcome our shortcomings. We learn a lot from them since they share their expertise with us freely and without demanding anything in return.

Books may have a significant impact on how people view the world and interact with one another, and they are a vital component of cultural development. They are potent agents of social change. By making sure that its information is available to future generations so that it might influence their thinking, academic libraries play a critical part in maintaining cultural continuity. A good writer integrates both recent and antiquated thoughts and expertise to create a well-rounded essay. After the reader consumes these concepts, a cognitive process takes place. After the reader consumes these concepts, a cognitive process takes place. When the information and ideas are more generally understood, there is a worldwide shift. To address the needs of the classroom and its surrounding environment, the textbook is crucial.

Education is a difficult and complicated subject. By bringing some structure into what may otherwise be chaos, the textbook achieves its goal. It is a thorough and useful framework that enables a variety of forces and demands from the teaching-learning process to combine and provide the foundation of security and responsibility needed for purposeful classroom action. This critical managerial position is even more important in the unsteady environment of transformation. We should recognize the usefulness of textbooks in simplifying, securing, and improving the lives of teachers and students rather than criticizing and striving to destroy them. To fully fulfill their potential as facilitators of easy and efficient transition, we should also work to understand their usage better.

Content Analysis

Being primarily concerned with finding patterns in texts, content analysis (CA) is a method widely employed in social research. According to Krippendorff (2012), content analysis may be both qualitative and quantitative. According to Craeynest (2015), quantitative analysis focuses primarily on the frequency of specific words or themes to describe a phenomenon (Babbie, 2012); qualitative analysis, on the other hand, is "A subjective assessment of the content of the text information" (Hsieh & Shannon, 2005).

Additionally, it is often advised to combine quantitative and qualitative data. In studies of gender representation in EFL textbooks, several researchers have previously employed content analysis as a study approach (e.g., Porreca in 1984, Ansary and Babii in 2003, Gharbavi in 2012, etc.). CA is defined as "the systematic study of texts and other cultural products or nonliving data forms" by Hess and Leavy (2007). By counting them or analyzing their topics, researchers investigate their texts methodically while using content analysis (Reinharz, 1992).

By referring to this approach as The Constant Comparative Method of Qualitative Analysis in a 1965 essay of the same name, Glaser popularized it during the 1960s. Alfred R.

Lindesmith developed this methodology in 1931. The Grounded Theory was the name of the adaption by Glaser and Strauss in 1967. With particular special techniques, these two characteristics of the method served to distinguish it. The first step is to collect data while also doing analysis. As a result, since they want to build a theory from the ground up, grounded theorists need to work with solid facts. Second, both the procedures and the results of research are shaped by the facts rather than the planned, logically inferred theoretical frameworks. As a result, grounded theorists do not rely on literature to inform their ideas since they think that ideas should evolve independently.

The appealing nature of content analysis for feminist scholars, according to Hesse-Biber and Leavy (2007), is varied. Feminist scholars can use it to see how much women's concerns or feminist ideas are covered in a certain media. This methodological technique is used by feminist scholars to "define patterns in authorship, subject matter, methods, and interpretation." The findings of these investigations are then utilized to create or test hypotheses relevant to feminist theory and concerns, or to advocate for social change (Reinharz, 1992, p. 155).

Critical Discourse Analysis

Compared to the numerous different "approaches" in discourse studies, Van Dijk stated that CDA is not so much a direction, school, or speciality. 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 (n.d), the emergence of critical discourse analysis (CDA) as a particular 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). CDA investigates the link between language choices within texts and talks and the socio-cultural settings in which these texts and talks work. 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 stereotyping concerns and analyzes how a language's words, phrases, clauses, dialogues, Etc., are used in a specific context. It also 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 critical linguistic idea. 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 discusses gender in relation to sex and gender theories, as well as gender in the educational area and learning materials. Furthermore, this chapter explored two

methodological tools, content analysis (CA) and critical discourse analysis (CDA), on which we would rely in the second chapter when interpreting and evaluating the gathered data.

Chapter Two: Research Methodology, 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, explanation, and discussion. The current chapter is divided into two sections. Section One provides an overview of the methodological approaches used in this study. Section Two is devoted to analyzing and interpreting the textbook data 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, 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 mixed-method research in order to analyse the obtained data. Leech and Onwuejbuze (2009) suggested that 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 increases the accuracy and reliability of the obtained data and decreases bias in the research (Denscombe, 2014, cited in Cohen et al., 2018).

Research Instrument

It is important to use research instruments to collect the data and obtain the results of any study. 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 study's findings.

Research Design

According to Durrheim (2004), 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. According to Creswell, Fetters, and Ivankova (2004), the mixed research method 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 express the developments and specifics of the issue completely. 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 table; then, the researcher employed the content and Van Leeuwen 's Analytical Framework of critical discourse analysis method to investigate gender representation in the texts and illustrations and to understand the links between the language choices in the texts and the socio-cultural context.

Methodological Approaches

A Systematic Quantitative Content Analysis. For quantitative analysis purposes, content analysis is used, defined as a research methodology based on a set of procedures to make valid inferences from a text. It is used to determine the existence of specific ideas, phrases, words, themes, characters, illustrations, or even words within a particular text to enumerate such a presence (gender stereotypes in this study) for data analysis. 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 closely examining 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 regarding 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 contains 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 work done by a female or male. The focus of 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. It refers to the functional connection between the elements in a sentence (subject: and object). This study will focus 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 using adjectives to describe the qualities of a female or a male. The adjectives beautiful, fat, and ugly are used to describe females. Strong, courageous, and attractive adjectives were used to describe males. Traits will be quantitatively gathered in order to identify the adjectives used in the segments.

Character Activity. The distribution of activities will be examined; males and females mainly practice clever exercises in reality and textbooks.

Generic Masculine nouns. It refers to the terms used to indicate males as the norm and females. We will record any masculine nouns (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. Theo van Leeuwen was one of the individuals who made contributions to the growth of CDA and provided an analysis model. Van Leeuwen framework looks for instances in which a person or group is marginalized in a discourse.

Generally speaking, this model depicts how the parties and performers are portrayed 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 how 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? Labour groups, farmers, fishermen, illegal immigrants, and women, for example, are groups that are frequently portrayed as illiterate, wild, upsetting quiet and comforting, 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 needs to be more adequately 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 fundamental units of social practice, such as actors and their representations and identities. According to van Leeuwen (2008, p. 292), CDA "has evolved toward richer contextualization, greater interdisciplinarity, and greater attention to the multimodality of discourse, as well as more explicit dialogue between social theory and practice."

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, several dimensions of van Leeuwen's (1996) framework were chosen as the analysis criteria.

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

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

Inclusion. Social actors are included 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. Passivation takes place when social actors are shown as participating in an action or as the target of that action. Through involvement, passive social actors might be subjugated (regarded as objects in the representation) or beneficiaries (benefiting from the activity positively or negatively).

Genericization. When social actors are portrayed as categories or as particular, recognizable people, the plural may realise generalisation without a definite article.

Specification. Another crucial element in portraying 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,

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

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.

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.

Association. Although their labelling is not used in the text, it refers to social actors as groupings created by combining numerous social actors. Social actors might come together for a particular function, then separate again.

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.

Differentiation. Differentiation creates a distinction between the self and the 'other' by explicitly separating an individual social actor or a group of social actors from a similar actor or group.

Overdetermination. It happens when social actors are portrayed as participating in many social practices simultaneously.

Inclusion. Is the process of centring the players in action and presenting them in the text through specific 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 social actors do 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 instead delayed. In other words, there is a gap between the social actors' behaviour in the text and their actual behaviour. 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

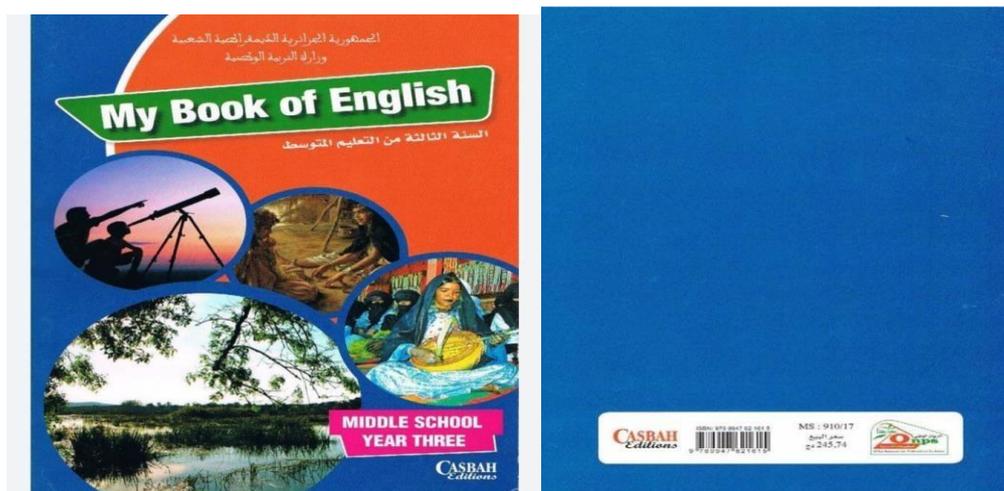
Description of the Third Year EFL Textbook

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, and the first one is of a father and his son looking at the sky through a telescope, 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. The textbook's name and level are listed in the middle of the page, and the names of the textbook's creators—Mr. TAMRABET Lounis, Mr. TAMRABET Lounis, the project's director and the National Education Inspector, 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. The following pages display my book map and my coursebook presentation, 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, extending from pages 04 to 08, present a summary of each academic 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 has a central 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 sequence



On page 147 of the textbook's last chapter, under the heading "Irregular Verbs," are lists of irregular verbs divided into two groups: those with the same past and past participle forms and those 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 textbook units are represented in the book map that provides a detailed description of the entire 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" in 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.

The book is intended to cover the four essential language skills and 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's 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, and 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:

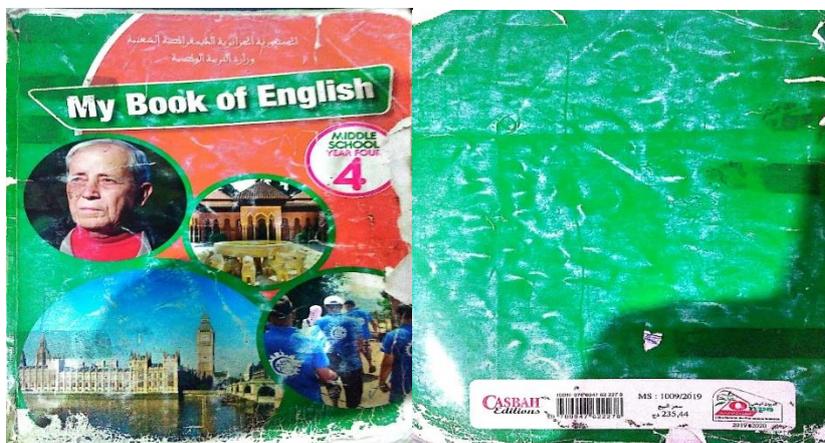
Mr. TAMRABET Lounis, the head of the project and the Inspector of National Education. The material writer is Mr. CHENNI Abdelfattah. In addition to two middle school teachers and trainers, Mr. SMARA Abdelhakim and Ms. BOUKRI Nabila. Pages 04 and 05 reveal the textbook material. Four sequences follow my coursebook presentation and book map. 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 essential irregular verb list and my vowel and consonant sounds chart.

The body of MY BOOK OF ENGLISH comprises three distinct instructional sequences from pages 09 to 127. Furthermore, all four sequences feature the same portions that follow the same pattern.

The section on 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 summarises the textbook's exclusive contents. The topics for the three sequences are mentioned 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, 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 and being proud of national landmarks and impressive 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 collective national 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 sequence, titled "Me, My Community, and Citizenship," deals with raising awareness of the significance of charitable giving, moreover, promoting a global culture based on mutual respect between individuals and nations. Furthermore, respecting critical thought, freedom of expression, valuing wisdom, helpful advice and recommendations, and positivity.

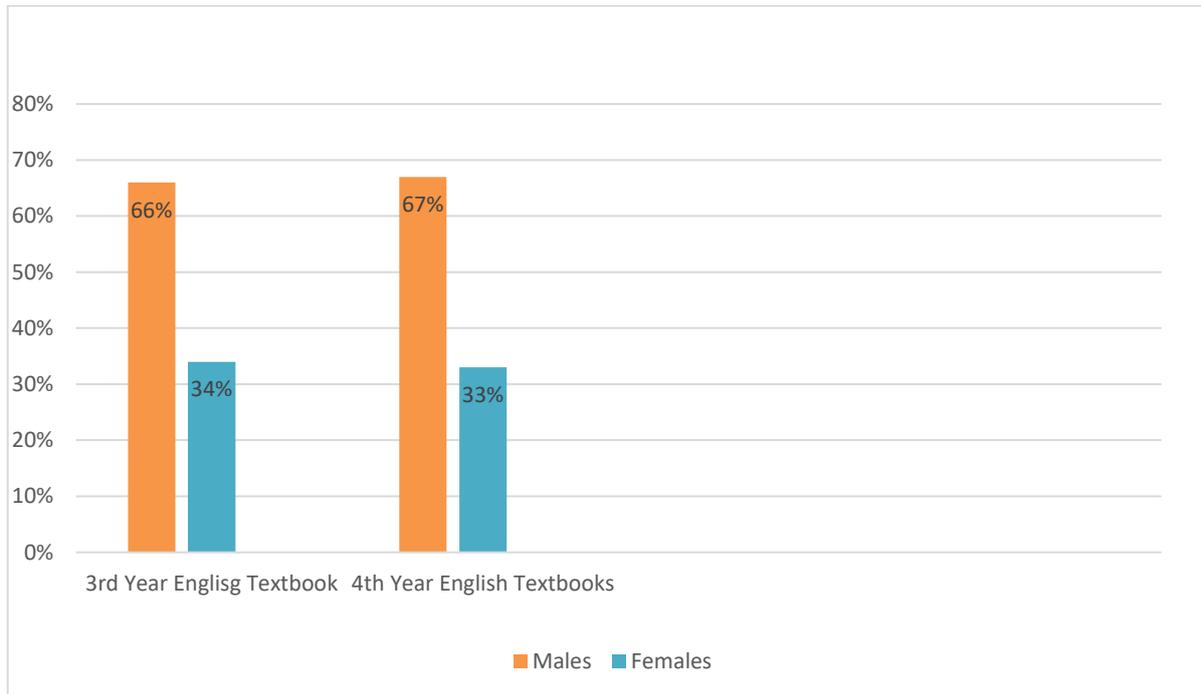
Results of Content analysis

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 to 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. In contrast, 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 compared to males in both textbooks. At the same time, male representation is exceptionally high in both textbooks.

Table 3

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

Criteria	Third-year textbook				Fourth-year textbook			
	Males (M)	Percentage	Females (F)	Percentage	Males (M)	Percentage	Females (F)	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 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 the 3rd-year textbook, 72% in the 4th-year textbook). As for illustrations, male illustrations were higher than females (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.

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

As for grammatical functions, males' grammatical functions mentioned in both textbooks were almost twice (69%) as much as females' 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 the 4th year textbook, there was no mention of generic masculine nouns (0% for both males and females), whereas, in the 3rd year textbook, it was only one mention for males (100%).

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

Results of Van Leeuwen Analytical Framework

Inclusion. It is a discourse technique that describes how a group is cornered by They are 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 are six males and three women, as well as one girl and a small boy, on page 14. Instead, on page 10 of the fourth-year textbook, there are five males and one woman; 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. The woman is depicted playing and demonstrating just her traditional clothes and how women's opinion on food but no men were addressed on page 49.

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 are named 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 more formally than female actors, as seen by the instances of Mrs Rily, Mrs Evas, and Mr Bradshawa 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. (Figures 6, 7, 8, 9, 10)

Figure 6

Dr. Water's interview with a journalist

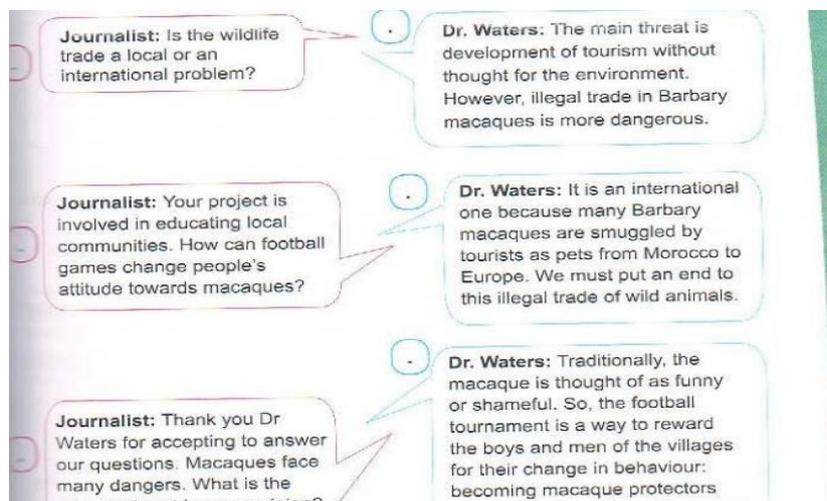
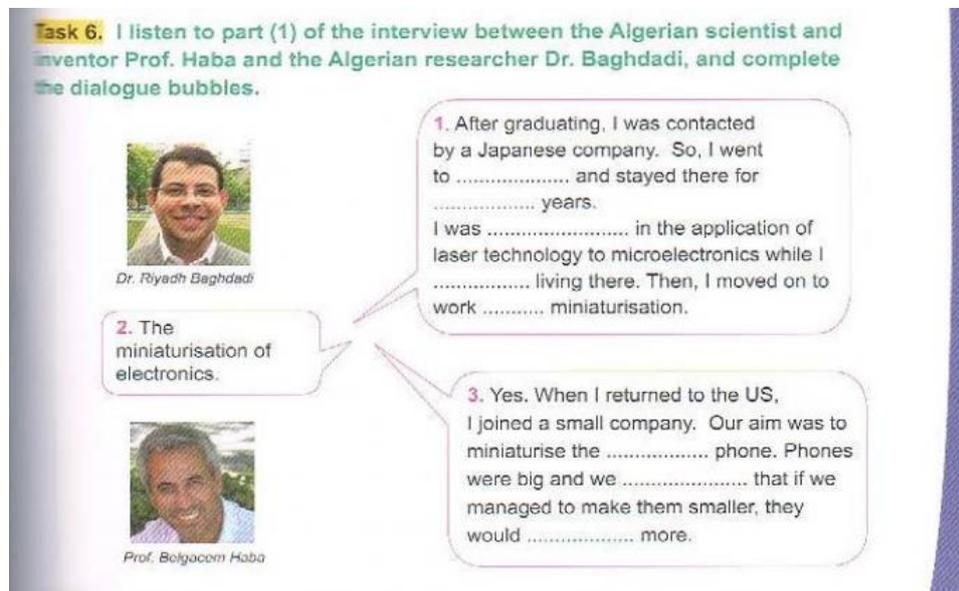


Figure 7

Dr. Riadh Baghdadi, Prof. Belgacem Haba

Task 6. I listen to part (1) of the interview between the Algerian scientist and inventor Prof. Haba and the Algerian researcher Dr. Baghdadi, and complete the dialogue bubbles.



1. After graduating, I was contacted by a Japanese company. So, I went to and stayed there for years.
I was in the application of laser technology to microelectronics while I living there. Then, I moved on to work miniaturisation.

2. The miniaturisation of electronics.

3. Yes. When I returned to the US, I joined a small company. Our aim was to miniaturise the phone. Phones were big and we that if we managed to make them smaller, they would more.

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

OUTSTANDING FIGURES

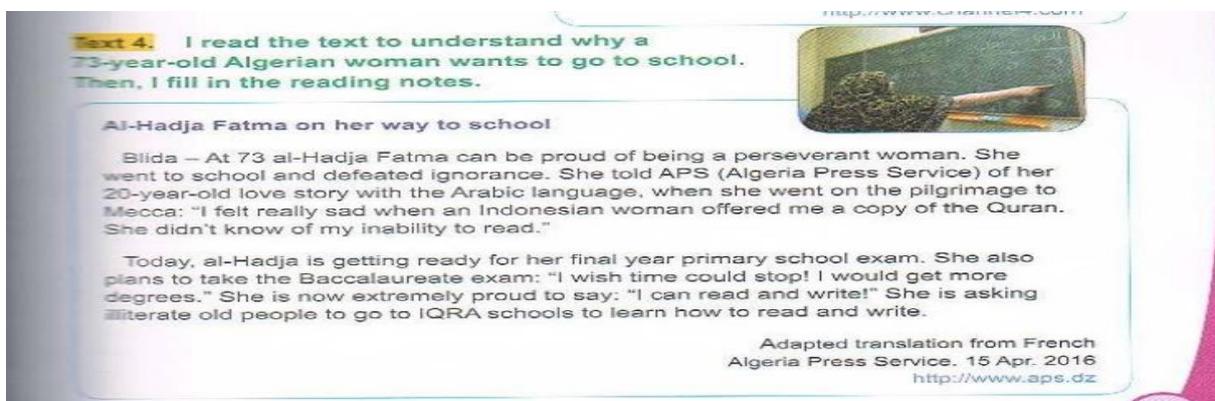
- Pablo Picasso
- Leonardo da Vinci
- William Shakespeare
- Mona Lisa
- Galileo Galilei

Generalization and Specification. Specification and Generalization As was previously established, genericization occurs when social actors are portrayed as a specific class or 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. Since it could include specific influential ideological components, it might reflect attitudes.

An actor will be shown either individually or mainly in the specification. There need to be 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 who was a legendary freedom fighter in the Algerian revolution, on page 82 as a symbol of the country's legendary freedom fighter (Figure 12). This is an example of a strategy in action. She is depicted as a specific individual in the initial picture on page 84.

Figure 11

Al-Hadja Fatma on her way to school



Text 4. I read the text to understand why a 73-year-old Algerian woman wants to go to school. Then, I fill in the reading notes.

Al-Hadja Fatma on her way to school

Blida – At 73 al-Hadja Fatma can be proud of being a perseverant woman. She went to school and defeated ignorance. She told APS (Algeria Press Service) of her 20-year-old love story with the Arabic language, when she went on the pilgrimage to Mecca: "I felt really sad when an Indonesian woman offered me a copy of the Quran. She didn't know of my inability to read."

Today, al-Hadja is getting ready for her final year primary school exam. She also plans to take the Baccalaureate exam: "I wish time could stop! I would get more degrees." She is now extremely proud to say: "I can read and write!" She is asking illiterate old people to go to IQRA schools to learn how to read and write.

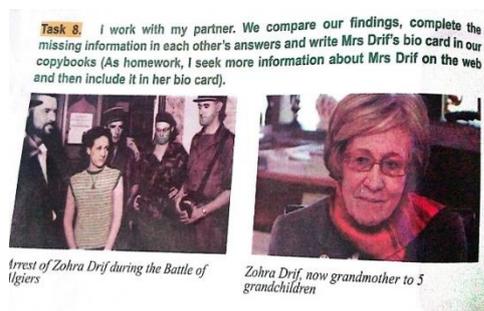
Adapted translation from French
Algeria Press Service. 15 Apr. 2016
<http://www.aps.dz>

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

(Figure 11)

Figure12

Zohra Drif



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).

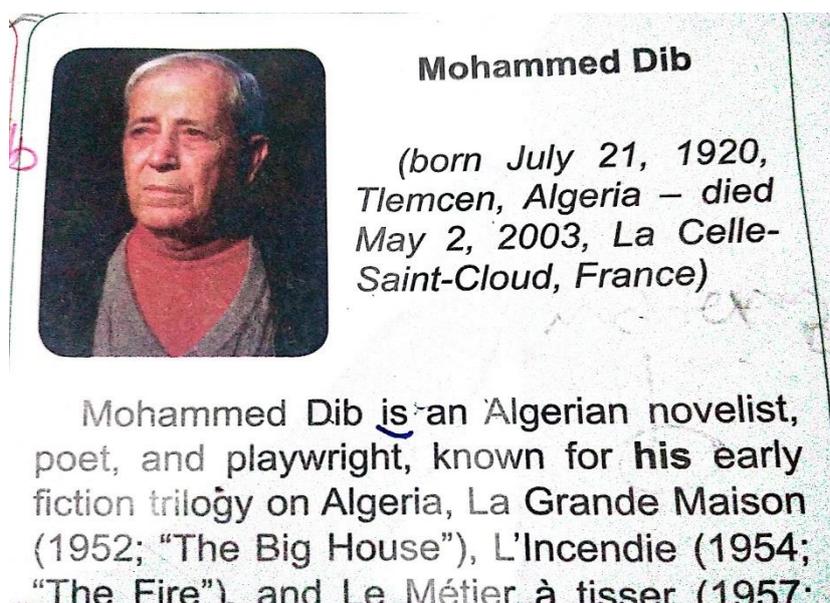
The suppression category leaves no mark in the text since it removes both the social actor and his or her behavior. When comparing two alternative representations of the same social practice, such drastic exclusion is significantly more informative. van Leeuwen (2008), p. Backgrounding The second exclusion 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).
 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 (Figure 13), 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

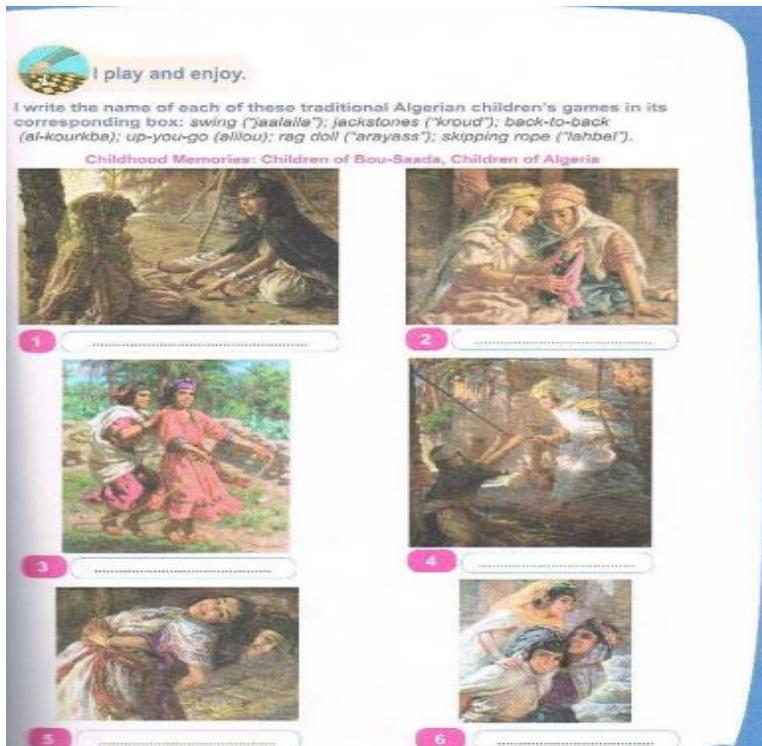
Mouhammed Dib



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, depicted differently on page 84, as shown above in Figure 14. Similarly, on pages 81/82, the girls play while the male's study—the textbook for the third year (Figure 14).

Figure 14

girls are playing, the males studying



Functionalization 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 different functionalization of male and female social actors. Put another way, even if women were not depicted as housewives. Only a very small number of cases of female functionalization involved high-status positions. Such a representation's underlying philosophy guarantees the development of a society where men predominate.

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.

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, although it is advertised as merely documenting truths. As a result, the students can feel pressured to persuasively present information from the textbook. My third-year English textbook covers only the southern region of Algeria and neglect the north; 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.

It was clear from the beginning of the study that males dominated the majority 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 reflect Arab world countries' belief in lower classes that female names should not be mentioned in public, especially old females'

names, because, in some instances, female characters were not given any names in both textbooks. 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 was just referred to as "the grandmother" and her name was never stated.

Second, illustrations were dominated by males as well in both textbooks. Illustrations showing men were more frequent than those showing women. The fact that men dominated the majority of the textbook pages was proof of the authority and domination that was given to them. In Brahim's (2017) study, the findings were approximately the same for this study. They reveal an unbalance concerning females' visibility (161) compared to males' visibility (261).

The extensive use of male illustrations, according to Ram (2008), is a reflection of gender biases existent 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 regarding 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 used to describe something, giving more information about the noun it qualifies. As a result, it is assumed that males were qualified by an adjective to provide additional information about them because they were valued more highly than women. On the other hand, women were considered less significant and were less frequently qualified by an adjective. Moreover, positive and negative adjectives 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 more significant number of occupations (scientist, inventor, pilot, footballer, writer, poet, novelist, actor, president Etc.) than women, who mainly were assigned stereotypical occupations, such as "nurse", "teacher". Limiting women to such stereotypical professions is 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 result was consistent with the conclusion made in the study by Özdoğru, Aksoy, Erdoğan, and Gök's (2006) that men had access to a wider variety of and higher-level employment possibilities than women. Similarly, Osman (2006) found that the number of occupations connected with women was significantly lower than that of men and that one of the most popular professions for women was "secretary." Women were also depicted in conventional professions like "nurse" in Ram's (2008) study. Males also practised a variety of professions like inventors, scientists, scholars, writers, and pilots, according to Hamdan's (2010) study, but females were restricted to traditional occupations like 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, proving that males dominate 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 the 3rd-year textbook. This is 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, another aspect of the unequal treatment of women and men, which prioritizes men. It surpassed women in grammatical functions and depicted men as more powerful and more involved in all aspects of life. In contrast, 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 textbook year three, while in 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 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. In contrast, 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 biases concerning the roles of men and women in social activities. 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 innovation. One probable explanation for the previous issue is that EFL textbook writers emphasize males since males are seen as more independent or influential 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 in many civilizations may be found in EFL textbooks. However, the previous finding is called into question by the findings of Sahragard and Davatgarzade's (2010) review of the Interchange series, which revealed that females were more active.

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 favour of male social dominance. Furthermore, the data showed that males and females were personalized in the substitution category; nevertheless, males outweighed females in functionalization, relational identification, semi-formalization, informatization, and indetermination.

The findings show that female performers were active in the employment they had in society. This contradicts the belief that only familiar, 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 famous 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 EFL education, such as bias toward gender. Teaching EFL 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 EFL communication.

As a result, EFL textbook authors should not omit or underestimate a single gender, nor should they enforce unfavourable 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 to be unsuitable for use. EFL students should be aware of specific ideas 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. 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.
- This research needs to be more interpretative; therefore, it will take time for future researchers to generalize it, which might be the study's limitations.
- The study's main limitation was that it only included a sample of two Algerian middle school EFL textbooks. In other words, this selection may not be representative..

Recommendations

- In the current investigation, textbook writers. They incorporate 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.
- 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. In contrast, the second section explores the data analysis and interpretation of the findings derived from quantitative content analysis and the Van Leeuwen analytical framework. The last section elicits the results and discussion. The findings show that men predominated in the majority of the evaluated textbooks' criteria, portraying women as subordinate and superior to men.

General Conclusion

The research questions are addressed using van Leeuwen'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 endeavour' to give females more significant 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, although there are no gender benefits. Male characters are formally and informally ever-present, active, and dominant in such a way that the universe revolves around them.

Middle school English textbooks have worked hard to define female characters in a new social context by assigning them new responsibilities. However, they still fail to show independent, successful characters who do not need to prove they are as successful and necessary as the other gender.

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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.	<ul style="list-style-type: none"> • A boy in his room reading a book • A little boy holding a schoolbag 	<ul style="list-style-type: none"> • Two girls singing together • A girl in the countryside

		<ul style="list-style-type: none"> • Adam's profile • Four men holding different musical instruments. • The Algerian Prodigy Mohamed Farah Djeloud • Aristotle • Confucius • Albert Einstein • Rudyard Kipling 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Dr Bourouis ID Card (part one) • Dr Riyadh Baghdadi • Dr Belgacem Haba • Dr. Bourouis (part2) • Al-Khawarizmi • Albert Einstein • Ibn-Sina • Ladislao Biro • Lary Page and Sergey Brin who invented GOOGLE • A group of males doing surgeon 	<ul style="list-style-type: none"> • A female acting as a nurse
	Unit 4: Me and My Environment	/	/

Language Use	Unit 1: Me, my Abilities, my Interests and My Personality	<ul style="list-style-type: none"> Names: Adam, Karim, Ali Adjectives: smart, nervy, calm, cool He always reads them in his free time He was selected for the finals 	<ul style="list-style-type: none"> Maria, Nadia Shy, friendly, curious, outgoing, tidy Teacher She loves hiking
	Unit 2: Me and Lifestyle	<ul style="list-style-type: none"> He is such a fool to swim in a pool He heard birds chirping in the fir tree 	<ul style="list-style-type: none"> Jenny and her grandma She is always late She took a lot of pictures of her grandparents
	Unit 3: Me and the Scientific World	<ul style="list-style-type: none"> Names: Abdurrahim Bourouis , prof Haba Maghribi scholar Al-Farabi 	<ul style="list-style-type: none"> A young princess named Fatima al-Firhi

		<ul style="list-style-type: none"> • He invented the first pinhole camera • Banu Musa brothers • Abbas Ibn Firnas • Ibn al-Nafis • Scientist • philosopher 	
	Unit 4: Me and My Environment	<ul style="list-style-type: none"> • Dr. Sian waters • He hasn't received any email from his English friend • Dustman 	<ul style="list-style-type: none"> • Sarhah Duranrt
Content	Unit 1: Me, my Abilities, my Interests and My Personality	<ul style="list-style-type: none"> • What Adamous can do, what is he interested in and how his personality looks like • The winner of the Arab Reading 	<ul style="list-style-type: none"> • What Maria can do, what she is interested in, and how her personality looks like • Al hadja Fatima went to school at

		<p>challenge</p> <p>Mouhamed Farah</p> <ul style="list-style-type: none"> • Wise quotes by wise famous males like Aristotle, Confucius and Einstein 	<p>the age of 73 years old</p>
	<p>Unit 2: Me and Lifestyle</p>	<ul style="list-style-type: none"> • Nasereddine Dinet as a quranic teacher and his students (all students are boys) 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • A picture of a famous English Writer • A famous artist in Malaga 	<ul style="list-style-type: none"> • The famous painting of the Mona Lisa.

	<p>figures in history, literature, and arts</p>	<ul style="list-style-type: none"> • 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 	
	<p>Unit 2: Me, my Personality and life experience</p>	<ul style="list-style-type: none"> • Kateb Yacine (aged 42) interviewed by a French TV journalist • Moufdi Zakaria's picture • The American President Barack Obama 	<ul style="list-style-type: none"> • Dewi stands in her classroom holding a piece of chalk. • J.K. Rowling likes writing her books in cafés Debra Hurford Brown

		<ul style="list-style-type: none"> • Thomas Edison the inventor of the light • The famous actor Brad Pitt • 	<ul style="list-style-type: none"> • 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	////////////////////////////////////	<ul style="list-style-type: none"> • The daughter: Jana Horakova-Kansky • The mother: Milada Horakova
Language Use	Unit 1: Me, universal landmarks and outstanding figures in history, literature, and arts	<ul style="list-style-type: none"> • Occupations: writer, artist, painter, sultan, poet, novelist, playwright, • He's really a great modern artist. • He arrived late to school 	<ul style="list-style-type: none"> • Names: Nadia Nabila, Mona Lisa • Adjectives: wonderful, excited, lovely, gorgeous • Nabila went to anchiano • She sailed at turkey

		<ul style="list-style-type: none"> • 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, 	<ul style="list-style-type: none"> • Occupation: teacher
	Unit 2: Me, my Personality and life experience	<ul style="list-style-type: none"> • Names: Harry Potter, professor Lupin, Kateb Yacine, Alfred Nobel, Omar, Zaki, Jim Hartley, Ahmed 	<ul style="list-style-type: none"> • Names: Dewi Rowling,joanne Rowming ,Mrs Riley, Lina, Nadia • Her childhood bad memories

		<p>Taleb Ibrahimi, Al Bachir Al Ibrahimi</p> <ul style="list-style-type: none"> • Adjectives: dominated, tallest,unkind • Occupations: Journalist, pilot, president Inventor, actor 	<ul style="list-style-type: none"> • Karima is the most disciplined girl in our class • Adjectives: prestigious, disciplined • Occupations: writer, Freedom fighter
	<p>Unit 3: Me, my community, and Citizenship</p>	<ul style="list-style-type: none"> • Names: Thomas, Fernechi,David Bickam, Zinedine Zidane, Carlo Ancelotti, Youcef, Souf Mounir • Adjectives: ///// • Occupations: player 	<ul style="list-style-type: none"> • Names: Jana, Maria, Mrs. Drif • Adjectives: • She likes cooking • Occupation: teacher
	<p>Unit 1: Me, universal landmarks and</p>	<ul style="list-style-type: none"> • The famous English Writer Shakespeare.ID • Known artist ID 	<ul style="list-style-type: none"> • The Mona Liza Painting

Content	outstanding figures in history, literature, and arts	<ul style="list-style-type: none"> • 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 • Poem of Malek haddad 	
	Unit 2: Me, my Personality,	<ul style="list-style-type: none"> • Kateb Yacine's Biographical Notes 	<ul style="list-style-type: none"> • Dewi's ID card • J.K. Rowling's ID card

	and life experience	<ul style="list-style-type: none"> • Famous men and their childhood dream career 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Some of the world's greatest players • The most active members in the Algerian charity "Ness al klhir 	<ul style="list-style-type: none"> • 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
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Page	Selected data	Inclusion	Type of inclusion	Page	Selected data	Inclusion	Type of inclusion
24	<p>KarKabou</p> <ul style="list-style-type: none"> - Bendir - Shakwa - Ganwa or <p>guitar</p> <ul style="list-style-type: none"> - Gaspa , N <p>Jawaq</p> <ul style="list-style-type: none"> - Tar - Tuareg fic - Oud - Qanun 	Algerian traditional music	Nomination	13	Abdelhmid Ibn-Badis	One of the famous Algerian scholars	Specification
26	<p>The man plays flute and a woman plays imzad</p>	Hobbies	Activation	18	<p>Pablo Picasso</p> <p>Leonard o da Vinci</p> <p>Mona Lisa</p>	Outstanding art figures	Functionalization

					Galileo Galilei		
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 Mouhame d	Algerian proper nouns	Nomination	37-38 ,40, 50 51	The Algerian Writer Kateb yacine The Algerian Writer Moulou d Feraoun	Algerian Writers	Symbolization

					Moulou d Mamme ri famous Algerian writer Mouha mmed Dib Malek Haddad		
36	Mujaheed Amenokal hadj Moussa Akhmoukh	Algerian imzad artist	Categorization	80	Yara Jouda	A Gaza refugee represents the Palestinian dream	Categorization
43	- Aris totl e	Wise quotes by	Aggregation	82	Zohra DRIF	An Algerian Women freedom fighter	Specification

	- Albert Einstein - Confucius - Rudyard Kipling	wise people					
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	- Barack Obama - Thomas	Famous people around the world and what their childhood dreams	Aggregation

					Edison - Brad Pitt		
66	Romen Emperor Tarjan	The Roman emperor found timgad	Determination	111	Zinedine Zidane and David Beckham	World's greatest players	Symbolization
71	Ghr aief , bag hrir , Kor sa - Taa m, naa ma , kus	Algerian traditioan al Food	Nomination				

81	ksi , bar bou cha - Ma hjo uba, mhe jeb - Dou bara fool , ho mo us Algerian children	Children of Bou- saada	Specification				
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98	<ul style="list-style-type: none"> - Al-Khawarizmi - Ladislo Biró - Ibn-Sina 	Scholars	Symbolization				
102	<ul style="list-style-type: none"> - Zahrawi and his assistant 	Medicine science	Functionalization				

	- 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	Nomination
31	Boy national competition winner	Girls winners	Specification	37-51	Algerian male Writers	Algerian female writers	Symbolization
36	Sahara people	North people	Categorization	92	Famous male figures	Famous female figures	Determination

					around the world		
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 talking about food	Men opinion s About food	specificatio n				

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

Cette étude vise à examiner la représentation du genre dans les manuels d'anglais langue étrangère à l'aide d'une analyse de contenu et d'une analyse critique du discours. Deux manuels d'anglais langue étrangère ont été choisis pour l'examen, et des approches quantitatives et qualitatives ont été utilisées pour découvrir des modèles de représentation du genre dans le contenu, le langage et l'imagerie des manuels. L'étude se concentre sur les normes et stéréotypes de genre conventionnels, la représentation de l'identité et l'utilisation d'un langage genré. Les résultats ont montré que, si certains manuels d'anglais langue étrangère tentaient de présenter des identités de genre variées et de remettre en question les rôles et stéréotypes de genre établis, beaucoup renforçaient néanmoins ces présomptions et utilisaient un langage sexiste. En outre, la représentation des identités était quasiment inexistante et, lorsqu'elle existait, elle était souvent dépeinte de manière négative ou marginalisante. L'analyse critique du discours a démontré que les identités de genre étaient produites dans les manuels à l'aide de diverses méthodes discursives. L'importance de ces résultats pour l'enseignement de l'anglais langue étrangère et l'égalité des sexes a été examinée, et des recommandations ont été formulées en vue d'une représentation plus inclusive et plus équitable des sexes dans les manuels d'anglais langue étrangère.

المخلص

تهدف هذه الدراسة إلى فحص تصوير النوع الاجتماعي في كتب اللغة الإنجليزية كلغة أجنبية باستخدام تحليل المحتوى وتحليل الخطاب النقدي. تم اختيار كتابين دراسيين للغة الإنجليزية كلغة أجنبية للفحص ، وتم استخدام مناهج كمية ونوعية لاكتشاف أنماط تمثيل الجنسين في محتوى الكتب المدرسية ولغتها وصورها. تركز الدراسة على المعايير والقوالب النمطية التقليدية للجنسين، تمثيل الهوية، واستخدام اللغة الجنسانية. وجدت النتائج ذلك، بينما حاولت بعض كتب اللغة الإنجليزية كلغة أجنبية تصوير هويات جنسانية متنوعة وتحدي أدوار الجنسين والقوالب النمطية الراسخة، ومع ذلك ، عزز العديد من هذه الافتراضات واستخدم لغة جنسانية. علاوة على ذلك ، كان تمثيل الهوية شبه معدوم ، وعندما كان موجودا ، كان يتم تصويره بشكل سلبي أو تهميشي في كثير من الأحيان. أظهر تحليل الخطاب النقدي أن الهويات الجنسية تم إنتاجها في الكتب المدرسية باستخدام مجموعة متنوعة من الأساليب الخطابية. تم فحص أهمية هذه النتائج لتعليم اللغة الإنجليزية كلغة أجنبية والمساواة بين الجنسين، وقدمت توصيات لتصوير النوع الاجتماعي بشكل أكثر شمولاً وإنصافاً في كتب اللغة الإنجليزية كلغة أجنبية