

Representation of Gender in Secondary Level English Language Textbook of Bangladesh



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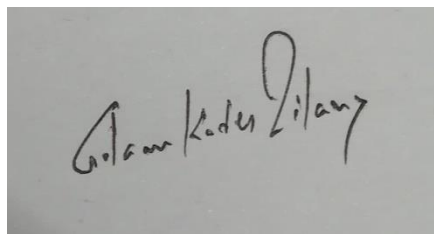
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CERTIFICATE OF APPROVAL

I hereby declare that this thesis is the student's own work and effort. All sources of information incorporated here have been duly acknowledged. This thesis has been submitted with my approval.

A handwritten signature in black ink on a light gray background. The signature is written in a cursive style and reads "Golam Kader Zilany". Below the signature is a horizontal line.

Golam Kader Zilany

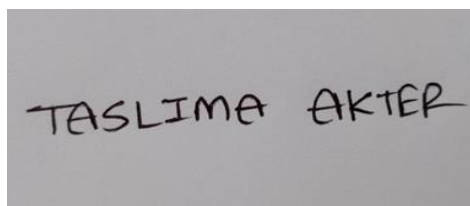
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DECLARATION

This thesis is a presentation of my original research work. Wherever contributions of others are involved, every effort is made to indicate this clearly, with due reference to the literature, and acknowledgment of collaborative research and discussions.

A rectangular box containing a handwritten signature in black ink. The signature reads "TASLIMA AKTER" in all capital letters, with a stylized, cursive-like font.

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Abstract

Gender is highly influenced by our society and school education plays a vital role in the formation of gender perceptions and gender-related attitudes in children. Though education is widely assumed to eliminate the gender gap in society, it can reproduce and fortify gender inequality through hidden curriculum lies in textbooks. In schooling, textbooks are provided as the most necessary material to build up children's desirable attitudes. It serves students as the mirror and window that reflects the culture and social behaviors, but gender bias and gender stereotypes and attitudes can be the results of misguiding, false impressions, restricted potentiality, alienation, frustrations, and learners' negative influence. This paper seeks to find out the representation of genders, and the extant types of gender bias used in the English Language textbook for grade six (6) prescribed by NCTB. This study employed qualitative and quantitative approaches to find out whether the fair distribution is depicted in the textbook regarding occupations, firstness, female and male-oriented topic presentations, activities, and visibility in both text and illustrations. The findings revealed unequal representations between genders demonstrated in the textbook. Male over-representations and female under-representations are depicted in the textbook in selected categories. To ensure a gender-sensitive society material developers should ensure gender-sensitive textbooks for learners. This study has implications for authors, editors, and teachers to eliminate the gap and misrepresentations of genders and provide learners with healthy, secure, equal, and unbiased textbooks.

Keywords: gender bias, gender inequality, textbook, culture, visibility, illustrations, text, activities, occupations, Firstness, male-oriented topic, equal

CHAPTER 1: INTRODUCTION

1.1. Background and the Problem of the Study

The words “gender” and “sex” are deceptive. When people are asked to identify their sex in any official form, perhaps they search out male and female boxes. Similarly, when they asked for gender, they were usually given the same two choices, male and female. In the English language, the words are shown as synonyms but do the words convey the same meaning? (Pryzgoda & Chrisler, 2000). According to Pryzgoda & Chrisler (2000), sex refers to “biological aspects” of being male and female whereas gender refers to something beyond the meaning of sex; it is related to “behavioral, social, and psychological characteristics of men and women” (p.553). According to Lorber (1994), sex is something that individuals have by born but individuals do not come with gender by born. In other words, the aspects of gender can change because it is related to our social, human behavioral, and psychological aspects that are influenced by variable aspects of our surrounding things where we live. Gender is constructed under the influence of our surrounding things such as parents, peers, schools, and the mass media where children learn how to behave, and talk that their society expects a girl and boy should have (Lee, 2014). In an early stage a child does not know how to behave, or talk, it is our surrounding things that influence and nurture children how to behave from an early stage. They learned how to behave in a way that their community expects a girl and boy should have (Lee, 2014). “Women should act like women” and “Women should do what women do” (Rong et al., 2021, p.440); “You are a girl/boy so you should/should not do this, or you should behave like this” are common voices children and younger used to hear from their families and communities gradually modify themselves what expects their family and society from them. It seems as if women’s roles are fixed and their actions should be fixed by what is expected public (Rong et al., 2021), they need

to give priority all the time to what the community expects instead of behaving in what they are like to do, belong inside as an individual. However, the problem occurred at that time when they were misguided by the social construction of gender. Wrong judgments, stereotypes beliefs, and opinions, and the tendency to generalize based on inadequate data can convey gender biases (Bachore & Semela, 2022; Georgescu & Bernard, 2008; INEE, 2010), also distorted images and understanding of people about particular gender, unfair characterizations of males and females, also unfair and unequal treatment between genders are referred as common forms of gender biases in our society (Bachore & Semela, 2022). According to Mukherjee (2015), it differentiates genders, treats them as unique in a matter of any social function, and considers genders unjustly as burdens or benefits of society. According to Brugeilles and Cromer (2009), gender bias negatively affects individuals' personal and societal development. As a personal, it can be the cause of frustrations, low self-esteem, and a burden for achieving the full potential of males and females in society, as a social development it can break social harmony and justice (Bachore & Semela, 2022). The fact is that culture is always portrayed and contributed in textbooks, because textbook portrays the values and shows learners the appropriate ways of learning, behaving, thinking, valuing, doing, and "being in the world"(Widodo 2018, as cited in Ariyanto, 2018, para. 2). Marxist perspectives (cited in Bourdieu & Passeron, 1977; Giroux, 1983; Rong et al., 2021) that school institutions are also responsible for maintaining the dominant culture. Textbooks play a significant role in children's socialization, "how social relations in their society should be organized" (Blumberg, 2007, as cited in Hossain et al., 2021, p.82). It serves the view of the target language culture (Tomlinson, 2012) and works silently, unfolding dominant values by including certain societies (Widodo, 2017). Consequently, it can reproduce and fortify gender inequality through hidden curriculum lies in textbooks (Islam, 2016).

However, ensuring gender equality and closing the gap between females and males in school education is a key Sustainable Development Goals (SDGs) target. Not only this, ensuring gender equality and a gender-sensitive society in all sectors of Bangladesh is one of the priorities (Hossain et al., 2021). And the country already achieved a lot of success regarding the female enrollment rate at school levels and closing the gender gap in both primary and secondary levels (Hossain et al., 2021). It cannot deny the proceeding of female enrollment; yet traditional stereotypes are presented among people in both urban and rural areas. Still, the perceptions of appropriate gender roles are missing in many cultures. Such as doing a job outside the home is not a role for a woman; they should only take care of her family, and children, and males are only able to work outside the home; This raises a question about whether a female doing a job outside so who will take indoor household responsibilities? Women should not earn money more than their husbands because of their husband's prestigious issues; to be strong and healthy boys need more nutrition than girls (Hossain et al., 2021). Even still mostly in urban areas; the picture of the dining table reminds the majority of males. The male person sits in the center and makes all important decisions for the family. Even in food, they get priority to serve first and the best one is always for males because they are only the source of earning members in families. (Dale et al., 2002) argues even with high qualifications women face considerable barriers to employment. The fact regarding working women is that though they work outside most cases they need to manage, cooperate, and ensure all the household responsibilities. There are very few numbers where males cooperate and take responsibility equally. Because they used to see to take women almost all household responsibilities. Therefore, though female education has been prioritized and increased in Bangladesh more than in previous years, the perception of working women staying outside the home and back at night for job purposes is challenging and

unacceptable in most families. In addition, though women joined as a teacher in primary or secondary or doing jobs in other government sectors, it is important to closely look at how many women can take risks to join in brave, risky, and higher positions, and how many joined the army force, engineers, pilots, marine engineers, developers, and in other sectors. Still, gender stereotype attitudes confined women at home. It is a big obstacle for women to think beyond the boundaries that society and families create. Despite the increase in the number of female educations, and the number of women in the labor force, there are many girls after finishing graduation programs failed to step forward. The presence of females in job sectors is very few compared to the number of graduated female students. Islam et al. (2019) argue cultural barriers are the strongest barriers that graduated female entrepreneurs face in Bangladesh. Yet, in this modern time, the perceptions of traditional stereotypes belong to our culture which is an obstacle and burden for making an equal bridge between men and women. Regarding this issue, a question may emerge, despite the remarkable increases in the schooling of girls why traditional gender stereotypes have persisted? “It has been widely evidenced that the answer may lie in the school curriculum and textbooks” (Hossain et al., 2021, p.82; Knudsen, 2005; Jabeen & Ilyas, 2012; Marshall & Arnot, 2007).

Textbooks are vital in children’s socialization and have a strong ability to influence and transform learners thinking in positive or negative ways. Teachers and learners both accept textbooks as fundamental resources for use in classroom discourse. However learners’ thoughts and opinions can easily be influenced (Rong et al., 2021) if any particular gender is neglected and demonstrated as less important and weak. Students use textbooks not only to enhance their learning but also “as a memory aid” (Rong et al., 2021, p.441). Women are depicted with a high range of stereotypical rules in textbooks (UNESCO, 2008, as cited in Worku, 2019). The

demonstrations of stereotypical behavior and understanding established “a false impression” on learners (Gershuny, 1977, as cited in Rong et al., 2021, p.441). However, textbooks can misguide learners as well as “can be socialized in the existing social order” (Hossain et al., 2021, p.82) by providing appropriate textbooks including equal pictures, texts, order of genders, equal chances and opportunities in activities and occupational sectors. (Lee, 2014) emphasized the importance of uncovering the way gender construction is depicted in school textbooks because it is harmful and affects learners’ personal and cognitive development. Thus, it is essential and would be worth investigating how genders are demonstrated, and depicted their roles in English language textbooks.

1.2. Purpose of the Study

The purpose of this study is to bring out the unequal representations between male and female genders demonstrated in the secondary-level English language textbook for class six of Bangladesh published by the National Curriculum and Textbook Board (NCTB). To investigate the misrepresentations between genders, this paper focused on whether gender bias is depicted in the rules of occupations and activities (household, spare time, and leisure time activities), in the illustrations and the texts, in the order of genders, and female and male-oriented topic represented in textbook. At this stage gender bias could be defined as “a systematically erroneous gender-dependent approach related to social construct, which incorrectly regards women and men as similar/different” (Ruiz-Cantero et al., 2007c, p.ii46).

1.3. Research Question

This study intends to answer the below question to fulfill the aims of the study-

1. Is there a fair distribution depicted in the textbook regarding occupations, firstness, female and male-oriented topic presentations, activities, and visibility in the text and the illustrations?

CHAPTER 2: LITERATURE REVIEW

2.1. Textbooks as Social Practices in Classroom Discourse

Gender is controlled by our society, constructed socially through human interaction and interpretation rather than biologically determined (Berkowitz, Manohar, & Tinkler, 2010; Lee, 2014; Lorber, 1994; Odhiambo, 2012; West & Zimmerman, 1987). The community determines gender roles. Gender is influenced directly by our surrounding things like our family, peers, media, and school education. School education plays an important role in the formation of gender perceptions or gender-related attitudes. It serves as “the dominant institution” for transmitting social norms, and attitudes towards society (Nonaka et al., 2012, as cited in Islam, 2016, p.2), thereby socializing the existing social order. It has been widely acknowledged, that school textbook is a part, which plays an important role in learners’ gender role development (Lee & Mahmoudi-Gahrouei, 2020b). Textbooks are provided as the most necessary material; regarded as the most important and trusted material used repetitively at school and home heavily; considered the next most important factor after teachers for their socialization process (Lee & Mahmoudi-Gahrouei, 2020b); often accepted without any challenge (Gullicks et al. 2005; Lee 2014, 2018, 2019; Lee & Mahmoudi-Gahrouei, 2020b, Lee & Collins 2010; Mustapha 2012; Ndura 2004). It is considered an “instructional guide that helps students engage with values and expects them to learn the appropriate ways of learning, behaving, thinking, valuing, doing, and “being in the world” (Widodo 2018, as cited in Ariyanto, 2018). These are not only significant for school education, also for the socialization of the children which gives essential messages to children on “how social relations in their society should be organized” (Blumberg, 2007, as cited in Hossain et al., 2021, p.82), helps to build up children’s desirable attitudes (Kobia, 2009) and represents the view of the target language including cultures and the worldview of their

producers (Tomlinson 2012, p. 165). Sometimes textbooks are taken “to be the Gospel truth” (Kobia, 2009, p.57). According to Tomlinson (2012), it can potentially be dangerous and harmful as in many classrooms it is revered as the authority and it is risky for users to accept its views “uncritically” (p. 165). Because it works as a “silent partner” that unfolds dominant values that hold certain societies (Widodo, p. 6, as cited in Ariyanto, 2018, para. 9). Textbook not only provides knowledge but also construct, reflect, and reproduce a writer’s beliefs and certain worldviews as well which have the potential to influence learners in various ways (Gullicks, Pearson, Child, & Schwab, 2005; Hino, 1988; Lee, 2014; Liu, 2002; Sileo & Prater, 1998). As a result, though education is widely assumed to eliminate the gender gap in society, it can reinforce and reproduce gender inequality through hidden curriculum lies in textbooks (Islam, 2016). “lack of equality in gender representation is one of the most frequent problems of published books” (Graci, 1989, p. 79, as cited in Gharbavi & Mousavi, 2012b, p.43) and it is an invisible obstacle to the road to equality (Blumberg, 2007, 2014, as cited in Islam, 2016, p. 3). Gender bias is geographically more widespread in textbooks than the gender gap (Blumberg, 2007, as cited in Islam, 2016). Gender bias and gender stereotypes in texts and pictures influenced students negatively, including “devaluation, alienation and budge” (Gharbavi & Mousavi, 2012b, p.42), leading to female students’ “feeling of exclusion”, and a low sense of self-esteem (Marshall & Arnot, 2007, as cited in Hossain et al., 2021, p.82). Not only female but also male students are influenced negatively by getting “stereotypic attitudes towards their female counterparts” (Hossain et al., 2021, p.82). However, textbooks have long-lasting effects on children or learners’ beliefs of gender roles, can be “harmful” for the learners, and have “damaging pedagogical consequences” (Mustapha 2012, as cited in Lee, 2014, p.40). According to Risager (2020), textbooks serve learners as “windows to the world” (p. 4). However,

insensitive and clumsy textbooks can misguide learners, which can be an obstacle to making a sensitive society. In addition, scholars show students spend the majority of classroom time (80-95%) on textbooks (Sadker & Zittleman, 2007, as cited in Islam, 2016). The majority of instructors also rely on textbooks for assigning homework, delivering, and organizing for their students (Baldwin & Baldwin, 1992, as cited in Islam, 2016). Even teachers' use of language, learning activities, and organization of the classroom is often based on textbook design (Lee, 2014). Lee reported if any language textbooks contain any sort of phrases or words that indicate prejudice to a particular gender group, those may confer learners to a "form of linguistic sexism" (Lee, 2014, p.39, as cited in Ariyanto, 2018). As it can be harmful and plays a vital role in learners' cognitive development, thus, it is a matter of fact that what they learn shapes their attitudes toward gender and other aspects of life through the hidden curriculum applied in textbooks (Islam, 2016).

2.2. Gender Stereotyping

Gender stereotyping is very common in our society and most of the time gender stereotypes narrow the possibilities of gender contribution. Lee (2014) states, that stereotypes are another form of manifestation of gender inequality that is depicted and commonly observed in textbooks. Stereotype attitudes can be portrayed in textbooks by demonstrating males as more powerful; displaying taking responsibility as earning members of a family; and being active only in outdoor activities and sports fields. On the other hand, including the female gender in household activities, caring child and associated domestic activities are common rules for female stereotypes rules. Rong et al., (2021) state gender stereotyping attitudes narrow the scope of women and limited fields, demonstrating females as weak to other genders which restricted the high possibilities of women contributing to job sectors and in other fields. According to

UNESCO (2008), women are depicted with a high range of stereotypical rules in textbooks (UNESCO, 2008, as cited in Worku, 2019). Stereotypical behaviors and understandings present a “false impression” to learners (Gershuny, 1977, cited in Rong et al., 2021, p.441). For instance, if male characters are portrayed in a textbook as raising valuable ideas and females often give wrong answers, it will bring misconceptions to females that males are better at studies than women (Rong et al., 2021). In addition, participate less than males; demonstrating males as faster than females; in this case, their subconscious mind will start to believe and accept males as superior, better than girls, and stronger enough than women, which will help to proceed the misconceptions of genders beyond through textbooks. Such stereotypes models, roles, and traditional norms could “restrict children’s role behaviour and limit their horizons and expectations” (Lee, 2014, p.41; Macaulay & Brice, 1997; Scott, 1980).

2.3.Previous Textbook Studies

Previous studies revealed gender inequality can appear in several forms, it can be through the underrepresentation of females’ visibility including textually and illustrations that implicitly construct a hidden message as women are less important than men (Foroutan 2012; Gupta & Lee 1990; Lee 2019; Lee & Chin 2019; Lee & Mahmoudi-Gahrouei, 2020b; Ndura 2004; Paivandi 2008; Porreca 1984; Wharton 2005). Associated males with more demanding fields and keeping active in social roles in a wide range of areas; portraying female characters as “more fragile and passive”; inactive; tied up women in household activities are other forms of gender inequality (Amare 2007; Ariyanto 2018; Baghdadi 2012; Evans & Davies 2000; Gooden & Gooden 2001; Lee 2014; Lee & Chin 2019; Lee & Mahmoudi-Gahrouei, 2020b; Ndura 2004; Paivandi 2008; Setyono 2018; Tahririan & Sadri 2013). Gender bias also can appear through textbook dialogues. Scholars examined various types of manifestations of gender inequality demonstrated in

textbooks including visibility in illustrations and texts, male Firstness regarding the order of appearances and initiate dialogues and texts, social roles, household responsibilities, and other activities (e.g., Bahman & Rahimi, 2010; Bachore & Semela, 2022; Sulaimani, 2017; Gouvias & Alexopoulos, 2016; Lee, 2014, Kobia, 2009). Studies revealed that females' under-representation and males' outnumbered visibility in illustrations is one of the common manifestations of gender inequality found in educational materials (e.g., Hall, 2014; Melesse & Worku, 2021; Orfan, 2021; Rong et al., 2021; Wafa, 2021; Worku, 2019).

2.3.1. Gender Visibility in Text and Illustrations

Illustrations are the most essential part of any language textbook as they “make abstract concepts more memorable, enhance the recall of details of texts, and facilitate students’ comprehension” (Başal et al., 2016, p.525). Olshansky (2008) states illustrations provide a universal language that we all understand intuitively, besides, those are ESL learners to whom pictures are the first language. Unless providing illustrations in textual materials it may not be more efficient and fruitful for the learners. Pictures aid learners to easily connect, engage with text, and imagine themselves in that particular context. Habitually, learners easily imagined themselves in that place where characters portray and role models. Even accept figures as models. Pictures and texts need to be present simultaneously to create a “meaningful learning atmosphere” and to offer learners “a comprehensible input” (Çakır, 2015, p.71, as cited in Başal et al., 2016, p.526). However, the use of illustrations can create learning meaningful as well as gender-biased pictures and unequal treatment of illustrations can demotivate learners. Gender-biased pictures and text have adverse effects on learners, mostly leading females to a low sense of self-esteem and feeling of exclusion (Marshall & Arnot, 2007, as cited in Ariyanto, 2018). Most of the previous studies revealed the overrepresentation of males, females were portrayed

less in textbooks, and males were overrepresented in terms of visibility. (Hossain et al. 2021) revealed overrepresentation of males exists in the text and in reading passages that did not reflect the actual number of the male and female population in Bangladesh. Excessive representations of masculine characters, names pronouns, and titles are obstacles to demonstrating female characters in illustrations and text and it is harmful to particular groups of gender because the images portrayed in textbooks construct and influence the behavior of boys and girls in society (Kobia, 2009). Visibility is one of the most examined manifestations of gender bias attitudes, and low visibility or lower appearance of females indicates an implicit message to learners that women are not as important as men, women's accomplishments are not enough important to be included (Porreca, 1985; Amini & Birjandi 2012, Demir & Salem, 2017b). Wafa (2021) found pictures did not give any variety to see what women can do, and male pictures shown in textbooks as double and in some cases triple compared to females. They were depicted in all headings and subheadings. (Hall, 2014) found a sharp numerical imbalance in his study which indicates men were dominant in terms of appearance. (Gharbavi & Mousavi, 2012) revealed considerable differences between the number of males and females in order of illustrations, males were more visible than women as males' visibility was 76% whereas females' was 24%. (Worku, 2019) revealed textbooks were male-dominated in the case of illustrations, and the great majority of the role models were represented by male gender. Textbooks need to ensure balanced and equal consideration of both genders from the perspective of visibility (Demir & Salem, 2017b). However, few studies found balance in illustrations in the EFL textbooks. (Bandura 1971, as cited in Demir & Salem, 2017b) emphasized the importance of modeling influences as it works as a way of observational learning for learners; organizing new behavioral patterns to learners and this transmitted behavior can lead learners to unfavorable behavior as

well as guide learners to generative and innovative attitudes. Textbooks can demonstrate this modeling through the presentations of illustrations, physical demonstrations, and verbal descriptions. They have the potential to change learners' opinions and beliefs about cultural matters including gender (Arikan, 2005, as cited in Demir & Salem, 2017b).

2.3.2. Male-Firstness

Firstness refers to manifestations of a particular gender at first in almost every text and passage before another gender. Islam (2016) defines it as placing male terms before women. Firstness refers to mentioning males' position first before women as if males are more worthy and powerful than females (Poole 1946:21; Amini & Birjandi, 2012; Eckert & McConnell-Ginet 2003:34). Islam (2016) argues that when both genders are referred to in a text or passage it is the male precedes before women. Prioritizing men and the order of male terms before women is another aspect of inequality or unequal treatment of women (Mills, 1995, as cited in Islam, 2016). However, some fixed collocations refer to males first than women, for instance, husband and wife, men and women, king and queen, and so on (Goddard & Patterson, 2000, as cited in Islam, 2016). That kind of auto-ordering fortifies the second position of women (Hartman & Judd, 1970, quoted by Farooq, 1999, p. 16; Islam, 2016). Amini & Birjandi (2012) argue in Iran it is men who come first and ahead of women regarding social practices. In the case of ceremonies or other parties, men served first. Not only Iran but there are also so many countries where still males are prioritized and come first before women. Matter of fact all elements that textbooks included convey cultural importance. Textbooks also can be biased through passages and dialogues initiated by male characters only most of the time. (Melesse & Worku, 2021) found males initiated most of the dialogues as well as most of the nouns and pronouns. (Orfan,

2021) revealed male characters were placed before women in the use of phrases and there were no dialogues initiated with women.

2.3.3. Occupations and Other Activities

Gender-biased occupations can be another reflection of sexism. Representations of traditional stereotypical occupations can be the reflection of sexism in EFL textbooks (Amini & Birjandi, 2012). (Kabira & Masinjila, 1997, as cited in Kobia, 2009) categorized human activities into three called productive, reproductive activities, and community activities. Productive activities are payable, it is for producing goods. Reproductive activities performed at home include nurturing children, cooking, and others. Community activities included community welfare, attending funerals, and church activities. However, reproductive and community activities are not payable. Previous studies (Amini & Birjandi, 2012; Bachore & Semela, 2022; Gharbavi & Mousavi, 2012; Gouvias & Alexopoulos, 2016; Hall, 2014; Islam, 2016; Lee, 2014; Lee & Mahmoudi-Gahrouei, 2020a; Melesse & Worku, 2021; Orfan, 2021; Pillay, 2013; Rong et al., 2021; Ullah & Skelton, 2013; Wafa, 2021; Worku, 2019) found Males were more diverse in occupational roles than women, there was no fair distribution between genders in terms of the distribution of occupations assigned to men and women; women associated with a limited range of occupations with stereotypical jobs; mostly it was women who particularly attend to household responsibilities all the time such as cooking, making tea, cleaning; and men with higher and physically demanding and higher status jobs. (Bachore & Semela, 2022) revealed actors were portrayed as top government officials, scientists, managers, and medical doctors, while women were depicted as school psychologists, fashion models, and company employees. (Kobia, 2009) found women performed reproductive and community activities, which are not taken for granted and not valued and payable such as greeting visitors, attending birthday

celebrations, dancing, and washing dishes whereas men were depicted with more prestigious jobs like pilots, judges, engineers, and dentists. Besides females were depicted as teachers and farmers. Similarly, (Hossain et al., 2021) deducted that females were backward to productive activities, associated with low-wage and traditional occupations, and more passive personality traits. However, though females were not associated as widely as men, it is also true that they no longer engaged in stereotypical occupations only, and were involved as drivers and lawyers (Hossain et al., 2021). Surprisingly enough (Demir & Salem, 2017b) found women were engaged significantly with non-traditional occupations, instead of practicing only stereotypical jobs they encouraged their careers as businesswomen, astronauts, archaeologists, and so on which were not observed in previous ELT coursebooks. (Rong et al., 2021) found women participated mostly in emotional activities. For instance, a daughter taking care of her sick mother, and a mother sending birthday gifts to her daughter, whereas men were more rational and engaged in a variety of activities such as driving, painting, inventing, meditation, dressing small trees, and so on. Further admitted, this is how male students were encouraged to develop rational thinking and encouraged female learners to develop emotional thinking. However, Females were associated with traditional jobs, and males were more expressive, dominant, played active roles, and attended daily conversations more than women attended. (Hall, 2014) found males as a wide range of higher-level employment possibilities. (Orfan, 2021) found women occupied a limited number of social roles and males were associated with varieties of occupations. In terms of personal traits, they were introverted and passive, associated with traditional and low-wage occupations, and engaged more in inside activities rather than outside (Islam, 2016). In addition, in the field of sports and physical exercise, males were depicted as strong and powerful (Ullah & Skelton, 2013). Not only that, men took positions of leadership,

associated with highly respected and payable sectors as doctors, and directors; were portrayed as confident and active in technology whereas women were represented as disabled, emotional, unable to make decisions individually, and took advice about business issues from men (Pillay, 2013). (Islam, 2016) showed women in South, and South East Asia faced discrimination, and disadvantages most; were underrepresented, introverted and passive, associated with traditional and low-wage occupations, and engaged more in inside activities rather than outside, and the highest stereotypes they got in the textbooks of Pakistan and Bangladesh and more egalitarian representation found in Malaysian and Indonesian textbooks. (Lee & Mahmoudi-Gahrouei, 2020a) included the major social activity that women depicted engage in “talking to friends”. (Bachore & Semela, 2022) emphasized not only school levels but gender bias also spilled from school level to higher education levels through prescribed textbooks and materials.

2.3.4. Dialogues

Gender inequality can manifest through textbook dialogues also. If dialogues contain gender imbalanced and if any particular gender gets fewer or more opportunities to engage in dialogues, or initiates most of the time with a particular gender, it can affect that particular group of learners (Ariyanto 2018; Jones et al. 1997; Lee 2019; Lee & Mahmoudi Gahrouei, 2020b; Poulou 1997). (Jones et al.1997, p.473-474, as cited in Islam, 2016) If one sex gets more opportunity to engage in dialogues or initiates conversation most of the time other gets less opportunity which makes that particular sex inactive and a passive participant. The most negative cognitive impact of this side is consciously or unconsciously female learners become demotivated and restricted linguistically as well as occupationally.

2.4. Social Cognitive Theory & the Hidden Curriculum

According to social cognitive theory school plays a vital role in gender development (Bussey & Bandura, 1999, as cited in Islam, 2016). Bandura's social cognitive theory states, that people observe first, the way others move, behave, and talk to others. Observation is the first process and later this observation guides their subsequent behaviors (Bandura 2001, 2003, as cited in Lee & Mahmoudi-Gahrouei, 2020b). Gender bias textbooks may depict two genders in two different subcultures and due to this reason, learners may mimic the roles that particular gender depicts in textbooks inequally (Bandura 2003; Foroutan 2012; Litosseliti 2006; Lee & Mahmoudi-Gahrouei, 2020b). There are three types of environmental structures are- imposed, selected, and constructed distinguished by social cognitive theory (ibid, p.690, as cited in Islam, 2016). In the imposed environmental situation a learner or child does not have any option to choose for themselves, they are imposed by environmental situations, and they accept the thing regardless of whether they like it or not. In a similar way, in the school education curriculum, textbook contents, materials, and class environments are the things that are imposed upon learners without their personal preferences; therefore, they develop their gender perceptions based on what the curriculum, textbook contents materials provide, and what teachers teach them.

The hidden curriculum theory shows “how gender stereotyped attitude is reproduced in such imposed environment in schools” (Lee & Mahmoudi-Gahrouei, 2020b, p.9). It shows school curriculum provides something beyond the scope of the existing curriculum through textbooks; learners learn something beyond what the textbooks provide, and it is often implied and delivered through textbooks (Lee, 2014b). The proponents of hidden curriculum theory depict nurturing gender bias and stereotypes that can be placed within a classroom in a school setting (Blumberg, 2007, Islam, 2016; Kabeer, 2005, Stromquist et al., 1998). Learners can influence negatively or it can be a negative experience for various reasons. For instance, religious

orientation (Asadullah & Chaudhury, 2010; Islam, 2016); pro-male attitudes among teachers (Bailey, 1992, as cited in Islam, 2016); subject choice, and gender imbalance in the teaching staff (Abot & Wallace, 1995, as cited in Islam, 2016); and lastly the use of overlapping masculine textbooks (Alrabaa, 1985; Bailey, 1992; Banda, 2014; Islam, 2016) can be reasons of nurturing gender bias or gender stereotypes in school setting and reason of learners negative experience. (Kabeer 2005, p.17, as cited in Lee, 2014b) “The hidden curriculum of school practice reinforces messages about girls’ inferior status on a daily basis and provides them with a negative learning experience, thus creating a culture of low self-esteem and low aspirations” (p.9).

CHAPTER 3: METHODOLOGY

3.1. Material

English Language textbook for grade six prescribed by NCTB is selected to serve the purpose of this present study as “these textbooks are conventional for all the government-approved secondary schools” (Hossain et al. 2021, p.83). The description of the textbooks is presented below.

Title	Authors	Grade	Academic year	Number of pages	Lessons
English For Today	Goutam Roy Md. Ali Rezwan Talukdar	6	2022	119	35

The secondary-level textbook (i.e. grade 6) is chosen for this study because though children acquire knowledge about sexual identity at an early stage, it takes time to grow the “gender constancy” (Martin et al., 2002, p.910). By referring to cognitive development theory, Martin et al. (2002), state, “Just because children are aware of the connection between genitals and sex does not mean that they understand constancy” (p.910). In addition, many previous studies selected secondary-level textbooks to analyze gender bias (e.g. Melesse and Worku, 2021; Orfan, 2021; Rong et al., 2021; Wafa, 2021; Worku, 2019; Dejene, 2017; Barton and Sakwa, 2012; Hall, 2014).

3.2. Design

The present study is mainly descriptive research. This study adopts a mixed-method research design. Firstly, quantitative analysis is applied to investigate gender visibility in both texts and illustrations; distribution of occupations; order of appearance of males and females; the

initiations of dialogues and passages, and female and male-oriented topic presentations in dialogues and reading passages. Secondly, qualitative analysis is applied to analyze the distribution of leisure and spare time activities and the distribution of household responsibilities.

3.3. Procedure

In this present study, gender bias was investigated across five categories including visibility, order of appearance, occupations, Firstness, and activities associated with both genders.

1. First, to seek the answer to the first question regarding the distribution of the occupations, followed a similar way (Amini and Birjandi, 2012; Hall, 2014) applied their study. The number of occupations assigned to males and females in the text and illustrations was counted. It was calculated into percentages. The repetitions of the same occupations are assigned to males and females noted.
2. In the same way, to address the second query regarding Firstness, firstness has counted in terms of the order of appearance of males and females in texts and sentences and counted how many times dialogues and texts are initiated by males and females. The order of appearance of males and females is searched out in sentences and texts according to names (e.g., Mariam, Mamun), pronouns (e.g., he or she), and paired nouns (e.g., men and women) when two genders come together in sentences or dialogues. After that included in the table the number of females and males who appeared first and calculated to percentage. Later, how many times dialogues and passages initiated by males are counted, also how many times females initiated text and dialogues are counted.
3. However, for the third research question regarding female/male-oriented topic presentations in dialogues and passages, passages and dialogues are counted as how

many passages and dialogues are participated by male sex only, how many are female-oriented, and how many both male and female genders oriented, and how many are sex neutral. The number of each part is counted into percentages, included in the table.

4. Further, to seek out the visibility of genders in illustrations and texts, both are counted separately. The number of males and females illustrated in the pictures is counted, and later the number of males and females (counted nouns and pronouns) included in the text is counted.
5. Finally, to seek out the activities assigned to males and females, activities are searched out in two ways. Household-related activities demonstrated for males and females in the textbooks are noted separately and included in an individual table. Other spare and leisure time activities are counted together and included in another table. So that it would be easy to find and analyze whether females and males both participated and enjoyed actively indoor and outdoor activities or not and whether males participated in household activities or not. In the case of activities, this study did not count the number of activities but rather analyzed it focused on the quality of activities assigned to both genders.

CHAPTER 4: FINDINGS AND DISCUSSIONS

4.1. First Finding (Occupations)

The first finding finds whether males and females demonstrated a fair distribution in terms of occupations assigned to males and females regarding numbers and traditionally.

Table 1. Careers are assigned to males and females in texts and pictures.

Males (63%)	Females (36%)
Pilot	Architect
Doctor	Works part-time in a library
Immigration officer	Lawyer
Newspaper hawker	Nurse
Rickshaw-puller	Office employer
Cleaner	Waitress
Postman	School teacher (4 times)
Waiter	
Salesperson	
Businessman	
Music bards	
Singer	
Folk singer	
passenger	
accountant	
Army	
Ten workers	
Writer	
Tutor	

(Table 1) demonstrates the occupational rules depicted in the textbooks that are dominated by males over females. Social roles refer to belonging to a particular social category or “different roles people assume in social life” (Rong et al., 2021, p.446). In this present study, either mentioned in texts or illustrated in pictures, men and women are portrayed across 26 different occupations role such as music bards, accountants, waiters, architects, office employers, school teachers, and so on. Out of 26 occurrences of various social roles, males account for nineteen (19) social rules; on the other hand, only seven (7) are allocated to women. It is shown that 63% (by more than two-thirds) of males are engaged with various types of social roles in the textbook as pilots, doctors, businessmen, singers, army, and so on whereas 36% of women are depicted as working part-time in a library, nurses, office employers, lawyers, architect, and school teachers which demonstrates very few participations of women in social rules. However, not only in terms of numbers, the considerations of the roles that males convey in the textbook are often considered positions of power and main actors. Males here are portrayed not only as powerful but also as engaged in a wide range of areas with a variety of occupation rules. On the contrary, only seven roles that women convey are very few numbers compared to men. It coincides with (Hossain et al., 2021) argument that the text did not reflect the actual number of female and male populations of Bangladesh due to the existing over-representation of males. Moreover, another highly frustrating finding is that the numbers of skilled and unskilled occupations are not fairly distributed between the two genders. Males are shown to associate with more skilled professionals such as doctors, pilots, officers, armies, and so on. The illustrations and the text do not show such variety to understand what women can do compared to their male counterparts. They are shown as confined in a small area. This result finds similarities with (Hossain et al., 2021) found occupational choices for males are diverse, and

played various types of roles; for females, it was limited and few options were available. Also (Islam, 2016), a multi-country study among five countries, found there was a common profession stated for women which is teacher, also include teacher rules mostly stated for females in Malaysia and Bangladesh. This present study also found women are portrayed as a teacher four times repetitively. In addition, though comparatively males are associated with an excellent range of occupation rules than women, women no longer rely on stereotypical occupations only, they are shown to be involved as an architect and lawyers but it is very few compared to male roles. However, it is worth noting that careers such as army, doctor, pilot, postman, salesperson, businessman, accountant, ten workers, writer, and so on are still associated only with men.

Gender stereotypes are dangerous for the target groups of stereotypes because they can lead negatively, can narrow the chance of that target group of members, and can change their destiny as well (Gharbavi & Mousavi, 2012). For instance, if females see to illustrate themselves repetitively only as a nurse and teacher, it may deprive them and they will fail to imagine themselves in risky, brave, and powerful positions such as a firefighter, marine engineer, pilot, or others as well. Like most of the previous studies that examined other contexts (e.g., Bachore & Semela, 2022; Islam, 2016; Gharbavi & Mousavi, 2012; Amini & Birjandi, 2012) this study also found similar results where males associated with various and higher and diverse positions and prioritized more than women in text in terms of occupations.

4.2. Second Finding (Firstness)

The second finding is related to Firstness, whether the order of male and female appearances and the initiations of dialogues are demonstrated equally or not.

Table 2. Order of Appearance of Males and Females

page	Male first (66%)	page	Female first (33%)
11	Mamun's cousin Ruma	21	Mother and son
17	Amal's two younger sisters	51	I... and my brother
21	Imran's house tonight. So Imran's mother	56	Mariam is a student...Her mother... her father
39	Sheikh family	63	Mrs. Nilufar teaching her son Adib
40	His elder sister	86	Mrs. Urmila Karim going to buy some clothes
40	Mujib had two elder sister		for her son
48	Men, women	99	Aunt Amina and Uncle Karim
51	Men, women		
56	Old men and women		
70	Kings and queens		
70	Shah Jahan loved his wife Mumtaz Mahal		
113	Uncle's house		
119	Grandfather's family		
119	My uncle and Aunt's		
Total	14		7

Table 3. Firstness regarding initiation by males and females

	Female first	Male first
Dialogues	7	6
Texts	5	7

Firstness refers to the mention of masculine gender before women as if they are more worthy than women are (Amini & Birjandi, 2012; Eckert & McConnell-Ginet 2003:34; Poole 1946:21). To examine gender Firstness, count the number of total female and male characters to check who appears first in names (e.g., Mariam, Mamun), pronouns (e.g., he or she), paired nouns (e.g., men and women) when two genders come together in sentences or dialogues. Regarding Firstness, first examined the order of appearances of males and females according to nouns, pronouns, and paired nouns in the texts. Also, counted the number of males and females who initiated the conversations of the texts, and dialogues. (Table 2) Shows, out of 21, the order of masculine gender appeared first 14 times (66%) with masculine nouns, pronouns, and paired nouns before women in the textbook which is doubled than women. While females appeared only seven (7) times (33%) before the masculine gender. It is noticeable that most of the time sister is placed after the name of their brother for instance “Mamun’s cousin Ruma”, here Ruma appears after Mamun’s identity, and the mother appears after the son or husband’s appearance such as “Imran’s mother”. Also demonstrated male dominance as men are mentioned before women, the king appeared before the queen, the uncle is used before the aunt, and brothers come first before mentioned sisters in the textbook for all times except once. However, only once time, the aunt appears before the uncle, the mother appears before the father, and the sister seems to come first in a dialogue once who mentioned her brother after her appearances. It is a noticeable issue that only males are mentioned as owners of the house such as “Uncle’s house” “Imran’s

house”, and “Grandfather’s family” as if females cannot be an owner of houses. It cannot be denied that a mother, aunt, or sister cannot appear before males but it is very limited as shown for one time only. This finding is similar to the study (Amini & Birjandi, 2012) and (Bachore & Semela, 2022) which presented the subordination of females, and in the majority of cases, males were mentioned before women.

In addition, (Table 3) shows the proportion of females’ and males’ Firstness, and how many times initiated the passages and dialogues first by both genders. And here found almost near to equal presentations of genders, unlike other findings. Out of the total twenty (28) dialogues presented in the textbook, 13 conversations of dialogues occurred between males and females, where seven dialogues were initiated by females; on the contrary, males initiated the dialogues six times. On the other hand, out of 12 texts where females and males presented together, males initiated the texts seven times, and the texts initiated by females 5 times which is near to males. It is similar to the result of the study (Bachore & Semela, 2022) which depicted “males have taken the upper hand” (p.12).

The above finding of Firstness shows there is a huge gap between the two genders in terms of Firstness. Males have mostly appeared before women in the case of using nouns, pronouns, and paired nouns. In addition, male-oriented topics in passages and dialogues are overrepresented, and female-oriented passages and dialogues are underrepresented in the textbooks. Moreover, males and females get almost similar chances to initiate dialogues and texts. In addition, speeches initiated by females do not enough to position women as equal to men. Because still, in sentences, father comes before mother, brother appears before sister, and uncle before aunt, as if without male identity females are useless. Still, only males are represented as proprietors of houses. Thus, it implies males’ supremacy over women.

4.3. Third Finding (Female and Male-Oriented Topic Presentations)

The third finding finds whether males and females get equal chances in terms of female and male-oriented topic presentations.

Table 4. Female/Male-oriented topic presentation in dialogues and reading passages

	Male only	Female only	Male/Female	Sex neutral	Total
Dialogue	11	2	13	2	28
Passages	10	2	12	4	28

(Table 4) shows the number of male and female-oriented topics presented in the textbooks. This question also counted how many texts and dialogues are only male-oriented, female-oriented, and neutral, and how many are male and female-oriented. There are 28 dialogues included in the textbooks, where 11 dialogues are males oriented, two (2) dialogues are only females oriented, and 13 dialogues are between males and females oriented. However, the two dialogues are sex neutral. It is a positive sign to see males and females shown together in dialogues more than any particular gender and both genders will get chances to converse together. Further, it is noticeable that males are engaged in dialogues with the same sex, particularly 11 times; on the contrary, females are demonstrated to converse with the same sex only two times, which is a huge gap demonstrated in dialogues. Naturally, here male gender will get more chances to participate in dialogues in classrooms than women. Likewise, there are 28 reading passages included in the textbooks, out of 28 passages, 10 passages are male-oriented, 2 passages are only female-oriented, 12 passages are male-female-oriented, and 4 passages are not specified, they are neutral. Here female and male-oriented topics are manifested more than others, therefore it is a positive sign to get chances to participate in the classrooms of males and

females together. But a similar issue is noticed as mentioned in dialogues, female-oriented passages are very less compared to men. Male passages with same-sex are shown many times compared to women. In the case of dialogues, the previous study showed symmetry representations depicted in female/male-oriented topic presentations (Hall, 2014), which is different in the context of this present study.

4.4. Fourth Finding (Activities)

Finding number four finds whether the textbook distributed equal activities between males and females regarding spare time and leisure time activities, as well as household activities.

Table 5. Distribution of spare and leisure time activities

Female	Male
Reading magazine	Play table tennis
Watching TV	Jogging everyday
Reading story book at home	Play football
Spend time with aunt's home	Yoga
Visiting friends and relatives	Ride a bicycle along the seaside
Reading books at home	visit sea beach
Writes letter at home	Watching television
Teaching family members	
Shopping	
Preparing a shopping list	

Table 6. Distribution of household activities

Female	Male
Cooking	Cook (only on Saturday)
Making tea/coffee	Helping to make the shopping list (together)
Shopping for son	
Preparing shopping list	
Teaching family members	

(Table 5) illustrated the list of spare and leisure time activities including 17 different activities performed by females and males. A close look at this table reveals the unequal distribution of leisure and spare time activities between genders. Nine spare and leisure time activities are depicted of women where seven activities are associated with indoor activities, and two activities are depicted, as outdoor activities are family shopping, and visiting relatives and friends. Surprisingly enough, there are no activities included where females are depicted as enjoying themselves on a beach or mountain and there are no sports activities included for women such as jogging or playing football outside the home. Included indoor and outdoor female activities represented them as if women cannot think to go beyond visiting with friends and relatives, or family shopping, and in almost all their leisure or spare time they need to spend inside the home. Genders should be portrayed in household responsibilities such as taking care of the children, making household repairs, washing the car, cleaning and cooking, and so on, and a male person also can be depicted as emotional, inactive, polite, and cooperative (Scott 1981:139; as cited in Mineshima, 2008). Here, Females' activities are mostly restricted to indoor activities such as reading books, and magazines, watching television, teaching son, and others, which are all confined females at home with indoor activities. On the contrary, the different rules are

depicted in the case of males in the textbooks. Males are not confined at home, as females portray in the textbooks rather passing their leisure and spare time outside the home. They enjoy their own time individually and are active more in outside activities. Males are portrayed to engage in a variety of activities beyond the activities or responsibilities of the home. Such as they love jogging every day in the morning time, playing table tennis, and football, riding a bicycle along the seaside, visiting the sea beach, and so on. They also portrayed as practiced different exercises as yoga. It is noteworthy that all outdoor activities are associated with males, and they demonstrated that they can enjoy their free time individually as their own. According to (Helvacioğlu, 1996, as cited in Demir & Salem 2017b), the representation of women taking the responsibilities of family members and the depiction of males' roles outside the home is regarded as one of the basic sexist attitudes. The result in terms of spare and leisure activities highlights males can stay far from the outside home instead of spending all their free time with indoor activities. However, there is only one indoor activity included with males, which is watching television. In addition, it is our sad reality and a common scenario in our society that males always stay outside the home, playing outside the home and spending their free time with outdoor activities. But it is also true, that females of today are not staying only at home, some are more active and enjoying their time in restaurants or other places but the textbook failed to display females in more advanced that females also can enjoy and are active in outdoor activities.

However, in grade six, few household responsibilities are presented in the textbook. The distribution of household responsibilities (Table 6) shows the sad reality that out of the total six household responsibilities, major responsibilities are performed by females, while males are found to take responsibilities only two times where they only just took a part in helping females, they are not seen to take any particular responsibility as a whole. It is noteworthy, that the whole

textbook demonstrated, only one responsibility where females and males engaged in work together. For instance, on page 21, Imran's mother asks Imran to go to the local market to buy some necessary things needed to prepare dinner. Therefore, she makes the shopping list because often her son forgets to buy necessary things. It is a common scenario of a maximum family which is depicted here that it is the mother, who makes the list and her son just joins to help his mother to make it. Here, Imran just joined to help partly rather than taking part of the main responsibility of preparing the list on his own. Another noteworthy issue is that Imran forgets to buy necessary things, so his mother makes a list. Thus, it indicates it is always a female figure, who is well-known for family issues and responsibilities. Another male figure is demonstrated in the textbook which portrays a father figure cooking on a weekly holiday because sometimes he loves to cook special dishes. It is looking good enough that a man shows interest in cooking. But it needs to be noted that it is only Saturday he cooked because he loves it. However, a man can be cooked even during his working day also. In addition, that man loves to cook; he demonstrated, that it is a part of his hobby rather than taking responsibility equally. It indicates man can cook as a part of his hobby and it is on holiday. But a female figure needs to be concerned with all responsibilities whether she is a working lady or a housewife. Further, the finding highlights that the male figure only cooks a day a week though it is not regular rather happens sometimes when he loves to do it. However, females need to ensure the whole responsibility of cooking every day. The textbook included female responsibilities of cooking, shopping for the son, preparing a shopping list, and teaching the son. On the contrary, males join to help only to make a shopping list partly and cook sometimes on a holiday as a hobby. Moreover, in terms of household responsibilities in this present study, the sad reality of society is depicted where females are only responsible for cooking and other responsibilities of the house.

To sum up, there is no equal distribution between males and females in terms of spare and leisure time activities. Therefore, it can be summarized that according to the number of indoor and outdoor activities assigned to males and females, a huge gap and discrimination appeared between males and females in the textbook.

4.5. Fifth Finding (Visibility in the Text and Illustrations)

The fifth finding finds whether the number of males and females is distributed fairly in both illustrations and texts.

Table 7. Visibility in Illustrations

	Male	Female	Mixed sex	Total
Number	41	14	12	67
Percentage	61	20	17	100

Table 8. Visibility in the text-

	Male	Female	Total
Number	86	53	139
Percentage	61	38	100

The fifth question also counted the number of illustrations of male-female figures represented in the textbooks. Low representations of females indicate their accomplishments are less important and they are not as important as males to include in the text (Porreca, 1985, as cited in Amini & Birjandi, 2012). However, the findings highlight the under-representation of females and over-representation of male figures in terms of both illustrations and texts in the textbook. In the case of illustrations, there is a huge gap shown in (Table 7) where only 14 (20%) female figures are included in the textbooks. On the contrary, 41 (61%) of male figures are

depicted in pictures included in the textbook which is almost double compared to female figures. In addition, 12 (17%) omissions are portrayed with mixed sex. Here the illustrations of female figures and mixed-gender figures are much less in comparison to male figures demonstrated in the textbooks. It indicates males' priorities and importance far more than females' priorities. Children's illustration is a resource that "expands their world, connects them to society's values, and helps them define who they are" (Sovič & Hus, 2015, as cited in Rong et al. 2021, p. 444). It is necessary to ensure the equal representation of males and females genders as 50% of pictures of females and 50% of pictures of males. However, the results here highlight unequal representations between genders. On the other hand, (Table 8) shows the number of female and male appearances in the text. Here the number of male characters is greater than women characters. There are 86 (61%) male characters represented in the text and only 53 (38%) females are included in the text. Here portrayed a huge number of gaps between genders. The results of the visibility of the text and illustrations show male dominance over women.

To sum up, the overall findings of this present study show there is a huge gap between males and females manifested in the NCTV textbook of class six. The results of the present study, in the case of occupations roles assigned to females and males; visibility of genders in text and illustrations; male females oriented topic representations in the passages and dialogues; the order of appearances of males and females according to nouns, pronouns, and paired nouns; initiations of the conversations and passages; household activities; and spare time and leisure time-related activities shows the underrepresentation of females and overrepresentations of males in the textbook. The results indicate male dominance over women and genders are not portrayed equally in the mentioned elements. Gender stereotype attitudes are also represented in the textbook by demonstrating women in attachment to indoor activities only; keeping away from

outdoor activities; portrayed as inactive in sports; unable to enjoy leisure or spare time outside or far from home rather stay all times inside the home; depicted as an only person who takes all household responsibilities; confined the scope of potentiality in work fields, all are the stereotypic attitudes that portrayed in the textbooks are the representations of our society. However, it cannot be denied that women are not demonstrated in work fields, or outdoor activities and males do not take household responsibilities but it is much less compared to males represented in the textbook and unequal representations of genders manifested in the textbook.

Findings	Relevance with the literature reviewed
1. Occupations (The occupational rules depicted in the textbooks that are dominated by males over females).	Occupational choices for males are diverse and limited and few options are available for females (Hossain et al., 2021).
2. Firstness 2.1. Order of Appearance of Males and Females (demonstrated male dominance over women) 2.2. Firstness regarding initiation (almost near to equal presentations of genders)	2.1. Subordination of females was depicted as the majority of cases males were mentioned before women (Amini & Birjandi, 2012). 2.2. “males have taken the upper hand” (Bachore & Semela, 2022, p.12)
3. Female/Male-oriented topic presentation 3.1. Dialogues (males-oriented dialogues or male conversations with the same sex are	Symmetry representations were depicted in female/male-oriented topic presentations in dialogues and passages (Hall, 2014).

overrepresented whereas female-oriented dialogues are underrepresented) 3.2. Passages (huge gap depicted, female-oriented passages are very less compared to men)	
4. Activities 4.1. Spare and leisure time activities (females' activities are mostly restricted to indoor activities, while males are more active in outside activities) 4.2. Household Responsibilities (females are only responsible for cooking and other household responsibilities)	4.1. Engaged in inside activities more rather than outside (Islam, 2016). 4.2. Only females are associated with various types of household activities (Hall, 2014).
5. Visibility in Illustrations and Text 5.1. Illustrations (number of illustrations of males and females showing male dominance over women) 5.2. Texts (demonstrated overrepresentation of males and underrepresentation of females)	5.1. The text did not reflect the actual number of female and male populations of Bangladesh for the existing over-representation of males (Hossain et al., 2021). 5.2. Women are underrepresented in the visibility of the texts (Amini & Birjandi, 2012)

CHAPTER 5: CONCLUSION

5.1. Research Overview

Gender is related to our behavioral aspects rather than biological ones. From an early stage, children are guided by their families, community, and school education on how they should behave, think, and learn the values and aspects of life. But as a matter of fact, guides can be misguided for genders. Because gender stereotypes are common things in our society that can affect genders badly and can be the cause of frustration, low self-esteem, restricted potentiality, and insignificance of a particular gender in front of another gender. Not only in society, it extends to the classroom also. Education is considered the most important medium or tool for the socialization of learners where textbooks are used as a fundamental resource that guides teachers and learners both. Society's norms, values, and cultural issues are reflected in textbooks. It is widely used as the most trusted material for both teachers and learners which provides the views of the world as well as the beliefs of writers views of the world, which have the potential to influence learners. A textbook can be a model for learners as well and it also can be the reason for learners' sexism and stereotypical attitudes. Representations of gender bias and stereotypes in EFL or ESL textbooks are very common as found in previous studies. Demonstrations of gender bias and stereotypical texts and pictures influenced learners negatively. It can mislead learners, can establish false impressions about learners, and can demotivate any particular gender because of misrepresentations of any particular gender, as textbook plays a vital role in learners' cognitive development. Social cognitive theory shows learners are observed first by the environment and what is demonstrated in front of them and they learn how to behave. In addition, the elements of textbooks such as illustrations, passages, or texts, the way textbooks use the order of appearances of males and females, the initiation of dialogues and texts by males and

females, and the assigned activities that are depicted with gender can easily bring and convey biases.

However, the findings of this present study show the over-representation of males and underrepresentation of female characters. Males are portrayed as engaged with various types of social roles including skilled work and females are associated with mostly lower-range and stereotypical jobs. The illustrations and the texts do not show such variety to understand what women can do compared to their male counterparts. Women are mostly portrayed as taking almost all household responsibilities, associated with indoor activities, engaged in low-wage, and a few scopes in fieldwork, while males are shown as active in outdoor activities. The number of illustrations and text also demonstrated males' dominance over women. In case of order of the appearances of nouns, paired nouns, and pronouns it is the male figure who appeared first. Those types of unequal representations can narrow the scope of particular genders which gives hidden messages to particular learners as less important than another gender which restricts the potentiality of learners.

Moreover, all elements included in textbooks convey cultural importance. There are so many positive and negative ideas or thoughts associated with cultures. Gender stereotypes are associated with cultures, as textbooks convey the values and the importance of culture, gender stereotypes can easily be demonstrated in textbooks from the perspectives of the author's worldviews. In addition, it is dangerous for learners because they can mislead, narrow the chance of that target group of members, also can change their destiny as well. Thus, it is important to give more concern and illuminate the biases and discrimination in textbooks. Textbooks cannot be ignored as it is an essential part of school education and widely used by learners but it is possible to provide learners with healthy, equal, and unbiased textbooks by eliminating

discrimination between genders and reducing biases, stereotypes attitudes that misguide and are reflected in society.

5.2.Limitation

This study analyzed the old English language textbook provided in 2022 for class six by NCTB. However, further research in the future will select the updated one to seek what type of changes bring the new one to learners.

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