

**LINGUISTIC DESCRIPTION OF GENDER: A  
FEMINIST CRITICAL DISCOURSE ANALYSIS  
OF ELEMENTARY LEVEL ENGLISH  
TEXTBOOKS IN KPK**

**By**

**Muhammad IbrarUllah**



**NATIONAL UNIVERSITY OF MODERN LANGUAGES  
ISLAMABAD**

**May, 2018**

**Linguistic Description of Gender: A Feminist Critical  
Discourse Analysis of Elementary Level English Textbooks in  
KPK**

By

**Muhammad IbrarUllah**

B.S English University of Malakand 2014

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF  
THE REQUIREMENTS FOR THE DEGREE OF

**MASTER OF PHILOSOPHY  
In English Linguistics**

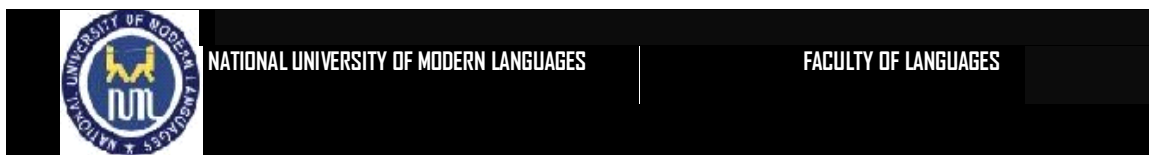
To

FACULTY OF LANGUAGES



NATIONAL UNIVERSITY OF MODERN LANGUAGES,  
ISLAMABAD

© Muhammad IbrarUllah, 2018



### THESIS AND DEFENSE APPROVAL FORM

The undersigned certify that they have read the following thesis, examined the defense, are satisfied with the overall exam performance, and recommend the thesis to the Faculty of Languages for acceptance:

**Thesis Title:** Linguistic Description of Gender: A Feminist Critical Discourse Analysis of English Textbooks in KPK

**Submitted By:** Muhammad IbrarUllah

**Registration #:** 1015-MPhil-Eling-815

Master of Philosophy

Degree name

English Linguistics

Name of Discipline

Dr. Ansa Hameed

Name of Research Supervisor

\_\_\_\_\_  
Signature of Research Supervisor

Prof. Dr. Muhammad SafeerAwan

Name of Dean

\_\_\_\_\_  
Signature of Dean

Brig Muhammad Ibrahim

Name of DG

\_\_\_\_\_  
Signature of DG

\_\_\_\_\_  
Date

**AUTHOR'S DECLARATION**

I Muhammad IbrarUllah

Son of Muhammad Hafiz Ullah

Registration # 1015-Mphil-Eling-815

Discipline English Linguistics

Candidate of **Master of Philosophy** at the National University of Modern Languages do hereby declare that the thesis **Linguistic Description of Gender: A Feminist Critical Discourse Analysis of Elementary Level English Textbooks in KPK** submitted by me in partial fulfillment of MPhil degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it shall not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

I also understand that if evidence of plagiarism is found in my thesis/dissertation at any stage, even after the award of a degree, the work may be cancelled and the degree revoked.

\_\_\_\_\_  
Signature of Candidate

\_\_\_\_\_  
Date

Muhammad IbrarUllah  
Name of Candidate

## ABSTRACT

### **Thesis Title: Linguistic Description of Gender: A Feminist Critical Discourse Analysis of Elementary Level English Textbooks in KPK**

The dominant socio-cultural ideologies embedded in the spoken and written discourses affect a human's psyche and eventually become a part of his/her character. These ideologies are maintained and propagated through different discourses, for example, discourses taking place inside the confinements of the homes, discourses generating at workplace and the discourses obsessing electronic and print media, etc. Textbooks too are used as a medium to perpetuate, propagate and maintain the established socio-cultural ideologies of a society. In this regard, the present research is carried out to analyze textbooks' discourse from feminist standpoint. The prime objective is to examine the linguistic description of each gender group in the elementary level English textbooks, being produced by provincial Khyber Pakhtunkhwa Textbook Board. Using a combined and modified model of three different kinds of models of critical discourse analysis- Fairclough's Model of CDA, Porecca's Model for CDA analysis and Michael Halliday's Model of Transitivity Analysis- the researcher analyses the language of the short stories, essays and language proficiency units of the said textbooks for gender depiction. The key areas are 'Interactional Control', 'Omission in Texts', 'Firstness', 'Metaphors', 'Generic Constructions', 'Adjectives', 'Verbs', and 'Nouns' in the texts, in order to know what gender ideologies are embedded in the texts and what is their significance in the gender construction of both sex groups. The findings reveal that though a few texts are gender sensitive, most of the texts carry gender biased elements. The linguistic items disclose that one gender group is given edge over other, through various techniques like omission, control, firstness, dominance, active roles, etc. They depict men in a positive and women in a less positive way. It is recommended that the relevant authorities attend to the issue and take steps for a more gender-sensitive syllabus in future. The researcher also urges future researchers to analyze textbooks of other levels suggested in the last section of the research study.

## TABLE OF CONTENTS

| Chapter  | Page        |
|--|-------------|
| <b>THESIS AND DEFENSE APPROVAL FORM</b> .....                | <b>ii</b>   |
| <b>AUTHOR’S DECLARATION</b> .....                            | <b>iii</b>  |
| <b>ABSTRACT</b> .....  | <b>iv</b>   |
| <b>TABLE OF CONTENTS</b> .....                               | <b>v</b>    |
| <b>LIST OF TABLES</b> .....                                  | <b>vii</b>  |
| <b>LIST OF FIGURES</b> .....                                 | <b>vii</b>  |
| <b>ACKNOWLEDGEMENT</b> .....                                 | <b>viii</b> |
| <b>DEDICATION</b> .....                                      | <b>ix</b>   |
| <b>CHAPTER 1</b> .....                                       | <b>1</b>    |
| <b>INTRODUCTION</b> .....                                    | <b>1</b>    |
| <b>1.1 Background of the Study</b> .....                     | <b>1</b>    |
| <b>1.2 Statement of the Problem</b> .....                    | <b>6</b>    |
| <b>1.3 Research Objectives</b> .....                         | <b>7</b>    |
| <b>1.4 Research Questions</b> .....                          | <b>7</b>    |
| <b>1.5 Significance of the Study</b> .....                   | <b>7</b>    |
| <b>1.6 Delimitation</b> .....                                | <b>8</b>    |
| <b>1.7 Textbook Boards in Pakistan</b> .....                 | <b>9</b>    |
| <b>1.8 Chapters Breakdown</b> .....                          | <b>10</b>   |
| <b>CHAPTER 2</b> .....                                       | <b>11</b>   |
| <b>LITERATURE REVIEW</b> .....                               | <b>11</b>   |
| <b>2.1 Gender: A Problematic Term</b> .....                  | <b>11</b>   |
| <b>2.2 Gender and Language</b> .....                         | <b>15</b>   |
| <b>2.3 Gender, Language and Textbooks</b> .....              | <b>18</b>   |
| <b>2.4 Gender as Discourse</b> .....                         | <b>20</b>   |
| <b>2.5 Feminism and Gendered Language</b> .....              | <b>23</b>   |
| <b>2.6 Feminist Critical Discourse Analysis (FCDA)</b> ..... | <b>25</b>   |
| <b>2.7 Earlier Studies</b> .....                             | <b>27</b>   |
| <b>2.7.1 Studies in Foreign Context</b> .....                | <b>27</b>   |

|  |            |
|--|------------|
| 2.7.2 Studies in Local Context .....   | 33         |
| <b>CHAPTER 3 .....</b>   | <b>39</b>  |
| <b>RESEARCH METHODOLOGY .....</b>  | <b>39</b>  |
| 3.1 Study Design .....   | 39         |
| 3.2 Nature of the Study .....  | 39         |
| 3.3 Research Operational Model .....   | 41         |
| 3.3.1 Fairclough Model .....   | 42         |
| 3.3.2 Porecca Model .....  | 42         |
| 3.3.3 Halliday's Transitivity Model .....  | 44         |
| 3.3.4 The Researcher's Modified and Combined Model for Analysis of English Textbooks ..... | 46         |
| 3.4 Sample and Rationale .....   | 49         |
| 3.5 Sampling Technique .....   | 50         |
| 3.6 Data Analysis Procedure .....  | 52         |
| <b>CHAPTER 4 .....</b>   | <b>54</b>  |
| <b>DATA ANALYSIS .....</b>   | <b>54</b>  |
| 4.1 ANALYSIS OF SHORT STORIES: .....   | 54         |
| 4.2 ANALYSIS OF ESSAYS: .....  | 74         |
| 4.3 ANALYSIS OF EXAMPLES OF LANGUAGE PROFICIENCY UNITS .....                               | 85         |
| <b>FINDINGS, DISCUSSION &amp; CONCLUSION .....</b>   | <b>94</b>  |
| 5.1 SUMMARY OF THE FINDINGS .....  | 94         |
| 5.1.1 Omission from Texts .....  | 94         |
| 5.1.2 Interactional Control .....  | 95         |
| 5.1.3 Firstness .....  | 96         |
| 5.1.4 Metaphors .....  | 96         |
| 5.1.5 Generic Constructions .....  | 97         |
| 5.1.6 Adjectives .....   | 97         |
| 5.1.7 Verbs and Semantic Roles .....   | 98         |
| 5.2 Discussion and Conclusion .....  | 100        |
| 5.3 RECOMMENDATIONS .....  | 121        |
| 5.4 FURTHER STUDIES .....  | 123        |
| <b>REFERENCES .....</b>  | <b>125</b> |

## LIST OF TABLES

|         |   |    |
|---------|---|----|
| Table 1 | Adjectives Used for Men.....                    | 88 |
| Table 2 | Adjectives Used for Women.....                  | 89 |
| Table 3 | Adjectives Used for Both the Gender Groups..... | 89 |
| Table 4 | Stereotyping Through Metaphors.....             | 97 |
| Table 5 | Generic Constructions.....                      | 98 |
| Table 5 | Generic Constructions.....                      | 98 |
| Table 6 | Adjectives for Each Gender Group.....           | 99 |
| Table 7 | Types of Verbs according to Gender.....         | 99 |

## LIST OF FIGURES

|          |                          |    |
|----------|--------------------------|----|
| Figure 1 | Omission from Texts..... | 96 |
|----------|--------------------------|----|



### **ACKNOWLEDGEMENT**

I owe a great debt of gratitude to my research supervisor, DrAnsa Hameed, for her cooperation, sincerity and wonderful guidance. During this hard and challenging journey, my supervisor has always guided me in the right and easy direction; I would never have completed my work had she not extended her help, cooperation, guidance and sincerity with me. I do recognize that I struggled in my thesis journey because of my health and other personal issues, but my supervisor came to my rescue and made me believe that I could DO it. My supervisor is like a blessing of God for me. My prayers and good wishes will always be with her.

I am also grateful to my teacher and B.S research study supervisor Mr. GulZamin Khan (Assistant Professor, University of Malakand) for his help and encouragement. I can never pay back my respected teacher for his love, support and dedication.

Finally, I would like to thank my nephew, IzazUllah and my junior, Sulaiman Khan( currently enrolled in M.Phil English at NUML, Islamabad), for their help regarding the technical sides of my research thesis. I am grateful to them for their support and care.

**DEDICATION**

I dedicate this work to my nearest and dearest brother who passed away on March 6, 2018. My respectable brother, I miss you so much, but I am so proud to dedicate this thesis work to you.

# CHAPTER 1

## INTRODUCTION

This chapter provides a brief introduction to the area and topic of the study. Firstly, an overview of background of the study is provided. The problem is identified and stated along with the desired objectives and questions. Then, the chapter throws light on the significance of the present research. In addition, the limitation of the research has been identified. Finally, the organization of the thesis with respect to chapter division has been elaborated.

### 1.1 Background of the Study

Gender is constructed and not biologically inherited. According to Lorber (2012), “Gender is constantly created and re-created out of human interaction, out of social life, and is the texture and order of that social life”. The socio cultural norms, beliefs and customs of an area contribute to this gender construction process of a man or woman. It is often observed that these norms generally favour men (Edwards, 2015). Men are thought to be stronger, more skilful and more productive than women. Men are also considered wiser and more intelligent than women. These mind sets and beliefs benefit men and marginalize women. Men get more opportunities to perform and show their skills. On the other hand, the same norms and beliefs, in one way or the other, affect women in a negative way. It is believed that they have lesser strengths, abilities and potentialities than men. Peterson (1992) asserts that “the social construction of gender is actually a system of power that not only divides men and women as masculine and feminine but typically also places men and masculinity above women and femininity and operates to value more

highly those institutions and practices that are male dominated and/or representative of masculine traits and styles” (p. 18). As a result, women are discriminated against in many areas of life including health, education, politics, economy, employment, workplace, marriage and property rights, etc.

Men get an edge in all domains of life, and this discrepancy is much wider in the third world countries (Gunn, 2012). The education of men is given priority over that of women. It is believed that men have more abilities and potentialities than women to perform the occupational positions they occupy after getting education; so, their education is more focused and invested on. Women, on the other hand, are considered less capable of performing these roles, so their education is less focused and invested on. According to a report on global issues (Peace Corps, n.d), one quarter of girls in developing countries do not attend school. The figure underlies the stereotype that education is considered more important for men than women.

Mccune (2014), a Borgen Magazine writer, identifies ten areas women are discriminated in. They are ‘Lack of Mobility’, ‘Freedom of Marriage’, ‘Discriminatory Divorce Rights’, ‘Citizenship’, ‘Frontline Combat’, ‘Custody Rights’, ‘Violence’, ‘Professional Obstacles’, ‘Restricted Land Ownership’ and ‘Access to Education’. The writer opines that women cannot drive in Saudi Arabia, and in other countries like Egypt and Bahrain; they cannot go to other countries without their husband’s consent and approval. The writer adds that in South Asia and Sub-Saharan Africa, 40 percent of women are forced to marry at an early age of 18. In Middle Eastern countries like Lebanon, men have the right to divorce their wives but women cannot divorce their husband. The writer further states that though women can be a part of army but they are not usually allowed to be a part of frontline combat in countries like Turkey and Slovakia. Similarly, in countries like Bahrain, women do not have the custody rights; they are with men. In addition, two third of the world’s illiterate people are women. All these hindrances are not because women do not have the abilities but because they are considered less skilful and less tactful. The societal norms are responsible for this negative attitude towards women. The biological make up cannot be put forward as an excuse for this discrimination with women. (ibid, 2014)

Glick (2015), a writer of Global Citizen, writes about 9 issues that impact women in a negative way. They include Access to Education, Employment Opportunities, Reproductive Health and Rights, Maternal Health, Gender-Based Violence, Child Marriage, Female Genital Mutilation, Water and Sanitation and Gender Equality. The writer cites a UNESCO Report which states that 31 million girls of primary school are out of school. Only one tenth of the total world's earnings are for women. The writer states that according to World Health Organization (WHO), each year 800 women die during the time of their child birth, due to lack of proper planning and facilities. The writer also gives an unfortunate figure about the violence women face in their domestic and professional settings. He states that one out of every three women suffers from physical or sexual violence in their life at least once. Similarly, child marriage is another issue discussed by the writer. (ibid, 2015)

Like other developing countries, Pakistani women also face gender discrimination. They are not given adequate and enough opportunities. According to a news report in Express Tribune (UN Women Report Shows Worrying Degree of Gender Inequality in Pakistan, 2018), women in Pakistan face severe discrimination in education, health care and employment. Reports show that the literacy rate of women is less than men. 19 percent of the children are out of schools, out of which 11 percent are females (ASER Pakistan 2016). Similarly, they do not get enough employment opportunities which make them dependent on men. According to the Labour Force Survey (2014-2015), only 0.3 percent women are employed as managers, 6.4 percent as professionals and 0.9 percent as technical workers. 67.8 percent men participate in labor force while only 22 percent women do so. Women also get less salary than men. The same survey report shows that women receive 23 percent less compensation than men for the same work. Similarly, women face other problems like harassment at workplace, and less health facilities. (ibid, 2014-2015).

Women also lag behind women in the field of politics. They have less participation in political activities, like running for office or casting their votes. For example, in the last elections held in 2013, 96.5 percent of the total nominated candidates were males while only 3.5 percent were women. (FAFEN, 2013 as cited in Awan,2014).

It is generally because of women's financial instability, lack of resources and the stereotypes attached to them (ibid, 2014).

Preferring sons over daughters is another gender issue in Pakistan. According to a news report in Daily Times (Gender Inequality in Pakistan, 2016), "In Pakistan, discrimination against woman starts since her birth. In most families, a boy is considered more important compared to a girl. While girls face restrictions at all stages of their lives, they are, mostly, not allowed to take independent decisions in their lives". According to Safdar and others (2007, as cited in Saeed, 2012), 93 percent of women who have daughters but no son wish to have a son rather than a daughter. Sons are preferred over daughters because it is believed that they can be of more service and benefit to the family than daughters. Daughters are considered less important owing to the belief that they have to get married and hence cannot be of much service to the family.

The situation of gender inequality is even worse in the provinces like Khyber Pakhtunkhwa (KPK), Sindh and Baluchistan (Pasha, 2018). Being one of the beautiful natural tourism spots in the World, KPK lags behind the world in many areas, particularly in gender equality debates (Gender Disparity in Khyber Pakhtunkhwa, 2016). The province is highly criticized for gender biased and discriminated attitudes towards women. In the province, men are considered more important than women. For example, education is considered more important for boys than for girls. There are fewer schools for girls than boys. According to ASER report (Gender Disparity in Khyber Pakhtunkhwa, 2016), in KP, out of the total 28,178 public sector schools, 17,649 schools are for boys and only 10,529 schools are for girls. More boys are enrolled in schools than girls. The report shows that 66 percent boys while only 34 percent girls are enrolled in KP schools. The number of out of schools' female students is more than that of male students. The same report shows that there were 13 percent out of school children in KP in 2015, out of which 8 percent were girls and 4 percent were boys. This shows that the number of drop-out females is double than that of boys. The quality of education given to the boys also receives more attention. Boys are mainly sent to the private schools while girls to the government schools. This preference reflects a clear gender bias. Private schools are considered better than the government schools in the province. The report also shows that 32 percent more boys are sent to private schools than girls. (ibid, 2016)

Women in the province are mainly considered fit for the household chores. They hardly get education beyond the secondary level (as discussed above in gender disparity report, 2016). Their professional fields are also limited. They are mainly considered fit for teaching or the field of medicine. If they do not perform well in these two areas, they are married and made house wives. This makes them dependent on men for their financial security. Their lesser involvement in other professional activities is due to the less positive attitudes of men. Ullah and others (2012) conducted a research study entitled 'Problems Faced by Women Entrepreneurs in Kohat City of Khyber Pakhtunkhwah'. The researchers asked female entrepreneurs if they faced any gender issues. The respondents reported that less facilities and less positive views of the male members affected their performance. Women in the province are also mostly denied their rights of property (Muhammad, 2011). If women demand for their land rights, they are threatened that they would not be supported in difficult times and would be left alone. This prevents them from filing legal cases for their land-ownership rights. Similarly, girls are married at an early age in the province. According to Khan, Sultana, Bughio&Naz (2014), stereotypical norms, lack of education and financial instability account for these early marriages. Early marriages also prevent women to pursue their higher education and to become independent. In this way, it is used as a tool to control them. In addition, women have a lesser involvement in the political field as compared to men. The socio cultural norms of the province play a considerable role in preventing women from taking active part in politics. Khan (n.d) conducted a research study entitled 'Barriers to the Political Empowerment of Women in Dir Lower' and found out that traditional views about women, illiteracy and misuse of concepts like Pakhtunwali and Purdah are the factors that keep women away from active involvement in politics.

Now, the question arises, how these gender roles are taught and transmitted from generation to generation. In fact, there are variety of tools. A society's established norms and beliefs are maintained and propagated through different channels like family, social circle, media, academia, and workplace. In this regard, role of schools and curriculum is crucial. Besides many other curriculum tools, textbook is one important medium that is used for the perpetuation and propagation of societal norms and ideologies. Many research studies have highlighted the impact of textbooks as deep and long-lasting (Hunt,

1997, p. 17). According to Saigol (1995), “the curricula reinforce and encourage the existing socially gendered division of labour, promote dependent roles of girls and women, and help to create the ‘identity’ of an ideal female in the Pakistani context from a male perspective”.

Sex or gender does not account for a person’s better or poor performance. In fact, it is the beliefs and norms of the powerful section of society that give certain different roles to men and women (Edwards, 2015). This is what we call the gender construction. The thoughts and beliefs of powerful section of society are propagated and reflected in different areas like media, workplace, political involvement and allocation of different opportunities to both the gender groups. The same beliefs are also expected to be reflected in discourses like textbooks, which affect the minds, world views, beliefs and opinion making processes of students. Hence, it is important that the textbooks be gender balanced, so that the world views and opinion making of students are affected in a positive way. It is for this reason, that the researcher undertook the task of analysing the English textbooks of Khyber Pakhtunkhwa textbooks board from a feminist perspective.

## **1.2 Statement of the Problem**

Gender is acquired socially. In this regard, academia plays a critical role, particularly the textbooks. These textbooks teach learners how to speak, think and act in certain gender appropriate ways. Therefore, feminists strongly believe that in order to resist patriarchal beliefs about each gender group, it is imperative to examine what we give them to read. Around the globe, the analysis of textbooks has revealed a biased depiction of female gender. In this regard, Pakistani researchers also highlight the stereotypical portraits of male and female characters in textbooks of variety of subjects, taught at various levels. The findings reveal that the depiction of women in Pakistani educational texts is also not positive. They are not adequately represented inside the texts. While, men are shown as powerful, clever, dominant and decision makers, women are depicted as weak and subordinate to men. As a result, these textbooks play an influential role in holding the traditional gender beliefs in the society.

Majority of the studies in Pakistani context have explored the contents of textbooks at various levels like pictures, characters, plot, settings, roles, for female



gender depiction; however, hardly any of these have taken into consideration the language, which is an unavoidable part of the texts. Language, as a tool to generate discourse, plays an influential role in developing gender specific notions/ ideologies among readers. Keeping this in mind, the present research aims to analyze the language of English Textbooks of Khyber Pukhtunkhwah Textbook Board (researcher's province) from a feminist viewpoint. In addition, the study attempts to reveal how feminist discourse is shaped in the selected textbooks through use of particular linguistic items.

### **1.3 Research Objectives**

Following are the main objectives of the study:

1. To explore gender notions embedded in the language of the English Textbooks of Khyber Pakhtunkhwa Textbook Board;
2. To highlight the linguistic features of the selected texts used to portray each gender group; and
3. To analyze the depiction and representation of women in the English Textbooks, from a feminist perspective.

### **1.4 Research Questions**

The research seeks answers to the following research questions:

1. What gender notions are embedded in the language of English Textbooks of Khyber Pakhtunkhwa Textbook Board?
2. How do various linguistic items help to portray members of each gender group, particularly female gender, in the texts?
3. How effectively has the language been used to convey gender notions (as part of gender ideology) in the selected textbooks?

### **1.5 Significance of the Study**

According to the findings of many research studies (e.g. Hameed & Akhter, 2013; Mirza, 2004; Ambreen& Qureshi, 2001; Zeenatunnisa, 1989 etc.), the educational textbooks of Pakistani schools and colleges are gender biased, particularly from the perspective of female gender. When these educational texts are read by students (as consumers), they get influenced. They internalize the gender related notions (as a part of

gender ideology) embedded in the texts. This study is significant as it seeks to know whether the English textbooks of Khyber Pukhtunkhwa Textbook Board are gender neutral or gender biased, with respect to language. This study is useful for different stakeholders such as policy makers, publishers, writers and teachers, in KPK, in bringing awareness regarding the gender images that are being transmitted to the young minds of Pakistan, through the textbooks. The findings of this research can help the syllabus designers to design a gender neutral syllabus where females are shown on equal grounds. The study highlights areas where gender biased attitudes are visible in language and suggests revision of textbooks from a feminist perspective. These suggestions can be fruitful for textbook development division in education sector of KPK province. The study gives useful recommendations for the teachers and academic administrators to focus gender neutral curriculum. The study is also a useful contribution in the field of Linguistics, particularly Sociolinguistics as it intends to study connection between language and gender. In this regard, it is not only an extension of the established studies in the field but also provides opportunities for future researchers to conduct more researches in the said domain. The research model for FCDA, developed in this research is also another contribution of the study. Moreover, the findings of this study contribute to the existing theory of feminism.

### **1.6 Delimitation**

The present study is delimited to the analysis of the textbooks of provincial publishing board (i.e. KPK Textbook Board), as majority of children in KPK are enrolled in government sector schools. These books are currently produced by Leading Publishers, Peshawar under the supervision of KPK textbook board, Peshawar and are approved by Directorate of Curriculum and Teacher Education, Abbottabad. Further, the current edition of the textbooks, prescribed for academic year 2016-2017 is selected for the analysis. Interestingly, this edition is in use since 2012. Moreover, the English textbooks for elementary level are taken in to account because of the nature and time restriction for the research. In addition, the study is delimited to only short stories, essays and language proficiency units, leaving out the poems and other texts from the English textbooks taught in KPK at the elementary level. The reason is that organizational and linguistic structure of these (left-out) texts is not feasible with the adapted model of the study.

Moreover, as far as Michael Halliday's Transitivity model is concerned, the researcher focuses only on the analysis of verbs and nouns through transitivity analysis, as they help to clearly identify gender roles. In addition, only two categories 'interactional control' and 'metaphors' are taken from Fairclough's Model of CDA.

### **1.7 Textbook Boards in Pakistan**

Textbooks are important source of prescribed curriculum for the students and the teachers. In fact, they are more convenient with respect to accessibility, affordability and availability. During the earliest phase of establishment, variety of textbooks were in use in Pakistan. However, the government took a hasty action to establish a government sector curriculum planning board for approval, printing and alignment of textbooks' material in line with the needs of contemporary education seekers and global community. In beginning, the two established textbook boards were East and West Pakistan Textbook Boards. After the disintegration of East-West, provincial boards were established for the purpose.

There are provincial systems of textbooks boards in Pakistan. Currently, there are following six textbook production boards working in various provinces and states: Punjab Textbook board (PTB), Sindh Textbook Board (STB), Khyber Pakhtunkhwa Textbook board (KPTB), Balochistan Textbook Board (BTB), Azad Jammu & Kashmir Textbook Board (AJKTBB) and GilgitBaltistan Textbook Board (GBTB). Besides there are various private sector publishing companies like Oxford University Press, National Book Trust, National Book Foundation, Paramount Publisher, Far Eastern Publications (FEP), Ferozsons Limited etc. The purpose of all these local and foreign publishers is to provide quality textbooks to the students.

In Pakistan, a central curriculum approach is followed. All the textbooks are prepared under the guidelines of National Curriculum. However, contents of textbooks still may vary from province to province in terms of their local needs.

For the present study, English textbooks of KPK Textbook Board have been taken into account. This board is an inheritor of West Pakistan Textbook Board, which was recognized in 1962.

## **1.8 Chapters Breakdown**

The research study is divided into five chapters. In the first chapter, the researcher puts forward the background of the study, problem statement, research questions, research objectives and significance of the study. The second chapter of the study is 'Literature Review' in which the researcher reviews all the relevant studies related to the researcher's topic. In this chapter, the researcher also discusses different definitions of sex and gender, relation of language with gender, gender stereotypes and representation of gender in textbooks. The researcher also discusses critical discourse analysis, feminism and feminist critical discourse analysis in the chapter. In the third chapter, 'Research Methodology', the researcher briefly discusses feminism, CDA and FCDA. Here the researcher also puts forward his methodology and operational model of analysis. The researcher also describes his data, delimitation of the data and the rationale behind the selected data. In the fourth chapter 'Data Presentation and Analysis', data is presented and analyzed. In the final chapter, 'Findings, Conclusion and Recommendations', the researcher comes up with findings and conclusion. The researcher also gives a few suggestions for the publishers, writers and syllabus designers.

## CHAPTER 2

### LITERATURE REVIEW

This chapter is designed to provide an overview of the related literature and the researches, in the area of the present research. The discussion begins with different views on gender, which is one of the key terms of the present research. The chapter discusses how gender is constructed and not inherited. Gender construction theory and gender stereotyping are discussed for this purpose. After that, the researcher explains how gender is related with language and constructed through the language of textbooks. Furthermore, the researcher elaborates on how gender is a kind of discourse; and how Critical Discourse Analysis helps in unveiling the socio-cultural gender notions/ ideologies embedded in the discourse. Finally, the researcher explains Feminism, and explains how Feminist Critical Discourse Analysis helps in analyzing a textbook from the viewpoint of feminism. The chapter ends with a critical overview of some associated studies in order to find a gap for the present research.

#### **2.1 Gender: A Problematic Term**

A general understanding of term gender is something a child is born with. However, many theorists argue that it is sex which is biologically inherited and not the gender. Thus, it has nothing to do with the biological make-up of a man or a woman. For example, Edwards (2015) states that “the terms gender and sex are often understood to be the same thing and used interchangeably. However, this only serves to conflate biological anatomy with socially constructed identities”. Peterson (1992) also favors this argument

and strongly defines gender in terms of socially acquired behaviour. This perception of gender as a socially fabricated identity has given voice to feminists to speak for their identity, rights and place in society (Wood, 2005). If gender was not considered as a socially constructed idea, and was thought of as a matter of the biological make-up, the debate of feminism would not have flourished and caught attention.

Feminists disagree with psychologists like Gidds and Thompson (1989)(as cited in Mikkola, 2017) who claim that the physical make up of a man or a woman affects his/her performance. De Beauvoir (1972) a prominent feminist, was the first to disagree with the claim. She argued that women are not at any disadvantage because of their sex. Their interaction with the society and compliance with the social and cultural norms make them what they are. The feminist's stance reaffirms the thought that the biological make-up is not a hindrance in a woman's life and her progress. Stoller (1968) agrees with Beauvoir. He argues that sex is only a person's biological make up, gender is different. It is not dependent on the sex. A person's performance is not affected by his/her sex. The masculine or feminine traits of a person are affected by the social and cultural norms of a certain society and certain geography. Rubins (1975) also backs this stance who claims that a person's interaction with the society around him makes him or her male or a female. The sex has no role in his or her identity formation.

According to Wood (2005), gender is a socially constructed identity. This means that men and women cannot be attributed any qualities on the basis of their sex; rather it is society that determines which roles should be given to which gender grouping. The roles given to men and women have nothing to do with their biological make-up. Women, hence, cannot be (following Wood's remarks) said to be weak and/or less capable on the basis of their sex because gender is not based on sex but on society's views and beliefs. According to Connell (2010, p.10) gender is 'the way human society deals with human bodies, and the many consequences of that "dealing" in our personal lives and our collective fate'. This definition also rules out any involvement of a person's biological make-up in gender formation and strictly relates it to the dealings of society, the way the society treats him/her. Hence, it can be argued that gender is not a fixed thing. It can be changed. It is not controlled by the way a person is 'naturally' born.

The proponents of the Gender Construction Theory maintain that gender is not controlled by sex; it is constructed by the society. An individual interacts with the society. He/she accepts and internalizes the dominant gender notions/ideologies and tends to comply with them. The theory rules out any involvement of a person's biological make-up in this gender development and strictly relates it to the dealings of the society, patriarchy and the influence of the culture. The proponents of the theory believe that men are considered more powerful than women. They are given more value than women. That is why, they dominate and control women. The way the society treats women affects them, mostly in a negative way. Their interaction with the society makes them think they are less powerful and skilful than men. They do not get enough opportunities. The society constructs their gender identity in a negative way. The individuals of society believe that women have lesser abilities and potentialities for performing outdoor, serious and productive activities like earning, leading, fighting for the borders of the country and settling local, national and international issues. These beliefs and mindsets harm and discourage women. It prevents them from performing activities other than household chores. Consequently, they fail to perform like men. The gender construction theory is in opposition to objectivism (Georgon, 1985) which relates a person's achievement and performance to his/her sex. The basis of the gender construction theory is that while sex is a fixed thing and based on nature, gender is fluid and based on culture (Goldstein, 2003). In other words, culture and society directly affects the individual. A patriarchal culture marginalizes women and relegates them to the background. In a patriarchal society, women hardly find any opportunities for employment which make them dependent on men. Similarly, in a patriarchal society, women do not have the power of decision making. It can be in the shape of selection of their life partner, pursuit of higher education, power of decision making or claiming any prestigious occupational roles. So, we see how a society constructs a gender. The gender construction of women is generally negative and weak. This affects their performance. (Edwards, 2015) On the other hand, the gender construction of men is generally positive. They are considered stronger and more intelligent than women. Their gender construction affects them in a positive way. They do well in their personal and public life.

Gender is constructed by society. It is not dependent on or influenced by sex. West and Zimmerman (1987, p.126) calls it ‘an emergent feature of social situation’. This social situation can be the patriarchal society, the misuse of religion or the cultural norms. That is probably the reason we see women murdered in the name of honor, generally deprived of pursuing higher education and not asked about their consent about the selection of their life partner. The gender construction of a gender group is done through certain gender stereotypes which is called gender stereotyping. A stereotype means the general beliefs about men and women based on the biological make-up. Men and women are attributed certain stereotypes. These stereotypes affect them. They internalize them and become a part of their life and behavior. Associating negative stereotypes to a gender group affects it in a negative way. Similarly, associating positive stereotypes to a gender group affects it in a positive way. For example, it is thought that men are powerful and women are weak. Consequently, society expects men to perform demanding tasks (requiring physical strength). It does not expect women to perform activities demanding physical strength. Similarly, boys are considered fit for sports while women are not. The people in a society and their norms develop these stereotypes. They are not related to what Gidds and Thompson (1889) call the hormonal difference between men and women. Instead, they are what Wood (2005) calls the social construction of men and women. Another stereotype is about the education of boys and girls. It is believed that education for boys is more important than that of girls because they can perform the occupational activities in a better way. They are stronger than women both physically and emotionally. Women get marginalized as a result of stereotyping. Boys get higher education and achieve profitable occupational positions. Women on the other hand are restricted to the confinements of their homes.

The researcher’s province (KP) is particularly important in this regard. Women hardly get higher education after doing their bachelors or masters. Boys on the other hand are encouraged to go for higher education. Women also have lesser variety of educational fields. They either go towards the teaching field or the medical field. If they fail to perform in these two areas, they are generally made ‘housewives’. Boys on the other hand have much more opportunities. (ASER, Gender Disparity in Khyber Pakhtunkhwa, 2016) Besides the fields of teaching and medicine, they can opt for engineering, business



and other fields of science and technology. These mindsets have come into existence as a result of the socio-cultural norms and beliefs of the area. Sex is not a measure for these stereotypes. One more stereotype in the researcher's province is that men are free in the selection of their life partner while women are controlled. Women hardly have such decision making power. Their power of selection of life partner is in the hands of their elders. This stereotype negatively affects them. They feel a low self-esteem. Similarly, another stereotype is that men are considered the bread earners and women the housewives. This marginalizes women. They become dependent on men and hence controlled.

The above few stereotypes show how women are marginalized. They depict women as less powerful and skilful than men. These stereotypes have nothing to do with the biological make-up of both the gender groups. It is purely a construction of the society. Thus, it is the society that determines which roles are fit for which gender group. In other words, the society and its norms construct the gender identity of the gender groups through the gender stereotypes (Edwards, 2015). The physical make up has no involvement in this gender construction.

Believing gender is constructed and not inherited and that it is the society which defines, shapes and nurtures gendered characteristics for men and women; the next section throws light on how gender and gendered identities can be conveyed through language.

## **2.2 Gender and Language**

Society uses a variety of tools to transmit, teach and transfer gender conceptions, and language is one of them. The connection between gender and language is explored mainly in two ways: firstly, how members of each gender group use language in a particular way; and secondly, how language is used in a particular way to talk about each gender group.

Firstly, how men and women use language. Lakoff (1975) was one of the first feminist scholars who talks about differences between male and female's ways of talking. Jespersen (1922, cited in Sunderland, 2006, p. 5) identifies the various ways men and women use language differently. According to him "women have smaller vocabularies,

show extensive use of certain adjectives and adverbs, more often than men break off without finishing their sentences, because they start talking without having thought out what they are going to say', and produce less complex sentences" (ibid, 5). Sunderland (2006) quotes variety of examples to assert that language use is gender specific and that both gender groupings have their own vocabulary, syntax and para-linguistic features. In this regard, three theoretical standpoints are prominent: Genderlect theory, standpoint theory and muted group theory. According to genderlect theory, proposed by Tannen (1990), men and women speak two different dialects with specific differences. However this difference is established to recognize and appreciate the language of the opposite sex and attain shared reverence and understanding. The standpoint theory highlights feminist traditions that claim female side is at disadvantageous position as their language use is often criticized, in opposition to males (Hardings, 1991). Finally, muted group theory proposes that females are silent creatures because, "Women are not as free or as able as men are to say what they wish, when and where they wish, because the words and the norms for their use have been formulated by the dominant group, men" (Kramarae, 1981).

On the other hand, language is used to express gendered identities. The written or spoken language works as a tool to construct the identities of men and women (Hameed, 2013). A person interacts with the society through language. The different choices of vocabulary items for men and women affect the gender formation of the gender groups. The stereotypes associated with men and women are portrayed and perpetuated through the use of language. The stereotypes are transmitted through language and transmitted thus they affect the individuals (Sunderland, 2006). They internalize them and behave according to them. The first interaction of an individual is with his family members. The parents of an individual show and teach them how to behave. This 'teaching' is through language. The stereotypes control and regulate the choices of the vocabulary items (language). The choices of vocabulary items of parents affect the behavior as well as the choices of the vocabulary items of their children (Rehman, 2001). They internalize and practice what they hear. In other words, they comply with the stereotypes transmitted and perpetuated through the language of the speakers (parents). For example, when women constantly hear that they are concerned with the household chores, they accept it as a

norm. They do not think that it is inadequate. The words they hear about women become a part of their behavior. The vocabulary items used for women also affect their own choice of vocabulary. In other words, one discourse generates another discourse. For example, in one study entitled 'Gender Differences in Using Language', Xia (2013) shows how language of women and men is affected by stereotypes. The study shows that language of women is different from that of men. The author notes that according to scientists, women have a different intonation than that of men. It is because of women's lack of confidence and emotional control. The author adds that there is also a difference in the use of other vocabulary items like adjectives. For example, when men say 'it's a good meal', women say 'it's a gorgeous meal'. The adjective 'gorgeous' sounds more emphatic than 'good'. The author concludes that this is because of the less involvement of women in the affairs of public sphere. Keeping women indoor is a stereotype associated with women. Their parents and elders do not generally encourage them to go outside the spheres of their homes. So, we see how a stereotype transmitted through language affects behavior as well as the choices of the vocabulary items of women (Rehman, 2001). In the first place, the stereotype limits them to their homes; in the second place they suffer from low self-confidence and emotional weakness. So, we see how language plays a pivotal role in transmitting stereotypes and constructing gender identities.

Gender notions/ideologies are also expressed through the media discourse. The electronic media portrays women in a sexist way (Wood, 1994, Ch.9). The advertisements as well as the serials and movies mostly use particular language items to show women in terms of their marriage and physical appeal. The characters in dramas and movies speak in certain defined ways to reflect certain stereotypes. In one study entitled 'The Representation of Gender Roles in the media', Ching (2004) shows how women are presented mainly in stereotypical roles. Similarly, the magazines of print media objectify women. The pictures given in the magazines tend to objectify them and portray them in a sexist way. This negative and traditional representation in the language of media is because of the stereotypes associated with them.

Besides media, one of the important channels for the society is to teach gender conceptions through textbooks. The next section explains how textbooks, particularly

with the help of language, teach gender ideologies to the readers (as the present study specifically focuses textbooks).

### **2.3 Gender, Language and Textbooks**

Gender is also conveyed through the language of textbooks (Hunt, 1997, p.17). A textbook is an integral part of the educational system. A student has to read textbooks at all levels throughout his/ her academic journey. In fact, a student spends his/ her maximum time with books at school. Thus, these textbooks have influential role in directing their behaviour and actions. Mohr (cited in Hameed, 2013) opines that every feature of a textbook, from title to illustrations, has certain effects on its readers. These features makereaders engross the content more surreptitiously than any other mechanism at school. According to Mirza (2004),

“When children enter the school environment, the images of male and female portrayed in books, crystallize their concepts about gender and consequently their own self-image, their behaviours, their aspirations and their expectations.”(37)

According to Lee and Collins (2008, as cited in Barton & Lydia, 2012), ‘Learners, who generally attach great credibility and authority to educational materials, tend to absorb and assimilate the materials in minute detail without comment, and to be susceptible to their influence’. This means that an educational discourse has a direct effect on children’s perception of world; what they read and learn does affect them. It was in 1970, that the educational texts were considered from the perspective of feminism. According to Philip (1991), textbooks make educational discourses carrying certain socio-cultural ideologies. A textbook is read by thousands of students, and does affect their minds and beliefs. Children’s books are a vital part of a child’s education. They are used to teach different aspects of knowledge and they also instruct about the world around them (Landsberg, in Hunt, 1996); thus, they are also important source of teaching gender roles to the children.

This means a textbook has importance. There are many ways a gender is represented in the language of textbooks. For example, one way is to represent them in semantic roles in the short stories, plays, dialogues and dramas, etc. The other way is to use attributive vocabulary (adjectives) for each gender grouping in short stories, plays,

dialogues, dramas, travel guides and essays, etc. The third way is to represent them through examples. The last way is to represent them through visuals and images. When characters talk, their words reveal their gender identity. The way the characters are represented reflects certain socio-cultural ideologies/notions/conceptions and stereotypes associated with men and women of a particular geography. In other words, the textbooks substantiate and propagate the socio-cultural ideologies and stereotypes of the area. In this way, textbooks become a gender discourse having serious impacts on the minds of the readers as consumers. (Mirza, 1994)

Unfortunately, the analysis of many textbooks across the globe as well as Pakistan shows that the representation of women is not positive. It is negative and traditional. They reflect the established ideologies which are marginalizing towards women. The studies show that the depiction of women is negative. They are shown as dominated by the male gender. The roles given to them are less important than those given to men are (Mirza, 2004). They are also underrepresented. Men on the other hand are presented in a positive and dominating way. Such depiction of both the gender groups has a negative impact on the students as consumers (Hameed & Akhtar, 2013).

An educational text is a discourse. In an educational text, we may have short stories, poems, essays, travel guides, and biographies, etc., of certain people. The authors of these short stories, etc., have certain purposes and motives behind their writings. Similarly, the syllabus designers also have an aim behind their selection of short stories, essays and examples used in Language Proficiency units, etc. Thus, the way gender is represented in textbooks has long lasting impacts on the psyche of children (Otlowski, 2003). The depiction of men as the bread earners and women as house wives can affect the minds of the students. It can make them think that women are less important than men, which can shape their opinion about women in a negative way. On the other hand, they can start believing that men are more important than women because they have more responsible and serious occupational and social roles. Similarly, portraying women in terms of their beauty and physical appearance can impact them in a negative way. Referring to women's physical appearances means they do not have much to contribute genuinely to the society; they don't have the abilities to improve the life status of human beings or contribute to the advancement of the country and betterment of the

world(Wood, 1994). Such depiction also objectifies women, which has serious negative impacts on the minds of the students, especially the female students. They may suffer from a low self-esteem and may internalize that they are not considered good enough for doing productive, constructive and profitable activities.

In addition, portraying men as decision makers and women as mere followers is negative. (Zittleman&Sadker, 2007)It may make the students feel that women do not have the wisdom, intellect and emotional control to decide about serious and genuine issues. Internalizing these things impact them in a negative way. These things can become a part of the behavior of the female students, which can affect their own performance and well-being. This means that ensuring gender balance in textbooks is extremely important. A gender balanced text has positive impacts and a gender-biased text has negative impacts.

When textbooks portray gender in particular roles with the help of particular linguistic items to specify their identities, it entails that they carry a specific ideology as well; thus, we can claim that textbooks have particularized discourse about gender. Consequently, it is important to see how gender representation in textbooks entails discourse on gender.

#### **2.4 Gender as Discourse**

Human beings communicate with one another through language. They use language to perform their functions and 'get things done'. In this way, language is made use of. According to Fasold (1990), when language is made use of, it becomes a discourse. In other words, discourse is language in use. The dominant socio-cultural ideologies of an area regulate and control the discourse. Besides other discourses, textbooks too are a discourse carrying certain socio-cultural ideologies (Philip, 1991). They are designed for a certain people of a certain locality. They are not without purpose. The first purpose of a textbook is teaching and making the students learn, but it is only an academic purpose. It is also used as a tool to perpetuate and substantiate the socio-cultural ideologies of an area. Along with other ideologies, the textbooks serve as a tool to propagate and reaffirm the gender related ideologies of a certain area. In this way, the textbooks become a gender discourse. These socio-cultural ideologies include patriarchy,

objectification of women and subordination of women to men, etc. These ideologies are unveiled through what we call Critical Discourse Analysis. CDA shows how a language is used to perform certain functions; how is it used against someone and in favor of someone, and how is it used to initiate, manipulate, propagate and/or resist certain political and social ideologies (Wodak, 2001). During a critical discourse analysis, it is not only the sentence at grammatical level that is taken into consideration but the choices of certain vocabulary items and the syntactic patterns, in order to determine how a language is made use of.

Critical discourse analysis is more ‘critical’, serious and meaningful (ibid, 2001). With an emancipatory agenda in mind, a critical discourse analyst critically analyses a discourse (much more beyond the grammatical level) and unveils the hidden agendas, ideologies and motives at work behind by taking into account its structures, patterns and the choices of the vocabulary items, According to Fairclough (1991), CDA explores the “significance of language in the production, maintenance and change of social relationships of power.” This means that the choices of vocabulary items are regulated and controlled by the hidden ideologies and motives at work. So, in critical discourse analysis the choices of vocabulary items and their patterns are extremely important and significant because they connote and underlie certain hidden ideologies, motives and agendas. These choices are much more than just a selection and arrangement of words.

A textbook is a written discourse. It has a producer and a consumer. The producer is the author and the syllabus designer. The student is the consumer of the discourse. It affects his/her worldviews about different issues including gender. In this way the producer exercises power over the consumer. He/she uses the discourse as a “power tool”, as Fairclough (1991, p.56) puts it: “Producer exercises power over consumers in that they have the sole producing right, and can therefore determine what is included and excluded.” Fairclough’s inclusion and/or exclusion is based on a speaker’s (or a writer’s) choices of vocabulary items. Every time he/she goes for a different choice of vocabulary items, he/she means something different. He/she wants to communicate his/her ideologies through the discourse; and wants his/her listener or reader believes him/her. In other words, he/she includes and/or excludes certain vocabulary items to initiate, manipulate and/or propagate his/her motives, agendas and ideologies.

According to Van Dijk (1993), CDA is “a type of discourse analytical research that primarily studies the way social power abuse, dominance and inequality are enacted, reproduced, and resisted by text and talk in the social and political context.” This means that a discourse is used for exercising power and achieving dominance over others by propagating one’s ideologies (that benefit him/her and marginalizes or harms others). In this way, CDA attempts to unveil the social and political ideologies that are at work behind a discourse.

According to Luke (1997), Critical Discourse Analysis explores the power of discourse in the establishment of social relationships. It shows how a discourse helps to maintain a class gap between different social actors. In case of textbooks, the role of textbooks is investigated in maintaining class gap between the male and the female gender. It also shows how a discourse affects the minds of a consumer to establish another discourse. Consumer in the researcher’s case is the student and discourse is the textbooks. The researcher explores the impacts of the ways gender is represented in the elementary level English textbooks of Khyber Pakhtunkhwa Textbook Board. According to Gee (2001), Critical Discourse Analysis unearths the hidden agenda behind certain texts. It attempts to reveal how a certain discourse reflects certain ideologies of a certain area, and what are its impacts and consequences. The researcher seeks to know what gender ideologies are embedded in the English textbooks of the provincial publishing board. Critical Discourse Analysis investigates the role of discourse (language in use) as a tool to exercise power. This power can be advantageous to a gender group and disadvantageous to another.

A textbook is an educational discourse. A textbook consists of short stories, essays, plays, examples and other texts. A short story and a play have characters. Similarly, some essays are also gender-related in one way or the other. This means that some of the textbooks make educational discourses. In addition, the examples portion of the language proficiency units of a text is a discourse. The kinds of verbs, adjectives, metaphors and generic constructions about both the gender groups construct their gender identity according to the dominant socio-cultural ideologies and stereotypes of an area (Rehman, 2001). Studies have shown that the depiction of women in textbooks is negative. Women are shown in a marginalized way. According to Mirza (2004), this



marginalized depiction of women affects the readers in a negative way. It does not have a positive effect on the students in their formation of gender identity of women and men. In this way women are exploited. The proponents of Feminism discourage this practice. A detailed overview of feminism is helpful in this regard to see how gender discourse perpetuated in the textbooks can abuse women role in society.

## **2.5 Feminism and Gendered Language**

Feminism is a multi-faceted term with variety of definitions, theories and movements. It is often hard to agree on a single definition; however, the scope of present research takes in to account feminism as a struggle about women. It is a theoretical dimension to review and revise women circumstances, to resist against their oppression and to demand for their rights. Hooks (2000) defines feminism as ‘a movement to end sexism, sexist exploitation, and oppression.’ (p.8). A feminist takes objection to the sexist representation of women. He/she discourages the exploitation and oppression of women; and struggles for their emancipation. A feminist focuses on gender-neutrality and opposes gender-partiality. He/she highlights the positive aspects of women and believes that gender-neutrality is important for the stability and progress of a society. It has a long history of struggle which is roughly divided in to three waves; each wave has its agenda for struggle. In its first wave, in the 20<sup>th</sup> Century, a right of vote was demanded for women. Initially it focused on the preferment of equal contract and property rights for women and the opposition to chattel marriage and ownership of married women (and their children) by their husbands. However, by the end of the nineteenth century, activism focused primarily on gaining political power, particularly the right of women's suffrage. (Rampton, 2015) In the second wave, according to Wright (2001, p.6), feminism “focused on issues of equal rights at work, release from sexual abuse, and the critique of patriarchal control”. The feminist activist and author Carol Hanisch coined the slogan "The Personal is Political" which became synonymous with the second wave. Second-wave feminists saw women's cultural and political dissimilarities as indistinguishably connected and encouraged women to comprehend facets of their personal lives as profoundly politicized and as reflecting sexist power structures. (Rampton, 2015)

Similarly, according to Wright (2001, p.6), in its third wave, feminism focused its attention on “individualistic liberal agenda rather than a collective or political one”.

Rampton (2015) states that “In this phase many constructs were destabilized, including the notions of "universal womanhood," body, gender, sexuality and heteronormativity”. Another important distinction of the third wave was integration of various other disciplines like psychology and linguistics etc. According to Rebecca Walker, majority of Feminist theory emerged from these three feminist waves. We can say that in all these waves, there was a quest for respect and rights of women.

Ropers-Huilman (2003) puts forward the following three main principles of feminism:

1. Women have something valuable to contribute to every aspect of the world.
2. As an oppressed group, women have been unable to achieve their potential, receive rewards, or gain full participation in society.
3. Feminist research should do more than critique and should work towards social reformation.

The first principle clearly says that there can be no ostracism of women because of their gender. They have the capability, intellect and potential to contribute to every phase of the world. They cannot be restricted to the quarantines of their homes. They can make money, run businesses, play games, enjoy life, hike mountains, fight battles and invent things, etc. So, the first principle expands the circle of occupations and activities and emphatically convicts and castoffs their confinement to household responsibilities. In the second principle, the author contends that women’s lesser accomplishment is because of the lesser opportunities they enjoy. If they are given adequate opportunities, they can be of equal service to the country as well as humankind. It is unmanageable for women to do anything great if they are confined and delimited only to the premises of homes. The third principle urges feminist activists to not only recognize and categorize women’s subjugation but review and resist it. (ibid, 2003)

Language was also taken in to account by feminists while criticizing man-made world which is reflected in man-made language. According to Sunderland (2006), during all feminists’ phases, language was an important vehicle to resist patriarchal philosophies regarding gender. For example, the American feminist Robin Morgan proclaimed, ‘The very semantics of the language reflect [women’s] condition. We do not even have our

own names, but bear that of the father until we exchange it for that of the husband' (1977: 106, cited in Sunderland, 2006). She further highlights struggles of prominent feminists like Emily Toth (1970) and Germaine Greer (1972) to identify the lexical items such as 'Mrs/Miss', 'son-of-a-bitch' and 'manageress', in the English language which were frequently used to describe, degrade and stereotype female gender, and the so-called 'generics' 'he' and 'man', to obscure their presence. A renowned feminist-linguist Deborah Tannen (1990) proposed the idea of different versions of male and female language. Lana Rakow and Cheris Kramarae (1990) edited a collection of articles from a radical American women's rights periodical 'The Revolution' (published from 1868 to 1871). They discovered that a considerable amount of writing in this periodical was based on use of sexist language. Besides there are many other studies focused to explore link between language and gender from feminist standpoint (discussed in section 2.2 above).

In brief, feminism is a quest for women's rights, an attempt at highlighting their qualities and achievements, and a strong and meaningful objection and resistance to their oppression and discrimination. Most importantly, majority of these feminist philosophies use language to reflect their viewpoints, as well as criticize language for expressing gender-biased identities. As stated above, discourse is an important term to encompass gender beliefs, thus feminists activists cannot ignore such discourses. In this regard, feminists and critical discourse analysis underpinnings were combined to create the platform of 'Feminist Critical Discourse Analysis' (FCDA). As, the present study mainly uses the framework of FCDA, a brief introduction is an important requirement over here.

## **2.6 Feminist Critical Discourse Analysis (FCDA)**

Feminist Critical Discourse Analysis is a special kind of critical discourse analysis. Where feminism questions the power hierarchy in a society, CDA resists such patterns side by side; thus, both have almost similar line of action. In simple words, it is a good idea to combine both philosophical frameworks, and this is the main tenant of FCDA. FCDA provides a more critical understanding of gender perspectives as probed by feminists. It explores the gender biases in the language of texts from a critical feminist perspective. Alongside, it examines the representation of women in certain texts. It also explores how women and men are represented in a text. It seeks to know what gender

ideologies are at the back of a discourse. Moreover, it sightsees how relations are unequal based on gender and what consequences it can have. According to Gordon (1986), “The need to claim and establish a feminist perspective in language and discourse studies is of course part of what feminists in academia have for many years criticized and sought to change across male-stream disciplines in the humanities, social sciences, and sciences” (as cited in Lazar, 2010).

According to Lazar (2005), Feminist Critical Discourse Analysis is vital in analyzing a text from a feminist perspective. Feminist Critical Discourse Analysts claim that if gender is a socially constructed identity (Woods, 2005) and has nothing to do with the genetic make-up of both men and women, then it is imperative to inspect the depiction of women from a feminist view. In addition, it is imperative to know what ideologies account for this portrayal. Further, Lazar (2005) asserts that FCDA is required for analytically examining a discourse from a feminist standpoint to see how female gender is portrayed. So, an educational text, being a discourse, can also be analyzed from a feminist perspective in order to see the gender representation in it. A Feminist critical discourse analyst believes that women should be in equal status to men and should not be marginalized and stereotyped based on their physical make-up. (Lazar, 2005) To sum up, Lazar (2007) states that “The aim of feminist critical discourse studies, therefore, is to show up the complex, subtle, and sometimes not so subtle, ways in which frequently taken-for-granted gendered assumptions and hegemonic power relations are discursively produced, sustained, negotiated, and challenged in different contexts and communities”.

Why is it important to critically study textual discourses from a gender perspective? As already discussed in section 2.3, such representations are often biased and can have long lasting impacts on the psyche of students, as also highlighted by Fairclough (1992) that personages are influenced by the political and philosophical implications certain discourses have. So, if there are gender biases in an educational text, they will certainly affect the minds and beliefs of readers (students) as consumers. Thus, it is crucial to explore and examine textual contents; the same is the agenda of the present work.

A lot of studies have been carried out in this regard. The findings of many research studies show that textbooks reflect gender bias. Let us take a look at the studies conducted regarding gender representation in textbooks, in different parts of the world to identify a niche for the present work.

## **2.7 Earlier Studies**

In 1970, research scholars started scrutinizing textbooks from the perspective of feminism. They maintained that the negative portrayal of women in textbooks can have serious negative impacts. As previously stated and explained, textbooks are a kind of discourse. Every discourse has a serious purpose and has serious connotations and impacts. The gender related texts have a significant role in the dissemination, transmission and preservation of the conventional gender ideologies in a certain locality. The textbooks also affect the minds of the students in the process of their world view formation about both men and women. In other words, the gender-related texts affect the behavior and attitude of students towards women and men. Keeping these serious impacts of textbooks in mind, researchers started analyzing books and textbooks for gender depiction. The overview of some prominent studies, in both foreign and local contexts, is presented separately below. Further, the studies have been identified and discussed on the basis of certain related themes.

### **2.7.1 Studies in Foreign Context**

A major issue in representation of females in textbooks is about their number. Despite the fact, women comprise almost half population of the world; they are often less represented than men. In almost all of the studies regarding female representation in books / textbooks for children, researchers found that females were given few and minor roles. In one of the earliest studies entitled as “The Making of a Non-Sexist Dictionary”, Graham (1974) critically analyzed the dictionary of school level children and found out that there was less representation of females than males. Ansari and babai (2003) studied two ESL/EFL textbooks to investigate sexism. The findings of the study revealed that women were under-represented. They were mostly omitted in dialogues and reading passages. The omission of the female gender shows that they are less important. Amini & Birjandi (2012) studied Iranian High School Textbooks and explored the kind and extent of gender bias in them. The researchers’ findings revealed that

women were given less participation (20%) as compared to men (80 %). The researchers also found out that women in the texts were mentioned after men. For example, in BOOK 11, out of 14 instances, men were discussed before women for 12 times. Similarly, in his research study, “Gender Representation in Current EFL Textbooks in Iranian Secondary Schools”, Hall (2014) analysed the obligatory EFL textbooks at Secondary School Certificate Level, and found that there was not enough, impartial and adequate representation of women in the textbooks. This underlies a gender bias.

In this regard, Lee (2014) studied contemporary Japanese EFL textbooks. The main objective of the study was to uncover the hidden curriculum in relation to gender representation. The researcher’s findings revealed that there were less women characters than men. In one of the books *Unicorn*, the ratio of male-to-female gendered terms were 1.34:1. Similarly, the researcher found out that there were more lessons with the male as the hero. For example, in *Unicorns*, there are six chapters that totally focus men while only one chapter that focuses women. Similarly, in *Orbit*, all the twelve lessons focused men. Lya&Sidi (2016) conducted a research study on the textbooks of Nigerian schools. The objective of the study was to investigate how gender discrimination is embedded in the course books. The results revealed that men outnumbered women in the textbooks. Men also held higher designations than women. The researchers also found out that women were restricted to the household chores.

Moreover, women are portrayed as less active than men. Their activities are mainly limited to the household chores. Graham (1975) in his findings also found that females were occasionally found outside the spheres of their homes involved in any professional activities. Ansari and babai (2003), while studying Iranian textbooks also noted that women were shown in less active roles than men were. They were shown as watching TV or reading books. Men on the other hand were depicted as playing football or driving. This clearly points to the belief that men not women are capable of performing activities that demand physical strength and stamina. The researchers also found the stereotypical roles associated to women like cooking meals, setting the mat or rearing children. The portrayal of women as housewives has negative impacts on the minds of students. They develop the opinion that women do not have much to contribute genuinely to the society, country or the world. They also start believing that women are mainly

good at performing the household chores. In this way, their opinion about women is shaped in a negative way. Stockdale (2006) conducted a research study on English as a Foreign Language (EFL) textbook. The researcher's objective was to examine the representation of men and women in the textbook entitled "Impact Values". The researcher found out that there was more number of male actors than the female actors. Out of the total 121 characters, there were 66(55%) male characters and 55(45%) female characters. Similarly, out of the total 70 characters in the photographs (one character counted only once), there were 37(53%) male characters and 33(47%) female characters. The researcher found out that there were total 31 units in the textbook. While 11(35%) of them dealt with both the genders, 12(39%) units totally focused men while only 8(26%) focused women. The researcher also noticed that men were mentioned before women connoting they were more important. In short, the researcher found out an underrepresentation of women as compared to men.

As previously argued, over representing a gender group shows it has importance; on the other hand, under representing a gender group shows it has less importance. So, the underrepresentation of women in the texts shows they are less important. In this way, the texts reflect a gender partiality.

Antiksari (2011) studied the representation of gender in Indonesian Primary School English textbook entitled "Learn English with Titto". The findings revealed that the most frequently used participant was the "actor" which was predominantly a male character. This underlies that men are more active than women. Moreover, the participants "sensor" and "possessor" were also mainly men. The "sensor" role refers to men's intelligence and sharpness; similarly, the 'possessor' role refers to the patronizing nature the male gender.

Minor or less significant roles is also another important dimension of female representation. Poerecca (1984) analyzed 15 ESL textbooks and found out that women were shown as actresses, waitresses and nurses. These minor roles as compared to males, as doctors, engineers and directors etc., provides reader with an ideological belief that females cannot work in good professional roles. This is quite normal to observe in our society as well. We generally see that a nurse is a female. On the other hand a man is a

doctor. In this way, men are shown in superior designations than women. A similar representation of women is found in the study conducted by Macaulay & Brice (1997) in the foreign context. The researchers studied the syntax of English grammar. They found that women were depicted in ordinary roles.

Further, in the category of minor roles, 'occupations' is also an important category. It is highlighted in many studies that males have superior professional roles than females. Ansari & Babai (2003), in their study on educational books, highlighted the fact that in educational textbooks in Iran, the occupational distribution between males and females was biased. Men were shown in higher designations than women. They were shown as teachers, doctors, farmers, soldiers and policemen. The professions of police and army show the power and status men hold. On the other hand, women were mainly shown as students and nurses, etc. Otlowski (2003) studied an English textbook taught at Japan "Expressway". The researcher investigated the depiction of women. He found women in the minor and traditional role of keeping house. The same traditional depiction of women was found by Dominguez (2003). The researcher found out that women were attributed the traditional roles of household chores and upbringing children, etc. Laakkonen (2009) studied representation of gender in Finnish EFL textbooks. The researcher found that occupational distribution was biased. Men were shown as divers, tourists, priests, musicians, footballers, mechanics, doctors, horsemen and soldiers, etc. Women were shown in lesser roles. They were depicted as cat owners, patients, dancers, students, musicians, etc. Showing man as doctor and woman as patient shows men as dominant and women as dominated. Similarly, the occupational roles like that of divers and horsemen depict men as skilful; on the other hand, the depiction of women as dancers tends to objectify them. Limiting women to the confinements of their homes and forcing them to perform the household chores is a stereotype associated with them. So, we see how an established socio-cultural stereotype is perpetuated and maintained through a written discourse- the textbooks.

Females are represented in their stereotypical roles. Mukundan & Nimehchisal (2008) studied English language textbooks of Malaysian secondary schools to analyze the depiction of women. The researcher found that women were shown in a sexist way; their physical appeal was focused. For example, one of the lines read "My brother's wife is a



charming woman”. The society considers women mainly in terms of their physical appearance and beauty. The researcher found that men were shown as creative and scientific minded. A line of the book reads “Bell invented the telephone to help his dead wife... to hear”. Men are considered more intelligent and creative minded. The depiction of the male character as an inventor substantiates the stereotype. The researcher also found that the gender-specific nouns and pronouns mainly dealt with men. Moreover, women were underrepresented in the pictures.

Language is also an important vehicle to represent gender. Stockdale (2006) analyzed textbooks from linguistic perspective. He found men used more number of words than women. While men used 7158(55%) words, women used 5934(45%) words. 13092 words were used by both the gender groups. Esmaili&Amerian (2014) investigated language of English Language Teaching textbooks of Iran. The researchers noted that 84 percent of the total semantic roles belonged to men; only 16 percent belonged to women. The findings also revealed masculine-gender constructions. A masculine generic construction marginalizes women as it limits a general activity of human beings to men only. Such constructions show as if certain activities do not belong to women. This attitude makes women less important. Malova (2012) studied four of the New Integrated English textbooks series at the secondary school level to examine the extent and types of gender bias that determine gender roles. The researcher found a few masculine-generic constructions like in sentences like “It is for the Head of State to extend his hand first”, “Neither student wished to fail his exam”, and “Everyone has performed his duty well”, etc. It may be noted that the researcher also found a few gender-sensitive terms sentences like “A budget can help a person to control his or her spending”, “If someone comes to see me, you can show them in” and “Somebody has left their newspaper on that seat”, etc. Such gender sensitive terms have a positive impact on the minds of the students as they do not specify a gender group but refer to both the gender groups in an explicitly clear way.

In this regard, Gharbavi and Mousavi (2012) applied Halliday’s Systemic Functional Linguistics theory to Iranian high school English textbooks. The objective of the study was to find whether the textbooks were sexist or not. The analysis of the thematic structure concluded that there was more number of men than women. There

were in total 324 gender-specific nouns and pronouns in the clauses out of which 265 were themes, like “he” as in the sentence “He spent the day working”. For themes, the presence of men was 80 percent, which of women was only 20. In the clauses where the gender-specific nouns and pronouns were rhemes like “her”, there were 71 percent of men and only 29 percent of women. Similarly, there were 15 gender-specific nouns as rhemes which were the last stressed elements like “Oliver Twist” in the sentence “The boy’s name was Oliver Twist”. 74 percent of such gender specific nouns were men while only 26 were women. In addition, the number of participants’ roles with men was more than was with women. This connoted that the active and dynamic roles mostly belonged to men while women were mainly passive, emotional and at the receiving end. All these findings reveal that women were either less represented or poorly represented.

Amini&Birjandi (2012)also studied generic construction in Iranian textbooks and found that most of them were males-oriented. For example, one of the sentences of a lesson reads: “This education should prepare the person for the job he can do the best”. Another such example was: “And when someone fasts, it means he doesn’t eat. As far as occupations were concerned, the superior occupations were assigned to men. While men were shown as doctors, wrestlers, pilots, hunters or engineers, women were shown as nurses or teachers, (It may be noted that a nurse only assists a doctor). The study also showed that women were depicted as housewives. Lee (2014) explored the use of adjectives in English textbooks and found that negative adjectives like “afraid”, “annoyed”, and “irritated” are used for women, connoting their emotional weakness; while the ones like “heavy”, “strong” and “brave” were used for men showing their physical and mental strength. In addition, the kinds of verbs used for men showed their dominance in action. For example, the pronoun, “ he” was followed by verbs like “insist”, “tell”, “order”, and “shout”, etc. On the other hand, words like “hungry”, “afraid”, “safety” and “dress” used for women stereotyped them.

In his article, “The Imagery of Gender in Italian Textbooks: Research into Primary School Books”, Biemmi (2015) came up with his findings that the texts were gender-biased. According to the researcher, while adjectives like “good”, “sweet” and “weepy” were used for women, men were called “ wise” and “cultured”, etc. This use of adjectives marginalizes women and shows the patronizing attitude of men towards them.

Emilia, Moecharam and Syifa (2017) analyzed English textbooks for Indonesian students. The researchers found out that men outnumbered women in almost all the processes (of semantic roles), especially in the material process. Out of the total 176 total material processes, 103 participants were men while only 73 were women. This connotes that women are more “active” and “functional” than men. The analysis showed that the role of the “circumstance of place” was mainly attributed to men. That shows how men are usually involved in activities outside the spheres of home, and women mainly are kept indoors.

### **2.7.2 Studies in Local Context**

In Pakistan, many studies have also been conducted on the textbooks from the feminist perspective. Some of them are discussed below.

The first major problem highlighted in majority of researches is about underrepresentation of women. In one of the earliest studies, Zeentunisa (1989) studied Secondary School Urdu and English textbooks taught in the Sindh province of Pakistan to investigate sex-based discrimination against women. The researcher found out that the female gender was underrepresented. There were 793 male characters (83.13 %) and 161(16.87%) female characters. Women were also underrepresented in the biographies part. Only 5 out of the 31 biographies were about women. This connotes that men are considered more important than them. Similarly, they appeared less in the religious and historical lessons. The lesser number of women in such lessons shows as if women have not much contributed to the nation and the world. This affects the students in a negative way. In addition, leading characters of the lessons were also found to be mostly men. Out of the total 122 leading characters in the text were mostly men. There texts had 80 men and only 19 women as the leading characters. The remaining 23 were neutral. The portrayal of men as heroes and great figures substantiates the stereotype that they are strong, intelligent and fearless. On the other hand, the exclusion of women shows that they lack these qualities.

Mirza and Rana (1991) in their research article “Gender Analysis of Primary School Textbooks in Punjab” analyzed the textbooks of Punjab Textbook Board. Their findings also showed that women were least represented. The less representation of

women connotes that they are not fit for certain important activities and roles which reflects a gender bias. Similarly, a research study carried out by Najma and Muhynddinand (1992) on the subjects of Social Studies and Urdu found out that women were marginalized. Khurshid, Gillani, and Hashmi (2010) analyzed Urdu and English textbooks at secondary level. The researchers found out that women were not given due representation in the textbooks. There were total 727 characters in all the textbooks analyzed. In the Urdu textbooks, women were given only 31 % space as compared to men's 69. Similarly, in the English textbooks, men occupied 72 % space which was much more than the women's 28. The female gender did not appear in any of the historical lessons. All the lessons focused men. Omission of women from historical lessons shows as if they do not have much contribution to the history. Women also appeared less in lessons with religious themes. Hamid & Iqbal (2013) studied Urdu textbooks of Khyber Pakhtunkhwa textbook board from a gender viewpoint. Women suffered from underrepresentation in the texts. 245 (70.8%) were men out of the total 346 characters were men. Only 101 (29.2%) were women. Out of the total 39 personalities, 31 (79.49%) were men while only 8 (20.51%) were women. An underrepresentation of women was also found in the pictures where 214 (63.89%) out of the 335 pictures were men while only 121 (36.11%) were women. The underrepresentation of women shows they are less important. Similarly, a research article written by Hameed & Akhtar (2013) entitled 'A Gender Based Analysis of English Reading Material for Pakistani Children: 'Oxford Reading Circle for Grade 1 to 5'' reveal the same gender-bias and marginalisation of women by men. Islam & Asadllah (2015) studied grade 9 textbooks of Public Secondary Schools of four countries. The researchers analyzed the gender stereotypes. The researchers found out that in all the four books women suffered from underrepresentation. In addition, the analysis showed that the distribution of occupations was traditional. Men held higher designations than women. They were shown as presidents, writers, authors and kings.

Another important area that is often highlighted in these researches is division of roles between both gender groups. Females are given most often the traditional roles as compared to males. Zeenutunissa (1979), in her analysis of Pakistani textbooks, noted that women were shown in the traditional roles of housewives. Moreover, the

occupational division was also not fair. Men were shown in superior occupational roles to women. They were shown as landlords, philosophers, ministers, gardeners, carpenters, fishermen, woodcutters, musicians, astronauts, judges, scientists, presidents, political leaders, soldiers and scholars, etc. On the other hand, women were shown as social workers, students, nurses, teachers, spiritual leaders, or secretaries. The researcher also found that the use of adjectives for the gender groups was biased. Men were shown as “brave”, “wise”, “devoted” and “intelligent”; on the other hand, women were shown as “emotional”, “loving”, “compassionate” and “kind”. The overall findings of the researcher reflected a visible gender bias in the textbooks by Sindh Board.

Khurshid, Gillani and Hashmi (2010) have also noted that men held higher designations than women, in the selected textbooks. Men held designations like laborers, spiritual leaders, hotel managers, writers, rulers, chiefs, commanders professors, kings ,students publishers land lords, doctors, businessmen princes, teachers, national leaders, bus drivers, gardeners, accountants, tehsildars, milkmen, radio producers, hunters, policemen, sailors, judges. On the other hand, women were shown as housewives, daughters, advisors, servants, students, writers and spiritual leaders. Allocating women less and/or inferior occupations makes them dependent. Jabeen and Ilyas (2012) wrote a research article entitled “Gender Role Modelling in Textbooks: Case Study of Urdu Textbooks in Sindh Province”, on the primary level Urdu textbooks of the Sindh Textbook Board. They found that the Urdu textbooks lacked gender neutrality and sounded gender-biased. According to their findings, the society expects men to earn and help the family. This ideology marginalizes women. It makes them dependent upon men, and in this way, women are controlled.

Stereotyping is another important dimension of representation of female characters. Khan, Sultana, Bughio and Naz, (2014) analyzed English, Urdu and Pashto textbooks of Previous series of Khyber Pakhtunkhwa Textbook Board and Private Schools. The researchers analyzed 42 textbooks of both government and private schools. The researchers found out that the textbooks were mainly gender-biased. They depicted men positively. In one poem “A Nation’s Strength”, a man is shown as important for the progress and development of a nation. The same quality of power is attributed to men in a Pashto lesson “Major Khadim Hussain Shaheed”. Similarly, in another lesson, “Wandering

Entertainers of Pakistan', the female character is shown in the traditional role of cooking. In the Urdu textbooks, Akbar AlaAbadi's (a famous Urdu poet) views are discussed who was not in favor of women education. In addition, in the lesson "A Puppet Show", two men fight for a princess. This shows how women are mainly discussed in terms of their beauty and marital status. Jabeen, Chaudhary and Omer (2014) conducted a research study on English and Urdu textbooks (grade 1-5). Their research aimed at assessing the magnitude and extent of gender stereotypes; and finding out whether women were given equal opportunities. The results revealed that the texts were not gender neutral. Females were shown playing with dolls, helping their husbands in the fields or cooking. They were shown as supportive to men. Girls were shown helping their mothers in doing household chores or sewing clothes and cleaning the rooms. This less or overshadowed representation of women was biased. The researchers also found out that qualities like bravery, brotherhood, sacrifice and courage were mainly attributed to men; women were shown such as "polite", "gentle" and "pretty". Men also held higher designations than women.

Language is often highlighted for biased depiction of female gender group. Hussain and Afsar (2010) critically analyzed the language of four English textbooks recommended and approved by Federal Board of Intermediate and Secondary Education Islamabad, Pakistan and all the educational boards of Punjab, Pakistan. The objective of the study was the analysis of gender representation in the textbooks. The findings show that the depiction of women was not positive. They were shown as subordinate to men. The selection of linguistic items for both the gender groups reflected a bias. The use of words like "killing", "chasing" and "pushing" shows men in a dominating way. On the other hand, words like "screamed", "frightened" and "nervous" depict women as weak.

Hameed (2014) conducted her research study on the language of elementary level English textbooks of the Punjab (Pakistan) province recommended by the Punjab Textbook Board. The author examined what sort of gender images the textbooks portrayed. The researcher found out that whenever a male and female character came in pair, the male characters were mentioned before the female characters. An example reads: "The villagers of today are keen to give their sons and daughters the best education. The "firstness" shows that men are more important than women. The researcher also found

out that the use of adjectives for either gender was quite biased; and portrayed the traditional and stereotypical gender images. The researcher also found out men outnumbered women in almost all the semantic roles. The researcher's findings suggested that men were mostly involved in the actor role while women in the experiencer role. The involvement of a gender group in the actor role shows it is more active, dynamic and productive. It is believed that men have more potential for performing activities that demand more strength, power, intelligence and resilience. The involvement of a gender group in the experiencer role, on the other hand, shows it is less active and less productive. The society does not expect women to perform like men. It believes that women have less potential than men for serious and productive activities. So, we see the same stereotypes are propagated and maintained through textbooks.

Ullah, Ali and Naz (2014) analyzed Pakistani English Language textbooks approved by Federal textbook board, Pakistan. The analysis of the 24 textbooks revealed that women were not positively represented. They were mainly restricted to household activities like cooking and serving food, etc. The researchers found out that the initiators of most of the dialogues were male characters. For example in one Urdu lesson "Health and Cleanliness", the father initiates the dialogues and has 12 turns; and his son takes 11 turns. On the other hand the female character (daughter) only takes six turns while the mother 'serves' them with tea only.

The review of the studies shows that the representation of the female gender in the textbooks is not positive. The research studies conducted on Pakistani textbooks also show the same gender bias. The gender biased textbooks have serious bearings on the minds of the pupils as consumers. They adopt the gender ideologies and tend to believe them. In this way, they develop a negative opinion about women. Feminists discourage this practice. They argue that such depiction of gender has negative consequences for the female gender.

The review of relevant studies clearly identify that gender based analysis of textbooks is not a new domain; however, it also becomes obligatory to review all textbooks at all levels because leaving a space means to remain silent on certain biased ideologies for the readers. Moreover, there is only study on the English textbooks of

Khyber Pakhtunkhwa (as mentioned above, Khan, Sultana, Bughio&Naz, 2014), but this study only focuses the apparent content of the texts. There is no such study conducted on the language of these textbooks (language as an important vehicle of gender construction is discussed above), and there is a dire need to critically examine language as a tool to transmit gender ideologies at this level. Keeping in view the importance of language for gender analysis and the impact of educational materials on the making of the opinions and worldviews of learners, the present research undertakes the task of analyzing language of the current English textbooks approved and recommended by Khyber Paktunkhwah Textbook Board, Peshhawar.

In the next chapter, the methodological design used for the analysis of the textbooks is presented.



## CHAPTER 3

### RESEARCH METHODOLOGY

This chapter discusses and explains the nature and design of the present study, the conceptual and methodological frameworks, and the model used for the analysis of the selected English textbooks. Moreover, the details of the texts selected for the present study are presented. In the end, the researcher puts forward rationale behind the selected data and the method of analysis of the texts.

#### 3.1 Study Design

As, qualitative and quantitative paradigms give a comprehensive picture of a story, thus the present study used a mixed research method. According to Jacobs and Razavieh (2002, as cited in Hameed, 2014), “the end of a mixed-methods research is findings that may be more dependable and provide a more complex explanation of the research problem than either method alone could provide.”

#### 3.2 Nature of the Study

Zittleman and Sadker (2007) consider language as one of the important tools to represent gender and gender based ideologies. Thus, to analyze gender representation in texts, it is crucial to examine language. However, a language is rich in texture. It has variety of micro and macro level features that can be studied from both quantitative and qualitative perspectives. The micro features can include choice of vocabulary, arrangement of words, phrase construction and meaningful use of words etc.; whereas, the macro features include syntactic constructions, subject-objects' places and relations,

transitivity structure etc. The language can also become meaningful by avoiding certain characters.

The focus of this study was on the linguistic description of gender in the English textbooks of Khyber Pakhtunkhwa Textbook Board. An educational textbook is a discourse (discussed in detail in chapter 2). Discourse is not simply language in use but rather it is skilful use of language to propose and propagate certain philosophies, as desired by its producer(s), which is usually a society at large. Often, the themes of the contents and texts reflect these socio-cultural ideologies. These ideologies are about different issues including patriotism, religion and racism, etc. One important kind of these ideologies is about gender. As discussed above, a discourse can make a section of people dominant and another dominated. It can make a section of people powerful and another powerless (Fairclough, 1992). This is the domain that is used to examine whether or not, textbooks' discourse prefer one gender over other. According to Philip (1991), textbooks are a kind of instructive discourses which inspire and propagate certain socio-cultural dogmas, including about gender. Thus, in order to scrutinize gender representation in the language of textbooks, a critical approach is needed.

According to proponents of Critical Discourse Analysis (CDA), it is an appropriate method to explore and reveal hidden ideologies of the texts, at various levels (Fairclough, 1992). Fairclough (1992) also maintains that Critical Discourse Analysis studies the "significance of language in the production, maintenance and change of social relations of power." CDA shows how a discourse helps in making a section dominant and the other dominated. It unveils the ways in which a section of people oppresses another; it unearths the ideologies at work behind a discourse. Hence, Critical Discourse Analysis helps in increasing 'consciousness of how language contributes to the domination of some people by others.' (Fairclough, 1992) Thus, the present study focuses CDA as an appropriate tool for analyzing textbooks' discourse.

As the present study aims to critically evaluate gender depiction in the textbooks' discourse, thus Feminist Critical Discourse Analysis (FCDA) is further an appropriate dimension of CDA. It focuses its attention on the analysis of gender representation in discourses (discussed in detail in chapter 2). It can be used as a tool, to scan and study

language of textbook from a feminist perspective, to unveil the hidden motives and ideologies at work (Lazer, 2005). Lazer (2005) strongly believes that FCDA is vital in the analysis of a discourse from a feminist perspective and the exploration of the ways it constructs and depicts gender.

The present study used Feminist Critical Discourse Analysis as the approach to specifically focus the language of the textbooks from a feminist viewpoint.

The answers of the research questions put forward in chapter 1 were considered important to locate, as, an educational textbook (especially the one used in government schools) is read by thousands of students every year. This textbook affects the minds, opinion making and world views of these students as their consumers. Fairclough (1991, p.50) notes “ Producers exercise power over consumers in that they have the sole producing rights and can therefore determine what is included and excluded, how events are represented.” In the case of a textbook the producer is the writer and the syllabus designers; and the consumer is the thousands of students who read these books and get influenced by them. The gender related ideologies affect the minds and opinion making process of the students (discussed in detail in chapter 2). In other words, their worldviews and mindsets are shaped and affected by the gender related ideologies embedded in the textbook. It is impossible that they read the books and do not get affected by what they read. The English textbooks of Khyber Pakhtunkhwa may embed ideologies about other issues as well; but the present research is focused on the gender representation only, through Feminist Critical Discourse Analysis.

In the next section, the researcher puts forward the operational models used for the analysis of the English textbooks of Khyber Pakhtunkhwa Textbook Board (at Elementary Level).

### **3.3 Research Operational Model**

Critical Discourse Analysis unveils the hidden ideologies behind a discourse. Feminist Critical Discourse Analysis helps in analyzing a discourse from the viewpoint of feminism. A feminist critical discourse analyst analyses the choices of the linguistic items used in a discourse and unearths the hidden ideologies at its back. Different theorists, researchers and philosophers have proposed different models for the analysis

of a text from a critical feminist viewpoint. For the present study, an operational model was developed based on Fairclough, Porecca and Halliday models. These models have been explained below to clarify what aspects of these models were utilized in the analysis of the textbooks of Khyber Pakhtunkhwa Textbook Board from a feminist perspective.

### **3.3.1 Fairclough Model**

According to Fairclough (1992), a researcher needs to see and analyze the following five categories when he/she analyzes a text from a gender viewpoint:

1. Interactional Control
2. Ethos
3. Metaphors
4. Wording, and
5. Modality

Interactional control means which gender controls the interaction. Fairclough (1992) argues that the interactional control is normally with the gender who takes more number of turns by opening and closing the interaction, and selecting and changing the topics. In ethos, we see the way language is used to make gender identities in social practices. The selection of certain vocabulary items makes the gender identity of a gender group. Metaphor and wording mean what kind of vocabulary items have been used for identity making of both the gender groups. Metaphors play a significant role in the gender identity construction of a man or a woman. (Fairclough, 1992) Finally, modality is defined by Hodge and Kress (1988, p.183) in Fairclough (1992) as the “degree of “affinity” with the proposition, so any such utterance has the property of modality, or is “moralized”.

### **3.3.2 Porecca Model**

Porecca (1984) puts forward six categories for analyzing gender representation in English for Second Language (ESL) textbook. These six categories are discussed below:

1. Omission in Texts and Illustrations
2. Firstness
3. Occupations

4. Frequency of female nouns to male nouns
5. Female exclusive male-generic constructions
6. Types and Frequencies of adjectives

Omission in texts and illustrations means which gender is less discussed or omitted. The omission of a gender connotes the gender is not important or worth discussion. The omission of a gender both in texts in illustrations has serious connotations and tells so much about the importance and value of the gender. So, according to Porecca (1984), it is the first thing to be seen and analyzed in a text or illustration: visibility of a gender and its extent/degree.

Firstness means which gender group is introduced or mentioned first and which one later. When a gender is introduced or mentioned before another, it is considered more important and valuable. The gender that is introduced later is considered less important or valuable.

The third category of Porecca's CDA model is occupations. The kind of occupational roles given to either gender shows the importance and power of the gender. The findings of many researchers' studies reveal that the superior and powerful professions are given to men, and the lesser ones like teaching, nursing or household chores to women. The occupational distribution to both the genders reflects their value and social power.

Porecca's fourth category deals with the frequencies of both the gender groups. It shows the number of men and women in a lesson. The less number of characters of a gender refers to its less importance. This is considered gender biased from a feminist perspective.

The fifth category of Porecca's CDA model for analysis is masculine-generic constructions. The masculine generic constructions mean expressions, which are masculine, and indirectly exclude women. For example the word "sportsman" is a masculine generic expression. It apparently refers to sports as an activity of "men" only. We can also have female exclusive male-generic pronouns, depending on the context. These constructions are considered marginalizing towards the female gender.

The sixth and final category of Porecca's CDA model for the gender analysis of a text is adjectives. An adjective modifies a noun or adds something to the meaning of the noun. Adjectives referring to the physical appearance and emotional weakness of a gender show a gender bias. Similarly, those referring to the physical and intellectual strength of a gender present it a positive way. Adjectives of qualities have an additional significance. The use of adjectives like 'weak', 'obedient' and 'lovely', for women and those like "strong", 'intelligent' and 'brave' for men reflects a bias.

### **3.3.3 Halliday's Transitivity Model**

Halliday (1985) divides a clause into three parts: processes, participants and circumstances. Processes are the real or perceived actions, e.g. 'play' and 'believe'. Participants are the human or inanimate entities involved in the real or perceived actions. For example, in the sentences 'He plays Hockey' and 'the wise believe that life is a test', the entities 'He', 'Hockey', 'the wise' a 'life' and 'test' are the participants. They are the entities involved in the processes of 'playing' and 'believing'. Circumstances show 'when', 'why' 'where' and 'how' an event takes place. For example, in the sentence, 'I will meet you tomorrow', the word 'tomorrow' is the circumstance as it shows when the activity of 'meeting' will take place. In the sentence 'The student was punished for being late', 'for being late' is the circumstance, as it shows the reason for an activity 'punishing'. In the sentence, 'I am going to school', 'to school' is the circumstance, as it shows the place (or location) to which the participant is 'going'. Going is the activity (process). Finally, in the sentence 'He ran quickly', 'quickly' is the circumstance, as it shows the manner in which an activity (running) took place. Processes are located in the verbal clause, participants in the nominal clause and 'circumstances in the prepositional or adverbial clause.

Participants can be actor, goal, sensor, phenomenon, attribute, identifier, identified, behaviour, sayer, verbiage, and receiver. An actor does an action while the goal is affected by the action. For example, in 'He broke the glass', 'he' is the doer of the action 'breaking' while 'the glass' is affected by the action of the doer: it is broken. Sensor is the person or entity that senses some phenomenon. For example, in 'I feel happy' 'I' is the sensor and 'happiness' is the phenomenon that is sensed. A carrier is the carrier of a certain attribute or quality. For example, in 'He is great', 'He' is the carrier; it

carries the attribute of 'greatness'. 'Great' is the attribute. It is the quality possessed or 'carried' by the carrier'. The sentence 'He is a student' shows the identifier and identified. 'Student' is the identifier of the person; 'He' is the 'identified' identified by the identifier 'student'. Sayer is the person who says something, verbiage is the text or words the sayer says, and 'receiver' is the person to whom the words are said. For example, in 'The teacher said to students, 'there are two kinds of verbs in the English language', 'the teacher' is the sayer, 'there are two kinds of verbs in the English language' is the verbiage and 'students' is the receiver.

No English clause can be complete without a verb, which shows the process the participant is involved in. According to Halliday (1985) there are five kinds of processes. They are material processes, mental processes, verbal processes, relational processes and existential processes. Material processes show an action. For example, in 'She is climbing the mountain' and 'He is cooking the meals', the words 'climb' and 'cook' are the physical actions the participants 'She' and 'He' are involved in. The mental processes mean the mental beliefs, feelings, and perceptions. For example, in 'He looks sad', 'She seems satisfied' and 'Feminists believe sex has nothing to do with a person's wellbeing and performance', the words 'look', 'seem' and 'believe' are the mental processes. They refer to the mental beliefs, senses and perceptions of individual(s). Verbal processes mean what is said or told by an individual. For example, in 'She says I am intelligent', the verb 'say' is the verbal process. It shows that 'she' is involved in the process of 'saying'. Relational processes are processes of being, for example, in 'He is happy', 'is' the relational process. It shows the relationship between 'he' and 'happiness'. Existential processes merely show that something exists. For example, in 'there is a lion', 'there is' is the existential process. It shows that something exists.

Halliday argues that the semantic choices are of vital importance in the meaning making process of the language. Hence, the selection of certain vocabulary items like verbs and nouns (semantic) for a certain gender group contributes to its gender identity formation. There are two kinds of verbs in the English language: dynamic verbs and stative verbs. Dynamic verbs show the material processes in which an entity is involved in some physical action. Stative verbs are the mental processes which show the mental beliefs, perceptions, and states of an individual.

According to Halliday (2005: 179), the actor in a clause is determined by the transitivity of the verb. Stative verbs are used for the expressions of states including, for example, what we believe, know or feel. On the other hand, dynamic verbs account for events and refer to some happening - controlled by the subject. Semantic roles mean the participants, which are involved in these physical and/or mental processes. The gender group that is involved in more processes that are material shows that it is more dynamic and active. On the other hand, the gender group that is involved in less number of material processes shows that it is less dynamic and active. The gender group that is involved in mental processes also refers to the wisdom and other qualities of the gender group, for example, in ‘ He thinks I am always right’, the word ‘think’ is used in a positive sense, though it does not show the person in any physical action. On the other hand, in the sentence ‘She fears that she will fail’, the word ‘fear’ is a stative verb but it shows the person in a negative way. The examples show how semantic roles like ‘actor’, ‘goal’ and ‘senser’ show different gender groups in different ways and how they contribute to the process of their gender formation. So, we see how choices of vocabulary items like ‘verbs’ and ‘nouns’ affect the gender identity of the gender groups.

### **3.3.4 The Researcher’s Modified and Combined Model for Analysis of English Textbooks**

Based on requirements, relevance and needs, this researcher has combined and modified the three models- Fairclough Model of CDA, Porecca Model of CDA, and Halliday’s Model of Transitivity Analysis- discussed above, and come up with the following adapted Model for the analysis of the selected English Textbooks:

1. Interactional Control
2. Omission in Texts
3. Firstness
4. Metaphors
5. Generic Constructions
6. Frequencies and Types of Adjectives
7. Verbs
8. Semantic Roles



Interactional control shows that gender group that controls the discourse to decide the agenda. Fairclough (1992, p.152) argues “interactional control features ensure smooth interactional organization, the distribution of turns, selection and change of topics, opening and closing of interactions, and so forth.” In other words, interactional control means which gender controls the discussion by selecting and changing the topic, opening and closing the interaction and taking more number of turns. The researcher selected this category for the analysis of the textbooks because of its requirement. Through the analysis of this category, the researcher traced which gender controlled the discussion. The researcher analyzed interactional control in texts where both the gender groups appeared. The interaction of both the gender groups was analyzed in order to determine which gender group controlled the interaction. Similarly, the ideologies behind the interactional control were unveiled and discussed.

Omission in texts means which gender is given more representation and which one is absent. It also means which gender group is active and which one appears occasionally. Omission also means which gender is omitted altogether. When a gender is given less space, it is considered less important. Similarly, when a gender is omitted, it is considered unimportant and hence not worth mentioning. On the other hand when a gender is given sufficient space, it shows its importance and value. The researcher has adapted this category of gender analysis from Porecca’s Model of CDA. The researcher excluded the illustrations from his analysis because this study is a linguistic description of gender. The researcher analyzed the visibility of both the gender groups. The researcher found out whether there was a consistency in the representation of both the gender groups, particularly the female gender.

Firstness is another category the researcher has selected for the analysis of the selected texts. The researcher has taken this category from Porecca’s Model of CDA. Firstness means which gender is introduced first in a gender paired occurrence or when both the gender groups exist. According to Porecca (1984), the introduction or mention of a gender group before another gender group shows the importance of the gender group. On the other hand, introducing a gender group later shows it is less important. The researcher analysed the texts and found out which gender was introduced first.

Generic constructions mean the use of an expression which apparently refers to only male characters, and rules out the possibility of women. For example, the word 'grounds man' apparently refers to the male gender; it excludes the female gender. Similarly, sentences like 'Man wants happiness' marginalize women. Excluding women from a general activity through such constructions reflects gender-bias. It marginalizes the female gender. The researcher has adopted this category from Porecca's Model of CDA. The researcher analysed the texts for this category and explained its significance.

Types and frequencies of adjectives also play a vital role in the gender analysis of a text. Adjectives of quality contribute in the construction of gender identity of a gender group. The use of adjectives like 'weak', 'obedient' and 'lovely' for a gender marginalizes it. Similarly, adjectives like 'strong', 'intelligent' and 'brave' depict the gender group in a positive way. An imbalance in the use of these adjectives has serious connotations. The researcher has taken this category from the CDA model of Porecca. This researcher analyzed the adjectives of quality, state and age; and elaborated on their significance in the gender formation of both the gender groups.

The verbs category is taken from Halliday's model. The researcher analyzed the verbs through transitivity model. The researcher analysed what kinds of verbs were used for which gender groups. Dynamic verbs are used for physical actions in the real world. Stative verbs are used for expressions of states, for example what we know, feel or believe. Similarly, different stative verbs for different gender groups have significance. For example, in the sentence 'He is a great scholar', the stative verb 'is' presents the male participant in a positive way. On the contrary, in 'she is attractive', 'the same verb 'is' is used for the female gender. But it does not present the female in a positive way. Instead, it shows the male participant in an objectified way. Let us explain the point with another example. Consider the following 4 sentences.

(1). She looks sad.

(2). She looks attractive.

(3). He looks satisfied.

(4). He looks great.

We see that the same stative verbs ‘look’ is used for both the gender groups in all the four sentences, but it portrays the gender groups in an altogether different way. In example 1, the verb ‘look’ depicts the female character in a negative way. It refers to her emotional weakness. Similarly, the same verb objectifies the female gender in example 2. It refers to the physical appeal and attraction of the female character. On the contrary, the same verb ‘look’ in examples 3 and 4 portray the male gender in a positive way. In example 3, the male character is shown as emotionally strong and calm- through the verb ‘look’. Similarly, in example 4, the male character is shown in a positive way. Greatness is a positive quality. So, we can say that it is not only the dynamic verbs that contribute to gender construction of a gender group, but also the stative verbs. The stative verbs have an equal significance in the gender construction of both the gender groups. In this way, the researcher showed the significance of the two kinds of verbs.

The researcher used the same model of transitivity for the analysis of nouns used for both the gender groups. These nouns are called as semantic roles which refer to the roles assigned to each gender group at noun places; according to the processes they are involved in (Halliday’s concept of participants according to process types). The researcher analysed semantic roles in those short stories where both the gender groups occurred. In this way, a comparison was drawn between the gender groups, and the gender ideologies were unveiled.

### **3.4 Sample and Rationale**

According to Philip (1991), textbooks make educational discourses carrying certain socio-cultural ideologies. In order to investigate the gender representation in textbooks, the researcher undertook the task of analyzing the currently (prescribed for year 2016-17) taught English textbooks (at elementary level) of Khyber Pakhtunkhwa Textbook Board, Peshawar. As previously mentioned, a textbook is read by thousands of students and does affect the minds, opinion making and worldview of these students. The gender-related lessons do affect the minds of the readers regarding men and women as consumers of the discourse, as Fairclough ( 1991, p.50) argues “ Producers exercise power over consumers in that they have the sole producing rights and can therefore determine what is included and excluded, how events are represented.” This researcher decided to analyze the textbooks at elementary level. It is because the students of this age

can easily absorb and internalize the ideologies. According to Mirza (2004), “ When children enter the school environment, the images of male and female portrayed in books, crystallize their concepts about gender and consequently their own self-image, their behaviors, their aspirations, and their expectations.” (37). Hence the students of elementary level can be affected by the gender ideologies embedded in the Elementary level English textbooks designed and published by Khyber Pakhtunkhwa Textbook Board. Hameed (2014) analyzed the Elementary level textbooks of Punjab Textbook Board. The researcher’s findings revealed gender bias in the textbooks. The researcher suggested that the textbooks of other areas of Pakistan should be also analyzed for gender analysis so that a gender balanced representation of both the gender groups is ensured. This prompted the researcher to focus exclusively the textbooks at elementary level from a gender viewpoint.

### **3.5 Sampling Technique**

This researcher analyzed only those texts in which gender was clearly identifiable, as male or female (as third gender group is not the focus of the present study), thus purposive sampling technique was used. Some of the lessons were about other issues and hence excluded from the analysis. This researcher analyzed all the 12 short stories in the books. Short stories are important as the way male and female characters are presented and depicted constructs their gender identity, which has serious impacts on the minds of the students as consumers. The researcher also selected essays. Essays discuss certain issues like health, economy and sports, etc., in relation to the gender groups. The researcher analyzed how the authors of the essays discussed these issues in relation to men and women; and what significance does it have. The researcher also examined all the gender-related examples given in the language proficiency units. Examples are used to teach different aspects of language. They have importance in teaching the basics of grammar as well as communication skills. A language cannot be learnt without understanding the basics of its grammar. English is an international language. So, learning the grammar of English becomes even more important. Examples are used to teach the aspects of grammar in a more convincing, and easier way. Most of the examples included mention or reference to human beings. The researcher examined the verbs, adjectives, generic constructions and metaphors of all the gender-related examples of the

language proficiency units of the textbooks, and explained its significance in the gender construction of both the gender groups. In this way, the researcher analyzed three important kinds of texts: short stories, essays and language proficiency units. The researcher excluded poems from the analysis because of the suggestive nature of poetry. Though the researcher traced a few gender related elements in the poetry but they did not suit the analysis like the other kinds of texts. In addition, the researcher did not include the texts about famous personalities. It is because almost majority of such lessons were about famous male figures. A lesson about a male famous personality already shows that it will focus the achievements and other positive qualities of the male gender. The incorporation of such lessons would have been partial; and would not have given reliable findings. So, the researcher decided to exclude them from the analysis. Overall, this researcher analyzed 30 texts and the Examples Portion of the Language Proficiency Units. Out of the thirty texts, 12 were short stories and 18 were essays. The list of these 30 texts is given below:

**(1) Short Stories:**

1. The Wolf Cub
2. Abu Musa and The Missing Donkey
3. The King and the Farmer
4. Taimur and the Brave Woman
5. Paid in Full With One Glass of Milk
6. A Generous Deed
7. Gulliver in a New World
8. The Devoted Mate
9. The Abbot of the Canterbury
10. The Boy Who Cried Wolf
11. A Camping Holiday
12. The World in the Year 2100

**(2) Essays:**

1. Over Crowding in the Cities
2. Democracy

3. Electricity
4. Media- A Source of Knowledge
5. Health is Wealth
6. How to Read
7. Muslims and Technology
8. The Happiness and Prosperity of the Home
9. Pollution
10. Drug Abuse
11. Road Safety
12. Sports
13. Handicrafts in Pakistan
14. Germs and Diseases
15. Importance of Media
16. The Carpenter
17. Cleanliness
18. Computer

The researcher also analyzed all the examples (with clear gender depiction in language) of all the proficiency units of the three books.

### **3.6 Data Analysis Procedure**

Data was analyzed from the selected sections of the textbooks in accordance with the categories defined in the theoretical framework, in the following sequence:

- Firstly, the researcher analyzed interactional control. In this regard, only those short stories were taken into account where both the gender groups were present. The researcher examined which gender group controlled the interaction and what did it signify. The researcher explored the gender ideologies behind the interactional control.
- Secondly, the omission aspect was investigated with respect to female characters. The researcher scrutinized the representation of both the gender groups in terms of both active representation as well as references. The number of male and

female characters was counted and the gender ideologies behind the representation or omission were unveiled.

- Next, the researcher studied the element of firstness, to identify which gender group was introduced first and what did it connote. The researcher also analyzed the gender-paired occurrences to see which gender group was mentioned first. The significance and impacts of firstness were discussed.
- In addition, the researcher analyzed the metaphors used in the texts. Fairclough(1992) claims that metaphors considerably contribute to the process of gender formation. The metaphors were identified and their significance in gender identity formation of both the gender groups was explained.
- Additionally, the researcher investigated whether the texts contained generic constructions. The ideologies behind the constructions were also unveiled.
- Furthermore, the researcher analyzed the kinds of adjectives used for both men and women; and explained its significance in the gender identity of both the gender groups.
- Next, the researcher analyzed the verbs through transitivity analysis. The verb category was applied to short stories. The verbs used for the main characters were analyzed. The researcher investigated whether the verbs used for the main characters were dynamic or stative. The researcher also discussed the significance of these verbs in the construction of the gender identity of both the gender groups.
- Finally, the researcher analyzed the nouns (semantic roles) in the lessons where both the gender groups were present. The semantic roles were analyzed according to the processes (verbs) and the participants (men and/or women).

After the analysis in the above mentioned categories, a comprehensive summary of findings was prepared along with the discussion (presented in chapter 5). In the next chapter, the researcher presents the analysis of the selected data.

## **CHAPTER 4**

### **DATA ANALYSIS**

In this chapter, the findings of the study are presented along with comprehensive discussion and interpretation. Each selected text is analyzed individually and thus presented in the same format (in this way, discussion and interpretation of items become more rich and evident). A brief summary of each lesson under study is provided in beginning of the each section to make contents more understandable for the reader. After that, analysis is given based on the operational model of analysis. Finally, the researcher discusses the gender ideologies embedded in the text and its impacts on the readers as consumers. First, an analysis of short stories is given and afterwards analysis of other text types is presented. Lastly, the summary of the findings is presented along with discussion.

#### **4.1 ANALYSIS OF SHORT STORIES:**

##### **1. The Wolf Cub**

This story revolves around a boy, Mowgli, who joins the jungle animals after being attacked by a tiger. The boy quickly adjusts with the animals and their rules. The boy lives for a long time with the animals and performs the much needed task of killing a tiger which is a threat not only to the animals of the jungle but also to the people living there.

The story was firstly analyzed for the omission in texts. The analysis shows that the story omits the female gender. Both the two human characters discussed, besides the animals, are males. One is the adventurous boy and the other one is his father who is a



woodcutter. There is no female character in the short story. This connotes that they are not fit for demanding activities like cutting wood and fighting a dreadful tiger as such activities are believed to lie in the realm of male gender.

The analysis of the generic constructions shows that the story has a generic construction 'men'. A line of the short story reads: 'Killing men and their children is against the laws of jungle'. The word 'men' excludes women. It limits the discussion to the male gender only which is marginalizing towards the female gender. The use of such generic constructions has a negative impact on the minds of students particularly the female students. They believe that challenging activities are performed by men only. In this way, their gender construction of females is affected in a negative way.

The last sentence of the story embeds a metaphor. The sentence reads 'When he was young man, Mowgli came out of the jungle to live with people again and taught boys the ways of jungle'. The metaphor is marginalizing towards women. It connotes that only men need tactics and skills. The special reference to boys shows that girls are not fit for such adventurous activities. The metaphor constructs a positive identity of the male gender and a negative identity of the female gender.

The adjectives used for the boy refer to his bravery, courage, and mental and physical strength. They include 'brave', 'strong', 'clever' and 'angry'. This connotes that boys are generally strong, intelligent and sharp. The adjective 'angry' refers to the strictness of men.

The researcher analyzed the verbs used for the male character. The analysis shows that mainly dynamic verbs are used for the character. The dynamic verbs include think, kill, put, hurt, howl, hide, pick, carry, look after, go, eat, say, make, learn, carry, rescue, take, find, come, teach. This shows that the character is mainly involved in physical activities. The verbs depict him as fearless, adventurous and responsible. The selection of such verbs helps in reflecting the belief that men are adventurous and powerful. The analysis also shows that a few stative verbs are used for the boy, including 'was', 'live', 'be'. The verb 'was' is used to introduce the boy as in sentences 'Mowgli was the son of a woodcutter' and 'When Mowgli was a little boy, his family and her father were camping in the jungle'. It is also used to refer to the boy's bravery as well as his skills as

in sentences ‘Mowgli was not frightened of him’, ‘When he was older, he used to go with grey wolf to the meetings of the wolf’. The verb ‘be’ describes his positive qualities as in the sentence ‘The child will be brave, strong and clever.’ So, we see how both the dynamic as well as the stative verbs are used to show Mowgli as a brave, adventurous and courageous boy.

Overall, the analysis of the short story demonstrates that it is gender-partial. Positive and constructive qualities like intelligence, bravery, adventurousism and strength are attributed to men whereas women are omitted. The story depicts men as powerful, brave, adventurous and intelligent. The exclusion of women underlies that women do not match them in these qualities. Such depiction has a negative impact on the minds of the students as consumers. They develop a less positive opinion about women. On the other hand they develop a positive belief about men. They consider them as important in difficult times. This affects the female students. They suffer from a low self-esteem. The gender notion embedded in the text is that men are powerful, fearless; they are vital in the times of crises.

## **2. Sheeda and the Missing Donkey**

This humorous story is about a man, Sheeda, who is a dealer of donkeys. He goes to a fair and buys nine donkeys. He sits on the back of one of the donkeys and comes back home. On the way back home, he decides to count his donkeys to make sure that all the donkeys are there. To his utter surprise, one of the donkeys is missing. He gets down and starts counting them again. He is happy to see that the donkeys are 9, but when he rides a donkey again, the number drops to eight again. On the way, he meets his friend, Qasim and shares his trouble with him. He makes him understand that there is no missing donkey; he is riding on the donkey that he thinks is missing. He also cracks a joke at him. He says there are ten donkeys, one being he himself.

The analysis of omission shows that both the characters are male. Women are omitted. Buying and riding are outdoor activities. They are also profitable activities. The socio-cultural norms afford these activities mainly to men; women are not encouraged for these activities. So, we see how the story reflects a stereotype. Students internalize these stereotypes and start believing them. Such stereotypes affect their behavior.

The adjectives used for Sheeda show his lack of wisdom and intelligence. The adjectives include “old”, “simple” and “straightforward”. These adjectives help in making the story as humorous. The adjective ‘old’ is significant. It shows that Sheeda performs a profitable activity despite his old age. The adjective depicts men as the bread earners.

The analysis of the verbs shows that mainly dynamic verbs are used for the main character. The verbs go, buy, sell, ride, make sure, turn, start, count, climb, look around, think, jump, say and ask refer to the character’s buying and selling skills. They also depict him as careful and responsible (though he lacks common sense). The verbs ‘was’ and ‘live’ are used to introduce the character as in sentences ‘Long long ago there lived an old man’ and ‘His name was Sheeda’. The verb ‘was’ in the sentence ‘he was very simple and straightforward’ depicts him as a simple and straightforward person. His simplicity contributes much to the story. It connotes that he lacks common sense because of his simple and straightforward nature. The verb ‘realise’ in the sentence ‘He realized that he should count them and make sure that they were all present’ shows his careful nature despite his depiction as a less wise person.

The overall analysis of the story shows gender bias. Despite the depiction of the male character as fool, he is shown as the bread earner. The story also depicts men as wise and intelligent. The other character in the story, Qasim, is shown as an intelligent person. The way he cracks joke at Sheeda shows his wit. The omission of female gender connotes they are not fit for outdoor activities like going to fair and buying donkeys. Keeping women indoors and considering them fitter for the household chores is a stereotype associated to them. Similarly, denying them professional activities makes them dependent on men. The overall analysis of the story shows that men are the bread earners, they are wise and intelligent. The omission of women shows that they are not fit for serious, responsible and profitable activities. It also underlies that women need men for their financial support.

### **3. The King and the Farmer**

In this short story, a king meets a farmer who is busy in planting mango trees. He asks him about his age who answers that he is eighty years old. The king makes fun of

him saying he is a fool to plant mango trees. He argues that he is in the last days of his life; and so, he would not eat the fruit of it. The farmer disagrees with the remarks of the king. He argues that he is not a fool. He ate the fruit of mango trees planted by his father and now he is planting trees for his own sons and grandson to enjoy. The king is very impressed by the farmer's wisdom and rewards him with a prize.

The story was analyzed for the omission category. Both the active characters, the king and the farmer, are males. In addition, the farmer refers to his father, grandfather, sons and grandsons. In this way we have a total of 6 characters. All the characters are male. The female gender is omitted. The omission of female character shows a bias. It connotes that professions like ruling the country or farming belong to men only. It also shows that men are the earners.

The investigation of the short story also reveals a metaphor. In the last line of the third paragraph, the farmer says 'I am planting these trees so that my sons and grandsons may eat their fruit'. This metaphor is significant. The farmer refers only to his sons and grandsons. He ignores his daughters and granddaughters. This connotes that parents are more worried about the well-being of their sons, probably because they can help them in their old age. The exclusion of daughters and granddaughters shows a visible gender bias. In the researcher's province, female gender is not much invested on. Boys are given priority over them. This is probably because women have to get married and leave their homes. Men on the other hand stay with parents. That is why their well-being is more focused upon.

There are two adjectives used for the farmer 'fool' and 'wise'. The king calls him a fool in the beginning of the story, but he changes his position later. After the intellectual words of the farmer, the king pronounces him as a 'wise person'. Wisdom is generally attributed to men. The depiction of the farmer as wise reflects the socio-cultural belief.

The selection of verbs portrays a positive image of the farmer. Mainly dynamic verbs are used for the farmer. The dynamic verbs include plant, smile, point, reply, enjoy, do, plant, eat, accept, get. The verbs refer to his farming skills. The stative verbs include 'be' and 'are'. The stative verb 'be' shows the age of the farmer. The line reads 'Sir, I will be eighty two months from now'. The old age of the farmer shows that despite

his old age he is hardworking and determined. Men are generally considered more hard working and resilient than women are. The exclusion of the female gender reflects this ideology. The verb is also used when the king calls him a fool in the start of the story as in the sentence “You must be a fool.” The verb ‘are’ is used to depict the farmer as a wise person as in the sentence ‘You are a wise man.’ So, we see that both the dynamic as well as stative verbs contribute in depicting the main character as a wise and hardworking person.

The overall analysis of the short story shows that it is gender biased. All the 6 characters are men. They are shown in profitable and responsible professions. A king rules the world; he guides and controls people. Similarly, farming is a profitable activity. It was particularly considered a respectable profession in the past. In addition, the metaphor favors men only. Similarly, men are shown as wise, responsible and caring. The omission of female characters shows that they are less wise than men. It also underlies that they are not fit for responsible and profitable professions like that of a king and farmer. The analysis of the story unveils a few gender ideologies. The first ideology is that men are powerful. The portrayal of one of the characters as king refers to the power and authority of men. Similarly, the story reflects men as the bread earners. Assigning professional and profitable roles to men makes women dependent on them. They are controlled in this way. Finally, hard work has been exclusively associated with men in the story. This reflects the socio cultural ideology that men are more hardworking than women.

#### **4. Taimur and the Brave Woman**

In this short story, a woman, HameedaBano, in the dress of a male soldier, speaks bravely and courageously in front of a great king and warrior, Ameer Taimur. The woman, without having the fear of losing her life, speaks in front of the king, and reminds him of the cruelties he has inflicted upon innocent Turkish people. The king is so impressed by the bravery of the woman that he not only sets all the prisoners (who are about to be killed) free but also marries her.

The interactional control in the short story is in the hands of the female character HameedaBano. She speaks fearlessly to the tyrant king against his cruelties. She reminds

him that what he is doing is unjust. She asks him how he will face God on the Day of Judgment. Her words impress the king. He sets all the prisoners free. The theme of bravery is conveyed through the character of the female.

The analysis of omission in texts shows that there are two active characters. One is a male character Ameer Taimur and the other is a female character HameedaBano. In addition, there is a reference to another male character, Bayazid who is also a king. There is also a reference to the officers of the kingdom of Ameer Taimur. The gender of the officers is not clear, but it seems that the officers are men. Historically women were not part of such places. Finally, the female character refers to the bravery of men and women of her nation. In this way, we have in total 4 male characters and 2 female characters. The less number of women is meaningful. It connotes that they are not fit for activities like ruling the country and fighting the enemies. Such gender depiction of women is negative. It can influence the opinion making process of students in a negative way. They can develop a negative worldview about women.

The analysis of the firstness shows that the male character Ameer Taimur is introduced before the female character HameedaBano. The king is depicted as a great warrior. He is discussed as a great warrior who is ‘conquering country after country’. The female character is introduced later. Introducing the female character despite her courageous act reflects a gender bias. One more connotation is that kings are powerful. They guide and control people. That is why; the king is introduced first.

The story also reveals four metaphors. Firstly, we see that the woman has worn a man’s dress. That is why the third person pronoun ‘he’ is used for the woman. This underlies that it is men who usually do courageous things like speaking before a tyrant king. In other words, the woman needed a man’s dress to speak before the king. This is visible in the line ‘the entire court was surprised to see that it was a woman who has been speaking to Ameer Taimur’. The second metaphor is found in the female character’s own words. The last two lines of her speech read: ‘Women are thought to be weak and helpless, but we are a race whose women are also brave. Think of the brave men of this race whom you are crushing.’ The lines underlie that HameedaBano is defying the stereotype that men are braver than women. She seems to agree that men are braver than

women. The third metaphor is found in the depiction of HameedaBano as a wife. The last line of the short story reads: ‘And so Ameer Taimur married not a princess but an ordinary Turkish woman.’ This shows how women are normally discussed in terms of their beauty and marital status. The depiction of HameedaBano as a wife seems to neutralize her role as a courageous woman who speaks fearlessly before a tyrant king. Similarly, Ameer Taimur’s tyranny is relegated to the background by depicting him as a kind king who sets the prisoners free and marries an ordinary Turkish woman.

The adjectives used in the short story have significance. The adjective ‘great’ is used for the kings. It refers to the greatness and power of men as kings. In the beginning of the story, Hameeda Bano is shown as a man. The adjectives used for her as a man are ‘young’, ‘brave’ and ‘handsome’. The adjectives young and brave are used two times. This refers to the courageous and fearless nature of men. When it is discovered that the person actually is a woman, then the adjective ‘ordinary’ is used. The sentence reads: ‘‘And so Ameer Taimur married not a princess but an ordinary Turkish woman.’ This connotes that women are insecure about their future. They are dependent upon men.

The researcher analysed the dynamic and stative verbs used for the two main characters. Dynamic verbs used for Ameer Taimur include defeat, conquer, reach, take, give, set free, bow, want, and marry. The verbs mainly refer to his courage, bravery and greatness. The stative verbs used for the character are ‘was’, ‘agree’, ‘surprise’, ‘move’. The verb ‘was’ is used to introduce him as in the sentence ‘Taimur, the Tatar King’ was a great conqueror’. The verbs ‘agree’, ‘was’ ‘surprise and ‘move’ are used to portray the character in a patronizing way as in sentences ‘There was a silence in the court of Ameer Taimur’, ‘The king agreed to see him’, and ‘Taimur himself was surprised too’.

The dynamic verbs used for the woman include send, look straight, ask, say, stop for breath. They also refer to her bravery and courage. The stative verbs include ‘surprise’, ‘‘was’ and ‘are’. The verb ‘was’ introduces the woman as in the sentence ‘The name of the woman was HameedaBano’. The verb ‘surprise’ is significant. The line reads: ‘The entire court was surprised to see that it was a woman who had been speaking to Ameer Taimur.’ It shows that bravery is not a quality usually associated with women. The verb ‘are’ also shows women in a less positive way. The verb ‘‘are’’ in the sentence

‘Women are thought to be weak and helpless, but we are a race whose women are also brave’ shows that women are less strong than men.

The analysis of semantic roles shows that both the characters are involved in active roles but Ameer Taimur is involved in roles that are more active. Ameer Taimur is involved on 8 instances in semantic role of actor, on 2 instances in semantic role of sensor, and on one instance each in semantic role of identified and receiver. He is involved in material processes of defeating kings and conquering countries, which reflect his power and control. The verb ‘agree’ in the sentence ‘Ameer Taimur agreed to see him’ also shows Ameer Taimur in a patronising way. The semantic role of ‘identified’ in the sentence ‘Taimur, the Tatar king, was a great conqueror’ introduces him in a powerful way. HameedaBano is involved on 4 instances in semantic role of actor, on 4 instances in semantic role of goal, on 2 instances in semantic role of identified and on one instance in semantic role of sayer. The semantic role of ‘identified’ introduces her as in the sentence ‘The name of the woman was HamidaBano’. She is depicted in a positive way through the semantic role of ‘sayer’. She speaks bravely and fearlessly before the king. But the semantic role of goal shows the king in a patronising way.

The overall analysis of the short story reflects gender bias. The female character HameedaBano is depicted in a positive way. She is shown as a courageous woman. But her depiction as a wife of Ameer Taimur marginalizes her. On the other hand, men are shown as powerful kings and great conquerors. The courageous act of the woman is shown as unusual and surprising on the part of a woman. On the other hand, the depiction of the ‘tyrant’ king in the end of the story is positive. He releases all the prisoners. This neutralizes his role as a tyrant king. In addition, there is no involvement of female characters except HameedaBano. The analysis of the story shows that the story has the following gender ideologies.

1. Men are powerful and physically strong. They are the decision makers.
2. It is men who usually rule the countries or kingdoms.
3. Bravery is not usually associated with women.
4. The physical appeal and marital status of women is focused more than their other talents.



5. Women need men for their survival.
6. Women are not considered individually. They are discussed in comparison with men.

### **5. Paid in Full With One Glass of Milk**

This short story is about a poor boy who struggles to admit himself in a school. One day he is hungry and goes to his neighbor's house to get something to eat. A woman comes out and serves him with a glass of milk. He thanks her and bids her farewell. The boy admits himself in the school, works hard and becomes a doctor. After many years, the woman falls seriously ill. She is taken to hospital. The doctor of the woman is the boy whom she had served one day. The boy not only works hard to treat her but also pays all her medical expenses.

The story was analysed for interactional control. There is a short interaction between the boy and the woman. The boy talks in a confident way to the woman. He asks for help but does not present himself as weak. The woman responds passively. The last line of the short story suggests that the male character dominates the interaction. In the last line the boy says to the woman 'paid in full with one glass of milk.' The words are dominating and patronizing. The boy imposes his superiority over the woman. He wants to show that he has paid her back in a better way. The female character gives him a glass of milk only. The male character responds in a much more powerful way. The woman is ill. The boy treats her. So, we can say that the theme of hard work is conveyed through the character of the man.

The analysis of the omission in texts shows that there are two active characters in the short story. One is female character and the other is a male character. In addition, there is also a reference to other doctors. The gender of the doctors is not clear, but we can infer from the text that the doctors are men. The doctor who treats the woman is a male, so the other doctors can also be inferred to be men. In this way we have a total of 3 characters out of which 2 are male and one is female. So, we can see a slight gender imbalance in terms of representation.

The investigation of firstness shows that the male character is introduced before the female character. In the beginning he is shown as a boy who struggles to admit

himself in a school. The female character is introduced later. In the beginning she is shown as a helper. She gives the poor boy a glass of milk. The introduction of the male character before the female character is significant. The story focuses on the male character. The character is poor but he works hard and becomes a doctor. After becoming a doctor, he treats the female character. This means he is more important than the female character. That is why, he is introduced first.

The analysis of the short story also reveals a masculine generic construction 'man'. When the boy takes leave of the woman in the initial part of the story the narrator says 'as the boy left the house he not only felt stronger physically, but his faith in Allah and man was strong also'. The use of such masculine generic constructions has a negative effect on the minds of the students. Their gender identity formation is affected in a negative way. They may start believing that hard work and achievements belong to men only. Consequently, they may ignore women when they think about hard work and achievement.

There are in total four adjectives used in the short story, out of which the adjectives "poor" and "hungry" are used for the boy. The two adjectives are significant as they show how the boys goes from being "poor" and "hungry" to becoming an excellent doctor and a great humanitarian. On the other hand, the adjectives used for the woman are "lovely" and "young". They refer to her physical appeal and charm. The use of such adjectives tends to objectify women.

The dynamic verbs used for the boy include sell, lose, ask, drink, thank, call, rise, go, do, give, request, look, write, send. The verbs show how he goes on to becoming a great doctor from being a poor boy. The stative verbs used for the boy include has, was, owe, recognize and feel. The verb 'was' in the sentence 'He was hungry' is significant as it introduces the male character as a poor person which contributes much to the theme of the story. Similarly, the verbs 'owe', 'thank' and feel in the sentences 'How much do I owe you?', 'I thank you from my heart' and 'He not only felt stronger, but his faith in Allah and man was great also' also show him a strong person.

The dynamic verbs used for the woman are open, think, owe, and become ill. The verb 'become ill' contributes to the theme of the story. When the woman falls ill, the boy

treats her. The less number of dynamic verbs and stative verbs like ‘think’ in the sentence ‘She thought he looked so hungry so she brought him a glass of milk’ show she is mainly passive and inactive. ‘Fear’ is one more stative verb that is used for the woman. The verb is significant. Women are generally thought of as fearful and worried. The selection of verbs for the male and female character reflects a bias.

The analysis of the semantic roles shows that the female character is mainly passive. She is hardly involved in any active role except for bringing a glass of milk for the male character. She is shown mainly in semantic role of sensor as in the sentences ‘She thought he looked so hungry so she brought him a glass of water’ and ‘she feared to open it, for she was sure it would take the rest of her life to pay for it all.’ The female character is also mainly shown in semantic role of goal. She is also shown as beneficiary as in sentence ‘from that day he gave special attention to the patient’. Her only positive depiction is through a semantic role of sayer when she refers to her mother and refuses to take anything from the boy for the glass of milk. The lines read: “you don’t owe me anything,” she replied; Mother has taught us never to accept payment for a kindness.”

The male character on the other hand is more dynamic. He is shown positively in semantic role of actor as in sentences ‘He went back to the consultation room determined to save her life’, and ‘After a long struggle, the woman was cured.’ The character is also shown in semantic role of ‘sayer’, which means he mainly controls the interaction. The verb ‘ask’ used for him shows he is confident and active. Similarly, he is shown positively through semantic role of sensor as in sentences ‘When he heard the name of the town she came from, a strange light filled his eyes.’ and ‘He recognized her at once.’

The overall analysis of the short story shows that the story is male centered. The number of female characters is less than that of male characters. The interactional control is in the hands of the male character. The use of masculine generic constructions marginalizes women. In addition, the use of adjectives refers to the physical appeal of the female character. The analysis of the linguistic devices shows that the story underlies the following gender ideologies.

1. Men are hard workers. They can change their fate through hard work and dedication.

2. The physical appeal of women is focused more than their other qualities.
3. Men are involved in outdoor activities. Women are kept indoors.
4. Women need men for their medical finances and treatment.

## **6. A Generous Deed**

This story is about the generosity of Hatim Tai. In order to test his generosity, the sultan sends his soldiers after Hatim Tai in order to ask him to give (the sultan) his (Hatim Tai's) horse. When the soldiers go and meet Hatim Tai, he warmly welcomes them. He treats them to a delicious meal. When the soldiers tell about the sultan's message, the sultan feels sad and sorry. He tells the soldiers that he has slaughtered and roasted the same horse for them. When the soldiers return and tell this story to the sultan, he is much inspired. He appreciates Hatim Tai's generosity.

The analysis of story shows that it focuses men only. Hatim Tai, a tribal chief known for his generosity, the sultan, his ministers, advisors and his soldiers all are men. Women are totally omitted. The omission of women underlies that women are not fit for designations like ruling the country, being the tribal chief or being ministers, advisors and soldiers, etc. This reflects the traditional and stereotypical mindset towards women.

The adjectives used for Hatim Tai are 'generous' and 'famous'. They depict men in a positive way. Men generally enjoy more opportunities to earn. They become rich. In this way, they can contribute to humanity. The society does not give women enough opportunities to perform and earn. It restricts them to a few traditional activities, for example, household chores and teaching, etc. Consequently, they fail to gain financial stability like men. They also become dependent on men. The adjectives underlie that men can become rich and turn famous. The exclusion of female characters from the short story substantiates the stereotype that women are mainly concerned with household chores. They are not fit for professional and profitable activities. This can have a negative effect on students, particularly the female students.

The verbs used for Hatim Tai present him in a positive light. The stative verbs used for Hatim Tai include was, has and is and refuse. They introduce him as well as refer to his kind and humanitarian nature. Examples of sentences are: " Hatim Tai was an

Arab tribal chief, famous for his generosity’, ‘ Hatim Tai has his reputation of being generous’ and ‘ If he refuses, where is his generosity.’”.

The dynamic verbs used for Hatim Tai include help, serve, treat, give, come, welcome, do, cry, tell. These verbs also depict his generosity and large heartedness. The verbs ‘give’, ‘treat’, ‘serve’ and welcome helps in constructing his positive gender identity. They refer to his wealth, generosity and kindness. The verbs show how men are wealthier than women, how they excel them in terms of humanitarian works. Men are generally the earners. They are financially stable. It is because the society allows them more space for expressing their talent in order to earn and make themselves stable. The same ideology is reflected in the text.

The analysis of the short story suggests that it reflects bias. All the characters are men, having important and profitable designations. Three gender ideologies are embedded in this short story. The first one is that the rulers of countries are usually men. The second ideology is that men are richer than women. They have handsome amount of money which enables them to serve not only themselves but also others. The last ideology is that men are stronger than women both physically and mentally. This allows them to occupy have higher designations and responsibilities.

## **7. Gulliver, In a New World**

This fictional story is about a great man, Gulliver, who discovers a new country of people who are 15 centimeters long. In the new country, Gulliver is caught and taken to the king where he is arrested for a few days. Then, Gulliver is asked to save the people of the country from the enemies who are about to attack them from the other side of the sea. Gulliver protects them but does not indulge himself in the war as he does not like wars.

The analysis of omission shows that all the character discussed or referred to are male. Gulliver, the people of the newly discovered country and the king all are males. Women are omitted. The omission underlies that they lack the ability of heading the nation, doing adventurous activities like discovering new places, and fighting and protecting people from enemies. This depiction of women is negative and biased.

The verbs used for Gulliver depict him as fearless, adventurous and strong. The dynamic verbs used for Gulliver are swim, hold down, tie, climb, give, break, hurt, lay, move, shoot, cut, take, carry, help, bend, pull, attack, find, and sail. The verbs refer to his skills and physical and mental strength. They refer to the physical actions of Gulliver. They show his adventurism, fearless nature and creative mind. The stative verbs include was, hear, like, feel, live. The verb ‘was’ is used to show his profession as in the sentence ‘Gulliver was a doctor on a ship.’. The verbs ‘was and ‘live’ are used to refer to the physical state of Gulliver as in the sentence “No house was big enough for Gulliver to live in”. The verb ‘feel’ shows his hard work and physical strength as in the sentence “Gulliver felt very tired and soon went to sleep.” The verb ‘like’ is used to show Gulliver’s character. The verb “like” in the sentence ‘I don’t like wars’ shows he is peace loving and harmless. We see that both the dynamic as well as the stative verbs are used to depict the male character in a positive way.

The overall analysis of the story suggests that the story is gender biased. It shows men as rulers having the skills to rule the country. The discovery of a new country refers to men’s creativity and innovation. Similarly, the depiction of Gulliver as a warrior reflects the belief that men are strong and fearless. Moreover, Gulliver’s refusal to take part in the war reflects his strong character. The exclusion of women from the story connotes they lack these positive qualities. This can affect the female readers in a negative way. They may think low about themselves.

## **8. The Devoted Mate**

This short story is about a Muslim student, HasanBasri, who is ridiculed by his friends for his simple looks. His friends are wealthy and make fun of him. One day one of his friends falls seriously ill. All his other friends leave him but he stays with him. He takes care of him day and night until he fully recovers. When his father tells him that he has been looked after by HasanBasri whom he often ridiculed, he feels embarrassed and regretful, and goes to extend him his apologies. The boy tells him that he has not done anything great as it is his duty to take care of an ailing person.

All the 3 characters are men. HasanBasri, his friend and his friend’s father are all males. The female gender is omitted. The activities in the story have a relation with the

exclusion of female. The socio cultural norms afford more opportunities to men regarding education. They encourage men to pursue their higher education. On the other hand, education for women is considered less important. The ideology is reflected in the story. All the students discussed are boys. Similarly, helping people outside the spheres of homes is considered as an activity of men. That is why the male character HasanBasri is shown as a helper of the ailing student. The invisibility of women connotes that these activities do not belong to them.

The story also has a female exclusive male-generic construction. In the last paragraph of the story, the theme of kindness and serving other relates only to men. The sentence reads, "He replied humbly that it was the teaching of his religion not only to forgive the transgressor but also do good to him". The third person pronoun "him" in the sentence is a female exclusive male-generic construction. It limits the discussion to men only and excludes women. The use of such female exclusive male-generic constructions marginalizes women.

The adjectives used for the male character HasanBasri depict him in a positive way. The adjectives "silent", "simple", "good", "sincere" show his qualities of kindness, sincerity and sympathy. The adjectives construct the identity of men in a positive way.

The dynamic verbs used for HasanBasri depict him in a positive way. The verbs 'forgive', 'serve', 'give', and 'cleanse' show his sympathetic and kind nature. Similarly, the verb 'study' refers to his educational excellence. The stative verb 'was' is used to introduce the main character as in sentence 'The Muslim saint was HasanBasri.'

The analysis of the short story shows that the story is male-centered. The theme of forgiveness and helping others is developed through the male character. The gender ideology embedded in the short story is that boys are the ones who can help others in hard times. They have the physical and emotional strength to perform such humanitarian works. Another gender ideology is that men excel in the field of education. The omission of female gender connotes that they do not perform as well as men do in the field of education; similarly, it shows that they are not fit for activities like helping and serving patients. The story is marginalizing towards women.

## **9. The World in the Year 2100**

In the short story, a student sees a dream and visualizes world in 2100. The student sees that people live in moon as well as other planets. The student also sees people traveling in flying car; getting treated with wonderful medicines and instruments. The student sees a principal controlling and monitoring all the activities of the school with a button. At the end of the story, the student wakes up and wishes all these in his own country, Pakistan.

In this short story, the gender is not specified. The word ‘human being’ is used for both the gender groups as in the sentence ‘Many human beings were settled on these planets’. The dreamer refers to both the gender groups as human beings. Similarly, the pronoun ‘they’ is used for the scientists and discoverers which refers to both the gender groups equally. This is a gender balanced description. Such selection of words has a positive impact on the minds of the students. But we see a masculine generic construction in the sixth paragraph of the story when the dreamer refers to the principal of the school. Following is the sixth paragraph of the story:

“Now I found myself in the world of schools, colleges and universities. I, as a student was really amazed. The students wore unusual uniform. The principal of the school had an electronic viewer in his office. He could see his staff members working in their rooms. On the arm of his chair, a button was fixed. By pressing it he could see everything happening in the campus of the school. The students were in contact with the students of other schools on the other planets”.

The pronouns ‘his’ and ‘he’ seem to refer to the principal as a man. The use of such constructions has a negative impact on the minds of the students. They can develop the opinion that women are not important in certain places and affairs.

The overall analysis shows that the story is gender balanced. But the use of the masculine constructions makes it slightly biased in the favor of men.

## **10. The Abbot of Canterbury**

The story is about a rich king who does not want anyone to be rich like him. When he hears about the wealth of abbot of Canterbury, he orders his servants to bring



him before him. He asks the abbot three difficult questions, and threatens him that if he fails to provide answers in three weeks, he would be sentenced to death. The abbot is worried and tense. He goes to different great scholars hoping to get his answers but unfortunately none of the scholars knows the answers. Surprisingly, he comes across a shepherd who himself provides the answers on his behalf.

The investigation of omission in texts shows that the story focuses on men only. All the characters, the king, the abbot, the shepherd and the soldiers are men. Women are omitted. The omission has a hidden relationship with the designations. A king rules a country. This is an important responsibility. Society expects this from a male gender. It believes that men have the physical and mental strength to undertake such a serious and important task. Similarly, an abbot is followed by people. He has the power to become rich. Soldiers are physically and mentally strong. They possess courage and resilience. Men are considered courageous and strong. Finally, a shepherd goes to hills. It is an outdoor activity. It is also a demanding activity. Men are considered capable of performing difficult activities. So, we see how the text represents and propagates the dominant socio-cultural ideologies about gender. The exclusion of women from the story underlies that they are incapable of performing activities like heading the state; they do not have the wisdom of heading a religious section of people; and they are not fit for performing outdoor and demanding activities like rearing cattle in the hills. This attitude towards women is traditional, stereotypical and gender-biased.

The analysis identifies masculine generic constructions. The constructions “man’ and “nobleman” exclusively relate a general activity or reference to the male gender. The fourth sentence of the short story reads: “He wanted that there should be no other rich man in his kingdom.” This word man seems to refer to the male gender. It excludes the female gender from the consideration. Similarly, in one more sentence, the word ‘noblemen’ is used in the sense of men only. The sentence reads: “My first question is to tell me my worth when I am wearing a gold crown on my head and sitting among my noblemen on the throne.” The use of such female exclusive male-generic constructions marginalizes women. It makes them unimportant.

The adjectives used in the story were analyzed. The adjectives make positive gender identity of the male gender. The adjective ‘rich’ for the kings and the abbot refers to their financial stability. A king is a rich person. He is financially stable. Similarly, an abbot has the resources. This connotes that men are financially stable because of the higher designations they occupy. The adjective ‘great’ for the scholars also shows men in a positive way. Men are considered wise and intellectual. They are considered intelligent enough to solve difficult problems and answer difficult questions. The same ideology is reflected in the text. The adjectives ‘clever’ and ‘wise’ are used for the shepherd. This shows that not only scholars but uneducated men have wisdom. Women on the other hand are considered less wise and intelligent than men; that is why we do not see any female character in the text.

The verb ‘think’ refers to the wisdom of the shepherd. The dynamic verbs ‘read’ and ‘write’ have significance. When the king tells the shepherd that he wants to make him the abbot, he says ‘Sir, I am sorry; I can neither read nor write’. The verbs show that though he is uneducated, still he is intelligent. They show how wisdom is attributed to the male gender.

The overall analysis of the short story demonstrates that the story is gender-biased. The depiction of the male gender as kings reflects the belief that men are powerful. Similarly, its portrayal as abbot and shepherd shows that men occupy profitable occupational activities. The presentation of men as scholars points at the wisdom and scholarship of men. On the other hand, the exclusion of female gender connotes that they lack these positive qualities. In this way, the story becomes biased.

## **11. The Boy Who Cried Wolf**

This story is about a shepherd who calls out people for help crying that a wolf has come and may attack his sheep. The people come but there is no wolf. Much to his naughty delight, he does the same tomorrow. People come to his help and go back angry and grumbling. One day a wolf appears. He cries out for help but the people ignore him thinking he is making them fool again. The people later come to know that there really was a wolf which had scattered the shepherd’s cattle. The shepherd regrets his actions and feels ashamed.

The analysis of the omission category shows that the characters are males. The shepherd is a boy. Similarly the people who come to his rescue are men. This connotes that outdoor activities like rearing sheep in far-away mountains belong to the male gender. This also connotes that men are the saviors. They have the physical strength to climb high mountains. They have the bravery and courage to fight dangerous animals like wolf, and rescue people. The exclusion of female character connotes that they lack the physical and mental strength to perform such adventurous activities. The story reflects and maintains the socio cultural ideology.

The word 'he' is used as a masculine generic construction. The final sentence of the story reads: "Nobody believes a liar... even when he is telling the truth." The third person pronoun "he" is used in the sense of men only. The pronouns seem to refer to only men as human beings. It seems to ignore women. The use of such constructions has a negative opinion on the opinion making process of the students. They may picture men only when they think of the heroic qualities of human beings.

The dynamic verbs used for the shepherd include 'sit', 'take a great breath', 'cry', 'laugh', 'watch', 'grin', 'sing out', 'fool', 'return', 'weep', 'say'. These verbs refer to his good stamina and naughty nature. Similarly, the verb 'climb' refers to the physical strength of the men who rescue the boy. The stative verb 'was' introduces the character as in the sentence 'Once there was a shepherd boy who was bored as he sit on the hill side'.

The story is biased as it focuses on the physical and mental strength of men, and omits women. In addition, the depiction of the boy as a shepherd shows that men hold responsible and profitable designations. The omission of women in the short story underlies that they are not fit for such courageous and profitable activities.

## **12. A Camping Holiday**

In this story the Pak Pioneers (a scout troop of Nowshehra) embark on a challenging task of turning a place in Madyan into a camping spot. For this purpose the members of scout troop pitch tents, dug drain and remove the stones and pieces of dead wood. After much hard work they use it as a camp. The next day they decide to visit and explore the beauty of Bahrain. There they see a bear which delights them. The scout

people also perform other good activities. They help a woman carry her load of fire wood. They assist a boy mend his fish line. The scout people enjoy their time at Madyan, Swat. Before leaving, they visit White Palace of the BadshahiJahan at Marghazar and Buddhist remains at But Kada.

The analysis of omission category shows that women are excluded. All the scout members, including Tahir and Raza, are males. This reflects that the activity mainly belongs to men. Similarly, the person whom the scout members help is a boy. He is shown fishing which demands skills and mental sharpness. It is believed that men are strong. They have the physical and mental strength and perform activities like climbing high mountains and exploring new places. It is also believed that role of men is vital in difficult times. They are considered as the helpers. This is visible in how the scout members help the boy and the woman. There is only one reference to a female character. The scout members help her take her wood load. The omission of women portrays a less positive image of the female gender

The analysis of the dynamic verbs shows that most of the verbs are dynamic , for example, ‘pitch’, ‘dug’, ‘remove’, ‘travel’, ‘visit’, ‘cook’, ‘examine’ ‘move’, ‘climb’, ‘carry’, ‘walk’, ‘rush’, ‘hire’ and ‘help’, etc. The verbs help in constructing a positive gender identity of the male gender, in depicting them as powerful, strong and important.

The omission of women in the text shows that they are less capable when it comes to activities like climbing, fishing and exploring new places. These activities mainly belong to men.

## **4.2 ANALYSIS OF ESSAYS:**

### **1. How to Read**

This essay is about the benefits of reading. The essay elaborates on how and why English grammar should be given priority over learning isolated words by heart. It also discusses different kinds of readings including silent reading and loud reading, etc. The writer calls books as ‘source of learning’.

The analysis of the sixth paragraph identifies a masculine generic pronoun ‘he’. The sentence reads ‘A few friends get together and one of them reads a story of his

choice'. The masculine generic pronoun 'he' seems to refer only to male readers. The use of such masculine generic constructions tends to marginalize women. It can affect the minds of female students in a negative way. Similarly, the male students may develop a negative opinion about women. The gender ideology embedded in the generic construction is that boys' education is given more attention than girls'.

## **2. Muslims and Technology**

The essay is about the technological advancements of Muslim scientists. The author talks about the important role of Muslim scientists like Jabir Bin Hayan, Al Farabi and Ibn e Sina. He describes how important machines like water wheel and water mill were developed by Muslim scientists. In the end of the essay, the author asks the youth to work hard and prosper in the field of science and technology.

The analysis of the omission category shows that only male scientists are referred to. Though it is a historical essay, still the omission of references to female scientists reflects a gender bias.

The analysis of the essay reveals a generic construction 'man'. The construction is found in the second paragraph. The line reads: 'In this way, they added to the treasure of man's knowledge'. The word 'man' seems to refer to the male gender only. It seems to ignore women. The use of such masculine generic construction may have a negative impact on the students as consumers. They may internalize that scientific inventions and higher knowledge belong only to men. The gender ideology embedded in the essay is that it is men who prosper in the field of science and technology. In addition, the use of the masculine generic construction makes the essay gender biased.

## **3. The Happiness and Prosperity of the Home**

The essay is about how we can keep the family members of our home happy, prosperous and healthy. The essay starts with a focus on the need of education for girls. After that the writer criticizes people who stored wealth in the past, and didn't utilize it. The writer adds that now a day's people are making use of the wealth by investing it. In the next part of the essay the writer elaborates on how we can lead a happy and prosperous life. The writer argues that many families suffer because their income is much

lower than their needs. A fair amount of money is required for proper education, health and other requirements. The writer suggests that saving money and increasing the income is one solution to this problem. The writer also stresses to strike a balance between the number of members in the family and the income of the family.

The analysis of the essay shows that though the writer stresses the importance of education for girls, still the essay has biased elements. The analysis of the metaphors shows that women are referred to as housewives and men as bread earners. In one of the lines, the writer says: 'In 90 percent of the families the man has to work from dawn to dusk to earn enough money for the family and the woman has an equally laborious task of the household duties'. This description of gender is biased. It limits women to the household chores and presents men as the earners. The description may negatively affect the minds of the students in their formation of gender identity of men and women. Similarly, another line of the essay reads: 'When the income of the father is not sufficient to meet the needs of food and clothing, how can it fulfill the other needs of the children?' We can infer from the line that the father has been referred to as the bread earner. When a female does not earn, she becomes dependent on the man. This marginalizes her, and lessens her role and status.

The analysis also identifies a few masculine generic constructions. The second line of the essay has a masculine generic construction 'men'. The line reads: 'A hundred or two hundred years ago, men were not really worried about things which specially concern us today'. The word 'men' is marginalizing towards women. It excludes them from the discussion. Another line from the second paragraph reads: 'In this way, thousands of our countrymen are helped by the money we have saved because many people are given work every time a new mill or factory is set up.' The masculine generic construction 'countrymen' refers to men as human beings only, and excludes women. This may affect the views of students about in a negative way. The construction is marginalizing towards women. Similarly, one more such masculine generic construction is found in the line 'man cannot escape illnesses'. Such lines may make the students feel that only the health status of male gender is referred to. This is again marginalizing towards the female gender. Finally, the third person pronoun 'he' is used as the masculine generic construction. A line from the essay reads: 'If a child falls ill, he has to be taken

to the doctor.’ Similarly another line reads: ‘So far as income is concerned, our society affords opportunities to every hardworking person to make as much progress as he likes’. The lines connote that the child or person referred to are males. Women seem to be taken out of consideration. Such constructions are marginalizing towards the female gender.

The essay is gender biased. The writer seems to have a contradictory stance. In the beginning of the essay, he stresses education for girls. He elaborates on how women are involved in the professional activities these days. In the later part of the essay, he discusses the male gender as the bread earner and the female gender as a housewife. In addition, the masculine generic constructions seem to marginalize women. The analysis of the metaphors and the generic constructions show that the essay embeds the following gender ideologies.

1. Men are the bread earners whereas women are concerned with the household chores
2. The health status of men receives more attention than that of women.

#### **4. Drug Abuse**

The essay is about the disadvantages and harmful effects of using illegal drugs. The writer advises that drugs should be avoided as it ruins the life of both the person as well as his family. The writer adds that drugs make people sleepy and intoxicated. They are not in the position to perform any useful activities. The writer also criticizes the drug sellers.

The analysis of the generic construction shows that only men are referred to as drug users. The writer writes: ‘He uses drugs because he is addicted to them’. Another line from the essay reads: ‘He is intoxicated and lives in fantasies. Similarly, one other line reads: ‘The drug makes him sheepish and intoxicated’. The gender ideology embedded in the essay is that men are drug users not women.

#### **5. Over Crowding in the Cities**

This essay is about the harmful effect of overcrowding the cities. The writer states that now a days most cities are crowded. People are driving more cars and more people

are travelling in buses, which is overcrowding the cities. The writer demands the government and public to attend to issue.

The analysis of the text shows that it is gender-balanced. No generic constructions are used. The word 'people' is used which is positive. This has a positive impact on students. This can affect their opinion making in a positive way.

## **6. Electricity**

This essay is about the production and use of electricity. The analysis of the essay shows that it is gender-sensitive. There are no generic constructions. The word 'we' is used, as in the sentence 'We use electricity in hundreds of ways'. The pronoun refers to both the gender groups, which is a balanced description of gender. It has a positive impact on the students.

## **7. Media- A Source of Knowledge**

This essay is about the importance of media. The writer discusses media as a source of knowledge. The writer states that media is a valuable source through which we share knowledge about our world. He further says that through it we express our feelings and opinions. The author adds that it is a powerful means to influence the beliefs and actions of others.

The analysis of the essay shows that the essay is gender-balanced. Generic constructions are avoided. The word 'we' is used which refers to both the gender groups. The essay reflects no bias. It is balanced.

## **8. Pollution**

This essay is about the causes and harmful effects of pollution. The writer elaborates on four types of pollution: water pollution, air pollution, soil pollution and noise pollution. The writer states that the increased number of factories and industries, and the ever increasing number of smoking vehicles are the main causes of pollution. The writer puts forward a few suggestions for reducing pollution.

The analysis of the essay shows that it is gender balanced. The word 'we' is used which refers to both the gender groups. For example, one of the lines reads: 'We, as



responsible citizens of must work hard to keep our environment clean’. Such description of gender has positive impacts on the minds of students.

## **9. Computer**

This essay is about the positive change computer has brought in the human life. The writer states that computer has made work and activities quicker and easier. The use of computer is saving both time and labor. It has made the work of accounts much easier than it used to be when we had to calculate with our own brain. The writer advises the students to learn computer skills as it can greatly benefit them.

The essay is gender balanced. It refers to both male and female gender. The word ‘human’ is used. A line from the second paragraph reads: ‘Though it has no brain yet, it has electronic parts which work just like a human brain’. The word ‘human brain’ refers to both women and men. This is a gender-sensitive description which has a positive impact on the students as consumers.

## **10. Handicrafts in Pakistan**

This essay is about handicrafts in Pakistan. The writer discusses different kinds of handicrafts in different provinces of Pakistan. The writer states that different kinds of handicrafts are made, for example, shoes decorated with gold threads, gaily colored hats for children, embroidered gowns, knives pottery and many other things in daily life. The writer also discusses handicrafts of Punjab, Sindh and Balochistan. According to the writer, handicrafts are getting attention; they are becoming a profitable profession.

The analysis of the generic constructions shows that no generic constructions are used. It refers to both gender groups. The writer uses the word ‘we’ which entails both the gender groups. Similarly, the last line of the essay shows a gender-balanced description. It reads ‘It is also a source of income and employment for the people of the country’. The word ‘people’ refers to both women and men. Such description affects the students in a positive way.

## **11. Importance of Media**

This essay is about the importance of media. The writer states that media has made the world a global village. Through it we come to know about the happenings of

the world. It familiarizes us with different cultures of different places. The writer adds that media is also a kind of public informer because it exposes the scandals of the wrong doers. It also moulds the opinion of people. The writer calls media as the fifth pillar of the state; and instructs the media people to be impartial and responsible in their reporting.

The analysis of the text shows that the essay is gender-balanced. It avoids generic constructions which is positive. The pronoun 'we' is used which refers to both the gender groups. Similarly, the word 'student' and 'their' in the line 'Many educational programmes are telecast and the students learn while sitting in their homes' refer to both women and men. It has a positive impact on students.

## **12. Cleanliness**

In this essay, the writer discusses the importance of cleanliness. The writer opines that the parks and public places are dirty because we do not take care of cleanliness. The writer suggests that we should wash our hands before and after eating meals. Similarly, we should keep our houses clean so that germs do not come. The writer concludes that we should adopt cleanliness because it is beneficial for us. It is also a part of the faith.

The essay is gender-balanced as generic constructions are avoided. Throughout the essay the word 'we' is used which refers to both the gender groups. It affects the students in a positive way. They feel that both the gender groups are equally valuable and important.

## **13. Germs and Diseases**

This essay is about the diseases germs can cause. The writer stresses the importance of health. He argues that without good health we cannot perform our daily routine activities.

The analysis of the essay identifies a masculine generic construction. One of the lines of the essay reads: 'If a person has malaria and a mosquito bites him, it carries away some of the germs of that disease'. The masculine generic construction 'him' seems to refer to the male gender only. Women seem to be taken out of consideration. This can affect the students' worldviews in a negative way. The students may perceive that the

essay is about male gender only. This can cause a sense of low self esteem in the female students. Similarly, the male students may develop a negative opinion about women. They may think that the physical fitness of men is more important than that of women. In this way the essay becomes gender biased and marginalizing towards women. The gender ideology embedded in the text is that the physical fitness of men is more important than that of women.

#### **14. The Carpenter**

This essay is about the importance of carpenter. The writer says that everybody needs a carpenter because everybody needs a home. The writer appreciates the role and skills of carpenter. He adds that now a days, carpentry is taught in some vocational centers. The writer suggests the government to encourage traders like carpenters as it will decrease unemployment and poverty in Pakistan.

The analysis of the essay shows that throughout the essay the writer uses the masculine generic pronoun ‘he’ for the carpenter. This connotes that carpentry only belongs to men. In this way women are omitted. The consistent use of the masculine generic pronoun ‘he’ underlies that women are not fit for the job. The writer says that ‘now a days a carpenter works mostly at his wood workshop’. The activity is an outdoor one, so women are ignored. Decreasing job opportunities for women makes them dependent on men. It also forces them to limit themselves to household chores. The essay also has another masculine generic construction ‘fellowmen’. In the second line of the essay the writer appreciates the role of carpenter and states ‘ He holds an important position there because he carries on a trade which is useful to his fellowmen’. The word ‘fellowmen’ underlies that carpentry only benefits man. Women are again not considered. Similarly, the word ‘handicraft man’ is used as a masculine generic construction. The generic construction connotes that carpenters are only men. This is marginalizing towards women. Such constructions can influence the female students in a negative way. Similarly, the male students may develop a negative opinion about women. They may think that profitable activities only belong to men. In this way the essay becomes gender biased. The analysis of the masculine generic constructions and omission of female gender from the reference unveil the following gender ideologies.

1. Men are involved in professional activities.
2. Women are not generally encouraged for outdoor professions and activities.
3. Women are dependent upon men for their survival.

## **15. Democracy**

This essay is about the importance of democracy. The writer criticizes the old system of government where one person ruled the country at his/her own will. The writer supports the electoral system where people elect their president or prime minister through elections. The writer also discusses Pakistan as a democratic country.

The analysis of the omission in the text shows that except for a single reference to the female gender, all the men referred to are men. The writer refers to a king when he talks about the old system of government. The writer then refers to men who challenged the system and demanded for democratic system of government. Democracy is referred to as system put forward by “wise men”. Similarly, the reference to male kings and Abraham Lincoln’s definition of democracy shows that the essay male-centered. The omission of references to women connotes they are not fit for activities of running government or challenging wrong systems of government.

The analysis also shows that the king is mentioned before the queen. The line reads: ‘There was a time when almost every country was ruled by a king or queen. The first mention of the king shows that he is more important than the queen. This is gender-biased. It can affect the students in a negative way in their gender identity formation of men and women.

The analysis also identifies a masculine-generic construction “man”. One line of the essay reads “Why should one man have the power to rule others?” This connotes that power and authority belong mainly to men. The female gender seems to be excluded from the discussion. The students as consumers are negatively affected.

The overall analysis of the essay shows that it is not gender-neutral. Women are omitted. The generic constructions limit the discussion to men only. One gender notion embedded in the text is that men are powerful. They rule countries. Another gender notion is that men can challenge the status-quo and come up with much more acceptable systems of government. The exclusion of women underlies that women are not fit for

activities like running government or resisting government system, which only benefit a few people.

## **16. Health is Wealth**

This essay describes the advantages and importance of good health. It stresses the use of proper diet and exercise for keeping ourselves healthy. The writer emphasizes that children should play games in order to keep themselves fit and healthy. The writer also advises children to protect themselves from things that can cause them diseases.

The essay was analyzed for generic constructions. The investigation of the essay reveals that the word 'he' is used as a masculine generic pronoun. A line from the essay reads: "This means that he is depriving himself of a valuable food". The third person pronoun 'he' seems to refer to boys only and exclude girls. This is marginalizing towards the female gender. In the first line of the essay 'The human body is a gift of Allah', the writer uses the word human which is more gender-balanced. Similarly, in another line the writer uses the word 'their' to refer to the children. The line reads: 'Their diet must contain proper amount of proteins, carbohydrates, fats, minerals and vitamins'. This is more acceptable and positive. The use of such constructions has a positive impact on the minds of the students. On the other hand, using constructions like him or he has a negative impact on the students, particularly the female students. The essay also has another such masculine generic construction. The sentence reads 'Another child eats all the potatoes from his dish and leaves the meat'. This shows a gender bias in favor of men.

The analysis of the essay shows that though balanced constructions like 'human' and 'their' are used, masculine generic constructions, as 'he' and 'him' are marginalizing towards women.

## **17. Road Safety**

This essay is about road safety. The writer regrets that every year many children die because of carelessness and ignorance of traffic rules. The writer also puts forward a few rules which can help avoid road accidents. The writer advises children to follow traffic rules.

The analysis of the first line of the essay shows that the male gender is mentioned before the female gender. The line reads: 'Thousands of men, women and children die every year in road accidents'. The introduction of men before the women shows that men are more important than women.

The analysis of the essay reveals masculine generic pronouns. The masculine generic pronouns 'he', 'his' and 'himself' are marginalizing towards women. The last line of the third paragraph reads: "the moment one leaves his house, he is at risk". The use of expressions like 'he' and 'his' apparently refer to the male gender only. It excludes the female gender. This is marginalizing towards girls. Similarly, the masculine generic construction 'himself' in the sentence "Anybody who fails to follow these rules and especially the traffic light may cause a road accident and kill himself and others" excludes women from the discussion and focus. This again is biased. This can influence the female students in a negative way.

The analysis of firstness and the generic constructions reflects a gender bias. The essay seems to focus on the male gender only.

## **18. Sports**

This essay is about the importance of sports and games. The writer says that sports aid in the development of social and interpersonal skills, health fitness and psychological and mental wellbeing. Additionally, other benefits include development of group cooperation, teamwork and friendship making skills. The writer advises children to use their leisure in sports as it can be of great benefit to them.

The investigation of generic constructions reveals two masculine generic constructions. They are 'sportsman' and the third person masculine pronoun. The first line of the second paragraph reads: 'Sportsmanship is the conduct and attitude, which is considered as befitting to sportsman.' The word sportsman is marginalizing towards women. It discusses sports as an activity of men only. Similarly, another line reads: 'A child's failure in competition helps him learn to win gracefully and lose with honor'. The word 'him' again refers to a boy. The female gender seems to be ignored here. This connotes that women are not fit for activities that demand physical strength, emotional calmness and psychological soundness.

The analysis of the essay shows that the depiction of women is gender-biased. The generic constructions ‘sportsman’ and ‘him’ marginalize women and favor men.

#### **4.3 ANALYSIS OF EXAMPLES OF LANGUAGE PROFICIENCY UNITS**

The researcher also studied the gender-related examples of all the language proficiency units of class six, seven and eight. The researcher analyzed the gender related examples for generic constructions, metaphors, adjectives and verbs. The researcher found out the following constructions in the Examples Portion of the 3 textbooks.

##### **1. Generic Constructions Exercises**

The researcher analyzed all the language proficiency units of the 3 textbooks. Following is the list of all the constructions.

1. Bacon says: “Reading makes a full man, writing an exact man, speaking a ready man.”
2. Some men are not honest. They steal things.
3. Bad boys hide their faults.
4. Good boys never tell a lie.
5. Ah! That’s the excuse every lazy boy makes.
6. The policeman is on duty.
7. He is a good batsman but drops a catch.
8. Man of war.
9. The story of crazy-man was truly funny.
10. A gentleman once advertised a post for a young clerk.
11. Man is mortal.
12. He who loves only himself is selfish.
13. All humans want to live a long life.
14. One must perform one’s duty.

The masculine pronoun ‘man’ in example 1 seems to refer to the male gender only. It apparently excludes the female gender. This may have a negative impact on the female students. They may assume that the quote only refers to the male readers. They may also assume that it addresses only the male students. Similarly, the word ‘men’ in example 2 seems to exclude them from consideration. It refers to only men as human

beings. In addition, the word 'boy' in example 3, 4 and 5 considers only the male gender and ignores the female gender.

The word 'man' in example 8 refers to male gender as human beings; it seems to exclude the female gender. The word 'human' (example 13) is more positive and gender-balanced. It does not specify any gender; instead it refers to both gender groups in a clear way.

The word 'batsman' is marginalizing towards women. It limits a general activity - which can be performed equally well by both the gender groups- to men; and excludes women. The exclusion is meaningful. To be a good player demands good mental and physical health, it requires stamina. The activity is considered fit for men as they are considered stronger and more skilful than women. But this does not reflect the reality as females are equally participating in games these days. They are no more restricted to the confinements of their homes. For example, Pakistan has a female cricket team which participates in important cricket events like the ICC Cricket World Cup. The use of such constructions has negative impacts. They marginalize women. Similarly, it does not reflect a reality but a dominant socio cultural belief.

The word 'man of war' in example 2 attributes bravery to men only. It connotes that women lack the physical and emotional strength required in the battle fields and wars. In this way, it reflects the belief of the individuals of society. In the same way the words 'crazy-man' and gentleman (example 9 and 10) marginalize women.

The word 'himself' (example 14) is also gender-biased. It refers to boys only and ignores girls. The word 'one's' (example 15) on the other hand is gender balanced. It refers to both the gender groups in an explicitly clear way.

The construction 'policeman' is significant. It reflects a dominant gender ideology. Police is a tough and challenging profession; it requires physical and mental strength. It is considered appropriate for men because they are considered strong and brave. The individuals of society do not consider women fit for it. They believe that they lack the required capability, but this is not the case. We see many females these days in the field. In the researcher's province, women are being deployed in the department of



police; and they are performing the job in an equally effective way. So, we can safely say that the construction does not reflect a reality, instead it reflects a belief.

## 2. Metaphors Of Exercises

The researcher analyzed the examples used in the language proficiency units for metaphors. Following is the list of all the metaphors in the three textbooks.

1. O father! I hear the sounds of guns.
2. Father said, "Alas! I have lost my son.
3. "I would rather die", he exclaimed, "than join the enemy of army."
4. If my father was alive- but why lament the past.
5. He looks as stupid as an owl.
6. The boy stood on the burning deck.
7. The old woman lives all alone.
8. She is a kind and loving mother.
9. Bano is sewing.
10. She is washing her clothes.
11. Her father gave her a doll.
12. She looked at stranger.

In example 1, the male gender is depicted as a savior, reflecting the belief that men are brave and courageous, they matter in the times of threat and crisis. In example 2 the father mourns the death of his son. Sons are considered more important than daughters because they stay with their parents; on the other hand, daughters are considered less important because they have to leave their homes after their marriage. Similarly, they are considered stronger and braver than daughters. It is believed that they can help them in difficult and unfavorable times. In this way, we see a socio-cultural belief being maintained and propagated through the written discourse: textbook. Example 4 refers to the same bravery of men. In this example, the importance and value of father is referred to. Example 3 portrays men as brave and patriotic. It shows them as the protectors of their borders. Men are considered physically strong. They are thought of as the ones who have the bravery, stamina and courage to fight enemies and serve their country. The example reflects the same ideology. Example 6 refers to the same bravery

and courage of the male gender. Standing on a burning deck is a brave action. Showing the male gender in such actions reflects the belief that they are courageous and strong. The analysis of example 9 shows that the female gender is discussed as a 'kind and loving mother'. It shows how kindness and sympathy are mainly associated with women. Examples 12, 14 and 15 depict the female gender in a less positive way. They depict them as emotionally weak. Example 10 and 11 portrays the female gender in a stereotypical way. Women are considered fitter for the household chores. Washing and sewing clothes are two of the household activities. Similarly, example 13 makes a traditional image of the female gender. Giving dolls to female children and balls toy rifles to male children is a gender stereotype. Similarly, the last example (example 13) shows how women are confined and constrained. It shows how women have to follow certain rules established by the society of a certain are

### 3. Adjectives in Exercises

The tables given below show the adjectives used for men and women in the examples of language proficiency units:

Table 4.1

#### *Adjectives used for men*

|               |           |          |         |
|---------------|-----------|----------|---------|
| Large hearted | Admirable | Great    | Famous  |
| Poor          | Rich      | Wise     | Cruel   |
| Careless      | Idle      | Strong   | Stupid  |
| Fat           | Angry     | Crook    | Sincere |
| Good          | Simple    | Powerful | Devoted |
| Handsome      | Silent    | Precious | Hungry  |

Table 4.2

#### *Adjectives used for women*

|        |      |            |           |
|--------|------|------------|-----------|
| Sweet  | Tall | Attractive | Pretty    |
| Loving | Thin | Ordinary   | Beautiful |
| Lovely |      |            |           |

Table 4.3

*Adjectives used for both gender groups*

|           |             |        |     |
|-----------|-------------|--------|-----|
| Brilliant | Intelligent | Clever | Old |
| Young     | Brave       | Poor   |     |

Table 4.1 shows most of the adjectives depict men in a positive way. The adjectives ‘great’, ‘precious’, ‘powerful’ and ‘strong’ show how strength and power are associated with men. The adjective ‘wise’ reflects the stereotype that men are generally wise and rational. The adjectives ‘cruel’ and ‘angry’ show how men are generally considered hard and less sympathetic. The adjectives ‘large-hearted’ shows the mental strength of men. Similarly, other adjectives like ‘good’, ‘simple’, ‘devoted’ and ‘sincere’ show men in a positive way. Adjectives like ‘stupid’ and ‘idle’ refer to the negative qualities of men.

Table 4.2 shows that most of the adjectives depict women in an objectified way. The adjectives refer to the physical appeal and charm of women. This selection of adjectives shows how women are considered in terms of their beauty and appearances. The selection of such adjectives has a negative impact on the students, particularly the female students.

Table 4.3 shows that the adjectives used for both the gender groups are positive. Using these positive adjectives for both the gender groups is encouraging.

#### 4. Verbs Used for both the Gender Groups in the Exercises of Language

##### Proficiency Units

The analysis of the verbs of the exercises part shows that more number of dynamic verbs and stative verbs are used for the male gender.

##### Class Six

In exercises portion of class 6, over all 49 dynamic verbs are used. 33 are used for men, 7 are for women and 9 are shared. The dynamic verbs used for the male gender are 'lose', 'receive', 'make', 'join', 'play', 'write', 'show', 'discover', 'treat', 'talk', 'stand', 'sit', 'bowl', 'come', 'shut', 'throw', 'start', 'reply', 'spend', 'hit', 'wash', 'swim', 'carry', 'start', 'learn', 'give', 'build', 'ask', 'help', 'put', 'pull', 'return' and 'buy'. The verbs swim, build and discover refer to men's skills and creativity. The verb 'help' shows they can be helpful to others.

The stative verbs used in the examples for the male gender are 'treat', 'is', 'are', 'was', 'live', 'deserve', 'look' and 'want'. The stative verb 'was' and 'had' are used to refer to historical male figures. For example, 'Soloman was famous for his wisdom', 'Akbar was a great king', 'Aladin had a wonderful lamp', these verbs show that men are more important than women as far as historical achievements and events are concerned. No such stative verbs are used to refer to a female historical figure. The stative verbs 'is' and 'are' are used to attribute certain positive qualities or states to men. For example, 'He is a clever boy', 'That boy is cruel', 'He is a brave man', and 'He is old but strong', etc. The verb 'look' is used to refer to the male gender in a negative sense like in the sentence 'He looks as stupid as an own'.

The dynamic verbs used for the female gender are 'sing', 'weep', 'sew', 'break', 'leave', and 'ask'. The verb 'weep' refers to women's emotional weakness. The verbs 'sing' and 'sew' depict women in stereotypical roles.

The stative verbs used for the female gender are 'has', 'live', 'look', 'love' and 'want'. 'Has' is used in sentences like 'The girl has a sweet voice', 'The girl has a little lamb', 'Sania has a silver pen', 'Bano has a rich uncle.' Sweet voice is attributed to females. This is a stereotypical depiction of the female gender. 'Bano has a rich uncle'

shows that men are the earners. The sentence also shows as if Bano is dependent upon her. The verb 'live' in the sentence 'The old woman lives all alone' is significant. It shows that it is unusual on a part of a woman to live alone. The verb 'look' in the sentence 'She looks unhappy' refers to the emotional weakness of the female gender.

The verbs shared by both the gender groups are laugh, do, speak, read, eat, work, say, go and write. Most of the verbs like 'speak', 'work' and 'write' refer to the communications skills. These verbs are positive and gender balanced as they are used for both the gender groups.

### **Class Seven**

In the exercises portion of class seven, overall 37 dynamic verbs are used. 20 are used for men, 12 for women and 5 are shared by both men and women. The dynamic verbs used for men are fly, complete, run, reply, drive, come, stand, get up, give, lock, open, kick, drink, read, reach, leave, water, start, say and finish. The verb 'drive' is significant. Driving is a skilful activity. It is also an outdoor activity. Activities that are out door and demand skills are usually associated with men. Similarly, the verb 'fly' is used in the sentence 'He is flying a kite'. This activity is also usually associated with male children.

The stative verbs used for male gender in the examples portion of class seven are 'is', 'like', 'live', 'was', and resemble. The verb 'is' is used to show men in professional occupations like 'He is an engineer'. It is also used to describe the positive and negative qualities of the male gender as in examples 'Kamran is an intelligent boy', 'The man whom I met yesterday is a nice person', and 'He is stupid'. It is also used to refer to male writers and scientists like in the sentence 'Author of the book is John Stephen' and 'The richest person of the world is Bill Gates'. No such verbs are used for the female gender. There is no mention of female scientists or historical figures. In this way, we see a gender bias.

The dynamic verbs used for women are send, play, wash, shift, sing, enter, laugh, wait, win, look, come and learn. The verb 'play' is positive as it is used to depict women in a physical activity. Similarly, the verb 'win' shows the female gender in a positive way. But the verbs 'sing' and 'look' depict women in a stereotypical way. The verb

‘sing’ is used in the sentence ‘She sings beautifully’. Singing is mainly attributed to women. Similarly, the verb ‘look’ is used in the sentence ‘She looked at the stranger’. This shows how looking at strangers is considered less desirable for women.

The stative verbs used for female gender in examples of portion of class seven are ‘want’, ‘seem’, ‘look’, and ‘is’. The verb ‘want’ is used to represent women in a positive way like in the sentence ‘She wants to be a doctor.’ The verb ‘look’ and ‘is’ are used to refer to the physical appearance of the female gender as in sentences like ‘She looks very beautiful’, “She looks attractive” and “She is taller than Maria”. The verb ‘is’ is used to depict women in a positive way like ‘She is intelligent’ and ‘It is the girl who got first position in class’. It is also used to portray women in a stereotypical way like the ‘The voice is hers’.

The verbs shared by both the groups are work, eat, buy, speak, go and write. All these verbs are positive. They are used for both the gender groups, which reflect gender balance.

### **Class Eight**

In the exercises portion of class 8, overall 38 dynamic verbs are used. 20 are used for the male gender, 11 for the female gender and 6 are shared. The dynamic verbs used for men include give, sit, run, feed, deliver, kick, warm, buy, take, study, treat, get up, fly, jump, ask, punish, start, hit and study. Most of the verbs portray men in a positive way.

The stative verbs used for the male gender in class eight are was, is, and are. The verb ‘was’ is used to refer to male historical figures like ‘Solomon was famous for his wisdom’. The verb ‘is’ is used to refer to male scientists like ‘Neil Armstrong is an American astronaut. The verb ‘was’ is used to discuss famous male sports players like in the sentence ‘Wasim Akram was the best player in Pakistan Cricket team’ The verbs ‘are’ and ‘is’ are used to show qualities or possession as in sentences ‘He is a clever boy’, ‘He is old but strong’, ‘You are a brilliant boy’, ‘Ali is an intelligent boy’, ‘Adil is not capable of responsibility’ and ‘The house of Jamil is beautiful’. The verb ‘become’ is also used to depict men in a positive way.

The dynamic verbs used for women are ‘throw’, wear, skip, decorate, sing, win, come, eat and carry. The verb ‘win’ depicts women in a positive way. But the other verbs ‘wear’, skip’, and ‘decorate’ show them in a stereotypical manner.

The stative verbs used for female gender in examples portion of class eight are ‘had’, ‘is’, ‘respect’, ‘live’, ‘has’ and ‘was’. The verb ‘was’ is used to refer to the physical appeal of women. The verb ‘has’, ‘seem’, and ‘is’ are used to show women in a stereotypical manner as in sentences ‘ She was a pretty baby’, ‘ She seems a designer’ and ‘The maid-servant is busy in her work’. The verbs ‘is’ and ‘respect’ are used to show the female gender in a positive way as in sentence ‘She is an honest lady’. ‘Maria is a nice girl’ and ‘She respects her parents and teachers’.

The dynamic verbs used for both the gender group are ‘speak’, work, open, go, write and play. All the verbs are positive. They are used for both the gender groups which reflect a gender balance.

In this chapter, the researcher presented and analysed thoroughly all the short stories, selected essays and the gender-related sentences from the examples portion of the language proficiency units. The researcher applied his operational model to the aforementioned three kinds of texts and unveiled the gender ideologies at work behind the selection of various linguistic devices in the texts. The researcher explained the significance of the 8 categories in the texts, in the depiction and gender identity construction of men and women. In the following chapter ‘ Findings, Conclusion and Recommendations’, the researcher puts forwards his findings, and on the basis of the findings and discussions, the researcher comes up a few recommendations for the publishers, writers, syllabus designers, compilers and teachers for future editions of the textbooks. The researcher also highlights a few researchable areas for future researchers in the next chapter.

## **CHAPTER 5**

### **FINDINGS, DISCUSSION & CONCLUSION**

This chapter is a last milestone of the journey undertaken by the researcher. The beginning section gives a summarized view of the findings, discussed in detail in the previous chapter. Afterwards, the important findings have been discussed to answer the research questions. The conclusive remarks are also provided in the same section. Some useful recommendations and future studies prospects have also been provided in the end of the chapter.

The present study was a venture to critically examine and evaluate the language of the elementary level English textbooks of Khyber Pakhtunkhwa Textbook Board from a feminist perspective. The researcher analyzed all the short stories, selected essays and language proficiency units of the texts. The researcher analyzed the language for the following features: ‘interactional control’, ‘omission in texts’, ‘firstness’, ‘metaphors’, ‘generic constructions’, ‘frequency and types of adjectives’, ‘types of verbs’ and semantic roles in the texts. Before providing answers to the research questions, the following section summarizes the major findings of the study:

#### **5.1 SUMMARY OF THE FINDINGS**

##### **5.1.1 Omission from Texts**

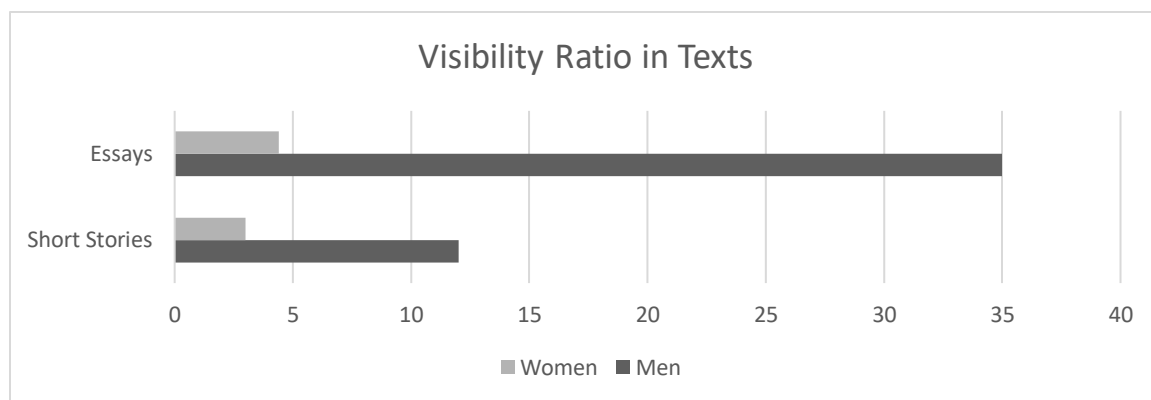
The researcher analyzed all the 12 short stories in the three textbooks. The findings show a clear inconsistency in the representation of the gender groups. Women are the least represented. In 9 out of the total 12 short stories there is not a single female character involved. In only 2 short stories ‘AmeerTaimur and the Brave Woman’ and ‘Paid in Full with One Glass of Milk’, we see women’s representation. In one story, ‘The



World in the Year 2100’, the reference is made to both the gender groups by using the word ‘human beings’. But in this short story, a masculine generic pronoun ‘he’ is also used for principal of the school. In all the 35 characters mentioned or referred to, 32 are male and only 3 are female.

In four essays there is a mention or reference to a gender group. In the essay ‘Democracy’, there is only one reference to a queen. All the other characters mentioned or referred to are males. In the essay ‘The Happiness and Prosperity of Home’, both the gender groups are discussed. In the other essay ‘Muslims and Technology’, only the male gender is discussed.

The results are summarized in the following figure:



*Figure 5.1* Omission from texts

### 5.1.2 Interactional Control

The interactional control was analyzed only in two short stories because in all the other short stories the female gender was omitted. In only 2 short stories ‘Ameer Taimur and the Brave Woman’ and ‘Paid in Full With One Glass of Milk’, both the gender groups had representation. In ‘Ameer Taimur and The Brave Woman’, the interactional control is with the female character. The female character ‘HameedaBano’ controls the interaction. In the other short story ‘Paid in Full With One Glass of Milk’, the male character controls the interaction. He imposes his dominance and superiority over the woman through his language as well as actions.

### 5.1.3 Firstness

The researcher analyzed the firstness in the short stories. In ‘Ameer Taimur and the Brave Woman’, the male character ‘Ameer Taimur’ is introduced first. The female character ‘HameedaBano’ is introduced later. Similarly, in the other story ‘Paid in Full With One Glass of Milk’, the male character is introduced before the female character. In the essay ‘The Happiness and Prosperity of Home’, the male gender is mentioned before the female gender. In the essay, ‘Road Safety’, the male gender is mentioned before the female gender. Similarly, in the essay, ‘Democracy’, the male gender is mentioned first. Thus, overall, there is no such text where female is presented prior to men (the texts with both gender groups).

### 5.1.4 Metaphors

The researcher analyzed the textbooks for metaphors. Following is the list of few significant metaphors found in the textbooks that highlight stereotyping attitudes (the detailed discussion is given above in individual analysis of each text):

Table 5.1

#### *Stereotyping through Metaphors*

| No. | Metaphors (Source text)  |
|-----|--|
| 1   | Man as bread winners (The King and the Farmer)                   |
| 2   | Sons are more important than daughters (The King and the Farmer) |
| 3   | Look like a man to show courage (Ameer Taimur and a Brave Woman) |
| 4   | Women as silent creatures (Ameer Taimur and a Brave Woman)       |
| 5   | Women know they are weak (Ameer Taimur and a Brave Woman)        |
| 6   | Women as objects of marriage (Ameer Taimur and a Brave Woman)    |
| 7   | Boys are skilful (The Wolf Club)                                 |
| 8   | Women as objects of beauty (Paid in full with One Glass of Milk) |
| 9   | Women are kind not men (Paid in full with One Glass of Milk)     |

|    |   |
|----|---|
| 10 | Domestic roles are fit for women (The Happiness and Prosperity of Home) |
| 11 | Men as brave and patriotic (Language Proficiency Units)                 |
| 12 | Men are more important than women (Language Proficiency Units)          |
| 13 | Men can be stupid sometimes (Language Proficiency Units)                |
| 14 | Women need men for survival (Language Proficiency Units)                |
| 15 | Girls play with dolls not guns (Language Proficiency Units)             |
| 16 | Women have codes of conduct to follow (Language Proficiency Units)      |

### 5.1.5 Generic Constructions

The researcher analyzed the generic constructions in all the short stories, essays and examples of the language proficiency units.

Table 5.2

#### *Generic Constructions*

| Type                            | Frequency | Examples  |
|---------------------------------|-----------|---|
| Masculine Generic Constructions | 19        | man, men, man of war, crazy man, policeman, batsman, handicrafts man, sportsman, sportsmanship, noblemen, fellow men, countrymen, boy, boys, his, he, himself, him, |
| Neutral Generic Constructions   | 10        | human beings, humans, people, children one, 'one's, person, they, their, and we   |

### 5.1.6 Adjectives

The researcher analyzed the adjectives in the short stories as well as examples portion.

Table 5.3

*Adjectives for each gender group*

| <b>Adjectives</b>  | <b>Frequency</b> | <b>Examples (with individual item frequency)</b>   |
|--------------------|------------------|--|
| Male Specific      | 24               | Large hearted (2), admirable (2), great (6), famous (3), poor (2), rich (5), wise (4), cruel (1), careless (1), idle (1), strong (2), stupid (1), fat (1), angry (2), crook (1), good (3), simple (2), powerful (1), hungry (1), sincere (1), silent (1), devoted(1), precious (1), handsome (1) |
| Female Specific    | 9                | Pretty (1), tall (5), attractive (1), thin (2), beautiful (4), sweet (1), ordinary (4), lovely (1), loving (1)   |
| Both gender groups | 8                | Brilliant, intelligent, clever, kind, young, brave, poor, old  |

### 5.1.7 Verbs and Semantic Roles

The researcher analysed the kinds of verbs used for both gender groups in the short stories and examples of language proficiency units. The findings of the verbs of the short stories reveal that most of the verbs are used for the male gender because in most of the lessons the female gender is omitted. Most of the verbs used for the male gender in the short stories are dynamic. Same is true for the exercises parts.

Table 5.4

*Types of Verbs according to gender*

| <b>Gender</b> | <b>Types of Verbs</b> | <b>Examples</b> |
|---------------|-----------------------|-----------------|
|               |                       |                 |

|              |                |   |
|--------------|----------------|---|
| <b>Men</b>   | <b>Dynamic</b> | kill, eat, put, work, find, pick, carry, look after, go grow, learn, catch, rescue, bring, come out, teach, buy, ride, start, follow, count, turn round, cry, climb, look around, say, jump down, cover distance, ask, pass, stop, watch, lock, think, ask, laugh, sell, call, save, cure, send, listen, discuss, serve, treat, welcome, discover, swim, walk, hold, climb, give, break, move, take, creep, help, bend, swim, pull, attack, sail, read, visit, fly, appoint, bring, complete, explore, cut, examine, spend, answer, leave, run, go, lose, receive, make, join, play, write, show, discover, treat, talk, buy, stand, sit, bowl, come, shut, throw, start, reply, spend, hit, wash, swim, carry, start, learn, give, build, ask, help, put, pull, return, buy, look, fly, complete, run, reply, drive, come, stand, get up, give, lock, open, kick, drink, read, drive, reach, water, start, say, finish, give, sit, run, feed, deliver, kick, warm, buy, take, study, treat, get up, fly, jump, ask, punish, start, hit |
|              | <b>Stative</b> | was, agree, surprise, hear, recognize, wonder, succeed, treat, is, are, live, deserve, want, resemble   |
| <b>Women</b> | <b>Dynamic</b> | send, look, ask, stop, remove, speak, bring, reply, open, sing, weep, break, sew, leave, play, wash, shift, sing, enter, laugh, wait, look, come, learn, through, wear, skip, decorate, win, eat, carry, read, write, speak   |
|              | <b>Stative</b> | Fear, is, was, are, live, love, want, seem, respect   |

The researcher also analysed the semantic roles in the two short stories where both the gender groups occurred. The findings reveal that the male gender is mostly shown in the semantic role of actor. Ameer Taimur and the male character are shown in more active roles than the female characters ‘HamidaBano’ and the other female character. The male characters are also shown positively in the semantic role of sensors. The female character in the story ‘AmeerTaimur and a Brave Woman’ is shown in the semantic role of sayer. But they are mainly shown in the semantic role of goal. The female character is shown in the semantic role of beneficiary. The semantic roles show the male gender in a positive way and the female gender in a less positive way.

## **5.2 Discussion and Conclusion**

The researcher studied the elementary level English textbooks of Khyber Pakhtunkhwa Textbook Board from a feminist perspective. The research sought answers to the following research questions:

1. What gender notions are embedded in the language of English Textbooks of Khyber Pukhtunkhwa textbook board?
2. How do various linguistic items help to portray members of each gender group, particularly female gender, in the texts?
3. How effectively has the language been used to convey gender notions (as part of gender ideology) in the selected textbooks?

To answer these research questions, the researcher adapted a model under the framework of FCDA. This model was based on various linguistic items as well as linguistic techniques that were used to propagate certain stereotypical gender notions. To answer question 1, the researcher states and elaborates on some of the significant gender notions found and unveiled in the selected textbooks. A comprehensive critical commentary on each gender notion under a heading is done and the consequences and potential impacts on the readers (as consumers) are discussed and elaborated on.

### **Men are brave, intelligent and adventurous.**

It is generally believed that men are braver, more intelligent and more adventurous than women. Hence, they have the potential of taking risk, facing dangers

and protecting people. This gender notion is reflected in the selected texts on more than one occasion. For example, in the short story 'The Wolf Cub', the male character, Mowgli, kills a dreadful tiger that is a threat for the animals and human beings living in the jungle. Similarly, in the short story 'Gulliver, in a New World', a male character, Gulliver, is shown saving people from enemies. Similarly, in the short story 'The Boy Who Cried Wolf' the male characters protect a shepherd and his cattle from a dangerous wolf. So, we see how a gender biased stereotype is perpetuated, propagated and maintained through the discourse of textbooks. The exclusion of women from the short story points to the belief that they are not fit for such activities. This stereotypical depiction of gender groups has negative impacts on the minds of the students as consumer of the discourse. They develop the belief that men not women are fit for brave roles like killing a tiger, and saving people and animals, etc. This affects their behavior, as Fairclough (1992) argues that individuals are influenced by the sociocultural ideologies certain texts have, including about gender. It may be noted that this bravery is associated with men in the Examples of the Language Proficiency Units too, like in the example, 'he stood on a burning deck', etc.

### **Women hardly match men in bravery.**

According to Mirza (2004), the gender notions embedded in learning material affect the behavior of the learners. The analysis of the short story 'AmeerTaimur and a Brave Woman' shows bravery is not a woman's attribute. The line 'the entire court was surprised to see that it was a woman who had been speaking to Ameer Taimur' shows bravery is hardly expected from the women. The courageous, brave and influential speech of the female character 'HameedaBano' before the tyrant king 'AmeerTaimur' is shown as a surprising and an unexpected act on the part of a woman. The same stereotype is reflected in the Examples Portion too, in lines like 'The old Woman lives all alone.' This marginalized depiction of women has negative bearings on the minds of the students, particularly the female gender group. They accept the gender notion that men are braver than women; and any instance of bravery from a woman's side will be unexpected and surprising. In this way, their world views, opinions and mindsets

regarding men and women are negatively affected. They easily internalize, accept and follow the gender roles and thus affect their behavior.

**Men are fitter for skillful activities.**

The individuals of society believe that men are more skillful than women; thus they are encouraged to perform activities like climbing, driving, sailing, hiding, jumping, etc. The same gender notion is reflected in the texts under scrutiny. In the short story ‘The Wolf Cub’, the male gender is shown as a skillful person. He plays many tactics and finally succeeds in performing the much-needed task of killing the dangerous tiger. In the story ‘Abu Musa and the Missing Donkey’, the male character is shown riding a donkey. Similarly, in another story ‘Gulliver, in a New World, the male character ‘Gulliver’ is shown in many skillful activities like ‘climbing’, ‘shooting’ and ‘sailing’, etc. The same is true for the Exercises Portion, in lines like ‘He is swimming’, etc. There is no such depiction of the female gender connoting the belief that they lack the required intelligence and sharpness. Hameed (2013) argues that textbooks play a crucial role in the gender identity construction of men and women. The stereotypical gender roles affect the minds of the students, particularly the female gender group. The depiction of men in the said roles makes them internalize that they belong only to the male gender. Consequently, their behavior and performance is affected in a less desired way.

**Men earn, women serve.**

Women are considered less capable of performing the occupational positions they occupy after getting higher education. Men on the other hand have much more educational and job opportunities, which enable them to earn a living and become stable. This attitude towards men and women is purely based on the social construction of men and women, and has nothing to do with their biological make-up. (Wood, 2005). The findings of the study seem to hold this belief and attitude. In most of the texts, the male gender is depicted in productive activities. For, example, in the short story ‘Paid in Full With One Glass of Milk’, the male character is shown in the productive occupational role of a doctor. The female character, on the other hand, is shown in the stereotypical role of a house wife. She serves the doctor with a glass of milk. Same is true for the Essays. In the essay ‘The Happiness and Prosperity of Home’, we see a stereotypical



distribution of the occupational roles. The male gender is referred to as the bread earner and the female gender as a housewife. The Language Proficiency Portion also tells the same story. Examples like ‘He is an engineer’ and ‘Bano is sewing’ contribute in developing the belief that men are, mostly, the earners and women the housewives. This negatively affects the worldviews of students. They develop the belief that men not women are generally the earners. They cannot avoid the gender notions because they idealise textbooks; and hence get affected by the gender notions they teach and transmit (Lee and Collins, 2008, as cited in Barton and Lydia, 2012).

**Men not women control the affairs of the country.**

The ruler of the country has to have many positive qualities. He/she has to have the policies to develop his/her country and serve his/her people. He/she also needs to have sound administrative skills in order to control the affairs of the country. Similarly, the ruler must have the temperament to take (needed) risks, ability to absorb public pressure; and counter any internal and external threats to the country. Similarly, he/she must have the leadership skills and a great vision to guide his country and people in a proper and progressive manner. It is generally believed that the ruler of the state/country/province must be a man because he is believed to be more visionary, strong and influential. He is also believed to have more understating of the social, regional, national and international affairs, required for embracing the serious, sensitive and responsible role. The same gender notion is reflected on many instances in the textbooks under study. In at least five texts we see that a male character is shown as a king: ‘Ameer Taimur and a Brave Woman’, ‘The King and the Farmer’, Gulliver, in a New World, ‘A Generous Deed’ and ‘The Abbot of the Canterbury’. We see a similar positive depiction of men in the essay ‘Democracy’ where kingdom, politics and democracy, etc. are discussed as discussed as a man’s activities. The same is true for the Language Proficiency Units. Lines like ‘Solomon was a great king’ and reference to other historical leaders like Zaheeruddin Babar substantiate the stereotype that the role of ruling the country mainly belongs to men. The exclusion of women from the texts is negative. It has negative impacts on the minds of the students as consumers (Hameed and Akhtar, 2013).

They tend to absorb the gender biased material and get influenced (Lee and Collins, 2018, as cited in Barton and Lydia, 2012).

### **Women are beautiful in appearance.**

The beauty and physical charm of women is focused more than their genuine contribution to the society. The findings of the current study reveal that the same stereotype. In the short story 'Paid in Full With One Glass of Milk'; the female gender is objectified, as in the line 'however, he lost his nerve when a lovely young woman opened the door'. The language proficiency Units, unfortunately, present a similar picture. Lines like 'she wore a red jersey', 'she looks attractive' and 'a beautiful, tall, thin, lovely, loving and pretty girl' entered the classroom make a less positive image of the female gender. Referring to women's physical appearances means they have lesser abilities they do not have much to contribute genuinely to the society. (Wood, 1994) This attitude towards women is less advantageous. They develop the opinion that they probably do not have enough talent to perform (like men). In this way, their behavior and performance is affected in a less desired way.

### **Women need men.**

Women generally have lesser earning sources. To secure themselves, it is believed that they should marry a stable man, or have a stable male member in the family. In other words, women are made to believe that they hardly can survive without men. The textbooks under study seem to hold this gender philosophy. In 'Ameer Taimur and a Brave Woman', the female gender is shown as wife of the male gender 'Ameer Taimur'. The line 'and so Ameer Taimur married not a princess but an ordinary Turkish woman' shows that she needed a man for her survival. The same stereotype is also hidden in one of the essays. The line in the essay 'The Happiness and Prosperity of Home', reads: 'In 90 percent of the families the man has to work from dawn to dusk to earn enough money for the family and the woman has an equally laborious task of doing the household chores.' The depiction of the male character as the earner implies the woman (his wife) is dependent upon her. Apart from marriages, the stereotype is also shown in other ways, like having a financial male member in the family. One of the lines from the Examples of the Language Proficiency Units 'Bano has a rich uncle' shows the female gender needs a

rich man (in her family) for her survival and stability. Such stereotypes have less positive outcomes. The male gender may easily develop the belief that they have an edge over the female gender; they can control women. The female gender, on the other hand, may accept this belief as a 'reality'; their motivations and struggles of getting financial independence may be affected in a less positive way.

**Women are given less difficult social roles.**

The individuals of the society believe that women are less capable of performing demanding and difficult roles, and the same belief is, regrettably, witnessed in the textbooks under scrutiny. While men are given roles like killing ( Wolf Cub); fighting, saving people ( Gulliver in New World, Language Proficiency Units); and performing tough and difficult social roles like treating patients , doing handicrafts making furniture and doing embroidery ( Paid in Full With One Glass of Milk of Milk, Handicrafts in Pakistan, The Carpenter, The Handicraftsman); women are shown in the lesser and stereotypical roles. For example, we see that the female gender in the short story 'Paid in Full With One Glass of Milk' is shown as a housewife. She 'serves' the male gender who is a 'doctor'. Similarly, the female gender is referred to as a housewife in essays like 'The Happiness and Prosperity of Home'. The stereotypical description is even more evident in the Exercises Portion of the Language Proficiency Units of the Texts. Examples like 'Sana is sewing', and 'she is washing her clothes' maintain the decades old attitude and behavior towards the female gender. The only positive role given to a female character is seen in the shorty story ' AmeerTaimur and the Brave Woman'. In the short story, the female gender ' HameedaBano' is assigned the positive and difficult task of leading the people , and speaking before a tyrant king, but that is only an exception to all the other texts under study. It may be noted that, in most of the texts (with positive gender depiction) the female gender is omitted. This is even more meaningful. The exclusion underlies that the female gender is mainly concerned with the activities taking place inside the confinements of the home, and the other activities mainly belong to the male gender. Poreccas (1984) strongly discourages this practice. He claims that the omission of a gender group in a text (with positive connotations) shows the gender group is less capable of performing those roles. The allocation of roles shows how textbooks work as

tool to develop less positive gender notions among readers. The female readers can easily develop the belief that difficult, challenging and productive roles do not lie in their realm. Similarly, the male readers can develop the belief that they outperform women because of their biology (Gidds and Thompson, as cited in Mikolla, 2017).

**Women are less fit for physical and productive activities (like sports).**

It is believed that physical and activities like sports, etc., belong mainly to boys as they have the physical strength, fitness, mental sharpness and toughness required for such activities. Women can hardly match them because they lack the said positive qualities. This stereotype of considering men fitter for physical activities like sports is reflected in the essay 'Sports'. The essay discusses sports as an activity of men only, connoting and maintaining the belief that it is predominantly a man's domain. Lines like 'He is a good batsman but drops a catch' and 'Wasim Akram is the best player in Pakistan Cricket Team' of the Language Proficiency Units portray the same marginalized gender image of the female gender. This depiction of the female gender is less positive as it limits an important and profitable activity to men only and takes women out of consideration. This can make the male readers think that they carry an edge over the female gender; the female readers, on the other hand, can develop the belief that the activity is out of their domain consequently. This also lessens earning resources for women because sports is a productive activity too.

**Men are more creative than women.**

Considering men more creative than women is one of the common gender stereotypes in society. Men are believed to be more critical, can think out of the box, and can analyze and explore things from new angles and perspective. Thus, they are believed to have the ability to come up with landmark literary writings to change the opinions of masses in a positive way; or come up with new technological advancements for improving the life quality of human beings. Proudfoot and others (2015, as cited in Grewal, 2015) maintains that the individuals of the society believe that men overshadow women when it comes to roles that demand and prefer new, original and useful ideas. The analysis of the current study uncovers that the textbooks propagate and

maintain the belief. The male character in the short story ‘Gulliver, in a New World’ is shown as discoverer. In ‘A Camping Holiday’, a group of men turn a place in Madyan into a camping spot. Both the roles refer to the creativity, critical analysis and use of new ideas of the male gender. This depiction is more evident in the Essays Section. In ‘Handicrafts in Pakistan’ and ‘The Carpenter’, only the male gender is referred to, connoting and maintaining the stereotype that such creative roles are mainly performed by the male gender. The Exercises Portion presents the same bias towards men, as in examples like ‘Bill Gates is the richest person in the world’ and ‘Neil Armstrong is an American astronaut’, etc. The exclusion of women from these texts means they are considered less capable for such creative roles. In this way, we see how textbooks tend to hold and transmit gender biased images to readers. As previously argued, the biased gender images have serious negative outcomes. The exclusion of women from the texts provides female readers with an ideological belief that they lag behind women in areas of literary writings and scientific inventions. Consequently, their future expectations may be affected in a negative way. (Mirza, 2004) They may develop the idea that literary creations, and scientific inventions and discoveries are probably out of their domain and hence they may reconsider their ambitions of contributing to the field of literature and Science and technology. The depiction can also affect their opinions about their future prospects and expectations of achieving profitable positions, particularly the ones demanding creativity, novelty, innovations and application of original ideas. (Grewal, 2015) If they internalize they do not have the talent to prosper and survive in jobs demanding new ideas, they “may see their professional opportunities limited in workplace where creativity is highly prized” (ibid, 2015, para 2).

### **Sons are more important than daughters.**

One most common gender stereotype in the researcher’s province is the preference of sons over daughters. Sons are considered ‘guns’ in the province. It is believed that sons can be of more service to the family in terms of financial help as well as social security. The same stereotype is reflected in the textbooks. In the short story ‘The Wolf Cub’, the role of fighting the dreadful tiger is given to the son of the farmer. Similarly, in the short story ‘The King and The farmer’, the farmer is worried about the

wellbeing and financial stability of his sons and grandsons, and he ignores his daughters in granddaughters. The same is true for Exercises Portion. Lines like ‘The father exclaimed, Alas, I have lost my son’ shows the importance of sons for parents. This conveys a less positive message to the female readers. They may develop the belief that they are less important and valuable than boys. Boys on the other hand may start believing that they have an edge over girls.

### **Men are patriotic and saviors of the border.**

It is believed that men have more strength for performing the tough task of protecting the borders of the country. That is why, they are usually sent to armed forces. Women are not usually encouraged for the task as society considers them less capable for the activity. The same belief is reflected in the textbooks under scrutiny. In the short story ‘Gulliver, in a New World’, the male character ‘Gulliver’ defends the people of the newly discovered country from enemies. It may be noted that though it is not Gulliver’s own country, still he performs as if he is the ‘real son of the soil’. The Examples Portion presents a similar picture. The line ‘I would rather die’, he exclaimed, ‘than join the army of enemy’, shows how men can go to any extremes for the sake of their country. It is encouraging to see that in one text the stereotype is defied. In ‘AmeerTaimur and a Brave Woman’ the female character gives an influential speech in favor of her people and succeeds in convincing the king of the opponents to release the people of her country. But that is only an exception. In the same story, except for her depiction as a brave patriot, we do not see any other female representation. Both the kings (Taimur and Bayizid) are shown as great lovers of their country. They both take pride in performing for their countries. Same is true for the soldiers. All these examples substantiate the stereotype that women have lesser capabilities required for doing patriotic wonders, as compared to men. This less positive picture of women can affect them in a negative way. They may not picture themselves and other females of the society when they think of patriotic activities and heroics.

### **Women have lesser contribution to history.**

It is usually believed that men have contributed more to history. They have excelled in the fields of wars, literature, science and technology, etc. The textbooks under

analysis seem to have accepted this as a ‘reality’. The total omission of female gender and only the discussion of male scientists like Jabir Bin Hayan, Al Farabi and Ibn e Sina in texts like ‘Muslims and Technology’ show as if women have less contribution to science and technology. Similarly, lines from The Language Proficiency Units like ‘A historian says of Babar that he was ‘the most admirable prince that ever lived in Asia ‘reflect as if women have hardly been to the battlefields. Similarly, other lines like ‘Columbus discovered America’ and ‘Shakespeare wrote many plays’ may make the female students believe that their gender group have lesser contribution to science and literature. This depiction is less positive.

**Women have to follow a certain code of conduct.**

The line ‘she looked at the stranger’ in the Examples Portion of the texts under scrutiny is quite meaningful. It shows how women have to follow certain rules and regulations put forward by the dominant section of the society. In the researcher’s province one way of controlling women and making them less important is forcing them to follow a certain code of conduct. This is called Pukhtunwali. This not only forces women to be in the confinement of their homes, but also has other bearings. Concepts like Purduh and Pakhtunwali affect women’s education (Naz and co, 2011). Education is a basic requirement for getting financial stability. Depriving women of education means women are dependent on men, and are forced to focus the household chores only.

**Education of men is more important than that of women.**

As discussed in chapter 1, men’s education receives more attention as compared to women’s. It is because they are believed to have more abilities for performing the occupational roles they perform after education. Women’s education is given less attention because they are believed to have lesser potentials. The same belief is reflected in the textbooks under study. In ‘ Paid in Full With One Glass of Milk’, the male character is shown as a student who works hard and becomes a doctor. Interestingly, we do not know anything about the educational credentials of the female gender in the text. In ‘The Devoted Mate’, all the students reading in a university are males. The exclusion of women is quite meaningful. Similarly, the masculine generic pronoun ‘he’ in the essay ‘How to Read’ shows the essay is male centered. The Examples Section also shows the

same bias. Reference to famous male literary giants like Bacon and the use of masculine generic expressions like ‘man’ in sentences like ‘Bacon says: ‘Reading makes a full man, writing an exact man, speaking a ready man’ clearly reflect the less positive gender notion. It may be noted that verbs like ‘read’, ‘write’ and ‘speak’ are used for the female gender too, which is encouraging, but the number of such verbs is considerably low. This attitude towards women can be less advantageous. The female readers may develop the opinion that society considers them less capable for doing wonders in the field of education. Consequently, their educational excellence may be affected.

### **Men are financially stable.**

We generally see that men are wealthier and more affluent than women. They get higher education, achieve profitable professional and social roles and become secure. In this way, they turn richer and wealthier than women. The same belief is seen in the textbooks under scrutiny. In ‘Paid in Full With One Glass of Milk’, the male gender pays the woman’s medical expenses, it is because he is shown in the profitable profession of a doctor. The same is true for Exercises Portion as in the sentence ‘Bill Gates is the richest person of the world. It may be noted that Bill Gates is a highly qualified scientist. Other lines include ‘He is an engineer’, etc. It may be noted that education is not the only way men get financial stability through, there are other ways too. The sociocultural stereotypes attached to them work in their favor. Considering them stronger, wiser, calmer, and more resilient than women give them an edge over women, in claiming positions like that of a king (it may be noted that kingship was not conditioned with educational endeavors in the past), seller, farmer and shepherd, etc. All these roles are profitable and productive. A king has no financial worries whatsoever. A seller earns a handsome amount of money. Similarly, a farmer can make a fair amount of money through proper planning and hard work. Same is true for shepherds (it may be noted that the job of shepherd has not completely perished, especially in the rural areas of the researcher’s province). Unfortunately, the same belief of considering men better for the said roles is propagated in the texts under scrutiny. In five short stories we see the male character as the king. These short stories are: ‘Ameer Taimur and a brave Woman’, ‘The King and The Farmer’, ‘A Generous Deed’, ‘The Abbot of Canterbury’ and ‘Gulliver, in



a New World'. Similarly, in 'The King and The Farmer', one of the characters is a farmer who plants mango trees, and hopes that it will relieve him and his family of financial worries in the future. In 'Abu Musa and the Missing Donkey', a male character is involved in the business of buying and selling donkeys. In 'The Boy Who Cried Wolf', a boy is depicted as a shepherd. The exclusion of female characters in the texts is quite meaningful. It points to the belief that they are probably less fit for profitable roles like that of the ruler of the country, shepherd, business person and farmer, etc. It is also because these roles are outdoor ones and the society holds a less positive opinion about women's activities in the public and areas other than the confinement of their homes. This attitude towards women sounds less advantageous. The female readers may give up on their ambitions regarding a bright future; they may turn skeptical regarding getting financial stability, etc.

### **Men have the power and authority to make decisions.**

The analysis of texts like 'AmirTaimur and the Brave Woman' and 'Gulliver, in a New World' reflects the belief of considering men more powerful than women. In 'Ameer Taimur and the Brave Woman', the king has the power to make decisions. He uses his power to imprison Turkish people. He also announces death sentence for them. After listening to the deep and influential words of the female character 'HameedaBano', he exercises his power again to overturn his previous decision. He orders the soldiers to release the prisoners, and the soldiers immediately obey. Ameer Taimur's marriage with the woman is also quite meaningful. The line 'and so Ameer Taimur married not a princess but an ordinary Turkish woman' does not tell anything about whether the woman is willing for the marriage or not. It shows how men as powerful kings do not need any permission or consents from others. In the short story 'Gulliver, in a New World', the king orders his soldiers to take Gulliver to the room and imprison him. In the same way, in 'The Abbot of the Canterbury', the king is furious at the news that a person of his country is trying to become rich like him. He sends his soldiers after him and he is produced. He also gives him a three-week ultimatum to provide answers to the question he asks, and threatens that if he fails, he will be 'killed'. The omission of women, except for 'AmeerTaimur and a Brave Woman', in the said texts is less positive. It can affect

the readers in a less positive way. The male readers may develop the mindset that they probably do not have enough potentials and talents for achieving a serious, respectable and 'powerful' designation. The female readers, on the other hand, may start believing that they are less fit for activities that can empower them. Hence, their future expectations may be shaped in a less desired way.

### **Men are Helpers.**

The belief of considering men stronger, more intelligent and more capable of performing outdoor activities does them two favors: 1. they are given opportunities to help out people outside the spheres of their homes, and 2. they can help people out through suggestions, advice and problem-solving tips, etc. In the story 'The Devoted Mate', a male character is shown working day and night to help his ailing friend recover, and resume his education again. The activity of helping patients in hospitals is expected from men because: 1. it is a difficult activity, 2. it is an outdoor activity. The same is true for the short story 'The Boy Who Cried Wolf', where strong men climb a huge mountain and rescue a shepherd and his cattle from a dreadful wolf. Climbing mountains and rescuing people and/or animals is less expected from women. In the story 'Abu Musa and the Missing Donkey', the male character, Sheeda is really worried and confused because he thinks if one of his donkeys is missing. Another male character, Qasim, meets him and solves his 'puzzle'. In 'Abbot of the Canterbury', a king orders a man to provide proper answers to his questions otherwise he will be put to death. An uneducated yet sharp shepherd comes, gives answers on his behalf and saves his life. This shows how men can help others out through using their wisdom and intellect. The exclusion of women from the said texts shows women lag behind men in physical strength and mental sharpness. Consequently, they are given less attention when it comes to helping people in the shape of suggestions and/or physical effort. This gender portrayal of women does not impact the readers in a positive way. The male readers may develop the belief that they can outperform women in certain areas of life; the female readers, on the other hand, may start believing that they cannot match men in activities demanding physical strength and intelligence, etc.

The findings clearly show that except for the bravery associated with the female gender in one short story ‘Taimur and a Brave Woman’, all the other texts portray the same decades long gender biased notions associated with men and women. The stereotypical portrayal of men and women shows the educational textbooks for KPK children are full of biased gender notions (answer for research question 1). Secondly, the research aimed to critically analyze the language and linguistic items that played their crucial part in developing such dogmas. In this regard, pairing of nouns (firstness), generic constructions, adjectives, metaphors, verbs and nouns (semantic roles) were examined. The research identified that almost all of these linguistic items and techniques promoted a traditional philosophy of gender representation, attributes, actions and roles (answer for research question 2, further elaborated with examples in below paragraphs).

The researcher found out that the same linguistic items represented both the gender groups in different ways. For example, the selection of verbs for the male gender depicts them in a positive way. Mostly dynamic verbs are used for the male gender. They show that they are active and are involved in productive activities. Very less number of such verbs was used for the female gender because they were mostly omitted in the short stories. But the omission in itself underlies that they are not fit for the tasks undertaken in the stories. Their depiction in the exercises portion is comparatively more positive. Verbs like ‘kill’, ‘learn’, ‘speak’, ‘read’ and write, etc. show them in a positive way but the number of such verbs is less. On the other hand, stative verbs like ‘look’ in the sentence ‘She looks attractive’ show them in an objectified way. Similarly, verbs like ‘fear’, ‘sing’, and ‘wash’ depict them in a traditional and stereotypical way. Hameed & Akhtar (2013) also highlight such biased use of verbs in the textbooks used in majority of the schools in Punjab province.

The selection of adjectives for both the gender groups shows a visible gender bias. Mostly positive and constructive adjectives are used for the male gender like ‘brave’, ‘large hearted’, ‘rich’, ‘great’, ‘powerful’, and ‘intelligent’. The adjectives used for women show them in a sexist manner. For example the adjectives ‘lovely’ and ‘young’ in the short story ‘Paid in Full With One Glass of Milk’ refer to the physical appearances and appeal of the female gender. Similarly, the adjectives used in the exercises portion

also mainly show them in an objectified way. For example, the adjectives, beautiful, attractive, pretty and thin refer to their physical appearances. There are a few adjectives which show the female gender in a positive way. For example, the adjective 'brave' is used for the female gender 'HamidaBano' in the short story 'AmeerTaimur and the Brave Woman', that is only exceptional text of this nature, of all the selected texts under scrutiny. Similarly, a few adjectives in the examples portion like intelligent and clever also show them in a positive way. But the number of such adjectives is considerably lesser than the adjectives which depict them in a negative and sexist manner. Hussain&Afsar (2010) examined English textbooks for Intermediate level and had similar findings. However, the present study reveals a higher level of biasness (as their findings show some positive adjectives for women as well, whereas the KPK textbooks only work with conventional use of attributes) in this regard than the above mentioned study.

The semantic roles also mostly favor men. Men are shown mostly in the semantic role of actor and sensor. They refer to the power and intellect of the male gender. The semantic roles of goal and beneficiary are mainly associated with the female gender. The semantic role of sayer portrays the female character in a positive way in the short story 'Ameer Taimur and a Brave Woman'. But she is also shown in the semantic role of goal which shows the king has a control over her. In 'Paid in Full With One Glass of Milk', the male character is depicted positively through the semantic role of actor. The female character is mainly passive. Hameed (2014) studied semantic roles in Oxford textbooks and found that more positive semantic roles were given to men than women. The present study has similar findings.

Similarly, masculine generic constructions also in the texts limit the discussion to the male gender only. Constructions like 'man' cannot escape illnesses marginalize women. The students get the perception that discussion is only about the male gender and females are ignored. In some of the essays, such masculine generic constructions are avoided which is positive. In the essay, 'Over Crowding in the Cities', 'Electricity, Media- A Source of Knowledge', 'Pollution', 'Computer' , 'Handicrafts in Pakistan', 'Importance of Media and Cleanliness', words like 'we', 'students', 'their', 'people' are

used. But in most of the short stories and essays, we see the use of such masculine generic constructions. For example, in the short story ‘Paid in Full With One Glass of Milk’, we see a generic construction in the sentence ‘As the boy left the house, he not only felt stronger, but his faith in Allah and man was strong also.’ The word ‘man’ refers to the male gender only and excludes the female gender. We also have a few such constructions in the examples portion, for example, ‘Man is mortal’. There are a few balanced constructions also, as in the sentence ‘One must perform one’s duty’ and ‘The human body is a gift of Allah.’ But the overall findings show that there are such masculine generic constructions. The findings also reveal a few metaphors which depict men in a positive and women in a negative way. Metaphors like ‘O Father, I hear the sounds of guns’, ‘her father gave her a doll’, ‘She looked at the stranger’, ‘O, Father! I hear sounds of guns’ and ‘I am planting these trees so that my sons and grandsons may eat their fruit’ show men positively and women negatively. The study of Hameed conducted in 2014 on the textbooks of Punjab also found out such generic constructions.

Similarly, the use of adjectives as linguistic item is quite biased. Mostly positive and constructive adjectives are used for the male gender like ‘brave’, ‘large-hearted’, ‘rich’, ‘great’ and ‘powerful’, etc. On the other hand, the adjectives used for women mostly show them in a sexist manner. For example, the adjective ‘lovely’ and ‘young’ in the short story ‘Paid in Full With One Glass of Milk’ refer to the physical appeal and appearances of the female gender. The same is true for the Exercises Portion. Adjectives like ‘beautiful’, ‘attractive’, ‘pretty’ and ‘tall’ make an objectified image of the female gender. The use of such adjectives has a less positive impact on the minds of the readers, particularly the female readers. They may feel that they have lesser capabilities than women for performing and contributing genuinely to the society, country and even the world. Hameed (2014) also traced the nature of adjectives in her study and the study has similar findings.

Gender images are taught and transmitted to a child through many channels, and one of them is the language of textbooks. Textbooks construct gender identities (Hameed, 2013); and transmit gender stereotypes to the readers that affect them (Sunderland, 2006). Thus it can be argued that the (language) of textbooks plays an influential role in

developing gender specific notions among readers. The findings of the current study show that language has been effectively used to convey the gender biased notions (answer to Question 3). Language items like verbs, adjectives, generic constructions, metaphors, gender-paired nouns and linguistic technique like ‘omission’ have been effectively used to develop, convey and maintain the decades’ long gender notions. To further elaborate on the answer, let us compare some of the gender notions (found in answer to research question.1) with the language and linguistic items.

For example, the verbs and adjectives used for the female gender contribute in maintaining the belief that they are mainly discussed in terms of their physical appearances. Verbs like ‘wear’ in the line ‘she wore a red jersey’ and ‘look’ in the line ‘she looks attractive’ make an objectified picture of the female gender, contributing to the belief that that their physical appeal is more important than their genuine achievements . This objectification is also done through adjectives, as in examples ‘However, he lost his nerve when a lovely young woman opened the door’ (Paid in Full with One Glass of Milk) and ‘a beautiful, tall, attractive, lovely and loving girl entered the classroom’. The use of verbs also contributes to the gender notion that women are mentally weaker as compared to men. Verbs like ‘fear’ in the line ‘she feared to open the letter’ and ‘are’ in ‘Women are thought to be weak and helpless’ show how women are still attributed the decades’ long quality of fear and and emotional weakness. Similarly, other verbs like ‘sew’, ‘bring’ ‘wash’ also present women as keepers of the home. So, we see how adjectives and verbs (as part of language) contribute in developing and developing a gender biased notion.

It may be noted that the same language items (verbs and adjectives) make an altogether different image of the male gender. They are used to associate positive and constructive gender notions to the male gender. For example verbs like ‘sell’ buy’, treat’ and ‘buy’, etc., maintain the old belief of considering men the earners. Similarly, adjectives like ‘rich’, ‘wise’ and ‘powerful’ maintain the covey the stereotypical gender notions like men have the ability get financial stability; they are wiser than women; and they have enough power and authority to control women.

Fairclough (1992) claims that specific metaphors used for specific gender group play a significant role in its gender identity construction, and the findings of this study justify his claim. The findings identify a few metaphors which construct the gender identity of men in a positive and of women in a stereotypical way. For example, in one short story 'The King and the Farmer', the line 'I am planting these trees so that my sons and grandsons may eat its fruit' shows that sons are grandsons are more important for the father than his daughters and granddaughters. The line clearly reflects the stereotype of preferring sons over daughters. Similarly, there are other such gender biased metaphors (see chapter 4 for a detailed analysis). So, we see that metaphors as a linguistic technique has been effectively used to convey gender biased notions in the English textbooks of KPK.

Porecca (1984) claims that the omission of a gender group in a certain text connotes it have less or no capability of performing that role. It lacks the talents, abilities and strengths needed for the activity. The analysis of the current study shows that this technique has been effectively used against the female gender. In 9 out of the total short stories 12 short stories there is not a single female character. Out of the total 35 characters, 32 are men and only 3 are female. This connotes that they are less capable of performing those positive, productive and constructive activities discussed in the texts; and that they mainly belong to the male gender group. For example, in 'The Boy Who Cried Wolf', 'The Wolf Cub', 'The King and the Farmer', 'Gulliver, in a New World and 'Abu Musa and the Missing Donkey', etc., there are no female characters. This connotes the belief that activities like climbing, fighting, sailing, swimming are mainly performed by men; and women cannot match them in such activities. It also connotes that women are less capable of performing productive roles like that of a doctor, doing small scale business of selling and buying, and productive agricultural activity like planting mango trees, etc. Women are also the least referred to in the Essays portion too. They are only discussed in one essay but that too is in a stereotypical way. In the essay 'The Happiness and Prosperity of Home', the female gender is referred to as a housewife as in the life 'and the mother has an equally laborious task of doing the household chores'. All the other essays like 'Muslims in Technology' 'Democracy' 'Handicraftsman', and 'The Carpenter' etc., mainly focus the male gender. Examples of Language Proficiency

also show a similar biased. Only male scientists, discoverers and literary writers are discussed, contributing to the gender notion that women lag behind men in the field of Science, Discovery and Literature. So, we see that the most effective way of presenting women in a less positive way is omission.

The overall findings show that women are depicted positively in only a few of the texts. For example, in some of the essays and examples the masculine generic constructions are avoided. Words like ‘human being’, ‘people’, ‘one’s are used. This is a positive description of the gender groups as no gender group is specifically focused. In one short story ‘Ameer Taimur and the Brave Woman’, the female gender is portrayed positively. The female character ‘HamidaBano’ is depicted as a brave women. Similarly, the use of adjectives like ‘intelligent’ and verbs like ‘break’ and ‘kill’ also make a positive image of the female gender. But the number of such instances is very low. The findings show a visible gender bias in the language of the most of the texts. Hameed & Akhtar (2013) and Hussain&Afsar (2010) also state that textbooks in Pakistani academia are loaded with gender biasness. In most of the lessons, the female gender is omitted. Omitting a gender group means it is not important in certain places and on certain occasions. Men are involved in all the short stories. The boy in the short story ‘The Wolf Cub’ is depicted as a brave person. This connotes that bravery is mainly associated with men. This bravery is shown as unexpected instance on the part of the female gender in the short story ‘Ameer Taimur and the Brave Woman’. In ‘Gulliver, in a New World’, the male character ‘Gulliver’ is shown as an adventurous and skilful person, connoting that men are skilful, strong and important in times of crises. In the short story ‘Paid in Full With One Glass of Milk’, the male character is shown as dominant and the female character as dependent upon him. In ‘The Boy Who Cried Wolf’, the boy is shown in difficult and serious activity of rearing sheep. Similarly, the people who rescue him are men. This shows how men are generally considered strong and fit for difficult and challenging activities. In the same way, in the other stories men are shown positively. They are shown as sellers, kings, ministers and scholars. This reflects the dominant gender ideologies that men are wise, intelligent, productive and powerful. The omission of women in these short stories shows that they lack the required qualities and capabilities. The omission shows that they are not fit for the tasks undertaken in the short



stories by men. Otlowski (2013) pinpoints the same kind of absence in EFL textbooks, and proclaims that such absence conveys that female gender is not requisite part of the society.

Similarly, the essays show a clear gender bias. For example, the lesson 'Democracy' focuses only on men. It shows as if the systems of government and running the affairs of government belong to the male gender. In the essay 'The Happiness and Prosperity of Home', women and men are depicted in the stereotypical roles. Men are referred to as the bread winners and women as the housewives. In examples portion, the metaphors depict men in a positive way. For example, the metaphor 'O, Father, I hear the sounds of guns' shows men as brave. It shows that men are needed in dangerous times. On the other hand, the metaphors 'Her father gave her a doll' and 'She looked at the stranger' portray women in negative and restricted manner. The choices of adjectives also show a gender bias. Most of the adjectives like 'brave', 'large hearted', 'great', 'powerful', 'wise' and 'rich' used for men depict them in a positive way. On the other hand the adjectives used for women mainly refer to their physical appearances and beauty. For example, the adjectives used for the female character in the short story 'Paid in Full With One Glass of Milk' are 'lovely' and 'young'. Similarly, in the examples portion, adjectives like 'thin', 'tall', 'beautiful', 'pretty' 'attractive' and 'sweet' are used for the female gender. The choices of adjectives reflect the stereotype of focusing more on their physical appeal rather than their performances and achievements. Lee & Collins (2006) state that gendered use of adjectives in textbooks for children have long lasting negative impacts on the psyche of children.

The findings also reveal use of masculine generic constructions like 'Man is mortal' which marginalize women. Similarly, the selection of verbs shows a bias. More dynamic as well as stative verbs are used for the male gender than the female gender. The dynamic verbs show that men are more active and productive. Similarly, the stative verbs favor men. For example, in the examples portion, verbs like 'was' and 'is' are used to refer to male historic figures and living legends. Examples of such sentences are 'Soloman was a great king', 'Bill Gates is the richest man in the world' and 'WasimAkram is the best player of Pakistan Cricket team'. No such reference is made to

any female figure. On the other hand, the stative verbs like ‘look’ and ‘has’ depict women in a negative way. For example, the lines ‘She looks attractive’ and ‘She has a rich uncle’ portray a negative image of the female gender. The stative verb ‘look’ objectifies the female gender. Similarly, the stative verb ‘has’ in the second sentence shows that women as dependent. It also shows women in relation to men. This bias is also seen in one of the short stories. In the short story ‘Paid in Full With One Glass of Milk’, the verb ‘fear’ is used for the female character. The sentence reads: ‘She feared to open the letter’. Fear is mainly associated with women.

On the basis of the above findings and discussion, it can be concluded that the elementary level textbooks of Khyber Pakhtunkhwa Textbook Board are not gender neutral, in terms of their language. Men are depicted in a positive way and women in a less positive way. These findings are also in line with many other such researches, in Pakistani context, done on educational texts like Hameed, 2013; Jabeen&Ilyas, 2012; Mirza, 2004, etc. However, KPK English textbooks (for elementary level) are found more biased towards female gender in the category of omission, adjectives and verbs than the majority of above mentioned studies.

The National Plan of Action (NPA) 2001-2015 outlined elimination of gender bias in the textbooks as an important step to achieve gender equality in the education sector of Pakistan (Mirza, 2004). The time has passed without any fruitful results (as the different studies’ results prove, done since 1989 till date, mentioned above in section 2.7). Sustainable development goals (SDG’s) also give much importance to gender equality as a way to attain workable progress. This recent study came across the same gender biased environment in the textbooks for Pakistani children with no major progress. It is strongly felt that this milestone needs to be achieved soon, and one of the ways to achieve it is to transmit gender ideologies, based on the notions of equality as well as equity, to our youth in form of textbooks.

To conclude, the present research highlights a strong connection between language and gender; and confirms that language can be used as an effective tool to transmit and propagate gender ideologies/ notions/ beliefs/ values. The textbooks analyzed in the present research were found to be biased in representation of female

gender in almost all of the aspects of language. The researcher opines that a gender neutral approach in this regard can eliminate the negative effects of biased texts on the psyche of young readers, to help them grow as human beings rather than gender-beings.

Finally, for a more gender balanced syllabus in future, the researcher puts forward some recommendations (given below).

### **5.3 RECOMMENDATIONS**

1. The findings clearly show that women are the least represented. In only two out of the total 12 short stories, women are represented. Similarly, in most of the essays, the male gender is mentioned or referred to. The researcher recommends that women should be given much more representation than this. This will have a positive impact on the minds of the students. This will be especially encouraging for the female students.
2. The findings show that mainly positive adjectives like ‘brave’, ‘large-hearted’, ‘great’, ‘powerful’, ‘rich’ and ‘wise’ are used for the male gender. This is positive and encouraging to see that a few such adjectives are used for the female gender too. For example, the adjective ‘brave’ is used for the female character in one of the texts. Similarly, in the examples portion of the language proficiency units, positive adjectives like ‘intelligent’ ‘clever’ and ‘brilliant’ are used for the female gender. But very few such adjectives are used for the female gender as compared to those used for men. The researcher recommends that a balance should be struck in the use of such adjectives. Using too many positive adjectives for men may negatively affect the students. They may internalize that positive activities are performed mainly by the male gender. Consequently, they may develop a negative opinion about the female gender. Similarly, the findings show that other adjectives used for women refer to their physical appearances. For example, the adjectives ‘beautiful’, ‘attractive’, ‘pretty’, and ‘tall’, etc., are exclusively used for women. Such adjectives are marginalizing towards the female gender. It is recommended that such adjectives be avoided in the future editions of the texts.
3. The researcher analyzed the generic constructions in the texts. The findings reveal many masculine generic constructions like ‘man’, ‘sportsman’, ‘noblemen’,

‘policeman’, ‘gentleman’ and ‘craftsman’, etc. The findings also reveal that the third person pronoun ‘he’/his/him are also used as masculine generic pronouns. These constructions may make the students feel that certain topics and issues belong only to the male gender. This is encouraging and positive to see that the findings also show a few gender balanced constructions like ‘human beings’, and ‘people’. Similarly, the words ‘they’, ‘their’ and ‘we’ are also balanced as they refer to both the gender groups, and do not specify one gender group. A word ‘his’ in place of ‘one’s’ would have been gender-partial. The researcher recommends that constructions like ‘humans’, ‘people’ ‘person’ and pronouns like ‘they’ their’ and them be used instead of masculine constructions like man, ‘gentleman’ ‘sportsman’ and ‘him’ or ‘his’, etc. In addition, the researcher recommends using words like gentle-person, ‘sportsperson’, ‘police person’ and ‘noble-people’ instead of ‘sportsman’, ‘gentleman’ ‘policeman’ and ‘noblemen’. Similarly, one of the lines in the examples portion reads: ‘He who loves himself is selfish’. The researcher recommends writing ‘They who love themselves are selfish’ or ‘the person who loves themselves is selfish’ instead. This will be more gender balanced. This will have a positive impact on students. They will feel that both the gender groups are equally discussed and none is given any extra importance.

4. The findings show that men are mainly shown in serious and profitable professional roles. The omission of female characters in these texts reflects the dominant stereotype that women are not capable of performing these roles because they do not have the required strength and potential. It also reflects the socio-cultural ideology that women are not fit for activities that are outside the spheres of their homes. The researcher recommends depicting women more positively than this because women these days are involved in many productive and genuine activities. Pakistan has produced many legendary female writers like BapsiSadhwa. Similarly, Pakistan is the first country to have had a female prime minister in the shape of Benazir Bhutto. The speaker of the National Assembly of Pakistan from 2008 to 2013 was a female, Dr. FahmedaMirza. In addition, MalalaYousufzai has won Nobel Prize. SharmeenObaidChinoy, a Pakistani journalist, film maker and activist, is a double Oscar award winner. Pakistan also has a female Cricket Team. Similarly, women

have contributed to the fields of Science and Technology. Arfa Kareem, the youngest Micro Soft scientist, was from Pakistan. So, the researcher recommends not only giving much more representation to women but also depicting them in a more positive way. The researcher recommends mentioning more female figures in the examples portion. This will have a positive impact on the students. They will develop a more positive opinion about women. In this way, both men and women will contribute to the progress and development of the country.

5. The role of teacher is important in teaching gender related texts. Workshops and seminars must be arranged for teachers regarding teaching such texts in an effective way.
6. Some of the texts are gender balanced. Women are represented in a positive way. These texts have a positive impact on students. But the findings show that most of the texts carry gender biased material. So, the researcher recommends Khyber Pakhtunkhwa Textbook Board and other competent authorities to make planning and take steps for a more gender neutral syllabus in future.

#### **5.4 FURTHER STUDIES**

This researcher analyzed only the language of elementary level English textbooks of Khyber Pakhtunkhwa Textbook Board. The researcher encourages future researchers to investigate the language of textbooks of other levels too. Future researchers are encouraged to go for the gender analysis of English textbooks at primary, secondary and Higher Secondary level. This will contribute so much in the attempt of bringing forth a gender neutral syllabus for the students of the next generation of Pakistan. In addition, the researcher, while reviewing the earlier studies, came to know that textbooks of other subjects like Urdu, Pashto and Social studies are also analyzed from gender viewpoint. So, the researcher recommends other researchers to go for the analysis of the Urdu, Pashto and Social studies textbooks of the Provincial Publishing Board (i.e. KP Textbook Board) at all levels. It is important because not only English textbooks but the other said textbooks are also a compulsory part of the syllabus of the students of the province (KP). Similarly, the researcher urges other researchers to investigate the textbooks taught at Private schools too. They are 17 different series of textbooks taught at different private schools of Khyber Pakhtunkhwa. Thousands of students read in these schools too. So, for

a more gender neutral syllabus for students of the private schools, a Feminist Critical Discourse Analysis of these textbooks is imperative. Finally, the researcher encourages researchers to analyze the course syllabus of the Public Sector universities in the province. This is even more important because in university boys and girls read together. So, in co-education, the syllabus needs to be gender-neutral so that the opinions and world views of students about men and women are shaped in a positive way. A gender neutral syllabus at schools, colleges and universities is imperative for harmony among individuals and the progress and development of the country.

## REFERENCES

- Ambreen, M.& Qureshi, U. (2001). *A study of gender bias in urdu textbooks at elementary level.*(Unpublished Masters Dissertation). Fatima Jinnah Women University, Rawalpindi.
- Amini, M., &Birjandi, P. (2012). Gender bias in the Iranian high school EFL textbooks. *English Language Teaching*, 5(2), 134-147.
- Ansari, H., &Babai, I. (2003). Subliminal sexism in current ESL/EFL Textbooks. *Asian EFL Journal*, 5, (1), n.p. Retrieved from <http://www.asian-efl-journal.com/march03.sub1.php>
- Antiksari, N. T. (2011). Visible boys, invisible girls: The representation of gender in Learn English with Tito(A Critical Discourse Analysis of English Textbooks for Primary school.*Indonesian Journal of AppliedLinguistics*, 1 (1), 84-104. Retrieved from <http://ejournal.upi.edu/index.php/IJAL/article/view/101>
- Awan, A.M. ( 2014). Political participation of women in Pakistan. Retrieved from <http://www.ffgi.net/files/dossier/polpart-pakistan-awan.pdf>.
- Barton, A.& Lydia, N. S. (2012). The representation of gender in English Textbooks in Uganda, Pedagogy. *Culture and Society*, 20(12), 173-190. Retrieved from <https://www.tandfonline.com/doi/abs/10.1080/14681366.2012.669394>
- Biemmi, I. (2015). The imagery of gender in Italian textbooks: Research into primary school books. *Foro de Educación*, 13(18), 15-35. doi:<http://dx.doi.org/10.14516/fde.2015.013.018.000>
- Connell, C. (2010). Doing, undoing, or redoing gender? Learning from the workplace experiences of trans-people. *Gender & Society*, 24(1),31-55. Retrieved from [https://www.jstor.org/stable/20676845?seq=1#page\\_scan\\_tab\\_contents](https://www.jstor.org/stable/20676845?seq=1#page_scan_tab_contents)
- Daraz, U., Naz, A.& Khan, W. (2014). Early marriage: A developmental challenge to women in Pakhtun Society. *FJWU Journal of Social Sciences*, 8(1), 91-96.
- de Beauvoir, S. (1972). *The Second Sex*. Harmondsworth: Penguin.

- Dominguez, L.M. (2003). Gender Textbook Evaluation English Language Studies. Unpublished paper, CELS, Department of English. University of Birmingham, UK.
- Dijk, V. (1993). *Discourse and Society*. Newbury Park, CA: Sage.
- Edwards, A. (2015). It's a man world: The effect of traditional masculinity on gender inequality. E-International Relations Students. Retrieved from <http://www.e-ir.info/2015/03/29/its-a-mans-world-the-effect-of-traditional-masculinity-on-gender-equality/>
- Emilia, E., Maecharam, Y.N. & Syfa, L.L. (2017). Gender in EFL classrooms: Transitivity analysis in English textbooks. *Indonesian Journal of Applied Linguistics*, 7 (1), 206-214. Retrieved from <http://ejournal.upi.edu/index.php/IJAL/article/view/6877>
- Esmaili, F., & Amerian, M. (2014). Gender representation in Iranian high school English textbooks with a critical discourse analysis perspective. *International Journal of Language Learning and Applied Linguistics World*, 5(4), 277-289.
- Fairclough, N. (1991). *Language and power*. London, UK: Longman.
- Fairclough, N (1992). *Discourse and social Change*. London, UK: Polity Press
- Fasold, R. (1990). *Sociolinguistics of language*. Oxford: Blackwell.
- Gee, J.P.(2001). *An Introduction to discourse analysis*. London, UK:Routledge.
- Gender Disparity in Khyber Pakhtunkhwa. (2016). ASER Report. [http://aserpakistan.org/document/aser\\_policy\\_briefs/2016/Gender-Disparity-in-Khyber-Pakhtunkhwa-Rural-with-respect-to-education.pdf](http://aserpakistan.org/document/aser_policy_briefs/2016/Gender-Disparity-in-Khyber-Pakhtunkhwa-Rural-with-respect-to-education.pdf)
- Gender Inequality in Pakistan. (2016, October 26), *Daily Times*. Retrieved from, <https://dailytimes.com.pk/49828/gender-inequality-in-pakistan/>
- Gharbavi, A.&Mousavi, S. A. (2012). A content analysis of textbooks: Investigating gender bias as a social prominence in Iranian high school English textbooks. *English Linguistics Research*, 1(1), 42-47.
- Glick, H. (2015). 9 key issues affecting girls and women around the world. Retrieved from <https://www.globalcitizen.org/en/content/9-key-issues-affecting-girls-and-women-around-the-world/>
- Goldstein, J. (2003). *War and gender*. Cambridge: CUP.
- Graham, A. (1974). The making of a nonsexist dictionary. *ETC: A Review of General Semantics*, 31 (1), 57-64. Retrieved from [https://www.jstor.org/stable/42576224?seq=1#page\\_scan\\_tab\\_contents](https://www.jstor.org/stable/42576224?seq=1#page_scan_tab_contents)



- Gunn, D. (2012). The challenge of closing the gender gap in developing countries, *The Atlantic*. <https://www.theatlantic.com/sexes/archive/2012/12/the-challenge-of-closing-the-gender-gap-in-developing-countries/266617/>
- Hall, M. (2014). Gender representation in current EFL textbooks in Iranian secondary schools. *Journal of Language Teaching and research*, 5(2), 253-257.
- Halliday, M.A.K. (1985). *An introduction to functional grammar*. London: Edward Arnold.
- Hameed, A.& Akhtar, N. (2013). A gender based analysis of English reading material for Pakistani children: 'Oxford Reading Circle for Grade 1 to 5'. *Kashmir Journal of Language Research*.
- Hameed, A. (2014). Language and gender: An analysis of English textbooks produced by Punjab textbook board for elementary level in Pakistan. *Journal of Education and Practice*, 5(11).
- Hamid, M., & Iqbal, S. (2013). Gender discrimination in the curriculum of Urdu (Compulsory) at Khyber Pakhtunkhwa: An analysis. *International Journal of Business and Social Research*, 3(7), 70-77.
- Harding, S. (1991). *Whose science? whose knowledge? thinking from women's lives*. Ithaca, NY: Cornell University Press.
- Hooks, B. (2000). *Feminism is for everybody: Passionate politics*. Cambridge, MA: South End Press.
- Hunt, P. ed.(1996).*International companion encyclopaedia of children's literature*. London: Routledge.
- Hussain, M, N.&Afsar, A. (2010).Language and gender. Linguistic analysis of intermediate English textbooks in Pakistan.*Language in India*, 10 (11), 26-42.
- Islam, K. M. M.&Asadullah, N. (2016). Gender stereotypes and education: A multi-country content analysis study of secondary school textbooks. *Thinking Gender Papers*.ULCA. Retrieved from <https://cloudfront.escholarship.org/dist/prd/content/qt38r9r094/qt38r9r094.pdf>
- Jabeen, S.&Ilyas, A. (2012). Gender role modelling in textbooks: case study of Urdu textbooks of Sindh province. *Pakistan Journal of Women's Studies*, 19(1), 75-81.
- Jabeen, S., Chaudhary, A. Q., & Omar, S. (2014). Gender discrimination in curriculum: A reflection from Punjab textbook board. *Bulletin of Education and Research*, 36(1), 55-77.
- Kanemaru, F. (1998). Sexism and Japanese English textbooks. *The Language Teacher*, 22 (5), 11-13.

- Khan, A. (n.p.). Barriers to the political empowerment of women in Dir Lower. University of Malakand, KPK.
- Khan, Q., Sultana, N., Bughio, Q., & Naz, A. (2014). Role of language in gender identity formation in Pakistani school textbooks. *Indian Journal of Gender Studies*, 21(1), 55-84.
- Khan, Z.M. (2016, October 26). Gender Gap index puts Pakistan in second-last place. *DAWN NEWS*. Retrieved from <https://www.dawn.com/news/1292347>
- Khurshid, K., Gillaniz, I. G., & Hashmi, M. A. (2010). A Study of the representation of female image in the textbooks of English and Urdu at secondary school level. *Pakistan Journal of Social Sciences (PJSS)*, 30(2).
- Kramarae, C. (1981). *Women and men speaking*. Rowley, MA: Newbury House.
- Lakoff, R. (1975). *Language and women's place*. OUP.
- Laakkonen, I. (2009). *Breadwinners, sportsmen and conforming girls: Representations of gender in Finnish EFL textbooks*. LAP LAMBERT Academic Publishing.
- Lee, J. F. K. (2014). A hidden curriculum in Japanese EFL textbooks: Gender representation. *Linguistics and Education*, 27, 39-53. Retrieved from <https://www.sciencedirect.com/science/article/pii/S0898589814000485>
- Lee, J. K. F. & Collins, P. (2006). Gender representation in Hong Kong English textbooks. Retrieved from [www.eoc.org.hk/eoc/upload2006711112336211184.pdf](http://www.eoc.org.hk/eoc/upload2006711112336211184.pdf)
- Lorber, J. (1994). *Night to his day: The social construction of gender in paradoxes of gender*. Yale University Press.
- Luke, A. (1997). The material effects of the word: Apologies, 'stolen children' and public discourse. *Discourse: Studies in Cultural Politics of Education*, 18 (3), 343-350. Retrieved from <https://www.tandfonline.com/doi/abs/10.1080/0159630970180303>
- Macaulay, M. & Brice, C. (1997). Don't touch my projectile: Gender bias and stereotyping in syntactic examples. *Language*, 73 (4), 798-825. Retrieved from [https://www.jstor.org/stable/417327?seq=1#page\\_scan\\_tab\\_contents](https://www.jstor.org/stable/417327?seq=1#page_scan_tab_contents)
- Malova, C. N. (2012). *Portrayal of gender roles in Kenyan secondary school textbooks: An ethnographic view with special reference to English* (Doctoral dissertation, Thèse de doctorat). Nairobi, Kenya: University of Nairobi.
- Mccune, E. (2014). 10 Examples of Gender Inequality in World. *Borgen Magazine*. Retrieved from <http://www.borgenmagazine.com/10-examples-gender-inequality-world/>

- Mikkola, M. (2017). Feminist perspectives on sex and gender. *The Stanford Encyclopedia of Philosophy*. Edward N. Zalta (ed.). Retrieved from <https://plato.stanford.edu/archives/win2017/entries/feminism-gender/>
- Mirza, M. & Ranna, M. (1999). *Gender analysis of primary school textbooks in Punjab*. Department of Women's Studies, Punjab University.
- Mirza, M. (2004). *Gender analysis of school curriculum and textbooks*. Islamabad: UNESCO Publications.
- Muhammad, N. (2011). Inheritance in property: a gender based discriminatory practice in rural areas of Tangi, district Charsadda. *Sarhad Journal of Agriculture*, 27(1), 143-146.
- Mukundan, J., & Nimehchisal, V. (2008). Gender representation in Malaysian secondary school English language textbooks. *Indonesian JELT*, 4(2), 65-84.
- Naz, A., Daraz, U., Khan, W., Hussain, M., & Khan, Q. (2012). The dormancy of empowerment: An analytical study of various impediments to women's education in Khyber Pakhtunkhwa Province of Pakistan
- Otlowski, M. (2003). Ethnic diversity and gender bias in EFL textbooks. *Asian EFL Journal*, 5(2), 1-15.
- Pasha, H. (2018). The extent of gender inequality. Business Recorder. Retrieved from <https://fp.brecorder.com/2018/03/20180313351129/>.
- Peace Corps. (n.d). Global Issues: Gender Equality and Women's Empowerment. Retrieved from <https://www.peacecorps.gov/educators/resources/global-issues-gender-equality-and-womens-empowerment/>
- Peterson, S. (1992). Transgressing boundaries: Theories of knowledge, gender and international relations. *Millineium: Journal of International Studies*, 21 (2), 183-206. Retrieved from <http://journals.sagepub.com/doi/10.1177/03058298920210020401>
- Philip, G.A. (1991). Textbooks: The international dimension. In: APPLE/Christian. SMIT.
- Porecca, K. (1984). Sexism in Current ESL textbooks. *TESOL Quarterly*, 18(4).
- Proudfoot, D., Kay, A. C., & Koval, C. Z. (2015). A gender bias in the attribution of creativity: Archival and experimental evidence for the perceived association between masculinity and creative thinking. *Psychological Science*, 26(11), 1751-1761. Gender Bias in the Attribution of Creativity.

- Rampton, M. (2015). Four waves of feminism. Pacific University.  
<https://www.pacificu.edu/about/media/four-waves-feminism>
- Rehman, A. (2001). *A study of relationship of self-concept with classroom environment, gender role, cognitive development and academic achievement of the students at secondary level*. Diss. Islamabad: AIOU.
- Ropers-Huilman, B. (Ed). (2003). *Gendered futures in higher education: Critical perspectives for change*. Albany, NY: State University of New York Press.
- Rubin, G., (1975). The traffic in women: notes on the ‘political economy’ of sex in *toward an anthropology of women*, R. Reiter (ed.), New York: Monthly Review Press.
- Saeed, S. (2012). *Modeling son preference in Pakistan*, (PhD Thesis). Arlington, The University of Texas.
- Stockdale, D. A. (2006). *Gender representation in an EFL textbook*. Unpublished master's thesis. University of Birmingham, Birmingham, UK.
- Stoller, R. J. (1968). *Sex and Gender: On the development of masculinity and femininity*. New York: Science House.
- Sunderland, J. (2006). *Language and gender: An advanced resource book*. Routledge.
- Tannen, D. (1990). *You just don't understand*. New York: Ballantine.
- Ullah, H, Ali & Naz. (2014). Gender representation in children's books: A critical review of empirical studies. *World Applied Sciences Journal* 29(1), 134-141.
- UN Women Report Shows Worrying Degree of Gender Inequality in Pakistan (2018, February 14), *Express Tribune*. Retrieved from, <https://tribune.com.pk/story/1634815/1-un-women-report-shows-worrying-degree-gender-inequality-pakistan/>
- West, C. & Zimmerman, D. H. (1987). Doing gender. *Gender & Society*, 1 (2), 125–151. Retrieved from <http://journals.sagepub.com/doi/10.1177/0891243287001002002>
- Wodak, R. (2001). *Methods of critical discourse analysis*. Sage Publications.
- Wood, J. T. (1994). *Gendered lives: Communication, gender, and culture*. Wadsworth Publishing.
- Wood, R. (2005). Interdisciplinarity, gender studies and cda: Gender mainstreaming and European Union. In: *Feminist critical discourse analysis*. Palgrave Macmillan, Basingstoke, pp. 90-114. ISBN 1403914850

Xia, X. (2013). Gender differences in using language. *Theory and practice in language studies*, 3(8), 14-25.

Zeenatunnisa.(1989). *Sex discrimination in education: Content analysis of Pakistan textbooks*. Netherland: Institute of Social Studies.

Zittleman, K.&Sadker, D. (2007). Teacher education textbooks: The unfinished gender revolution. Retrieved from <http://www.american.edu/sadker/curricularbias.html>