

**A STUDY OF GENDER REPRESENTATION IN
ENGLISH LANGUAGE TEACHING TEXTBOOKS:
A MULTIMODAL PERSPECTIVE**

BY

SABEEHA HASTAM



NATIONAL UNIVERSITY OF MODERN LANGUAGES

ISLAMABAD

JUNE, 2021

A Study of Gender Representation in English Language Teaching Textbooks: A Multimodal Perspective

By

SABEEHA HASTAM

BS (Hons) English, National University of Modern Languages, Islamabad

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

MASTER OF PHILOSOPHY

In English

To

FACULTY OF ARTS AND HUMANITIES



NATIONAL UNIVERSITY OF MODERN LANGUAGES, ISLAMABAD

© Sabeeha Hastam, 2021



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 English Studies for acceptance.

Thesis Title: A Study of Gender Representation in English Language Teaching Textbooks: A Multimodal Perspective

Submitted By: Sabeeha Hastam

Registration #: 1484-MP-ENG-Ling/S18

Master of Philosophy

Degree name in full

English Linguistics

Name of Discipline

Dr. Hazrat Umar

Name of Research Supervisor

Signature of Research Supervisor

Dr. Muhammad Safeer Awan

Name of Dean (FAH)

Signature of Dean (FAH)

Prof. Dr. Muhammad Safeer Awan

Name of Pro-Rector Academics

Signature of Pro-Rector Academics

Date

AUTHOR'S DECLARATION

I Sabeeha Hastam

d/o Hastam Khan

Registration # 1484-MP-ENG-Ling/S18

Discipline English Linguistics

Candidate of **Master of Philosophy** at the National University of Modern Languages do hereby declare that the thesis **A Study of Gender Representation in English Language Teaching Textbooks: A Multimodal Perspective** 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

Name of Candidate

Date

ABSTRACT

Title: A Study of Gender Representation in English Language Teaching Textbooks: A Multimodal Perspective

Gender equality is a key to development for any country. Nonetheless, Pakistan, according to the Global Gender Gap Index, currently ranks the second lowest country in the world for gender equality (2021). Although efforts are apparent within Pakistan's Vision 2025 to promote gender equality, there is still much more to be done to improve the realities for women and girls across the country. Textbooks are a powerful tool for transmission and transformation of culture of a given society (Ullah, Ali & Naz, 2014). The content of textbooks is designed in a manner which communicates a certain type of message to the readers. Thus, it can be said that the images of gender portrayed in textbooks influence child's understanding regarding gender. A textbook should be learner-centered and nurture the minds of young people, without strengthening stereotypes and gender biases. This research study focuses on the analysis of gender representation in Primary Level ELT textbooks taught in government schools of KP. Multimodal analysis is used as a tool to study the representation of gender in primary level ELT textbooks taught in government schools of KP. The verbal mode is analyzed with the help of Halliday's Systemic Functional Linguistics (1994) whereas the visual mode is analyzed with the help of Leeuwen's Visual Grammar Theory (1996). The study reveals that there is a high level of gender unfairness in ELT textbooks taught in government primary schools of KP. It is observed that ELT books include images and texts which promote male controlling family system. Significant outcomes of this study also show that women representation in sports activities and non-traditional professions for example, pilot or space scientists is very less. It is concluded that there is a need for fair gender representation in ELT books which can increase students' motivation level towards the recognition of the roles that women can play as productive members of society. It is further recommended to increase the representation of women in primary level ELT books taught in government schools of KP. Moreover, it is suggested to improve female representation in main roles, pictures and professional positions. There is a significant need that ELT books taught at Primary Level in government schools in KP should portray the balanced picture of gender.

2.5.2 The Fundamentals of Systemic Functional Linguistics	27
2.5.3 Semiotic Analysis of Images by Kress and van Leeuwen (2006) 29	
2.6 Gap in Previous Studies	31
3. RESEARCH METHODOLOGY	32
3.1 Research Design.....	32
3.2 Research Method.....	32
3.3 Method of Data Collection.....	33
3.4 Population of the Study.....	33
3.5 Theoretical Framework.....	33
3.6 Systemic Functional Linguistics	33
3.7 Visual Grammar Theory	34
3.8 Method of Analysis.....	37
3.9 Criteria for Selection of Text	38
4. RESULTS, ANALYSIS AND DISCUSSION	39
4.1 Results and Major Dimensions of Visual Grammar Theory Associated with Image Analysis.....	39
4.2 Analysis of Images with Female Representation	41
4.3 Analysis of Images with Male Representation	48
4.4 Analysis of Male Ratio in Comparison to Females	54
4.5 Results and Major Dimensions of Systematic Functional Linguistics associated with Text Analysis of English Reader 1, 2,3,4,5.....	54
4.6 Discussion	75
5. CONCLUSION, RECOMMENDATIONS AND LIMITATIONS	82
5.1 Conclusion	82
5.2 Recommendations.....	85

5.3 Limitations of the Study..... 86

ACKNOWLEDGMENTS

I am highly indebted to my supervisor Dr. Muhammad Yousaf, who believed in me and in my work. After the blessings of Almighty Allah, it was primarily because of him that I was being able to bring this research investigation to a rounded conclusion. His strenuous support and assistance throughout the process of carrying out this research was extraordinary. Without his time and routinely checking my work and supervising me, this accomplishment would not be possible. I am highly grateful to his humility and modesty to bear me and consistently providing the response on time and providing me with research material and guidance was irreplaceable. He has always shown kindness towards me and it was an honor for me to be his student and supervisee.

I do not think this MPhil was possible without the unconditional support of my family who made this journey successful and doable. Without their support and precious opinion, this work would remain incomplete. This work would not have been possible without the blessings of my parents especially my father, who always encouraged me to aim high. The extended support system provided by my brothers and sister helped me in completing my degree.

Lastly, I am thankful to my friends and colleagues who contributed a lot in my work through their discussions and precious opinions, especially Rohia, Noreen, Mubarak, Reemia and Baqir, who remained very supportive and helpful throughout this process and made it interesting and researchable.

DEDICATION

This thesis is dedicated to the women who are shrank down by the patriarchal human civilization, social conditioning and by academic discrimination, I SEE YOU!

CHAPTER 1

INTRODUCTION

1. Background

Famous phrase about women and men explains that women belong to Venus while Men belong to Mars which reflects the natural differences present in both the genders. This phrase explains that men and women are different from each other (Barreto & Ellemers, 2005; Ellemers, 2018). Significant aspect of past research studies focuses on male and female differences associated with gender inequality that has caused gender bias (Ahmad & Shah, 2019; Alba, 2018). Past research studies show that for a longer period of time, women and men have been represented in a conventional manner in school textbooks (Bazzul & Sykes, 2011; Mirza, 2004; Siren, 2018; Ullah & Haque, 2016; Ullah & Skelton, 2013). The biased gender representation in textbooks especially in foreign language textbooks is a hurdle in bringing equality and eliminating gender discrimination. This false representation of gender in textbooks leads to impose further restrictions on females to grow professionally and participate equally in our society (Amerian & Esmaili, 2015; Salman & Marjal, 2015; Nofal & Qawar, 2015; Siren, 2018).

Significant influence of textbooks on students is associated with cognitive and behavioral development of children which is also mentioned in various research studies. Furthermore, it is also mentioned in the past research studies that gender and education have great effect on children socialization in a society (Lee & Collins, 2009). Primary level textbooks normalize societal approaches towards gender through stereotypical representation. It is also observed that textbooks have great impact on the motivation level of students towards their studies (Ali & Hussain, 2019). Textbooks have the power to influence the concept of gender in children's mind which is also associated with cultural aspect of children's understanding about gender identity (Ullah, Ali & Naz, 2014). Unequal gender representation in textbooks has negative effect on the identity, behavior and career development especially for women which also shows that textbooks have the regulating power over mental development of children

regarding gender (Blumberg, 2009). In the context of Pakistan, primary level textbooks represent strong gender unfairness (Ullah & Skelton, 2013; Ullah & Haque, 2016). Research studies about gender inequality in textbooks in Pakistan are associated with those areas where boys and girls perform conventional roles (Ullah & Haque, 2016). Domination of men and representation of females in conventional roles is a recurring issue in the primary school textbooks in Pakistan (Ullah & Skeleton, 2014). This discrimination in gender representation further increases the existing gender unfairness in a society. Major objective of this research study on the basis of past research work is to identify gender inequality through unfair representation of men and women in primary level English textbooks. Gender representation in school textbooks is associated with sociology of gender and sociology of education which remained major focus of various research studies during past decades (Clark & Mahoney, 2004; Fox, 1993; Kohl, 1995; Ullah & Skelton, 2013). Secondary research data about different countries across the globe shows that female characters are still under represented in primary level school textbooks (Skelton, 2011). Research studies also mentioned that underrepresentation of female in primary level textbooks is closely associated with the stereotypical roles imparted to women in different societies. It is also observed in the analysis of various research studies that primary level textbooks can play role in eliminating the discrimination faced by women in society through rectification of gender inequalities. This shows that primary level textbooks are the tools to bring change in a society (Dejene, 2017). Results of various research studies in the field of gender and education show that primary level education not only develops the reading and writing skills of students but also develops their evaluation skills associated with freedom and the creative abilities of a student (Lee & Collins 2009). Primary level textbooks introduce identities, behavior and experiences to children which enhance a child's basic skills further influencing its perspective towards gender socialization, gender inequality and the traditional gender roles (Thun, 2001).

According to Turner-Bowker (1996), textbooks develop students' perception about positive and negative behavior. According to study conducted by Ram (2008) female representation in textbooks is 30.1% which is significantly less than male 69.9% while females are given the traditional roles in textbooks for example women are presented as nurse or doing household duties. According to Durrani's (2008) research work, men were presented in central roles associated with leadership while women were presented in dominated roles. Furthermore, Durrani (2008) also explores that women were presented as unpaid employees and their

representation was restricted to being ideal mother or wife taking care of family. Khurshid et al's (2010) assessment through image analysis of secondary level textbooks shows that females were less described in images where they were supposed to focus on religious and household work only. According to the study conducted by Mahmood (2011), gender inequality was dominant in the textbooks approved by Ministry of Education. Similarly, Shah's (2012) Research studies about gender presence in English Language textbooks in Punjab on secondary level show that women were not given representation equal to that of men. Roles assigned to women painted the traditional picture of women. Research study of Ullah and Skelton (2013), about gender representation in textbooks of Grade1-8 in Pakistani schools, shows that all textbooks were representing conventional roles and images reflecting gender unfairness. Research study of Azhar et al (2014) which is based upon the comparative analysis of British and Pakistani English Fiction Books shows that appearance of "he is" and "she is" was balanced in British English Fiction Books while the same in the Pakistani English Fiction Books shows inferiority of women by giving them less space and superiority of men by assigning them more space.

Another research conducted by Nofal and Qawar (2015) on gender representation in English Language Textbooks in Jordan shows that men are presented excessively in images, language and society whereas women are given only one-third of the space assigned to men as the proportion between male and female was 1:3. Research study of Ullah and Haque (2016) examined 24 textbooks for Grade1-8 with the help of content analysis. Their analysis concludes that school textbooks fully support gender unfairness which negatively affects students' approach towards gender. According to Masud's (2017) research study, gender presentation in Pakistani schools textbooks is not fair and urgent control over this inequality is highly recommended for the betterment of our future generations. Furthermore, she suggests that there is a need for trained teaching staff that is able to identify gender inequality in primary level schools textbooks. These aspects are also discussed by Islam and Asadullah (2018) based upon samples from Bangladesh, Indonesia, Malaysia and Pakistan's English language textbooks. Content analysis of Results shows that women are shown inferior and are assigned the conventional roles in study lessons with 40.4% involvement in household work.

1.1 Research Problem

As minds of children develop in the early years of their lives, therefore, whatever they are thought at that stage becomes permanent feature of their ideology and thinking patterns. The primary level school curriculum holds immense importance in the construction of society. Therefore, researcher aims to analyze primary level ELT textbooks for the representation of gender as the content of these books influences the identity and behavior of young minds. Hence, the notion of gender portrayed in these books would influence the future generations.

1.2 Purpose of the Study

Purpose of this thesis is to investigate the gender representation in Primary Level English language textbooks taught at government schools of Khyber Pukhtoon Khwa (KP). Furthermore, this research study also focuses on the content of selected sample to study any differential treatment of men and women in a society by assigning them different roles.

1.3 Research Objectives

Following are the objectives of this research study:

- To study the gender representation in Primary level English language teaching textbooks taught in government schools of Khyber Pukhtoon Khwa (KP)
- To find out that how far the gender roles assigned to different genders are similar or different in the textbooks
- To assess contents whether the selected sample is neutral towards gender or representing the stereotyped roles towards specific gender

1.4 Delimitation

This research study is restricted to English language teaching textbooks taught at Primary Level in government schools of Khyber Pukhtoon Khwa (KP).

1.5 Research Questions

Based upon the research objectives of this study, following are the research questions formulated for the current study:

- How is gender represented in English language teaching textbooks taught at primary level in government schools of Khyber Pukhtoon Khwa (KP)?
- How far are the gender roles assigned to genders similar or different in the textbooks?
- How far is the content of Primary level English textbooks associated with stereotypical gender roles observed in society?

1.6 Significance of the Study

This research study is a significant attempt to analyze the gender representation in primary Level English language textbooks taught at government schools in Khyber Pukhtoon Khwa (KP). It also throws light on the gender roles observed in local culture and those presented in English textbooks. Analysis of the selected sample provides clear understanding about the association between gender roles presented in textbooks and their practices in society. Past research studies show that primary level education plays a significant role in developing identities of children. It is the driving force in primary level classrooms towards construction of a specific picture of gender in the minds of students. Moreover, these perceptions established in the minds of children further develop either a new social structure or support the traditional approaches practiced in society. Past research studies also explain that in Pakistan as primary education is not yet accessible to different regions, therefore, the issue of gender inequality is still intact. Gender bias in textbooks highlights unfairness associated with female representation in different sectors. The analysis of the selected textbooks taught at primary level in government schools of KP would offer insights to the critical language scholars, course book designers and policy implementers at governmental level to study the relationship between the gender roles presented in the books and the gender roles practiced in society. It would also help the researchers to gauge the potential of textbooks in constructing the gender roles that are practiced in society.

1.7 Structure of the Thesis

Chapter 1 highlights the objectives, research questions, significance and purpose along with a brief background of the research topic. Chapter 2 includes detailed review of literature about gender representation, theoretical models which are connected with the research objectives and research questions to further support the analysis of this research study. Chapter 3 explains the research methodology of this research study used for the analysis of the selected sample for the purpose of investigating the research questions of the study. Chapter 4 of this research study includes results and discussions besides critically analyzing the selected sample and relating the results with the past research studies mentioned in the chapter 2 literature review. These relationships are further discussed in chapter 5 which include conclusion and recommendations for this research study. Furthermore, implications and limitations of this study are also included in chapter 5.

CHAPTER 2

LITERATURE REVIEW

This chapter focuses on past research studies about gender representation in textbooks particularly in the context of primary level English language teaching textbooks in Pakistan. This chapter defines the Gender and gender representation from the perspective associated with the origin of gender. This chapter also discusses outcomes of past studies about primary level English textbooks in Pakistan keeping in view the research objectives and research questions of this research study.

2.1 Introduction

Gender and language are associated with research work of different fields for example sociology, education, anthropology, women's studies and linguistics (Tannen, 1994). Research studies about gender and language emphasized on three methodologies about the use of language that include; deficit, dominance and difference. The deficit perspective of gender recognized that female language is not good as compared to male and concluded that male language is superior than female (Jespersen, 1922). Second methodology about use of language is the dominance perspective which gives more preference to male gender than female that further leads to exploitation of women as secondary beings in a society (Spender, 1985; Speer, 2005). Last but not least, the Difference perspective of language use explains that use of language is closely associated with cultural differences that further leads to different styles of language for men and women (Tannen, 1991).

2.1.1 Definition of Study Variables (Gender)

Definition of gender is useful to analyze the research questions of this study about gender representation because generally sex and gender are treated as similar words. Sex represents the biological dissimilarities between men and women while gender is socially constructed which is based upon allocation of special qualities to a specific sex (Butler, 1990; Eckert & McConnell-Ginet, 2003; Holmes, 2001; Litosseliti, 2006; Talbot, 1998). Moreover, sex of an individual is determined by the body parts while gender is associated with a process of learning in society about the roles assigned to these individuals. This perspective of gender is

based upon the thinking and mentality which assign special features to individuals and recognize them as manly or womanly on the basis of those features (Sunderland, 2006; Talbot, 1998; Yule, 2006). Past research studies mentioned that gender is also used to express thoughts about manliness or womanliness in a specific scenario. Significant aspect about gender associated with a particular culture is based upon expectations about the roles that men or women are assumed to perform. Conventional approach towards gender is based upon an individual learning through socialization in society. Furthermore, the modern approach towards gender emphasizes that gender is an act which is performed while its applications are not static and can be changed in different scenarios (Mills and Mullany, 2011; Tannen, 1994). In the field of linguistic sciences, gender is used to express different meanings which include lexical gender, grammatical gender and social gender. Lexical gender is expressed in different nouns for men and women for example father and mother in English or Maaa or Baap in Urdu (Hellinger & Bußmann, 2001; Yule, 2006). Grammatical gender is associated with Spanish and German languages but not English which include fixed nouns to assess adjectives that are approved with the gender of the nouns. Last but not least is the social gender which organizes individuals on the basis of their role in society (Yule, 2006). This approach towards gender is reflected in the use of manly or womanly pronouns for example solicitor or professor of medicine. Moreover, there are certain conventional approaches that define role of male and female in a society for example male tea boy and a female solicitor (Hellinger & Bußmann, 2001). Research study of Sunderland focuses on the social gender which is founded upon people-based and idea based approaches to understand the key feature of gender (Sunderland, 2011). People based approach explains the differences between male and female while social considerations facilitate the biological differences between male and female. Idea based gender is associated with thoughts about male and female for example shah behavior is not like a man which reflect the concept of agency involved in creating gender (Sunderland, 2004). This perspective of agency reflects the elites defining gender by assigning them manly or womanly features in different scenarios. For example men can be a kind father for his kids but strict administrator in office. Significant aspect of gender creation is linked with the use of language to give an individual a manly or womanly role in society (Sunderland, 2011).

2.1.2 Concept of Gender

There are two concepts that explain gender. These are social learning and social construction concepts of gender basis. Social learning is a psychological concept which recognizes gender as something learned and acquired from society (Lindsey, 2011; Brannon, 2011). This approach of gender origin recognizes the significance of environment in the construction of gender especially through various channels of media. Different social backgrounds represent gender models related to children that greatly influence children's idea and understanding regarding gender (Brannon, 2011). Another concept of gender basis is social construction of gender which gives the sociological explanation of gender and emphasizes that gender is learned. Furthermore, society demands from a person that how it should behave based upon the gender it identifies itself with, thus, influencing children to learn from family members or media (Andersen & Hysock, 2009). Lindsey supports the conventional perspective of gender development that a child's understanding about gender is a process of learning through socialization (Lindsey, 2011). While, Sunderland presents the idea of social construction which develop understanding about various relations related to gender for example blood relations etc. Furthermore, this concept recognizes the significance of language and discourse associated with shaping understanding about gender (Sunderland, 2004). This approach of gender understanding mentions that speaking and listening construct gender in all phases of our lives. Moreover, Sunderland also explains the difference between Discourse and discourses. Discourse is the additional part of written or verbal text while discourse is the manner to see the world through dialogues (Sunderland, 2004). Understanding about gender roles is different in different societies according to their social values (Sunderland, 2004). Research study of Etaugh and Bridges explains the significance of conventional approach related to social construction of gender. Moreover, their research study also mentioned that there exist mutually acceptable principles about gender roles that demand specific activities from specific gender in society. This aspect of social construction affects individual's choice of roles it wants to perform (Etaugh & Bridges, 2010). Paltridge also mentioned that gender is a socially made phenomenon (Paltridge, 2006).

2.1.3 Gender Representation

Meaning of representation is to speak or write about any topic or issue with the use of language (Montgomery, 1995; Hall, 1997). Sunderland's definition of representation states that representation is used when the subject is another person instead of self (Sunderland, 2004). Moreover, Montgomery also suggests that language is the ability to represent that allows individual to talk about something (Montgomery, 1995). There are three approaches of gender representation in a language. These approaches include reflective approach, intentional and constructionist approach. The reflective approach is based upon the assumption that language is like a mirror which only reflects the already existing meaning while intentional approach focuses on the significance of presenter (Hall, 1997). The constructionist approach emphasizes upon the importance of co-construction of meanings with the help of language. Representation is performed through spoken, written or visual text. In verbal and printed texts, gender is represented with special words for example adjectives, nouns/noun phrases, and verbs. Representation in language is supported through various linguistic procedures in a sentence for instance, giving the role of agent to an individual in the sentence with active or passive structure (Montgomery, 1995; van Leeuwen, 2008). Similarly, in communication it is commonly used that a female is protected by strong male which explains that strong man plays the role of agent in this sentence while woman performs the role of patient. Sentence structure allocates roles to male and female which shows that gender representation can be analyzed through observation of words which are used to describe manly or womanly features (Sunderland, 2004, 2006).

2.1.4 Gender Stereotyping

Definition of stereotyping in past research studies states that it is not just a tag as it represents an idea which is supported by a set of philosophy. Furthermore, it is also mentioned in past research studies that stereotyping represents qualities and action of a specific group in society (Kite et al., 2008; Blaine, 2007). According to Turner-Bowker, stereotyping is powerful and permanent because it overstresses differences between different categories in a society. Similarly, the use of differences in language for male and female manifests inequality between men and women (Turner-Bowker, 1996). On the basis of approaches towards stereotyping, gender stereotyping refers to the concept about the specific features and actions linked to male and female, collectively common in a particular culture (Manstead & Hewstone, 1995; Etaugh & Bridges, 2010). The cultural aspect of gender stereotyping emphasizes that gender stereotyping is

not same in each culture but varies in all the different cultures across the globe (Kail, 2007; Blaine, 2007). This approach towards gender stereotyping shows that it depends upon individual's philosophy about gender which is highly under the influence of culture. These philosophies about gender stereotyping is not same across the globe but there are some identical features among gender stereotypes across the world that identifies a set of common features used to explain male or female. These sets of gender stereotypes not only explain about male and female features but also describe how male and female should act or behave in a society based upon its gender identity founded upon the specific qualities used in different societies as a standard for each gender for example textbooks shows male as a policemen or doctor while female as a nurse or teacher (Kite et al., 2008). Sociologists emphasize that kids' understanding about gender stereotypes is affected by different socializing agents for example parents, dress, toys and characters in textbooks that they study in school which play major role in developing awareness about gender stereotypes (Lindsey, 2011; Cheung et al., 1997).

2.1.5 Theoretical Approaches about Foundation of Gender Stereotypes

There are different theoretical approaches towards the foundation of gender stereotypes which explain the origin of gender. First theory is Kernel of truth theory which states that gender stereotypes overstress the real differences between men and women based upon their varied behavior. This theory shows that gender stereotypes increase the existing differences between men and women through overstress (Basow, 1992). Next significant theoretical approach towards gender stereotyping is social-role theory which says that men and women are divided into two dissimilar categories in a society highlighted through chain of commands and roles assigned to them that shows women holding weaker position or low status in a society as compared to men. This theory also explains that stereotypes are originated from the various roles in a society performed by men and women. This perspective can be observed in our routine life for example doing loading and unloading of construction material is duty of men while taking care of kids is the duty of women which further creates gender stereotypes (Eagly & Steffen, 1984; Eagly, 1987). Last but not least is social satisfaction theory of gender stereotypes which further explains that the various roles performed by male and female depend upon the status given to them in a society. This perspective of gender stereotypes conclude that when a man or woman is selected for a specific dominant role in a society, it shows its authority over others in that society (Basow, 1992).

2.2 Kinds of Gender Stereotypes associated with Textbooks

Various theories about the origin of gender and gender stereotyping explained above show that gender stereotypes originated from the recognized dissimilarities between male and female. Moreover, these recognized dissimilarities are also visible as stereotypes in school textbooks (Wolpert, 2005).

2.2.1 Selection of Vocabulary associated with Gender

According to this approach, gender stereotyping is associated with the use of adjectives for men which show men as active while females are described as passive. For example, generally men are labeled as strong or brave that can also be observed in the selected sample textbooks of this research study. On the other hand, women are defined as powerless or male are self-governing while females are dependent i.e. relying upon others usually men which is also observed in the government schools primary level English textbooks in KP, Pakistan. In the context of government schools' primary level English textbooks taught in KP, gender stereotyping is also observed in nouns that mirror male in the leading role while female in a supporting role (Wolpert, 2005). Referring to the role of language in determining the patterns of hierarchy in terms of gender, Mayor and Pugh (1987) give the example of the use of Miss or Mrs. which are markedly different linguistic choices as compared to Mr. which is less specific and exceptional. Similarly, the use of pronoun 'he' and not 'she' for the objects when gender is unknown is a proof that language is gender biased. The claim of researchers that language is gender biased or language is a tool for perpetuating gender discrimination in society can be validated by observing the language used in media- a tool for propagating ideas. According to Maddock (1999), the language used by press is prejudiced as it often defines women as either dangerous, disadvantaged or sinners. The same holds true for Pakistan where the stereotypical representation of masculinity and femininity is a strong feature of media and this is all done through sensational language. Haider (2013), very beautifully explains the gender discrimination perpetuated through language in Pakistan. She gives example of the use of male pronouns when talking of heroism, valor and dependability. For example, the use of words such as himmat-e-mardaan , mard ki zubaan , mard ho tow samnay aao, mard-e-momin etc. On the contrary, phrases that uses women related vocabulary often come with derogatory connotations. Such phrases are usually used to taunt men by calling their behavior similar to that of women, such as

aurton ki tarha chooriyan nahin pehn rakhin, sara din aurton ki tarha ghar baithay rehna, aurton wali baat (Haider, 2013).

2.2.2 Gender Stereotyping associated with Professions

This approach towards gender stereotyping is associated with division of professions between males and females. This categorization of professions identifies male as physician, school headmaster or bank officer while female as a nurse, educator or airhostess. Significant differences between male and female students were observed by Miller and Budd (1999). They observed that males and females of different age groups had different occupational choices based on the stereotyped gender roles. Patton and Creed (2007) in their research study found that young Australian students unexpectedly had higher occupational aspirations. Moreover, it was observed that male students were more interested in professional occupations as compared to female students. Nonetheless, the wave of modernization in the Australian society, the female students mostly opted for careers that had historically been occupied by women. According to Read (2003), religiosity and ethnicity also play an important role in shaping women's view regarding gender roles and shape their attitudes accordingly. This shows that despite the high claims for gender equality, women are still believed to occupy only those offices that are stereotyped to be best suited for women. Similarly, textbooks also discriminate men and women on the basis of the jobs they can and they cannot perform.

2.2.3 Gender Stereotyping associated with Pictures

This type of stereotyping is observed in textbooks' pictures which show men taller and females shorter than men. Furthermore, the selection of colors for the dresses of both men and women is also different for example men are shown in light colors while females in red or pink dresses (Wolpert, 2005). Research study of Bisaria discusses that negative image of both men and women related to their feelings in textbook claims to be gender stereotyped (Bisaria, 1985). Singorielli (1989) rightly argues, exposure to gender role stereotypes in advertising often influences "gender-stereotyped attitudes" because after watching the representation of women in television, people perceive and develop an idea that how a woman should and should not behave. Women who are made to sit at homes get more time to watch TV and are thus influenced by such advertisements that make them believe in the stereotyped gender roles. Hence, gender

stereotypes are being perpetuated through women. Seplow (1996) argued that “television is advertiser-driven. Therefore, advertisements and television commercials promoted the stereotypes for perfect beauty images of women. This is further explained by Qaiser (2019), according to her, the image of a woman portrayed by TV commercials convey that a woman can win her mother-in-law’s heart by using the perfect washing powder to wash clothes, or can please her whole family by cooking an entire feast, or by becoming ‘fair and lovely’ after using the most effective skin-lightening cream. This shows that the gender roles assigned to women by advertisements or TV commercials and images are limited to washing, cooking or appearing pretty.

2.2.4 Significant Impact of gender Stereotyping

According to Hamilton et al gender stereotypes in school textbooks negatively affect children’s career goals and their personalities (Hamilton et al. 2006). According to the research study conducted by Blaine, gender stereotypes affect the method of an individual to assess the behavior of men and women. This aspect of gender stereotypes is associated with specification of professions for men and women. Another interesting aspect of these gender stereotyped roles in textbooks is that real life roles of men and women in our society is different especially in the context of government schools primary level English textbooks in KP, Pakistan which further creates conflicts in child’s approach towards gender identity (Blaine, 2007; Kereszty, 2009). According to Martin self-fulfilling prophecies have significant effects on behavior of a person which motivate a person to behave according to demands from members of a society about qualities of specific gender. Suitable example associated with this impact of gender stereotypes is that women are assigned more emotional roles than men which ultimately affect women’s approach towards gender stereotype and unconsciously perpetuate these features in their personalities (Matlin, 2008; Basow, 1992).

2.3 Major aspects of Gender Representation in Primary Level English Textbooks in Pakistan

Research study of Ullah and Haque about gender representation in school textbooks in Pakistan highlights that there is gender unfairness in written as well as in visual text. The text furthers the stereotypes by assigning specific roles to male and female based upon the demands of society or the gender perception of its members. Furthermore, these research

findings also mentioned gender inequality in dialogues and discussions because men were presented in central role which further affect the child's behavior towards gender in a society. Another research study by Ullah & Skeleton about gender representation in school textbooks shows supremacy of men in school textbooks. This perspective of gender representation in school textbooks in the context of Pakistan conclude that school textbooks are trying to promote male-controlled family system in the society (Ullah & Haque, 2016; Ullah & Skeleton, 2014; Ali & Hussain, 2019).

Research study conducted by Mirza mentioned that textbook designers work under the instructions of curriculum division and there is no guideline about presentation of gender equality or equity (Mirza, 2006). Female writers, publishing supervisors and critical analysts' proportion in different provinces of Pakistan were 25% to 30% while female representation was 23.1% from the characters presented in textbooks. Similarly, in images, female's representation was just 25.7% and 20.9% in school textbooks. It was also observed in past research studies on gender representation in Pakistan that in the provinces of KP and Sindh, female were given less representation with 31.9% and 28.1% shares given to males and females respectively. While in Punjab and Baluchistan this proportion was 25.1% and 23.8% respectively for male and female at primary school level. This research work also highlighted that men were always represented as powerful, arrogant, top performer, forgiving, genius, responsible and honest. While words used for females include traditional follower, weak, noble, housewife, caring, religious and cute (Waqar & Ghani, 2019). Research study by Yaqoob using Fairclough model of CDA finds that there is high level of gender unfairness in English Learning Textbooks published by Oxford University Press (OUP) and Punjab Textbook Board (PTB). It was also observed in this research study that female was shown downgraded and the language used for females was also sexist. It was observed that the OUP textbooks in Pakistan were still better than PTB with regard to gender representation (Yaqoob, 2011). The comparative analysis of Punjab Textbook Board (PTB) and Oxford University Press (OUP) textbooks by Hameed associated with gender images and their representation in textbooks shows that there is gender discrimination against females with a ratio of 3:1 in both linguistic as well as the non-linguistic representation of male and females respectively in the study text. This shows that in pictures and texts, representation of gender was completely supporting male which is connected with both quantity and quality of gender representation in textbooks. It is clearly visible in pictorial

analysis of active activities which was clearly recognized as male job while working inside home like domestic job at home was connected with female gender (Hameed, 2012).

Furthermore, this idea of stereotyped gender roles in textbooks when analyzed from the point of view of the readers reading such books, it was observed that the readers of such texts had highly biased views regarding gender roles which show that textbooks have direct impact on the minds of young readers in understanding gender roles. Waqar & Ghani also mentioned in their research study that in English textbooks, the involvement of men in any domestic work is not shown and only 27.7% of females were shown in outdoor jobs. Analysis of text in school textbooks shows that women were represented as mother, and girls as daughter, which shows that females have no individual personality traits and they belong to men either as wife, mother or daughter. Additionally, based upon these observations, it can be concluded that in these textbooks, women have two major roles. These aspects of gender representation in text limited the role of women to kitchen and bedroom i.e. taking care of kids and reproducing offspring. Nonetheless, girls are trained to learn feminine skills by their mothers and other elder women at home while it is also analyzed that the education of women was neglected due to biased thinking. In such type of a social context, women are not allowed to go outside without the permission of any male elder like husband or father while financial decisions are also associated with approval of male at home (Waqar & Ghani, 2019). Following are some key aspects of Gender Representation in Primary Level English Textbooks in Pakistan

2.3.1 Visibility of Men and Women Characters in Government school English textbooks in Pakistan

Visibility of male and female characters is the major indicator of gender unfairness in school textbooks which shows that appearance of male is more than female. Moreover, this perspective of gender representation in school textbooks leads to decline of women in text (Porreca, 1984). Visibility in the selected textbooks sample is assessed through characters, pictures and narrator of the lessons. Outcomes of research study conducted by Ali and Hussain through characters in English textbooks in Pakistan shows that percentage of female characters was 41.7% while the percentage for male characters was 58.3%. Results of this study show that in all the selected textbooks, all the leading roles are assigned to men. Gender inequality was observed in the selected sample of Ali and Hussain's (2019) research study manifested in the form of difference in the number of pictures representing men and women.

Analysis of three selected textbooks from Pakistani schools shows that there is a higher ratio of male characters in pictures than females which shows the male-controlled ideology of the Pakistani society. This aspect of gender representation in Pakistani schools textbooks invites policy makers to focus more on designing policies for publishers to manage this issue. Past research studies from Pakistan and global researches on gender representation in school textbooks also presented the same results for example, Sajjadi (2004) mentioned in his research study that ratio of roles performed by men as compared to the roles performed by women was 6:1. Furthermore, research study conducted by Ali and Hussain (2019) also highlighted that pictures and biographies of men were given more space in the textbooks than women. Research study of Ullah and Skelton (2013) shows that the words “he, him” is used more than “she, her” while their data analysis shows that men were presented in main characters with 73% frequency of male roles.

Analysis of pictures in research work of Ali and Hussain (2013) shows gender inequality in their selected school textbooks as a sample for analysis. Their analysis shows that men visibility is greater than women in photographs with repetition of same male picture numerous times in the same textbook and several male pictures on single page is also observed in school textbooks in Pakistan. Observations from AFAQ textbooks show that appearance of men in English textbooks in photographs was 66.2% while percentage of women was 33.8% which shows strong gender inequality in the selected school textbooks (Ali & Hussain, 2019). Other research studies also support outcomes of Ali and Hussain’s research study, for example findings of Oyebola (2003) also conclude that school textbooks include gender inequality in pictures. Data from Pakistani schools English textbooks shows that male speakers were more than women. For example, in the sample of English textbooks by Ali and Hussain shows that there were total of 67 stories in the selected English textbook which highlight that 12 were related to female, 25 were associated with male while 30 stories didn’t specify gender. Furthermore, Ali and Hussain (2019) also mentioned that in NBF English textbooks, 13 stories are related to men, 8 to women while 21 do not mention any gender. Ali and Hussain (2019) also discuss the OUP English textbooks with sixty chapters which show that 20 lessons were related to males, 15 were related to females and 25 chapters do not have any specific gender representation in lessons.

2.3.2 Activities Assigned to Both Genders in Pakistani Schools Textbooks

Male and female representation in activities is also a significant research area focused by past researchers in their studies. In the Past research studies, generally males were shown in activities like farming, maintenance, sports, and car mechanics while women were shown in activities like washing clothes, dishwashing, kids care and working in kitchen. Furthermore, Ullah & Haque's research study on KP school textbooks shows that men were presented in activities such as sports, kite flying, working outside home, debate on changes in society, going to post office or working with elders in farming. While the same study observed that girls were presented in activities like reciting religious books, taking care of elders in home, cooking, washing clothes and cleaning home.

2.3.3 Use of Gender Biased Vocabulary in the Context of Pakistan

Past research studies show that use of gender biased vocabulary is very much present in textbooks which is the focus of Dixon in his research work. According to Dixon, words that are associated with specific quality are used to distinguish between men and women for example annoyed, joyful, unhappy, sharp, cooperative, sociable and kind (Dixon, 2005). Similarly, Ali and Hussain emphasize on adjectives which were used to explain the features of both gender. In Pakistan, some words are specifically used for females for example lovely, sensitive and cute while there are some words which are specifically used for men for example good-looking, fearless and balanced (Ali & Hussain, 2019). There are some other adjectives which are used for women and men respectively which include Kind, lovely, modest, hardworking, good cook, clever, kind hearted, humble, artistic, decent server, feeble, joyful, Bright, tall, dirty, sensitive, beautiful, care taker, greedy, thin and Lazy, intelligent, clever, healthy, Intellectual, slow, obedient, active, intellectual, punctual, careless, naughty, respected, wise respectful, hardworking, wise and handsome (Ali & Hussain, 2019). Analysis of Ali and Hussain's study shows that adjectives which are used to represent women and men in the selected textbooks represent the conventional language associated with our culture. General observations of Pakistani society show that men are presented as lazy, talented, uncaring, clever and physically strong. While women are presented as kind, humble, affectionate and warm hearted. Comparative analysis of Ali and Hussain's research study shows that adjectives used are developing conventional images of male and female in a society. Ali and Hussain observed that adjectives used for women emphasizes on the physical appearance of women for example cute,

slim, sensitive, pretty, shy, devoted etc. while adjectives for men were associated with personality of men for example brave, active, wise, proud etc. Adjectives used in AFAQ books series in Pakistan for women include cute, simple, hardworking, clever, kind, weak and happy while the Adjectives used in AFAQ books series in Pakistan for men include lazy, intelligent, cleaver, healthy, Intellectual, slow, obedient, active, intellectual, wise and respectful (Ali & Hussain, 2019).

2.4 Major Aspects of Gender Representation in Pakistani Schools English textbooks in Khyber Pakhtunkhwa Textbook Board (KTB)

The culture of KP is mainly based upon tribal features of a Pukhtoon society. Women in Pukhtoon area were identified by a European women travelogue as working in fields or carrying loads on their heads. This is also shown in textbooks which were seen insensible by the European travelogue writer (Waqar & Ghani, 2019). Ministry of education, Pakistan established different strategies to align their achievements with objectives of Education for All (EFA) which recognized the elimination of various kinds of gender inequalities in education sector of Pakistan (Ministry of Education 2003a; UNESCO 2004). In addition, Ministry of education also has a clear policy for the elimination of gender discrimination from textbooks (Ministry of Education, 2003b). Review of school syllabus was conducted in 2005 by the syllabus wing of Ministry of education. During the first phase, the syllabus wing revised the structure of the studies. In the second phase, the revised syllabus for 23 fundamental subjects was approved on national level and further this revised syllabus was notified to all the provincial textbooks board in 2007 (Ministry of Education 2008). Provincial textbooks boards further established textbooks according to instructions from syllabus wing of Ministry of education. All the provincial textbooks boards sent these textbooks to National Textbooks Review Committee for revision and after approval; these textbooks were distributed to all public schools in the whole province which is a free of cost facility provided by National Textbooks Board. According to Ullah and Skelton, the new textbooks designed according to the syllabus reforms are still presenting gender stereotypes for example supremacy is enjoyed by men and knowledge is associated with men only (Ullah & Skelton, 2013). Gender equality for girls and boys is significant aspect of Pakistani government policy for gender equality in schools (Ministry of Education, 2003). The political support for gender equality in schools is not sufficient to

eliminate gender discrimination in school textbooks. It needs to eliminate the hurdles in the path of gender equality. These barriers include complex educational system in Pakistan which comprises of government school system, private school system and the difference between the city and village areas which increases the gender inequalities in Pakistani educational system (Khalid & Khan, 2006; Khan, 2007). It is also important to understand that gender equality is not only the comparison of male and female but also the comparison of educational facilities in rural and urban areas which is also associated with difference of middle and lower classes in a society (Lewis & Lockheed, 2007). Although, there are several barriers in addressing issues of gender equality in Pakistani schools yet, the significance of school textbooks is recognized as an important channel for promoting gender equality and the elimination of gender unfairness (Government of Pakistan, 2002). Furthermore, Malik and Courtney (2011) also mentioned in their concluding remarks of their study that textbook is the powerful tool to close the gender gap by reshaping the minds of the narrative builders.

School textbooks are the source of knowledge and the knowledge presented in these textbooks is filled with issues associated with gender, culture and power (McLaren, 1989). This aspect of school textbooks is recognized as a major factor in creating gender identities which further support the gender discrimination and the dominant social system of a society. There are several philosophical approaches which indicate the significance of gender representation in school textbooks that is also mentioned by Wharton in his research study. Gender representation in children's books portrays current social values and accordingly shapes the behavior of children regarding gender treatment (Wharton, 2005; Petersen & Lach, 1990). This aspect of school textbooks plays significant role in the understanding of gender identity for children (Baker & Peter 1989; Davies, 1993). This aspiration from school textbooks further effect gender relationships in society as a whole (Adler et al., 1993). Past research studies also criticized gender discrimination in school textbooks due to its impact on child's motivation towards selection of choices about profession and lifestyle. Treichler and Frank's research study also strongly suggests that unfair gender representation in school textbooks have greater impact on children's choice for professions (Treichler & Frank, 1989). While Campbell emphasizes that suitable gender role models in school textbooks enhance self-confidence of students as a part of a society (Campbell, 2010). The report of United Nation Educational, Scientific and Cultural Organization (UNESCO) about KP shows that 28.3% of school girls prefer to be doctor in

future, 28% teachers and 13.9% prefer nursing as a profession in future. These professions are the major role models for girls from KP. Furthermore, this report also highlights that only 8.8% of girls wanted to select non-conventional professions for example pilot, solicitor or an engineer. Major supporting factor behind selection of professions by girls in KP is the absence of non-conventional or modern images of women in school textbooks (UNESCO, 2004). There is another school of thought which emphasizes that gender related messages in school textbooks is not needed especially the ones related to 1970s western second-wave feminism. This argument is based on the implementation of western feminism in textbooks taught in non-western culture. The comparison of western-feminism approach with Islamic feminism is also focused in various studies to resolve the challenging nature of western research studies in the implementation of its findings in non-western culture (Shahidian, 1998; Fennell & Arnot, 2008). Following are the some major aspects of gender representation in primary level school textbooks in KP, Pakistan

2.4.1 The Supremacy of Males in School Textbooks

Analysis of Ullah & Skelton Research study on KP School textbooks shows that women are backgrounded in different ways for example there are more male names and nouns as compared to names and nouns of women. Furthermore, Ullah & Skelton also finds that use of he/him is significantly more than she/her. Number of male characters in illustrations was observed more as compared to females. Males are presented in a leading character with 73% of men represented in 30 biographies which greatly affect students' perceptions about gender identity in a society. Ullah & Skelton also mentioned in their research study that number of male writers, critical analyst and publishing supervisors are more than females (Ullah & Skelton, 2013). Findings of the research study conducted by Ullah & Skelton conclude that female's presentation in school textbooks is significantly lower. It is also mentioned in their research study that current school textbooks which are recognized as free of gender unfairness are still involved in gender unfair material presentation in textbooks (Ullah & Skelton, 2013). Similar findings of global research on school textbooks also show that "he" is used three times more than "she" during communication (Sunderland, 1994). Examination of English Language teaching material in Japan shows presence of impractical male characters (Narisawa & Yokotu, 1991). Research study of Sajjadi explains that females are significantly less presented with a ratio of 6:1 in the English language textbooks in schools (Sajjadi, 2004). Ullah & Skelton also confirmed

that pictures and biographies of men are more than women in same school textbooks (Ullah & Skelton, 2013).

2.4.2 Presentation of Men and Women in Conventional Gender Characters

Research study of Ullah & Skelton shows that school textbooks showed females in conventional gender characters for example working in kitchen, washing clothes and taking care of children (Ullah & Skelton, 2013). Moreover, Kimmel mentioned in his research study that school textbooks restrict women to three Cs which include cooking; cleaning and child care whereas men are presented in outdoor activities (Kimmel, 2004). Ullah & Skelton also indicate that there are some examples from Urdu New Textbook for Class III, 2, My English Reader I, 110, 117 and My English Reader IV, 5 which present men in a challenging role. These roles include playing with baby or milking a cow. On the other hand observations associated with female's representation in civil professions are limited as compared to men. Observations show that appearance of women in public jobs include 19 times teacher role, 8 times as a doctor or nurse and 1 time as a pilot etc. which clearly declares that appearance of women in professional authoritative jobs is lower than men. The reason behind presentation of conventional gender characters is its association with females' roles as caregivers in a society. Thus, females are assigned roles in teaching and healthcare professions (Ullah & Skelton, 2013). Past research studies also mentioned that teaching is recognized as a suitable profession for women because teaching profession is closely associated with traditional picture of females as caretakers of young kids (Newman, 1994; Oyler et al., 2001). Furthermore, Ullah & Skelton analysis shows that female character as a teacher has direct similarities with caring duties at home which is also presented in KP school textbooks. Presentation of women as a teacher in school textbooks can be observed in the texts where it is mentioned as *this is my mother, she is a good teacher and she perform household duties well etc.* This aspect of women representation in school textbooks conveys a message that professional jobs for women are acceptable only if she can fulfill household responsibilities as well. Major reason for allocating teaching jobs for women includes the working schedule of a teacher which gives enough time to females in order to fulfill their household responsibilities after closing time of school. Another most significant reason is that in Pakistani government schools, there are separate sections for boys and girls which ensure the traditional approach of Hijab in KP Pukhtoon society (Ullah & Skelton, 2013). On the other hand, men are presented in authoritative roles in school textbooks for example police officer,

judge or Army officer while women are presented in less authoritative professions. In addition, Ullah and Skelton also observed that male is presented as university teacher while there is no example of females presented as a university or college lecturer or professor. The primary level English language teaching textbooks taught at government schools in KP also show that only two times females are presented in manly jobs for example pilot and bank officer. It was also observed that a bank officer was introduced as *Salma's mother is a bank employee* killing her independent identity and automatically giving her the role of a mother (Ullah & Skelton, 2013). These findings are also confirmed in Mattu and Hussain's research study on school textbooks in Punjab province. According to Mattu and Hussain, these textbooks are promoting traditional roles for women in a society emphasizing upon women as working inside home and taking care of her family (Mattu & Hussain, 2003).

2.4.3 Strengthening of Male-Controlled Family System

Mostly the textbooks taught at government schools are promoting male controlled family system which present male, despite his age, as major authoritative character in a family who enjoys the power of managing all family matters. Ullah & Skelton's research study showed that male controlled family system was presented in selected sample school textbooks in KP. The text and images in these school textbooks show men with decision making authority about all family matters including purchase of house, advice to other family members, sitting in TV lounge on the main sofa, giving gifts to close blood relatives, management of expenses and receiving medal on national day of country. Furthermore, these school textbooks also presented men in dominant roles camouflaging the important role of woman in a family. Women are not only presented as mother, wife, sister but also introduced as someone's possession or belonging for instance, a family introduction starts with this is Mr. Rana's family. However, this sort of discrimination is not only limited to our routine life activities but the higher figures like Fatima Jinnah is also presented as supporting sister of her brother Quaid-i-Azam M. Ali Jinnah which hides Fatima Jinnah's independent political career as a presidential opponent of General Ayub Khan in 1965 (Ullah & Skelton, 2013).

2.4.4 Dominance of Men in Sports and Physical Education

Majority of Past research studies in west focuses on the relation between women and physical education in schools which conclude that women participation in physical activities or sports is discouraged due to several reasons. Moreover, sports attire for different sports, changing dress and shower after sports are considered unpleasant for women (Flintoff, 1993; Bedward & Williams, 2000). The relationship of strong muscles with sports activities is also considered as significant barrier for girls to participate in sports and physical education (Paechter, 2007). Cockburn and Clarke also state that there is close relation between physical education in schools and strong muscles of men while features of females are painted weak to participate in sports and physical education in schools (Cockburn & Clarke, 2002). The Qualitative analysis of text and images presented in Ullah & Skelton's research study shows that men were presented 85 times in sports activities in school textbooks while females were presented only 17 times which reflects a huge difference between male and female representation in school textbooks with regard to sports activities (Ullah & Skelton, 2013). Males are presented in different sports for example basketball, badminton, cricket, Football, swimming, hockey and horse riding while females are presented in few sports for example skipping or playing with dolls. Furthermore, Ullah & Skelton also observed that in social studies textbook for class 1, seventeen males are shown in different sports activities while there is only one girl doing skipping. Ullah and Skelton also observed that in Class V English textbooks, fifteen boys were shown playing cricket, Football or hockey while there was no girl in text or image associated with sports activities. KP Urdu school textbooks also present the same picture of female representation in sports and physical education. There is a common game for girls i.e. skipping shown in all school textbooks. Skipping is considered as a girls' sport because it can be easily played inside the house and in less space (Ullah & Skelton, 2013; Butler, 1993). On the other hand, men are involved in different sports requiring hard stamina which shows that boys should train themselves for future professional opportunities in civil sector jobs. Girls are presented as playing with dolls or skipping inside home which shows that gender representation in school textbooks create barriers for women to grow professionally and utilize their skills in various outdoor sports (Azzarito, 2012). Analysis of Ullah and Skelton also explains that gender representation in school textbooks portrays sports as a masculine activity so it is considered as the birthright of boys which legitimize maleness through male figures. Men are shown muscular

and strong while females are shown thin and having appealing figures. Ullah and Skelton also observed in My English Reader III and My English Reader IV, the presentation of masculine and feminine with pictures. These illustrations with pictures include text like my father is powerful, shahzad is cool boy, he is a tall man, my mom is beautiful, my sister is skinny, Najma is reading books inside the room etc. which represent the conventional approach towards masculine and feminine roles in a society (Ullah & Skelton, 2013). Ullah and Skelton also observed womanly appearance in My English Reader III which shows that girl defines herself as my eyes are big and beautiful, my nose is small, my lips are red, my skin is soft and clear, my ears are small. These statements about gender make women to focus on their feminine appearance which further contribute towards the creation of feminine cultural structure (Ullah & Skelton, 2013).

Analysis of gender representation in government school textbooks taught in KP shows that these books are filled with conventional dialogues about gender roles of men and women. Frequency analysis of these messages shows that roles, photographs and pronouns related to males are given more space than females. Moreover, these textbooks represented women in conventional roles for example wife, mother, nurse etc. while men were painted as controllers of authority in civil offices. These observations from KP government school textbooks show that there is a need to resolve issues associated with male controlled culture. These aspects of gender representation also show that negotiating power of women is weak as compared to men in order to stand against the development of male centered conventional system. This division of public and private fields in the society restricts women to work outside home in a civil organization and groom professionally (Ullah, 2006). Although, the latest technological developments play major role in gender representation linked with internet and social media but the impact of gender representation on school going children is directly related to pictures and study material presented in school textbooks that play major role in their understanding about gender identity. Gender unfairness has a direct negative effect on students on whom the readings about conventional model of women are imposed that discourage female students to opt for non-traditional professional jobs. This downgraded representation of women shows that there is no focus on women's desires, skills and choices in school textbooks which further strengthens the production of traditional women models in our society. According to Ullah and Skelton, the suitable method to handle the women issues, stemming from conventional representation of females, is to present the real life of females in a Pakistani society and

especially in the traditional tribal oriented society of KP. Major objective of these school textbooks is to present a modern perspective of gender in a society and culture. These aspects of gender representation in school textbooks would create a society where men and women are given equal opportunities to make personal life decisions (Ullah & Skelton, 2013).

2.5 Multimodal Analysis of Gender Representation in ELT Textbooks

Latest technological developments have increased the modes of image creation. The situation is further aggravated by the high volume use of mass media and has increased problems for symbol analysts working on interpretation of visual text. This is the major reason behind the creation of multimodal analysis method that deals with the application of grammar to visual and verbal dialogues (Macken-Horarik, 2004). To analyze this situation, Kress and van Leeuwen present their social semiotics approach of interpreting images which is based upon systemic functional linguistics methodology (Kress & van Leeuwen, 2006). This approach states that interpretation of images and texts is identical process because the semiotic approach focuses on demonstration of social identities and relationships (Kamler, 2001; Ndlangamandla, 2006). Major aspects of visual and verbal signs are different methods of semiotics which are not free from the philosophy of signs. Semiotics refers to the creation of meaning through signs and symbols. This is also referred to as the study of signs and symbols. These philosophies are influenced by leading powers in various cultures which is directly linked with major questions of this research study (Marefat & Marzban, 2014). Halliday's framework's major focus was on spoken language while the use of social semiotics to interpret pictures is proposed by Kress and Van Leeuwen. The multimodal analysis is based upon contact, social distance, attitude, and narrative representation to analyze the gender representation in texts (Halliday's, 1994; Kress & van, 2006).

As discussed above Multimodal analysis is based upon the Semiotic Analysis of Images by Kress and van Leeuwen (2006) and Systemic Functional Linguistics by Halliday. Major aspects of these two approaches related to gender representation in school textbooks are as follows:

2.5.1 Halliday's Systemic Functional Linguistics

Systematic functional Linguistics was presented by Halliday which focuses on the relation between textual grammar and its meaning. It is an organized approach towards analysis

of texts in books. Furthermore, systematic functional linguistics also revealed that the language ability of students is closely related with forms of text presented in school textbooks (Hinkel & Fotos, 2001). Past research studies show that systematic functional linguistics (SFL) analysis is a successful tool to analyze the texts for example Cunanan utilizes the SLF on Woolf's Old Mrs. Grey which focuses on the connection between Woolf's preferred words and the perception of reader (Cunanan, 2011). Analysis by Gallardo about the gender characters in Pygmalion based upon the language used by the two major roles and the narrator has also used SFL (Gallardo, 2006).

2.5.2 The Fundamentals of Systemic Functional Linguistics

Fundamentals of systematic functional linguistics analysis include experimental or ideational metafunction which focuses on people's way of language use to interpret their realities, the interpersonal metafunction which focuses on development of relationships and the textual metafunction which emphasizes on utilization of specific channel of communication (Shannon & Slater, 2017). Following are the details of these metafunctions:

2.5.2.1 *The Ideational or Experimental Metafunction*

According to Downing and Locke, ideational metafunction allows us to understand and translate mental image about the real and imaginary world respectively (Downing & Locke, 1992). Furthermore the ideational metafunction analysis is performed through verb phrases, nouns, adjectives and adverbs (Derewianka, 1990). Verbs generally relate one thing to another in a scientific research study while in literature; methods can be different which depend upon the author's perception about specific portion of the text regarding describing or recounting certain elements. The describing aspects include be and have in text while the recounting include actions. Furthermore, research studies show that differences can be observed between different characters relating to the way of procedures they complete. These characters also play role of active mediators for change which is associated with their catalyst feature towards the external world. To analyze the participants which include characters along with other features presented in a lesson, major aspects of analysis focus on technical against sound judgment or real against theoretical things. Last but not least is the assessment of situations which are adverbs in a text. For example, methods which are needed to analyze

conditions to guarantee the careful implementations of instructions linked with good use of location and time in a novel (Christie & Martin, 1997).

2.5.2.2 The Interpersonal Metafunction

The interpersonal metafunction focuses on social relationships which permit the language users to communicate, display power and maintain unity. The interpersonal resources help to develop relationships with focus on mood of text. The mood of text explains that is there any questions being enquired? Or are there any commands in the statements? Are there any countable noun for example she said thirty years old, didn't she? This shows speaker's confirmation (Thompson, 2014). Modality is also significant interpersonal resource which states that if the information is recognized as a commodity than word can be considered as an offer. In this situation, the modality emphasizes on the effectiveness of information presentation associated with probability which indicates the expectations of real or fake. Furthermore if the commodity is product or service than the word can refer to a proposal and the modality is associated with confidence of speaker which appear in the success of the exchange. In the context of instructions, this is deals with the level of commitment on the other person to follow the instructions. Measurements of required goods and services contain allowable/suitable/compulsory. Similarly, in the context of offer, it is associated with the level of readiness of the speaker to realize the offer which focuses on capability/readiness/willpower (Thompson, 2014). To analyze the text according to interpersonal metafunction, observation of the text and categorization of examples where speaker are providing or obtaining information is significant. Furthermore, this method of exchange of information in text helps to analyze various perceptions about characters for example strong-minded, uncertain, strong or weak (Thompson, 2014). Other interpersonal resources include language evaluation and use of a vocative which is used to attract someone's attention for example Madam or sir. Examples of these interpersonal resources include questions like what names are used by different roles in a storybook text to call each other. What is the frequency of these words? (Collerson,1994).

2.5.2.3 The Textual Metafunction

The textual metafunction suggests methods to investigate cohesion in text which focuses on the significance of repeated words in text. The textual metafunction is performed through lexical chains which analyze the repetitions of word, pronouns, synonyms and

connections during whole lesson of a storybook (Collerson, 1994). According to Halliday, textual metafunction is realized through thematic structure, information structure and cohesion. Thematic structure is concerned with Theme and Thematic progression patterns. Information structure is about the given and new units of information whereas cohesion deals with reference, conjunction, ellipsis and lexical cohesion. Textual metafunction is a bridge between the ideational and interpersonal metafunctions (Butt et al., 2004: 6; Forey & Sampson forthcoming). According to Butt et al. (2004), the textual function provides ground for understanding the other two metafunctions i.e. Ideational and interpersonal.

This research study uses ideational metafunctions and interpersonal metafunctions for the analysis of textbooks in order to dig deep into the portrayal of gender in ELT textbooks taught at government primary schools in KP. The reason for using the mentioned two metafunctions and leaving the textual metafunction is that ideational metafunction unveils the processes involved in the construction of specific gender roles whereas interpersonal metafunction further elaborates the propagation of these roles in order to normalize them in society. The textual metafunction, on the other hand, is mostly concerned with the translation of the text.

2.5.3 Semiotic Analysis of Images by Kress and van Leeuwen (2006)

Use of pictures in the English school textbooks is considered as a suitable tool for teaching various characters of a society. In addition, these pictures also promote conventional roles in students without any evidence especially against women (Low & Sherrard, 1999). There is a school of thought with different approach towards pictures in school textbooks and is of the view that these pictures are innocent which only represent the beautiful dimensions of our society while another schools of thought state that these pictures have power (Barthes, 1977). The Semiotic picture analysis is a tool which deals with Kress and van Leeuwen model of reading images. The social semiotics is based upon useful methods to analyze images constructing meaning in our society. This is also closely associated with Halliday's systemic functional linguistics (Aiello, 2006). Kress and Van emphasizes on the grammars of verbal and visual text (Kress & van Leeuwen, 2006). Following are the major elements of Kress and Van Leeuwen social semiotics model:

- I. First element of reading image is the gaze which focuses on the eye contact of the participants in the picture. To analyze the eye contact of the participants, the direction of the participants is important which shows the participant goal. Gaze is analyzed on the basis of two types of images which include the demand and offer images. Demand image deals with pictures where one can see into the participant's eyes directly while in offer we can't see directly into the eyes of the participants (Kress & van Leeuwen, 2006).
- II. Second element of reading images is the size of frame and social distance. This element is divided as near, far and average distanced. The analysis of images also focuses on the size of frame and social distance. The influence of social distance in pictures is associated with Halliday's interpersonal metafunction where the level of interaction and relationship among participants is studied from the lens of distance. While the presentation of participants are different in terms of distance and completely depend upon the image creator's objectives with regard to specific messages (Kress & van Leeuwen, 2006).
- III. Third important dimension of reading images model by Kress and Van Leeuwen is the detachment and participation as horizontal angle. Kress and Van Leeuwen explain that presentation of a participant from front size shows greater involvement of the participant as compared to picture with participant from oblique angle (Kress & van Leeuwen, 2006).
- IV. Last but not least are the relations of power which are recognized as the vertical angle element of the image presented by Kress and van Leeuwen. Furthermore, Kress and van Leeuwen explains that association between the viewers and participants in pictures depend upon vertical angle because if a participant in picture is seen from a high vertical angle then the viewer has the power over participants in the image (Machin , 2007). Another aspect of image reading is associated with symbolic relationship between the viewer and participants with higher status. Significant aspect of this element of reading images includes the size of image and recurrence of elements in image (Machin, 2007).

According to Kordjazi, Semiotic analysis of gender representation in school textbooks is useful to present the gender bias in school textbooks. Kordjazi's research study shows that men are presented as dynamic, responsible, powerful and strong while women are presented as lower than male with no power (Kordjazi, 2012). The major questions analyzed in

the analysis of the current research study with regard to interpretation of images in the selected sample English textbooks are as follows:

- I. Where is the gaze of men and women focused?
- II. Which gender is given more space for presentation in the selected sample school textbooks?
- III. What kind of angle is used in the presentation of men and women in the selected sample of English textbooks?

2.6 Gap in Previous Studies

The investigation of these studies was focused on the secondary school textbooks taught in Pakistan in general. In order to maintain a comprehensive account of gender roles practiced in KP, this study investigates how females and males are portrayed in English textbooks taught at government primary schools of Khyber Pukhtunkhwa. The researcher sheds light on the relation between the gender roles observed in the society of KP and the gender roles presented in English textbooks taught at government primary schools of KP. The researcher studies whether the gender roles observed in society are the result of the knowledge fed to the young minds through textbooks or vice versa.

CHAPTER 3

RESEARCH METHODOLOGY

Multimodal discourse analysis was chosen for the analysis of English textbooks taught at government primary schools in KP. Multimodal discourse refers to two or more modes working together for the meaning-making of the whole discourse. English language-learning textbooks give almost equal weight to both pictures and verbal texts. The current study investigates how multimodal texts contribute in meaning production. It also explains the relations between the pictures and the verbal texts. The present study attempts to analyse the visual as well as the verbal texts included in English textbooks taught at primary level in government schools of KP.

Multimodal approach to data analysis is selected in order to have a consistent analytical perspective towards the verbal and visual meaning-making modes present in the data. The multimodal approach enables examination of any meaning-making mode, or semiotic system, along similar semantic dimensions, and thus recognizes that images and other non-linguistic semiotic systems make meanings as important as verbal texts (Kress & Van Leeuwen, 2006; Halliday, 2004).

3.1 Research Design

The research study is conducted qualitatively as well as quantitatively i.e. the data is analysed qualitatively as well as quantitatively via tables, percentages etc. in order to investigate the representation of gender in English textbooks taught at primary level in government schools of Khyber Pakhtunkhwa.

3.2 Research Method

The present research falls under the exploratory research method as the researcher explores the significance of textbooks in the construction of similar or different gender roles for genders.

3.3 Method of Data Collection

The data for the present study is collected from the English language textbooks taught at government schools of Khyber Pakhtunkhwa.

3.4 Population of the Study

The population of the study include English textbooks taught at Grade 1, Grade 2, Grade 3, Grade 4 and Grade 5 in government primary schools of Khyber Pakhtunkhwa.

3.5 Theoretical Framework

In order to understand how gender is represented in English textbooks taught at government primary schools of KP, the researcher has used Multi Modal Analysis based upon systemic functional linguistics to describe linguistic representations and visual grammar to explain the visual component. To describe, explain, and analyse semiotic resources, Kress and Van Leeuwen (1996/2006) take a functionalist approach in the sense that they see visual resources as tools for performing special kinds of semiotic function. Such functionalist approach is directly under the influence of Halliday's (1978) concept of "metafunctions" of language i.e. 'ideational', 'interpersonal', and 'textual'. Kress and van Leeuwen (1996/2006) have adopted the same concept while they change the terminology to 'representational'; 'interactional', and 'compositional', respectively instead, in order to adapt it to a visual perspective.

3.6 Systemic Functional Linguistics

Systemic functional linguistics (SFL) is both a theory of language and a framework of analysis developed by the influential British linguist Michael Halliday (Halliday & Hasan, 1985; Halliday , 2004). This theory sees language as one of many meaning-making resources all of which are intrinsically embedded in the social environment. In brief, socially situated language users exchange meanings, spoken and written, as part of the process of accomplishing and carrying out daily life. As a meaning making resource, language is a semiotic system that is expressed and interpreted within a sociocultural context. Semiotic is inherently social since meanings are exchanged in social contexts.

The theory of SFL explains that language is organized as a system of choices. In other words, using language is a matter of choosing a word or a series of words from the pool of all words. SFL asserts that language is available to users through complex systems of choice.

These systems limit the available choices such that in a given context a language user is no longer selecting from the entire resource and instead selects from a range of choices. Choices are made from within a set of options that have been specified by choices made previously. For example, the selection of language feature means that the next choice will be either x or y. At each point of choice, a system that defines possible alternatives becomes available so that the language user makes a continual series of increasingly delicate or detailed choices throughout the communication process.

SFL is functional and describes its functionality in two ways. First, according to Halliday (1985/2004), functional grammar “is designed to account for how language is used”. Every use of language occurs in a particular context, to meet particular purposes and needs of the person using the language. Functional grammar accounts for context and explains language in terms of the purposes and needs of each context. Second, since language is essentially a meaning-making resource, the meaning that language carries is described in functional terms. SFL theory calls these meaning components ‘metafunctions’ and identifies three general purposes and meanings that account for all uses of language. Each of the three metafunctions is about a different aspect of the world and is concerned with a different mode of meaning.

- The ideational meta-function is about the natural world in the broadest sense, including our own consciousness, and is concerned with clauses as representations. This meta-function relates to the context of culture.
- The interpersonal meta-function is about the social world, especially the relationship between speaker and listener, and is concerned with clauses as exchanges. This meta-function relates to the context of situation.
- The textual meta-function is about the verbal world, especially the flow of information in a text, and is concerned with clauses as messages. Therefore, it relates to the verbal context.

3.7 Visual Grammar Theory

Kress and van Leeuwen (1996) believe that the visual images (e.g. pictures, colour, typography) and other semiotic systems are similar to language and also can be used to fulfil the three metafunctions. Social semiotics holds the view that language and image often

perform different epistemological roles in multimodal discourse due to their separate “affordances” (which is closely related to semiotic potential) (Kress, 2003). Language represents narrative world, while image illustrates the displayed world. Kress and van Leeuwen (1996) quote the theoretical concept of “meta-function” from Halliday’s SFG and put forward three metafunctions in VG (Visual Grammar):

- representational meaning
- interactive meaning
- Compositional meaning

When applied to visual systems, the ideational meta-function organizes the way that “represented participants’ relate to each other to represent the world around us” (Kress & van Leeuwen, 1996).

The interpersonal meta-function controls the interaction between the represented participants and viewers.

The textual meta-function makes the image form a whole by putting the pieces together as a complete work.

3.7.1 The Representational Dimension

The Representational dimension stems from Halliday’s ideational meta-function. It seeks to represent the relationships that exist between things in the world and within us. Two processes take place under Representational dimension. These are Narrative processes and conceptual processes. Narrative processes according to Kress and van Leeuwen are dynamic in nature and deal with “unfolding actions and events, processes of change, transitory spatial arrangements”. On the other hand, conceptual processes are static and “represent participants in terms of their class, structure or meaning” (p. 59). The framework presented by Kress and van Leeuwen mentions two types of participants. The first type is called as represented participants. It refers to the people, places and things that are represented in images and texts. The second type, interactive participants, refers to those who produce the images and texts (e.g. painters, photographers) and those who view and read them.

3.7.2 The Interactive Dimension

The interaction between the producer and the viewer of the image (interactive participants) is the second dimension presented by Kress and van Leeuwen and it is based on Halliday's interpersonal function. According to them, producers visually encode social meanings into images through the gaze of the represented participant, the distance of the participant from the viewer and the angle from which the participant is seen by the viewer.

3.7.3 The Compositional Dimension

The third dimension of the framework is related to Halliday's textual meta-function. The focus here is on "the composition of the whole, the way in which the representational and interactive elements are made to relate to each other, the way they are integrated into a meaningful whole" The image elements can be analysed according to three systems: information value, salience and framing.

The concept of visual grammar presented by Kress and van Leeuwen (1996) provides various perspectives to the readers for attending to and interpreting visual images. For instance, the manner in which various objects are organized and situated in the image and the way they connect and communicate with other elements; the distance between participants in the image and the link between the objects shown? Etc. It is very much essential for the interpretation of multimodal texts, in an analytical process, to understand the interrelationship among different objects or elements in the image and its meaning in a specific culture. In short, the researcher analyses that how the various elements in visual images interplay and coordinate to make meaning. The images are analysed to show the representation of gender by investigating the above three dimensions.

Moreover, the analytical process proposed by Liu (2013) for the interpretation of visual images in multimodal texts is applied in order to apply the visual grammar theory of Kress and van Leeuwen (1996). In order to interpret and analyse a multimodal text, Liu (2013) stresses upon the readers to understand the interrelationships among various elements presented in an image and grasp the meanings associated with them in a certain culture. According to him, it is important for the readers of multimodal texts to understand how the various elements in visual images play their role in meaning making processes. Thus, the researcher applies the analytical

process of Liu (2013) mainly by seeking answers to the following questions while analysing a visual image.

What is the first thing that is observed by the reader in a given image? What is foregrounded, and what is back grounded? How about the size and scale of the image? What is the logic behind certain elements being larger than the others? Does the larger element add to the meaning of the image? What is the significance of the dominant colour if given in any image? What about the white space used in the image? How is the image framed, and how does this position oneself as a viewer, face to face, above or below, what does that mean? Are there any recurring patterns? Through the integration of lines, lighting, colours, contrast and gestures, what does the designer try to lead you to look at? What is the relationship between images and written texts?

3.8 Method of Analysis

Multimodal analysis is used as a tool to study the representation of gender in English language teaching textbooks taught at primary level in government schools of Khyber Pakhtunkhwa. The images are selected from the books and analysed with the help of visual grammar theory of Kress and Leeuwen (1996). The distance, size and frame of the selected images is analysed and studied deeply. The images are divided into three different categories i.e. images where males are shown, where females are shown and where both are shown together. Similarly, written text is studied and analysed with the help of Systemic Functional Linguistics. Such text is also categorized into three different categories. The ideational and interpersonal metafunctions of the written text are studied in detail. The processes and modes associated with the text are identified and both the genders are compared in order to throw light on the representation of gender in ELT textbooks taught at government primary schools in Khyber Pakhtunkhwa.

3.9 Criteria for Selection of Text

The following criteria were chosen for selection of text i.e. the text that fulfilled the below criteria was selected for analysis:

- The text that mentioned male or female member of society.
- The text that was articulated by either male or female.
- The text that was referring to male or female member of society.

CHAPTER 4

RESULTS, ANALYSIS AND DISCUSSION

This chapter of the current thesis includes results, obtained from the selected sample of English language teaching textbooks taught at government primary schools in KP, Pakistan, and their interpretation.

4.1 Results and Major Dimensions of Visual Grammar Theory Associated with Image Analysis

The images are analyzed from three dimensions of visual grammar theory i.e. image, act and gaze in order to have a deeper understanding of the meanings that are being conveyed through these images. Results are obtained from the analysis which are further discussed in detail.

4.1.1 The Image, Act and the Gaze

Gaze is the direction of orientation that people display through the positioning of their head, notably their eyes, in relation to their environment. Gaze is a key term used across visual and multimodal research in a range of disciplines, including art history, visual studies, cultural studies, psychology, and sociology. However, gaze is a contentious issue. Coulter and Parsons (1990) critique work on gaze, suggests how gaze is a glass for 'looking' into the text from different angles. Multimodality connects the ideas from each of these approaches in different ways. The current research study has classified the gaze as follows:

- 1) Towards the viewers
- 2) Between participants in the book
- 3) Neither towards the viewers nor between the participants

Gaze of people in image towards the viewers, refers to gaze towards the readers for example in the context of this thesis, gaze towards the readers mean towards the primary level students. Second category of gaze is associated with gaze of people in image towards each other which refers to the eye contact created between the people or participants present in the image. Last but not least is the gaze of the people in the image neither towards each other nor

towards the students which can also be referred to gaze in another direction (Nesa & Baghermousavi, 2015).

As mentioned earlier, the gaze of participants in pictures is significant aspect of analysis in the context of gender representation in ELT books, and the direction of picture deals with developing connection between the participants in the picture and the viewers. It shows that when participants in picture look directly at the reader, eyes develop contact (Kress & Leeuwen, 2006). For example, in the context of research questions and sample images from the selected sample book, it has been observed that in majority of female images, gaze is not towards the viewer which shows that there is less contact between the participant in image and the students. Furthermore, Kress and Leeuwen also explain that participants' gaze in picture involves the viewer into imaginary relations (Halliday, 1985). For example, analysis of the images from the selected sample books show that majority of images try to paint the conventional picture of women. This aspect of analysis shows that the KP primary level ELT books taught at government schools support the projection of traditional stereotyped roles which affect child's life style, gender understanding and choice of profession. Analysis of viewer's social feedback regarding an image is interesting aspect of gender representation in the context of given research study (Oakley et al., 1985). An example used by Kress and Leeuwen in their book "Reading images" explains the impact of face expressions and eye gaze of participants. Kress and Leeuwen explain that when a participant gazes directly towards reader of the book, it shows involvement of students with the image in a friendly way for example smiling face of a girl in selected sample book (Kress & Leeuwen, 2006). Furthermore, majority of female pictures in selected sample books show that female pictures are from a long distance and occasionally look directly to the viewer. Research study by Kress and Leeuwen also explains that images in school textbooks are for the purpose of examination by the students not for student's imaginary social relationship with the participant in image (Kress & Leeuwen, 2006). Interesting aspect of image analysis is associated with two types of effects on viewer. These images engage students with specific conventional roles for male and female while ignore the non-conventional roles of male and female. Moreover, these images show different types of male and female representation in ELT books taught in KP primary level government schools. Past Research studies also mentioned that there is a relationship between the main characters in books and the viewers (Kress & Leeuwen, 2006).

4.1.2 Size of Frame and Social Distance

Size of frame and social distance can build a specific relation between the participants and viewers. Even the Interactions in our routine life are controlled by the distance which defines boundaries and allow only close people to cross those boundaries. A close distance explains very close relationship with other which is significantly linked with gender representation in ELT textbooks because it creates an imaginary relationship between the image viewer and the participant in image. In the context of this research thesis, the selected sample images as mentioned in the table below suggests that majority of female images are long distance shots while majority of male images are close distance shots which show gender unfairness because long distance shots indicate that these are less important as compared to male images which are more clearer and bigger than female images. Furthermore, female images also show that majority of those images are shown smaller as compared to male and it is also very difficult to distinguish female facial features in these images (Kress & Leeuwen, 2006).

4.2 Analysis of Images with Female Representation

Following are the selected images and the observations in tables from sample English textbooks taught at Primary level government schools in KP, Pakistan.

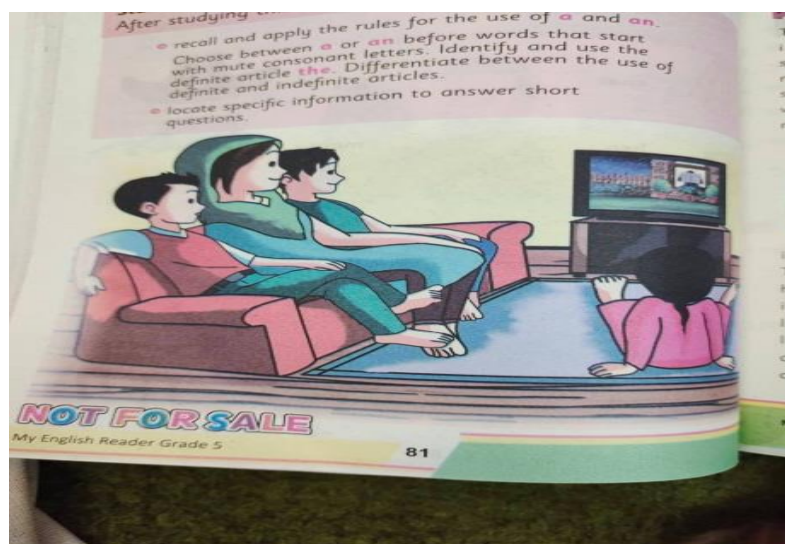


Figure 1. The gaze of female participants in another direction

There were some images in the selected English textbooks from Primary level government schools in KP, Pakistan in which the gaze of the females in the image was not towards the students but towards the Television. Figure 1 is a long shot image of a Television lounge in a home which shows a woman with her three children gazing at the Television. Analysis of this image shows that woman and her kids have common objective and a central consideration. This image shows that mother is sitting in the center of the sofa while one kid is on ground and two are sitting beside mother on sofa which shows that she has more power as compared to her kids. Furthermore, the image also shows that mother is taller than kids and wear traditional Pakistani shawl which shows her central position in home and power over her kids. However, the image is propagating the stereotypical gender role of females as mothers that can be seen in the above image where woman is shown inside home sitting with her children watching TV. KP primary level textbooks present male as a controlling authority in home despite the age who performs the role of decision making authority. Ullah and Skelton (2013) also shows in their research study that decision about purchase of land, instructions to all family members and management of family expenses are performed by men. Moreover, the position of sons and daughter in the image is also very stereotypical where the sons are sitting on the left and right of their mother and the daughter is sitting on the floor and her face is also away from the readers. This shows the Importance of sons as compared to the daughter. It is conveying the message that sons are the strength of a family. Thus, the selected image is portraying stereotypical gender roles to the readers of these textbooks.

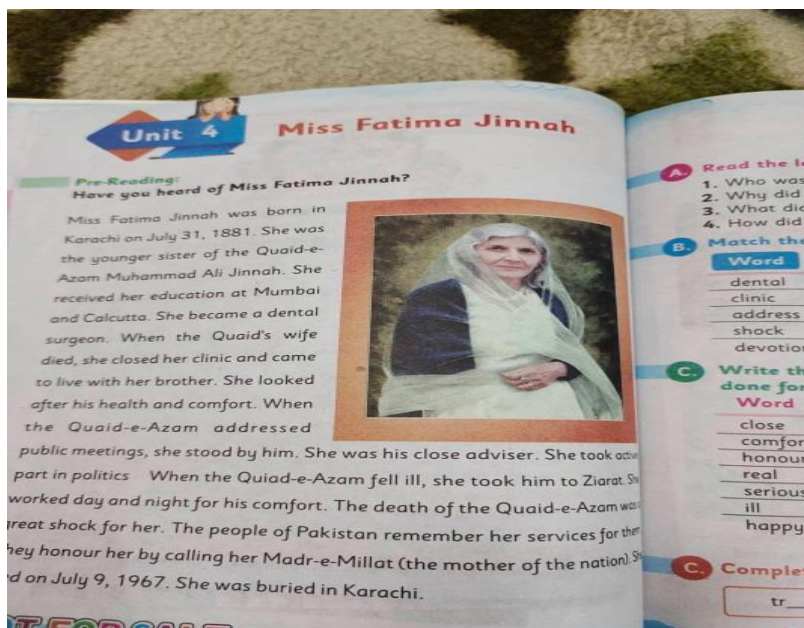


Figure 2 Gaze of Muhtarma Fatima Jinnah towards the Viewer

Figure 2 represents Gaze of Muhtarma Fatima Jinnah towards the Viewer which shows involvement of students with the image in a friendly way. Literature review of this thesis shows that KP primary level ELT books are presenting and strengthening the male controlled family system. For example, the above picture of Muhtarma Fatima Jinnah represents her as a supporting sister of Quaid e Azam Muhammad Ali Jinnah which hides the individual role and identity of Muhtarma Fatima Jinnah associated with independence of Pakistan. Furthermore, if we look at the text, it introduces her at the very beginning as the sister of Quaid e Azam Muhammad Ali Jinnah and her individual achievements are being foregrounded. Major portion of the paragraph is about Mr. Jinnah's achievements where Ms. Jinnah supported her as his sister. Moreover, the position that the image occupies is also not central that furthers the idea that significance of women is belittled in these textbooks. The facial features are also not focused and a medium distanced shot is taken where the personality of Ms. Fatima Jinnah is merged in the frame as part of it. This shows that the English textbooks taught at primary level in government schools of KP perpetuate the stereotypical gender roles in society where women are looked as someone belonging to men whether in a role of mother, sister, daughter or wife etc.

Next important gaze focuses on direction of people in pictures towards each other which shows cooperative efforts to achieve combine goal. Furthermore, these images motivate

students about communicating with each other because gaze towards each other shows that the people in image are talking and communicating with each other (Nesa & Baghermousavi, 2015).

Figure 3 from the selected English textbooks from Primary level government school in KP, Pakistan shows two girls are gazing at each other.

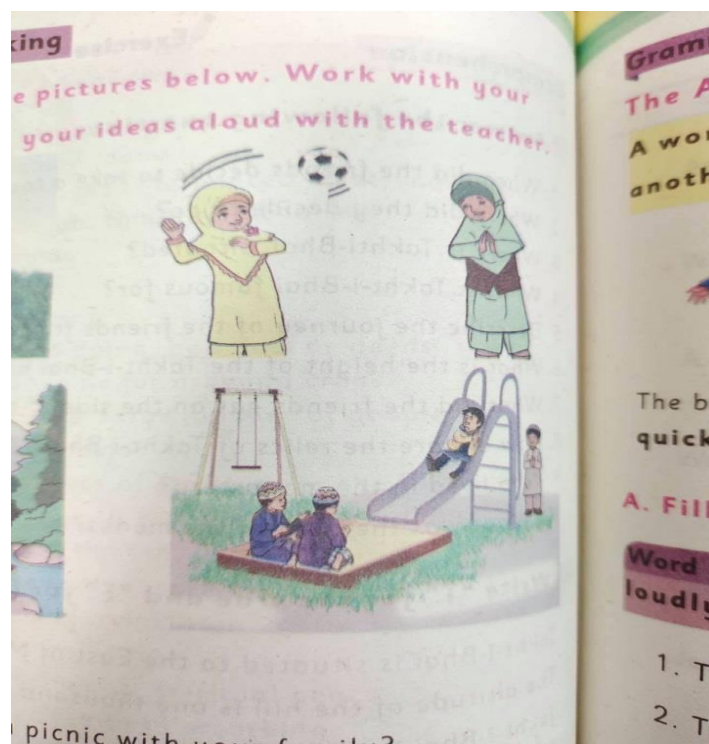


Figure 3. The gaze of these two girls is towards each other.

Figure 3 is a long shot picture of two girls playing with each other. This image also expresses cooperative behavior between the two girls as they are gazing towards each other. This is a long shot image where the details of the playground are missing. This leaves an ambiguity on the part of interpretation as it is not clear whether the girls are playing outside or inside their home. On the other hand, the boys in the picture are shown as playing outside in a park. This aspect of gender representation in KP primary level government school textbooks is also supported by Ullah & Haque (2013) in their research study. Ullah & Haque (2013) are of the view that men were presented in outdoor activities like working in fields, sports, maintenance of car while females are presented as involved in indoor activities for example cooking, washing clothes, children care etc. Thus, these gender discriminating images show that textbooks play a

major role in perpetuating stereotyped gender roles in society, as the images in the books and the gender roles in the society where such books are taught are parallel to each other.

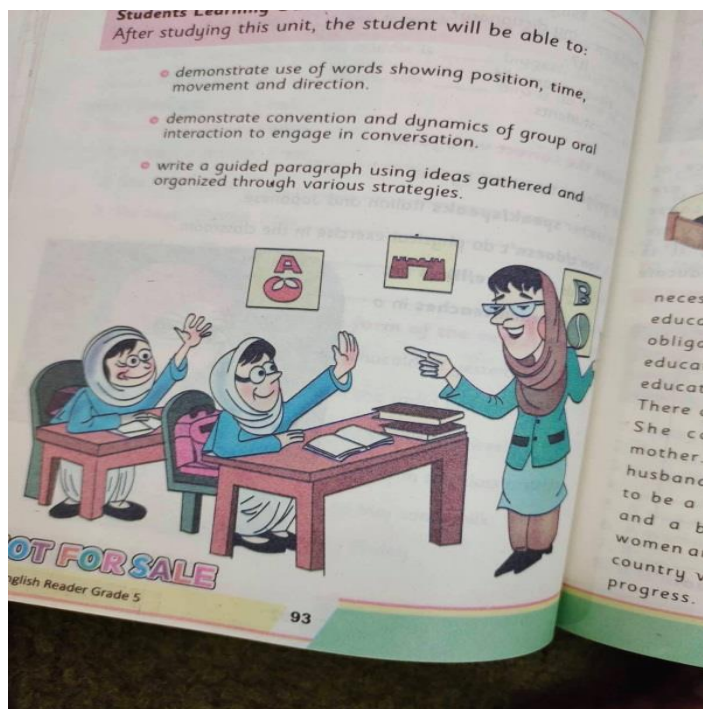


Figure 4. The gaze of students and teacher towards each other.

Figure 4 shows long shot image of class room which present one female teacher and two girls looking at each other. The image proves that in the ELT textbooks, women are assigned some specific gender roles. They are portrayed in the traditional roles of caregivers, nurses or teachers. Teacher is a stereotyped role for females as the role of teacher is considered to be best suited for women or this is one of the very few professions that are acceptable to be adopted by women. Similarly, the objective of showing women as teachers is to put it in the minds of children that females can be teachers whereas the nontraditional professions are considered to be the prerogative reserved for men only. This sort of thinking pattern is very common in KP as women are very easily accepted in the traditional professions but too much resistance is shown when it comes to the nontraditional professions.

Findings of Past research studies also criticized gender representation in ELT books due to its impact on students' motivation towards selection of profession and lifestyle which is identified by Treichler and Frank in their research study (Treichler & Frank, 1989). Moreover, research study conducted by Campbell shows that appropriate gender representation

in school textbooks improve students' self-confidence during social interaction (Campbell, 2010). As mentioned in the figure 4, there are several other female images which represent women as nurse, teacher or doctor. The official statistics of United Nations Educational, Scientific and Cultural Organization (UNESCO) about KP shows that 28.3% of school going girls show intention towards medical profession as doctors while 28% of girls prefer to be teachers. These characters are portrayed in ELT books and students develop imaginary relationship with them. Furthermore, this report also shows that just 8.8% girls exhibit intention towards non-conventional professions for example jet pilot, lawyer or scientist. There are several figures like figure 4 in English Reader 1, 2,3,4,5 which portray women in traditional professions like teacher, mother or nurse. Absence of the portrayal of challenging roles of women in textbooks affects girls' choice of profession and lifestyle (UNESCO, 2004).

To analyze the gender representation in the selected English textbooks taught at Primary level government schools in KP, Pakistan, gaze of male and females is the first significant aspect which is different from each other. Following Table 1 shows the frequency of female pictures in the selected English textbooks taught at government primary schools in KP, Pakistan.

Table 1.

The gaze of female participants in English Reader 1, 2,3,4,5.

	Frequency	Percentage
Towards the Viewer	8	24
Towards Each other	9	27
Neither towards the viewer nor towards each other	16	48
Total	33	100

Table 1 shows that majority of female images have gaze neither towards the viewer nor towards each other. Moreover, there are less female images with gaze towards the viewer. This aspect of female image is associated with development of connection between

students and image. The above data shows that female images in ELT textbooks taught at government primary schools of KP are limited to specific cultural and religious boundaries.

Table 2.

Distance of Females in Images

Distance	Number	Percentage
Long	14	56
Medium	9	36
Close	2	8
Total	25	100

Table 2 presents distance of females in images which shows that 14 of them are long distance shots while medium distance shots are 9 images. Close distance shots of female images are 2. Low proportion of close distance shots shows that impersonality of female characters is a universal factor which gives a message to the students reading English textbook in primary level government schools of KP, Pakistan that women are weak and less important. As discussed above, distance defines boundaries associated with social relationships and in the context of gender representation in KP primary level ELT books; distance creates an imaginary relationship between students and participants in image. Table below in male analysis shows that majority of female images are long distance shots while majority of male images include close distance shots. Close distance shots are clearer while long distance shots are less clear as mentioned in female images in this chapter. This aspect also shows gender unfairness because long distance shots show less importance than close distance shots for example the close distance shots of Pakistan men cricket team, whereas there are only few images given where females are representing country on national or international level.

4.3 Analysis of Images with Male Representation

Table 3.

The gaze of Male participants in English Reader1, 2, 3, 4, 5.

	Frequency	Percentage
Towards the Viewer	25	48
Towards Each other	13	25
Neither towards the viewer nor towards each other	14	27
Total	52	100

Table 3 shows the frequency of Male pictures in three ways from the selected English textbooks taught at Primary level in government schools of KP, Pakistan. Observation of the selected sample shows the gaze of male participants towards the students for example, figure 4 shows the gaze of Quaid e Azam Muhammad Ali Jinnah towards the students.

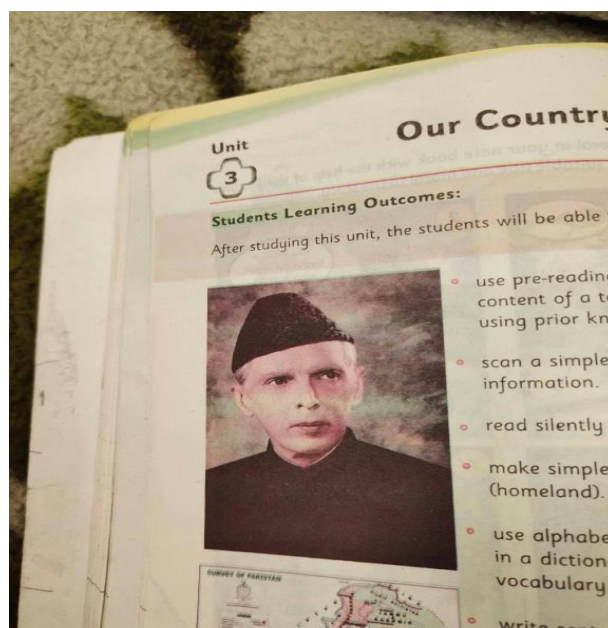


Figure 5. The gaze of Quaid e Azam Muhammad Ali Jinnah is towards the students.

Figure 4 is a medium distance image of Quaid e Azam Muhammad Ali Jinnah. The image shows that Quaid e Azam Muhammad Ali Jinnah's gaze is towards the students reading the English textbook. This image is motivating students and is connecting them with the charismatic personality of Quaid e Azam Muhammad Ali Jinnah. Reason behind this image in selected English textbooks from Primary level government schools in KP, Pakistan is that Quaid e Azam Muhammad Ali Jinnah is the father of Pakistani nation. This picture develops an imaginary relationship between the children for whom the book is written and the image. Research study conducted by Ullah & Skelton on KP School textbooks shows that female representation ratio as compared to male representation is 6:1 (Ullah & Skelton, 2013). The above image when clearly studied shows that the image of Mr. Muhammad Ali Jinnah is highly focused where the facial features are very much clear. The frame of the picture is back grounded whereas the image of Quad e Azam is foregrounded showing the significance and importance of the personality of Mr. Jinnah. Moreover, the image of Pakistan's map given below the picture of Quad e Azam also signifies the importance of Quaid E Azam and his achievements. When this image is compared with figure 2 of this research thesis, it is observed that stereotyped gender roles are assigned to male and female characters in the ELT textbooks taught at primary level in government schools of KP.



Figure 6. The gaze of male participants towards each other.

Images in selected English textbooks from Primary level government school in KP, Pakistan also include images of males gazing towards each other which also indicate the cooperative behavior between persons working together to achieve a common goal. Figure 6 shows the gaze of males towards each other. Figure 6 is a medium close image of two boys which shows that two boys are gazing at each other. This picture shows cooperative behavior with each other while in the context of gender representation; this picture shows that facial features and expressions of boys are clear and visible as compared to that of girls presented in English Reader 1, 2,3,4,5 with no clear face features and expressions. Similarly, the manner in which the boys have extended hands towards each other also shows the freedom and liberty of men in forming contacts and socializing outside their own circle unlike the images of girls where the hand gestures convey a message otherwise. Moreover, the boys in above image are looking straight into each other's eyes which show that men are confident unlike women whose facial features are not made visible in the images given in the selected books.

There are some images of males which show male looking in another direction for example a boy is writing in figure 7.

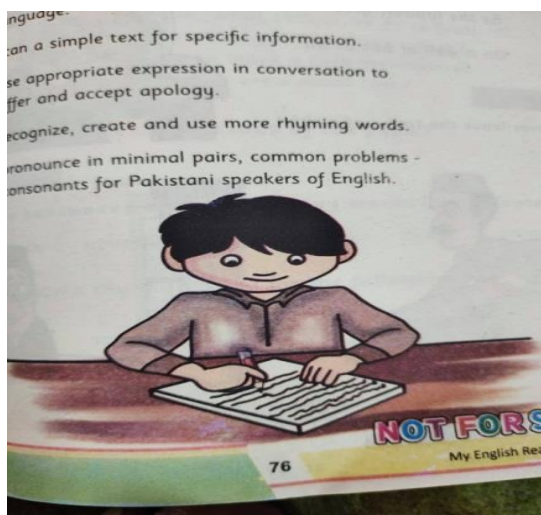


Figure 7. The gaze is towards something else (writing in a notebook) than towards the viewers or towards each other.

There are some images of males that show male looking in another direction for example a boy is writing in figure 6. In the context of research questions of this research study, figure 6 shows close medium shot of a boy. The medium distance shot shows the importance of

males as compared to females because majority of female pictures in English Reader 1, 2,3,4,5 are from long distance which indicates that female pictures are less important as compared to that of male. This further strengthens the stereotyped gender roles where the roles of males are signified but female roles are minimized. When this image is compared with figure 1 of the current research study, it shows the glaring difference in the portrayal of men and women in the ELT textbooks taught at primary level in govt. schools of KP. In the images where the gaze of females is towards something else, the female is not put at the center of focus. Moreover, the facial features in the case of females are not clear. Similarly, in such images, females are backgrounded. On the other hand, males are foregrounded in such images where despite gazing at something else; the focus is wholly on men identifying him as the central character. This further strengthens the stereotypical gender roles practiced in society.

Table 4.

Distance of Males in Images

Distance	Number	Percentage
Long	14	35
Medium	10	25
Close	16	40
Total	40	100

Table 4 presents observations from the selected sample of primary level English textbooks taught government schools in KP, Pakistan. The observations show that close up shot images are important and attract the students while they are reading whereas long distance shots are of less importance. However, if the image of the character is taken from close up then long distance shot also carries equal importance as can be observed in the next figure.

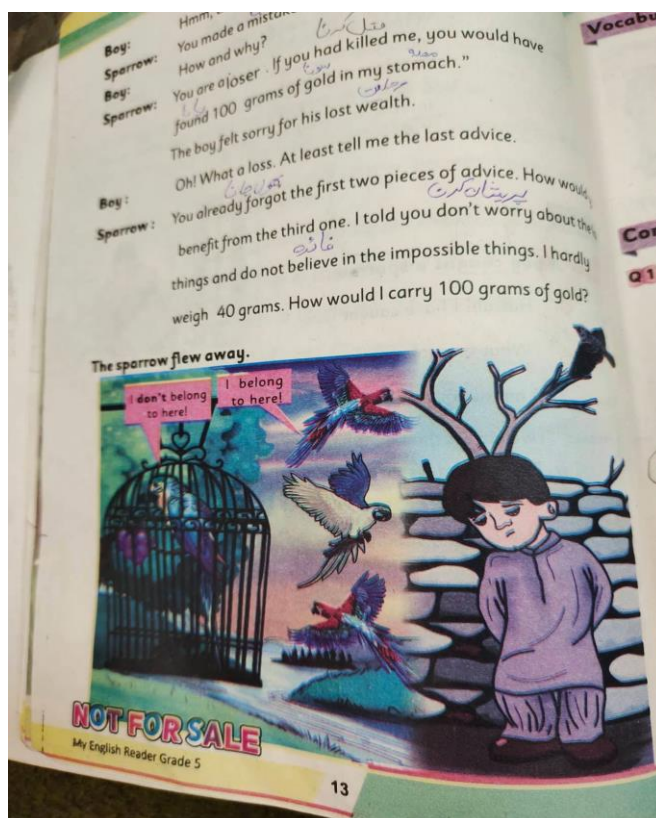


Figure 8 above shows a boy looking at the students at a long distance shot.

Figure 8 is a long distance shot of boy who is gazing at the readers which shows that this picture creates imaginary relationship with the reader of the book, because the size of frame and social distance attract readers towards the boy represented in the picture. Although, this is a long distance picture, yet the boy is prominent as compared to other objects shown in the image. If we compare this image with female long distance images, it shows that majority of female images are long distance shots with less clear facial features while the boy presented above has clear facial features. In the above image, boy is foregrounded whereas everything else is being back grounded, thus, signifying the importance of the male character represented in the image. The colors used in the image also added to the description of this whole image. It shows that the point of attention in the whole image is boy. Likewise, the clearly identified facial expressions also aid to explain the situation of the boy. The intricacies in the picture show the importance of male gender, on the other hand, no such details have been given in the images where females are involved.

Figure 9 shows three male participants, one is a patient and two are emergency medical staff members.

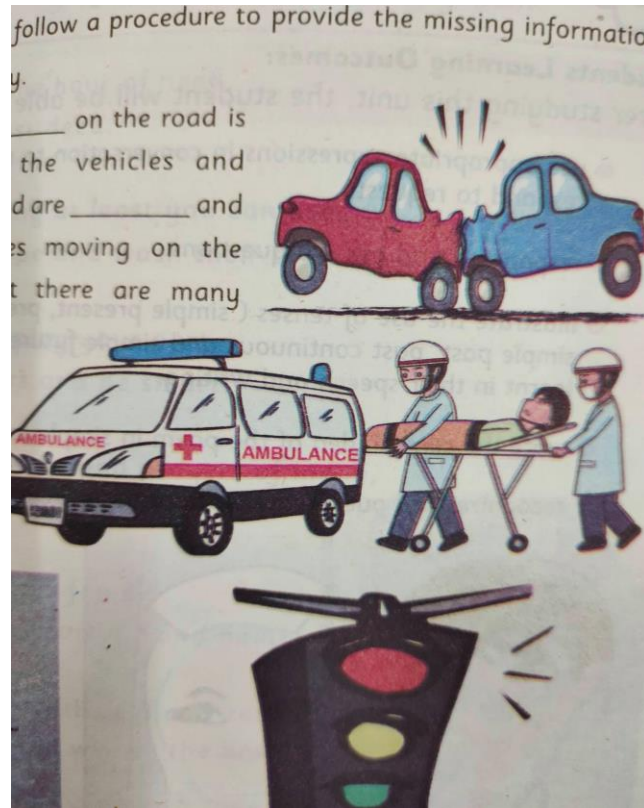


Figure 9. Example of emergency medical staff and patient

The gaze of the participants in the above image is neither towards each other nor towards the participants. However, all the participants can be observed with much clarity, their facial expressions are clear despite wearing of mask. It conveys a very powerful image of the males. Moreover, the role of savior is assigned to males in the above image which shows the irrelevance of females in this area. This is observed in the analysis of the textbooks that the images where strength is shown, male gender is mentioned which gives the message to the children reading such texts that strength is the character that belong to male whereas females are weak who can only adopt the professions where power is not required. Thus, the images are typically stereotyped where men and women are assigned the traditional gender roles.

4.4 Analysis of Male Ratio in Comparison to Females

Research question about the proportion of males in comparison to females is closely associated with gender representation in primary level government school textbooks in KP, Pakistan. This proportion is presented in table 5 as follows:

Table 5.

The Ratio of Males in comparison to females

Gender	Number	Percentage
Male	64	66
Female	33	34
Total	97	100

Table 4 shows that number of females presented in the textbook is 33 and males are 64 in number which confirm the power and authority imparted to men in primary level government school English textbooks taught at KP, Pakistan. Research study of Mirza mentioned that there are no guidelines provided to the textbook designers about gender representation to recognize gender equality while compiling a textbook for students (Mirza, 2006). Furthermore, research study of Ali and Hussain mentioned that percentage of female representation in images was 41.7% while male representation was 58.3% which supports results mentioned in the table 4 (Ali & Hussain, 2019).

4.5 Results and Major Dimensions of Systematic Functional Linguistics associated with Text Analysis of English Reader 1, 2,3,4,5.

To analyze the selected texts from KP government schools primary level ELT books, there are some questions related to gender representation which are as follows:

- I. What are the language differences used by male and female characters in the selected texts from ELT books taught at government primary schools of KP?
- II. How these differences represent gender unfairness in the context of research questions of this research study?

This study is concerned with the analysis of two modes in the selected texts from primary level ELT books taught at government schools of KP i.e. verbal and visual. As, Visual analysis has already been done with the help of Visual Grammar theory of Kress and Leeuwen, now, the verbal text is analyzed with the help of SFL. The SFL analysis of this study includes the explanation of Ideational and interpersonal metafunctions with regard to gender representation which are as follows:

4.5.1 Ideational Metafunction Analysis

Analysis of ideational metafunction focuses on the methods used by male and female characters in the texts below to show their experiences and opinions. Ideational analysis collects the observations on the basis of verbs of being, verbs of doing and verbs of sensing. These observations are analyzed on the basis of differences between male and female's use of these verbs. Furthermore, the frequency of the use of these verbs in texts is also analyzed in the context of traditional society of KP. The selected texts and their ideational analysis are as follows:

Text 1 from English Reader 5 “Listening and Speaking” Page 37 which include conversation between 2 girls and one boy

Girl1: I think we should help the poor and needy.

Boy: yes, I agree! We should give money to beggars.

Girl2: I don't agree! That's not right. There are some professional beggars too.

Text 1 shows conversation between a boy and two girls about helping poor and needy people. Conversation shows that Girl1 gives opinion and shows empathy with others by using sensing verbs related to the feelings as Girl1 is emphasizing on helping the poor and needy people which is also confirmed by boy. On the other hand, Girl2 used sensing verbs in the negative sense for example “I don't agree!” Furthermore, the statement of boy also shows that first he confirms the girl1's stance then he refers to himself and in the last he refers to a group with the use of *we*. In the context of our society, this conversation shows that based upon gender representation, girls are always shown polite with others. However, the disagreeing of girl 2 shows the nonconformity of girl whereas the agreeing of boy to girl1 is a portraying a non-traditional behavior of women. Nonetheless, the speaking of boy as a WE again refers to the role of men as dominating and speaking for women despite them not giving him the consent to do so.

Text 2 from English Reader 5 “Listening and Speaking” Page 79 which include conversation between father and son and its comparison with Text 3 from English Reader 4 “Stop littering the surroundings” Page 38 which include conversation between mother and son

Text2

Son: Asalam-o-Aliakum father

Father: Waaliakum-o-salaam son

Son: the principle imposed a fine of Rs.100 upon me for going late to school

Father: I am fed up of your bad habit of being late. I have always advised you to uphold punctuality in each and every matter of life

Son: it’s quite true. I was really embarrassed before my class fellows and teacher

Father: if you observe the sun and the moon you will see that they rise and set at their particular time. Can you imagine what will happen if they go against their time

Son: you are right

Father: any person who is not punctual faces failure and disappointment in life

Son: father, I shall now try to maintain punctuality in all the matters of life

Father: great! That’s like a good son

Text 3

Mother: your father is busy today; I am going for grocery shopping. Can you go with me, Ali?

Ali: yes mother, I can, I have done my homework. What do you want to buy?

Mother: I want to buy groceries. Besides meat, some fish and vegetables, we can buy anything else we want for snacks and breakfast.

Ali: can we buy some chips and cake? Sara and I like cakes

Mother: yes we can buy cake but chips are unhealthy food, instead we may buy fruits and vegetables

Above text 2 and text 3 show conversation between father & son and between mother & son. Text 2 shows a son talking with father about school fine for late attendance while father advises him about principles of successful life whereas text 3 shows conversation between

mother and son about grocery shopping. Observations of both conversations show that in text 2, father uses sensing verbs in negative sense in a commanding tone, for example Can you imagine what will happen if they go against their time. Text 2 also shows that they use the term “I” instead of “We” which is the manifestation of the fact that males are represented as someone having an independent personality and individual self, while in text 3 most common terms during conversation is “we” instead of “I” which refers to a group oriented identity and not an individual identity. Observations of the above two texts in the context of gender representation show that boy observes very down to earth behavior with father as compared to his behavior with mother, although boy in text 2 gives information about school penalty yet text 3 shows that son’s demands for chips and cake is not rejected totally but accepted with some changes like adding fruits and vegetables instead of chips. Comparison of text 2 and text 3 shows that females are always represented polite, caring while men are represented as family controlling figures, thus, portraying the stereotypical gender roles.

Text 4 from English Reader 4 “Stop littering the surroundings” Page 39 which include conversation between mother and son

Ali: let us get ready to go for shopping

Mother: do not forget to take the grocery basket along. We will not take plastic bags from the shopkeeper.

Ali: why should not we use plastic bags?

Mother: plastic bags are harmful, plastic bags are the biggest cause of litter and they damage the environment.

Ali: yes, I have seen the people throwing litter in the streets instead of throwing it in the dustbin. I will never throw litter in the surroundings

Text 4 also presents a conversation between mother and son about grocery shopping. Comparison of text 4 with text 2 which represent conversation between father and son shows that mother use action verbs and also frequency of “we” is more than I” as compared to text 2. Furthermore, comparison of text4 with text2 reflects that mother in text4 is represented as polite as compared to father in text2. Use of “I” in text 2 shows command of male or male controlling family system while use of “we” by mother is text4 shows her polite and cooperative behavior. This aspect of the conversation develops a perception about male as controlling figure while

female as a subordinate or cooperative entity even with her son. For example, in Text4 mother politely explains the drawbacks of plastic bags while father gives commands to his son about being careful in future. In the text4, mother and son relate the drawbacks of plastic bags to whole society while in text2 father focuses on his son's future only. This shows that man is always portrayed as an individual self, on the other hand, female's individuality is always camouflaged and is treated as a group. Observations of both text 4 and text2 show the son's different behavior towards father and mother. In text4 boy shows a normal and conforming behavior to be careful about pollution while in text2 boy shows subordinate behavior to father which confirms gender stereotyped roles being conveyed in both selected texts from KP primary level ELT books.

Text 5 from English Reader 4 Listening and Speaking Page 41 which include conversation between a woman and grocer

Grocer: Asalam-o-Aliakum

Woman: Waaliakum-o-salaam

Grocer: how can I help you?

Woman: do you have fresh tomatoes and carrots?

Grocer: yes, I do, I throw away the rotten fruits and vegetables.

Woman: where did you throw the rotten fruits and vegetables?

Grocer: I throw them on street

Woman: you should not litter

Grocer: do not worry madam, nobody cares.

Woman: it is the duty of every citizen to maintain

Grocer: what is the penalty of littering?

Woman: there is no penalty but to stay healthy we should not litter

Grocer: you are right madam; I will be careful next time

Woman: okay, pack 1 kg carrots, 2 kg tomatoes and 1 kg apple

Grocer: Allah Hafiz

Woman: Allah Hafiz

Text5 shows conversation between a woman and a grocer. Conversation shows that woman used "we" more times than "I" as compared to man. Conversation shows that both woman and man used action verbs but man used action verbs in negative sense for example

Grocer: yes, I do, I throw away the rotten fruits and vegetables while woman use action verbs in positive sense for example Woman: it is the duty of every citizen to maintain . In the context of gender representation, text2 represents woman as polite and logical while man as an irresponsible citizen compared to woman. Text5 presents woman showing empathy towards others for example Woman: there is no penalty but to stay healthy we should not litter. On the other hand grocer's reply shows that he used sensing verbs typically to confirm the information for example Grocer: do not worry madam, nobody cares; Grocer: you are right madam; I will be careful next time. Here the grocer also uses alluring vocabulary to attract woman towards shopping and ignores the issue of throwing rotten vegetables into street. In Text5, the conversation is associated with the issue of gender representation in ELT books because woman is represented more knowledgeable as compared to the grocer as text5 shows that woman requests less information in comparison to the grocer.

4.5.2 The Processes of Ideational Analysis

This method of analysis is the composition of different processes which include Material, mental, Verbal, Behavioral, Existential and Relational processes (Mahya & Ahangari, 2016).

4.5.2.1 *Material Process*

The material process involves actions which explain the acts of a person about an issue in comparison to another person which may involve several participants as mentioned in the table below. It is a process of doing i.e. physical action. There are two types of material processes: happening and doing. Happening material process is characterized by the absence of goal, while doing material process is characterized with the presence of goal. Participants involved in material process are: actor (the doer), goal (affected participant), beneficiary (client and recipient), and range

Table 6

Material Process Types in the Text

Material Process Types in the Text			
Actor: Animate	Process: Material (action)	Goal	Circumstance: location (time)
Boy	yes, I agree!	We should give money	to beggars
Girl2:	I don't agree!	That's not right.	There are some professional
			beggars too.
Son	I shall now try	punctuality	

The above table shows a conversation between a boy and a girl where material process is taking place. The actor is boy who is performing the action of agreeing whereas the goal is the beggar. In the second sentence, the action of disagreeing is performed by the actor girl, whereas the goal is the beggar. In the third sentence, the goal of punctuality is performed by the actor i.e. the son. The above table shows two males and one female performing material process.

4.5.2.2 *Mental Process*

The mental process focuses on individual's thinking about an action instead of doing it or in other words it refers to what we feel or think (Mahya & Ahangari, 2016). It is a process of sensing: perception, cognition, and affection.

- Perception: perceive, see, notice, observe, feel, smell, taste, hear, etc.
- Cognition: assume, believe, conclude, consider, discover, doubt, etc.
- Affection: enjoy, relish, regret, like, fear, dread. Favor, love, prefer, etc.
- Participants: sensor and phenomenon

Table 7***Mental Process Types in the Text***

Mental Process Types in the Text		
Sensor	Process: Mental	Phenomenon
Son teacher	I was really embarrassed	before my class fellows and
Father	if you observe	the sun and the moon
Girl	I think we should	help the poor and needy

In the above table, mental processes can be seen taking place. The first two sentences show males as sensors in the ongoing mental process whereas in the third sentence, a female is the sensor. It means that men are more rational as compared to women.

4.5.2.3 The behavioral Process

The behavioral process focuses on psychological behavior of participants in certain situations as mentioned in the table below (Mahya & Ahangari, 2016). There are two types of behaviors i.e. verbal behavior and mental behavior.

- Verbal behavior: talk, chat, converse, speak, call, discuss, abuse, flatter, etc. The participants: behavior, receiver, verbiage.
- Mental behavior: look at, watch, listen to, experience, survey, smile, laugh, cry, memorize, concentrate, mediate, etc. The participants include behavior, and phenomenon.

Table 8*Behavioral Process Types in the Text*

Behavioral Process Types in the Text		
Behaver	Process: Behavioral	receiver
the principle	imposed a fine of Rs.100	upon me for going late to school
Woman	there is no penalty	but to stay healthy we should not litter
Father	I am fed up of your bad habit of being late	I have always advised you to uphold
	punctuality in each and every matter of life	
Grocer	you are right madam	I will be careful next time

In the above table, it can be seen that behavioral processes are equally common in men and women.

4.5.2.4 *Verbal process*

Verbal process is like a channel of communication which focuses on SMCR (Sender, message, channel, and receiver) as here in the table includes Sayer, receiver and verbiage (Mahya & Ahangari, 2016).

Table 9

Verbal Process Types in the Text

Verbal Process Types in the Text		
Sayer	Process: verbal (personal)	Verbiage
Boy: yes, I agree!	We should	give money to beggars
Girl2: I don't agree! professional beggars too	That's not right	There are some
Woman carrots?	do you have	Fresh tomatoes and
Grocer fruits and vegetables	yes, I do	I throw away the rotten
Woman vegetables?	where did you throw	the rotten fruits and
Grocer I	throw them	on street
Woman	you should not	litter
Grocer	do not worry madam	nobody cares.
Woman	it is the duty of every citizen	to maintain
Grocer	what is the penalty	of littering
Woman should not litter	there is no penalty	but to stay healthy we
Grocer I will be	careful next time	you are right madam

The above table shows that almost same percentage of verbal processes take place in men and women.

4.5.2.5 *Relational Process*

The relational process explains meanings of ownership between clausal members (Mahya & Ahangari, 2016). It is a process of giving a value to a thing.

Table 10

Relational Process Types in the Text

Relational Process Types in the Text

Carrier (identified)	Process: Relational (identifying)	Attribute: identifier
Do not forget shopkeeper.	to take the grocery basket along	We will not take plastic bags from the
Why Plastic bags are harmful environment.	should not plastic bags are the biggest cause of litter	we use plastic bags? and they damage the
yes, I have seen	the people throwing litter in the streets	instead of throwing it in the dustbin. I will never throw litter in the surroundings

Relational processes as the name suggests are those where things are related to each other. In most cases, females are involved in such processes. This reveals that females are considered or treated as belongings rather than independent individuals.

4.5.2.6 Existential Process

The essential process involves the use of word “there” or the verb: be” (Mahya & Ahangari, 2016).

Table 11

Existential Process Types in the Text

Existential Process Types in the Text		
Process: Existential	Existent	Circumstance: location (place)
There	are	some professional beggars too
I	am	fed up of your bad habit of being late
I each and every matter of life	have	always advised you to uphold punctuality in
I	was	really embarrassed before

The above table shows that males and females have similar number of existential processes taking place in their conversations.

Table 12

Distribution of the process types and their percentages for Male and Female

Types of Process	Number of Female	Percentage	Number of Male	Percentage	Difference
Material Process	21	26.92	48	31.78	4.8%
Relational process	29	19.07	12	11.20	7.87%
Mental process	9	11.53	25	18.90	7.37%
Verbal process	14	17.94	25	18.90	0.96%
Behavioral process	10	12.82	19	14.58	1.76%
Existential process	6	7.69	13	8.60	0.91%
Total	89	100	152	100	

In the table, Material processes account for 31.78% of the total number of processes in the text produced by men while it accounts for 26.92 % in the text produced by women. This observation leads to the conclusion that majority of the processes in the text are processes of doing, happening or action. Moreover, a shocking result can be observed in the form of the difference in the percentages of verbal and mental processes in females and the similarity in the percentages of verbal and mental processes in males. This shows that women are less logical and rational as compared to men. Thus, it perpetuates the stereotypical gender roles in the ELT textbooks taught at primary levels in government schools of KP. Similarly, the verbal processes are more in men as compared to women which indicate that men are provided more voice in comparison to women.

The major differences in the representation of gender were observed in the three processes of ideational metafunction i.e. material processes, mental processes and relational processes of men and women. There is a difference of 4.8% in case of material processes taking place in males and females. Males use 31.78% of material processes whereas females use 26.92% of material processes. This shows that men are more action oriented as compared to females. It means that males are more powerful and have more authority to carry out different actions as compared to females. Thus, a stereotyped viewpoint regarding gender roles is being propagated through textbooks. Another huge difference can be observed in the case of mental processes where the difference between men and women is portrayed to be 7.37%. This is such a huge difference which shows that males are more rational as compared to females. This also speaks volume of the stereotype that males are mentally superior to females. Thus, the amount of difference shown in the ELT textbooks is a proof that stereotyped gender roles are being portrayed by these books. Similarly, the 7.87% difference in the relational processes occurring in men and women is another proof that the gender representation is not fair in ELT textbooks taught at primary level in government schools of KP. Women are being represented as someone related to men. They are shown as possession or belonging and not as individuals and independent beings. Relational processes occur more in women i.e. 19.07% as compared to men where these are found only 11.08%. This conveys that men are represented as more independent in comparison to women.

In view of the above analysis of the six processes involved in meaning making as ideational metafunction, it can be concluded that the ELT textbooks taught at government primary schools of KP further the notion of traditional gender roles in society. Women are given weaker and conventional gender roles. They are expected to speak less, ask for information instead of giving information, be less rational as compared to men; their existence is mostly ignored or kept hidden. Similarly, they are presented as passive when compared to the active roles assigned to men. Moreover, the way they behave is also made passive. Furthermore, females are mostly represented as belonging to someone or attributed to something. The individual self of female is very less focused.

4.5.3 Interpersonal Analysis

Language is used to interact. Speakers interact through language and use it to express interpersonal meaning (Yuliati, 2012). The language performs four main types of speech function that enables communication in daily lives. They include “accepting an offer, carrying out a command, acknowledging a statement and answering a question” (Halliday, 1995: 69). These four speech functions are usually used in our conversations as mentioned below:

- [giving/information] = statement
- [demand/information] = question
- [give/goods & services] = offer
- [demand/goods & services] = command

The speech function of statement, question, and command are realized by declarative, interrogative, and imperative.

The interpersonal analysis of this research study examines these expressions. The selected samples from interpersonal analysis include nine texts which are identified on the basis of providing information, requesting information, providing services or requesting for services which are as follows:

Comparison of Text 1 from English Reader 5 Listening and Speaking Page 79 which include father and son conversation and with Text 2 from English Reader 4 Stop littering the surroundings Page 38 which include conversation between mother and son below.

Son: Asalam-o-Aliakum father

Father: Waaliakum-o-salaam son

Son: the principle imposed a fine of Rs.100 upon me for going late to school

Father: I am fed up of your bad habit of being late. I have always advised you to uphold punctuality in each and every matter of life

Son: it's quite true. I was really embarrassed before my class fellows and teacher

Father: if you observe the sun and the moon you will see that they rise and set at their particular time. Can you imagine what will happen if they go against their time

Son: you are right

Father: any person who is not punctual faces failure and disappointment in life

Son: father, I shall now try to maintain punctuality in all the matters of life

Father: great! That's like a good son

Text 2 from English Reader 4 Stop littering the surroundings Page 38 which include conversation between mother and son below.

Mother: your father is busy today; I am going for grocery shopping. Can you go with me, Ali?

Ali: yes mother, I can, I have done my homework. What do you want to buy?

Mother: I want to buy groceries. Besides meat, some fish and vegetables, we can buy anything else we want for snacks and breakfast.

Ali: can we buy some chips and cake? Sara and I like cakes

Mother: yes we can buy cake but chips are unhealthy food, instead we may buy fruits and vegetables

Text1 presents conversation between a father and a son while Text2 present conversation between mother and son. Comparison of both texts to interpret gender representation shows that in text1, son shows more obedient behavior as compared to son in text2. Furthermore, the analysis records that mother provides appropriate information to son and in return doesn't request for any sort of information. This aspect is in contrast with social life of women in the context of KP Pukhtoon society where mostly women have no right to ask questions because this

right is supposed to be the right of men instead of women. The analysis of Text1 and text2 show that both male and female characters use modal verbs for example “can” or “really” which reflect willingness and obligation. Observations show that father in text1 use “can” as a form of command while mother in text2 use “can” for willingness. Comparison of the role of mother with role of father in text2 and text1 shows that mother is portrayed polite and humble while father is represented as a strict administrator which shows stereotypical gender roles in the primary level English language teaching textbooks taught in government schools of KP. Last but not least, comparative analysis of text1 and text2 shows the difference in the use of vocatives. Observations show that son used father two times in text1 while son used the word mother only once in text2 as a vocative to show respect to parents. This aspect of analysis also shows that these texts present propagate gender stereotypical roles through more protocols for father as compared to mother.

Text 3 from English Reader 5 Listening and Speaking Page 173 which include conversation between boy and girl

Sadaf: Ahmad. May I ask you some questions about what happened near theriver?

Ahmad: surely!

Sadaf: where did you find the boy?

Ahmad: we found him drowning in the river

Sadaf: what did your father do when he saw the boy drowning?

Ahmad: he caught hold of the boy and dragged him to the shore

Sadaf: what did the boy’s mother do then?

Ahmad: she thanked my father again and again

Text3 present the conversation between a boy and girl about a boy being rescued from drowning in the river. Analysis of the conversation associated with gender representation in KP primary level ELT books shows that Sadaf asked more questions to confirm her understanding about the incidence happened near the river. The request for information by Sadaf is portraying the stereotypical gender roles where males give information and females ask for information. Sadaf used polite language while Ahmad used modal adjuncts for example “surely” which represents willingness. Observations show that there are no vocatives in the conversation. Sadaf starts conversation with modal verb “may” which shows that Sadaf asks permission from Ahmad

for asking questions associated with boy being rescued from drowning in the river. This conversation shows stereotyped gender roles because if we compare this to other texts in this analysis, there is no example of any male asking permission from female which represent females as subordinates to males.

Text 4 from English Reader 4 Listening and Speaking Page 41 which include conversation between a woman and grocer

Grocer: Asalam-o-Aliakum

Woman: Waaliakum-o-salaam

Grocer: how can I help you?

Woman: do you have fresh tomatoes and carrots?

Grocer: yes, I do, I throw away the rotten fruits and vegetables.

Woman: where did you throw the rotten fruits and vegetables?

Grocer: I throw them on street

Woman: you should not litter

Grocer: do not worry madam, nobody cares.

Woman: it is the duty of every citizen to maintain

Grocer: what is the penalty of littering?

Woman: there is no penalty but to stay healthy we should not litter

Grocer: you are right madam; I will be careful next time

Woman: okay, pack 1 kg carrots, 2 kg tomatoes and 1 kg apple

Grocer: Allah Hafiz

Woman: Allah Hafiz

Text4 presents conversation between a woman and a grocer. Major idea discussed in this text is associated with clean environment. The conversation shows that grocer uses two times the modal verb while the woman also used the modal verb twice. Now the analysis shows that the grocer has used “can” in the beginning of conversation which shows grocer’s willingness to provide information about his services while woman asks questions for her own understanding. Furthermore, the analysis also shows that woman is represented as cooperative, polite and logical while grocer was presented as irresponsible and illogical. Ullah and Skelton also mentioned in

their research study outcomes that frequency of “he or him” is higher than “she or her” in ELT textbooks in Pakistan (Ullah & Skelton, 2013). Conversation also shows that grocer uses vocative “Madam” to change woman’s attention towards sale instead of litter. Observation of text4 also shows that woman asks two questions while grocer asks one question about penalty of littering and grocer’s reply represents him as stronger in front of woman which also shows that man is free from any law or rules whereas female has to follow rule of law or social rituals.

Comparison of Text 5 from English Reader 4 Listening and Speaking Page 92 which include conversation between father and son about using public transport with Text 6 from English Reader 4 Listening and Speaking Page 93 which include conversation between customer and railway booking clerk about ticket booking for Lahore

Father: theirs is good news for you Mumtaz. We’re going to Lahore to see your grandparents

Mumtaz: how will we go to Lahore?

Father: we will travel by train

Mumtaz: Really? But how will we get the train tickets?

Father: we’ll get the tickets and other information from the railway booking office

Mumtaz: let’s go there, father (Mumtaz and his father go to the railway booking office)

Text 6 from English Reader 4 Listening and Speaking Page 93 which include conversation between customer and railway booking clerk about ticket booking for Lahore

Customer: Asalam-o-Aliakum. Madam would you please give us information about the morning trains going to Lahore?

Clerk: The Shalimar leaves at 7am, Tezgam at 8:30am and Railcar at 10am

Customer: what’s the fare for Tezgam?

Clerk: its two hundred and sixty rupees

Customer: Please give us two economy class tickets of Tezgam

Clerk: Here they are

Customer: Thank you

Comparison of text5 and text6 shows that text5 include more modal verbs than text6 while there is no vocative in text5 and there is vocative in text6. Comparison of both texts shows that customer uses Madam to attract attention of the booking clerk and asks questions about

morning trains to Lahore. Comparison of both the above texts with other texts in this analysis shows that male is represented as a controlling authority for example doctor, professor or bank manager while female is represented as subordinate for example clerk, secretary, teacher or nurse.

Comparison of Text 7 from English Reader 3 Listening and Speaking Page 9 which include conversation between Maira and her new friend Fiza with Text 8 from English Reader 3 Listening and Speaking Page 15 which include conversation between Ali and his Father's friend Mr.Akram

Fiza: Hello! I am Fiza what is your name?

Maira: (Smiles) I am Maira Khan

Fiza: Are you going to study here?

Maira: Yes, I am. This is my first day in school.

Fiza: Which class do you study in?

Maira: I study in class three

Fiza: So do I. we are classmates. Where are you from?

Maira: We are from Bannu but now we live in Peshawar

Fiza: Where do you live in Peshawar?

Maira: In Hayatabad. Where do you live?

Fiza: Oh! I live in Hayatabad too. That means we can come to the school together. We can play together in the evenings.

Maira: I am so happy. I have a friend now.

Text 8 from English Reader 3 Listening and Speaking Page 15 which include conversation between Ali and his Father's friend Mr.Akram

Mr.Akram: Hello, Ali can I speak to your father please?

Ali: I am sorry, he is not at home.

Mr.Akram: Where has he gone?

Ali: He is at the Market. He has gone to arrange things for my birthday party

Mr.Akram: Will he be back by evening?

Ali: Yes, he will be back by evening

Mr.Akram: O.K. please tell him that Uncle Akram called. Allah Hafiz

Ali: Ok uncle, Allah Hafiz

Comparison of text7 and text8 shows that text includes two modal verbs which represent Fiza's attachment with her new school friend. While text8 shows that Mr.Akram uses modal verbs for example "Can" and "will" in the form of command and questions while Ali provides him with the information. Furthermore, text7 presents girls as talkative in comparison to boys. In the context of gender representation, above texts present woman's involvement in playing inside house while boys are presented as playing outside or working alongside father as a supporter to manage family matters. Therefore, it can be said that typical gender roles are being portrayed in the above texts.

Text 9 from English Reader 2 Listening and Speaking Page 80-81 which include conversation between salesman on vegetable shop and a family include father, mother, son (Asad) and daughter (Huma)

Asad: Father, may I buy some bananas?

Father: yes, you may.

Huma: Father, may I buy some grapes?

Father: Yes, you may.

Asad (to Salesman): How much are these bananas for?

Salesman: They are for thirty rupees a dozen.

Huma: How much are these grapes for?

Salesman: They are for fifty rupees a kilo.

Father (to Salesman): Please give us two dozen bananas and one kilo of grapes.

Mother: We should buy some vegetables too.

Father: Oh, yes. Please give me a kilo of onions, a kilo of potatoes, a kilo of carrots and half kilo of chilies.

Salesman: Anything else sir!

Father: No, thank you.

Salesman: Here you are.

Father: Thank you. How much?

Salesman: Let me see. Three hundred and twenty rupees.

Father: Here they are. Allah Hafiz.

Salesman: Allah Hafiz.

Text9 shows conversation between family and a salesman on vegetable shop. Observations of the text shows that male uses modal verbs thrice for example “may” while female uses modal verb twice but with different variants for example “may” and “should”. Above conversation shows gender stereotypes present in our society, with man being the first to be awarded everywhere for example initially the boy requests his father for bananas while girl requests after the boy. Moreover, the conversation also shows that mother just gives suggestion about buying vegetables while father is presented as a controller of the whole family and is approached for all other needs.

Table13

Interpersonal Analysis Mood Structures

Mood Structures	Number of Clauses(Female)	Percentage	Number of Clauses(Male)	Percentage
Declarative	22	33.66	44	66.01
Imperative	8	27.24	18	31.08
Interrogative	20	40.09	6	3.04
Total	50	100	68	100

The above table shows the dominance of declarative mood in this study which clearly indicates that participants are mainly giving information. The declarative mood enables the participants to construct identities. Thus, it can be said that mainly the male participants are the architects of identities as the statements given by them are 66.01 percent as compared to 33.66 percent by the females. The huge difference of 32.35% in the number of declarative statements uttered by men and women explains the perpetuation of stereotyped gender roles through ELT textbooks taught in government schools of KP. Similarly, declarative statements are also used for initiating a conversation so the above table indicates that males are the conversation starters in most cases.

The imperative sentences are usually commands where the addressee is being asked to obey. In the above table, male has uttered more imperative sentences as compared to

females i.e. 27.24% by females and 31.08% by males which indicate the portrayal of the traditional powerful roles of men in society. There is a difference of 3.84 % in the amount of imperative sentences associated with men and women in the ELT textbooks taught in government primary schools of KP. This shows that men are being portrayed as more commanding than women. The authoritative gender role of men is conveyed through the ELT textbooks which is a proof that textbooks are a tool of propagating stereotyped gender roles.

A major difference is observed in case of interrogative sentences which is 37.05 %. Females use more interrogative sentences as compared to males which is a clear indication of the gender discrimination in the ELT textbooks taught in government primary schools of KP. Interrogative sentences initiate conversations by requesting for information from the addressee. Thus, it puts the speaker in an inferior position as dependent upon the addressee for information. This indicates that women are answerable to men in every affair of their lives. They don't have the right to question but only the duty to answer to the powerful men of their society. In this study, the female participants used 40 percent interrogative sentences while men used only 3 percent such sentences. This clearly shows that the primary level ELT textbooks taught at government schools of KP are perpetuating the stereotyped gender roles through their text.

4.6 Discussion

The following paragraphs contain discussion on the basis of the results obtained from the analysis of the visual and verbal texts selected from the primary level textbooks taught at government schools of KP. The discussion finally leads to the conclusion of the research study.

4.6.1 Visual Grammar Theory Associated with Image Analysis

Table 14.

	Frequency	Percentage
Towards the Viewer	8	24.27
Towards Each other	9	27.43
Neither towards the viewer nor towards each other	16	48.30
Total	33	100

Distance of Females in Images in English Reader1, 2, 3, 4, 5.

Distance	Number	Percentage
Long	14	56
Medium	9	36
Close	2	8
Total	25	100

The gaze of Male participants in English Reader1, 2, 3, 4, 5.

	Frequency	Percentage
Towards the Viewer	25	48.07
Toward Each other	13	25.00
Neither towards the viewer nor towards each other	14	26.92
Total	52	100

Distance of Males in Images in English Reader1, 2, 3, 4, 5.

Distance	Number	Percentage
Long	14	35
Medium	10	25
Close	16	40
Total	40	100

The Ratio of Males in comparison to females in English Reader1, 2, 3, 4, 5.

Gender	Number	Percentage
Male	64	65.97
Female	33	34.02
Total	97	100

Table 14 presents the comparison of male and female data associated with gender representation in primary level ELT books taught at government schools in KP. The frequency and percentages of male and female images show that in 48.30% of female images, the gaze is neither towards the viewer nor towards each other while there are few female images with gaze towards the viewer. On the other hand, in 48.07% of male images, the gaze is towards the reader which shows their imaginary relationship with reader as compared to females. Furthermore, data from table 14 also shows that 56% of female images are long distance shots while only 35% of males are presented in long distance shots. This aspect of images shows that stereotyped gender roles are prevalent in primary level Government schools ELT books taught in KP, because long distance shots show less importance as compared to close shots. The comparative analysis of selected data and the past research studies explain the research questions of this thesis. Analysis of female images shows that women are portrayed as mother, wife, sister or daughter erasing or foregrounding their own individual identity, for example the introduction of a woman as Mrs. Khan or Ali's mother. Image analysis shows that women are represented in traditional roles for example teacher, nurse or doctor while they ignore the non-traditional professions. According to United Nations Educational, Scientific and Cultural Organization, 42 % women prefer to be doctor in future, 28% teachers and 13.9% prefer nursing as a profession in future. This report also highlights that only 8.8% of girls show interest in non-conventional professions for example pilot, solicitor or engineer which is associated with lack of non-traditional images of women in school textbooks (UNESCO, 2004).

Data in table 14 shows supremacy of men in school textbooks as the percentages of men in comparison to women are significantly higher which show gender stereotypes and its impact on the understanding of children about gender roles. Research study of Ullah & Skelton also presents the same outcomes with 73% male presentation in leading roles. Their research study also finds that females are presented in traditional roles like cooking, taking care of family or washing clothes. Furthermore, Ullah and Skelton (2013) also finds that women's representation in public job is very minimum i.e. nineteen times presentation as teacher in images while eight times doctor and only one time represented as pilot which also support observations of this thesis that the ratio of women presented in managerial jobs is lower than men. Significant reason behind women presentation in conventional roles is based upon specific stereotypes propagated by society which includes the caring and mothering features of women

for example presentation of women as teacher or nurse (Ullah & Skelton, 2013). Comparing the results of the current study with past research studies shows that in Pakistan teaching is recognized as a suitable profession for females which is connected with female's role as a caretaker of kids and elders in family. As analyzed in the images section of this study, majority of female images represent women as working inside home or girls playing inside home for example figure 1 in this study shows woman as a mother sitting inside TV lounge and watching TV. This aspect of female representation shows that woman can work professionally but she must fulfill her responsibility of a mother or wife in family. Images and texts represent women as teachers because women can fulfill their household responsibilities easily along with teaching jobs as compared to corporate or non-traditional jobs for women for example pilot. Images in English readers 1, 2,3,4,5 also present girls separately from boys which represent students' division on the basis of gender. Same findings are presented by Ullah & Skelton which shows that there are separate government schools for boys and girls in KP which manifests gender difference but this system is established due to local culture and religious factors associated with women's hijab (Ullah & Skelton, 2013). Images in English Readers 1, 2,3,4,5 also present male controlling family system which portrays male as a main controller of all family matters. This aspect is also mentioned by Ullah & Skelton (2013) in their research study which shows that male is the decision maker while woman obeys males as subordinate as a wife or daughter or even mother. Images also represent woman on the basis of her relationship with male for example mother, wife, sister or daughter which hides female's individual personality features. This is also observed when the role of Muhtarma Fatima Jinnah in Independence movement.

Past research studies also focused on the relationship between female and physical education in schools. These studies conclude that women's participation in sports is restricted due to dress code for different sports requirement, dress change and shower after sports as all these are not comfortable for women (Flintoff, 1993; Bedward & Williams, 2000). Strength is also a significant factor which specifies sports on the basis of gender and becomes a barrier for girls to show their skills equal to boys (Paechter, 2007). Furthermore, women's physical features are also considered weaker as compared to men that restrict them to show their skills equally to men in schools as well as in professional fields (Cockburn & Clarke, 2002). Research study of Ullah & Skelton (2013) also shows that men were presented 85 times in sports in the school textbooks while women were presented only 17 times in sports activities which

reflect huge difference between male and female representation. Images show that males are presented as playing basketball, cricket, football, swimming, hockey or horse riding while females are shown as skipping or playing with dolls inside home. Ullah and Skelton's data about KP gender representation also supports this argument. Their data shows that social studies textbooks for Class 1 present seventeen males in sports activities while there is only one girl doing skipping inside home. Furthermore, Ullah & Skelton also observed that in Class V ELT book, fifteen boys were presented in different sports while there is no girl presented in sports activities (Ullah & Skelton, 2013). Results of the present study obtained from the primary data sample and the past research studies show that skipping is considered as girl sports because it can be easily played inside home in small space even inside the room while boys go outside to play games such as cricket, hockey or football that could only be played in big grounds.

4.6.2 Discussion on Systemic Functional Linguistics Associated with Text Analysis of English Reader 1, 2,3,4,5.

The comparative analysis of text2 and text3 shows gender stereotypes portrayed in textbooks. These texts show conversation between a father and a son and a mother and a son. Comparison of both texts shows that son's obedience level with father is not the same as that with the mother in text3 which shows traditional gender roles. This aspect of texts in English Reader 1, 2,3,4,5 also shows that kids are prepared for specific stereotyped roles in future. Furthermore, comparison of both text2 and text3 in ideational analysis also shows that there is maximum use of the term "I" by male instead of "we" which represent their individualistic and controlling nature in any situation. Past research studies on gender representation in Pakistani schools ELT books shows gender unfairness in ELT books because men were portrayed in significant role while women were presented in less important roles which further affect child's behavior towards understanding of gender in a society. Ullah and Skelton also declared that ELT books in KP and Pakistan are trying to promote male-controlled family system in a society (Ullah & Haque, 2016; Ullah & Skeleton, 2014; Ali & Hussain, 2019).

Another comparison of Text4 with text2 in ideational analysis also shows that female's use of the term 'we' is more than "I" as compared to male which shows that women are more cooperative than men towards common goals of family. Furthermore, the comparison between male and female's use of action verbs shows that male is represented as controller of

family. Comparison between two texts also shows that mother shows cooperative behavior to her son while son is represented as more obedient to father than mother. Comparison of text4 with text2 also shows that visibility of male in major roles and female in less important roles is the major indicator of gender stereotypes associated with gender representation in KP government schools ELT books. This aspect is also mentioned by Ali and Hussain in their research outcomes and shows that percentage of female representation in texts was 41.7% while male characters were 58.3% (Ali & Hussain, 2019). These statistics seek attention of the policy makers towards formulation of policies for publishers to focus on removal of male-controlled ideological material in text books. Ullah and Skelton also mentioned in their research study that frequency of “he or him” is higher than “she or her” in ELT textbooks in Pakistan (Ullah & Skelton, 2013). Text5 in ideational analysis shows conversation between woman and a grocer. The conversation portrays women as humble, affectionate and warm hearted towards all members of the society as the woman mentions in her dialogues that it is the duty of every citizen to maintain pollution free environment while man uses action verb in negative sense for example Grocer: yes, I do, I throw away the rotten fruits and vegetables. Their conversation also shows that woman is empathetic towards all members of society for example Woman: there is no penalty but to stay healthy we should not litter. These aspects of conversation show portrayal of gender stereotyped roles which also develops negative picture of society in the minds of children that further affect their behavior towards others in a society.

Text3 in interpersonal analysis shows conversation between a boy and a girl about rescue of a drowning boy from river. The conversation represents specific picture of gender which shows that there are different types of activities assigned to both genders in Pakistani school textbooks. Analysis of text3 shows that girl used polite language and asked questions about the incidence. Furthermore, the conversation also shows that the girl used modal verb “may” which represent that she asks permission from the boy to start the conversation which represent weaker picture of girl and a higher level of representation of stereotyped gender roles which is not observed in the case of male in other texts in English reader 1,2,3,4,5. Same outcomes are presented by Ullah & Haque in their research study on KP government schools textbooks. Their research findings show that men are presented as heroes in different situations as seen in text3 while there is no example which shows woman rescuing a man from drowning in a river (Ullah & Haque, 2016).

Text5 in interpersonal analysis shows conversation between a family and a grocer, analysis of this text shows that these books are portraying traditional gender roles. The conversation shows that boy requests before his sister which shows his preference over his sister. Furthermore, the analysis also shows that mother just gives her suggestion one time about buying vegetables while the father is presented as a controller of the family. Past research studies also show that men were presented in active roles while females were assigned passive roles. Past research studies also describe that men were presented as brave or strong while females were presented as powerless (Wolpert, 2005).

CHAPTER 5

CONCLUSION, RECOMMENDATIONS AND LIMITATIONS

5.1 Conclusion

Conclusion of this research study is based upon the Visual Grammar Theory and Systematic functional linguistics analysis of English Reader 1, 2,3,4,5. The Visual Grammar analysis of English Reader 1, 2,3,4,5 is based upon the social semiotics elements which include frequency, gaze, size and distance of images. Data presented in Table 14 shows that the representation of males in images is given more space as compared to the space given for females' representation. Moreover, analysis of images shows that men are presented with specific degree of power which includes moral, physical or financial power. The analysis also shows that English Reader 1, 2,3,4,5 present male controlled family system. Findings of this research also show that in the majority of male images, gaze is towards the viewer as compared to female which shows that male images are developing a close connection with reader. Data of Table 14 also reflects that in the majority of female images, gaze is towards each other instead of viewers which show that they are communicating with each other instead of conversing and forming a relation with the viewers. However, it is also significant to mention that gaze towards each other shows cooperative behavior between two persons and promote cooperative behavior among viewers.

Table 14 shows that in 48.07% of female images, gaze is neither towards the viewer nor towards each other, however, there are few female images with gaze towards the viewer. Analysis of images from the selected sample in the context of gender representation shows that majority of female images are long distance shots as compared to male images. Close distance shots show importance while long distance shots present less importance.

Furthermore, image analysis also presents women as mother, wife, sister or daughter hiding their identity as independent individuals. Preferences for future professions are also significant aspect of gender representation associated with presentation of women in

different roles. Results show that women are represented in traditional roles for example teacher, nurse or doctor while there is very minor representation of women in non-traditional roles for example pilot, solicitor or engineer which points towards the lack of non-traditional images of women in school textbooks. Furthermore, table 14 also shows supremacy of males as compared to females. It is discussed in the literature review of this research study that women are presented in conventional roles for example cooking, taking care of family or washing clothes. Significant concluding remarks of this research study focuses on presentational ratio of females which is lower than males. Presentation of women in traditional roles is related to women specific characteristics assigned by society. This was observed in English Reader1, 2, 3, 4, 5 where women were given traditional roles of mother, daughter, wife, teacher, nurse etc. Analysis of images also shows that English Reader1, 2, 3, 4, 5 give women the roles of working inside home for example sitting in TV lounge or girls skipping inside home which shows the perpetuation of stereotyped gender roles because males were represented in outdoor activities for example working in office or playing in cricket ground. All these images represent restricted role of females in a society. Furthermore, it is concluded on the basis of data collected from English Reader1, 2, 3, 4, and 5 that representation of women focused on communicating specific messages through these images. Interpretation of these images shows that there is a clearer message that women can work professionally but she must fulfill her responsibilities as a mother, wife or daughter. This aspect of English Reader1, 2, 3, 4, 5 leads to the conclusion that primary level ELT textbooks taught at government primary schools in KP propagate the stereotypical gender roles present in society.

Presentation of male dominating family system is the main feature of Images and texts in English Reader 1, 2,3,4,5 which gives men the authoritative role. This role of men assigns specific powers to them which enable men to take all the decisions while females follow their orders without any objection which is the highest level of gender unfairness represented in primary level ELT textbooks of KP. This aspect of gender representation portrays female as wife, daughter or mother and their major responsibility is to obey the orders of men. Furthermore, in the traditional society of KP, women are not allowed to go outside without permission of males. This is a significant concluding remark that the individual identity of women is being ignored in the text of English Reader 1, 2,3,4,5. Female representation in sports is also important aspect of this research study and it is concluded that there is restriction on

female participation in sports due to dress code and physical features. This also shows the representation of genders in stereotyped gender roles which creates barrier towards the participation of women in different sports and thus restricts them to specific sports.

Analysis of texts in the results section also shows that there is higher level of gender inequality in KP primary level government schools ELT books. Analysis of text2 and text3 in ideational analysis shows that boy's behavior with mother and father is different on the basis of boy's obedience level which communicates a stereotyped gender role to the reader. Analysis of texts also shows that men are individualistic and dominant by nature as evident from the maximum use of term "I" instead of "we". Male controlling family system is also criticized in past research studies on Pakistani schools ELT books. Women's cooperative behavior is also portrayed in the selected samples which show that women must cooperate with men for example analysis of conversation between mother and son portrayed mother's cooperative behavior with son. This aspect of gender stereotypes in the selected sample is also a very critical issue for the policy makers. Significant concluding remarks about the gender representation in ELT books is about specific features of women which include humble, affectionate and kind hearted towards society. On the other hand, man is represented as boss in society that leads to a negative picture in the minds of children and affect their understanding of gender roles in society. Interpersonal analysis of text shows that activities are assigned on the basis of gender in Pakistani schools ELT books. As mentioned in the analysis, girls are always represented as obedient to male and there is no example which represents male's obedience towards female not even if he is a son. This shows stereotypical picture of women as compared to men. Men are always represented as heroes, for example interpersonal analysis of text3 shows man saving a boy from drowning in river. These gender messages in English Reader1, 2, 3, 4, 5 show that the primary level ELT textbooks are perpetuating the gender stereotypes prevailing in the society. This calls for attention of the policy makers to fix the ideology of men dominated society. The vocabulary and illustrations reflect significant occurrence of dominant masculine representation. Findings of this research study reflect that main characters are assigned to men in the textbooks' illustrations. It is concluded on the basis of research outcomes that gender representation in English Reader 1, 2,3,4,5 reinforces the traditional male controlled structure in a society. This aspect of gender representation indicates the power of textbooks which is also known as invisible power that

governs the young minds. These books also train their minds for future conventional roles in a society.

5.2 Recommendations

Fair gender representation in ELT books motivates students towards the recognition of women as productive members of a society. On the basis of analysis, discussion and conclusion, it is recommended to ensure the optimum representation of women in ELT books taught at primary level in government schools of KP. Representation of women in main roles, pictures and professional positions need high level of improvement. The outcomes of this research study lead to recommendations that ELT books should represent the balanced picture of gender and restrict the conventional representation of gender in ELT books. It is also strongly recommended on the basis of results presented in this research study that gender researchers must be involved in the process of preparation of ELT books. Another Significant recommendation to handle gender representation in ELT books is the training of writers dealing with female representation in ELT books in order to avoid reinforcement of conventional roles in readers' minds. Revision of policies associated with education would also help to reduce gender discrimination in ELT books. The role of publishers is also important in bringing gender equality as they can provide useful suggestions to formulate policies. If all of these recommendations are taken into considerations, the society would be able to challenge the stereotypical gender roles. Ultimately, a balanced and prosperous gender neutral society would be formed where all citizens of the state would enjoy equal powers with no regard to their gender that would work collectively for the country and pave way for its development. No nation in this entire world can progress without the inclusion of all the members of its society in every sphere of life.

5.2.1 Recommendations for Future Researchers

Future researchers can incorporate questionnaires and interviews with the students and teachers in order to conduct a more elaborate and extensive study on gender representation in ELT textbooks and its impact on young minds.

5.3 Limitations of the Study

The current study is limited to the English textbooks taught at primary level i.e. from grade one to grade five in government schools of Khyber Pakhtunkhwa. It is also restricted to the analysis of text only i.e. verbal and visual text.

REFERENCES

- Adler, S., J. Laney, and M. Packer. 1993. *Managing women*. Milton Keynes: Open University Press.
- Ahmad, M., & Shah, S.K. (2019). A Critical Discourse Analysis of Gender Representations in the Content of 5th Grade English Language Textbook. *International and Multidisciplinary Journal of Social Sciences*, 8(1), 1-24. doi: 10.17583/rimcis.2019.3989
- Aiello, G. (2006). Theoretical advances in critical visual analysis: Perception, ideology, mythologies and social semiotics. *Journal of Visual Literacy*, 26(2), 89-102.
- Alba, B. (2018, March 7). To achieve gender equality, we must first tackle our unconscious biases. *The Conversation* Retrieved from <http://theconversation.com>
- Ali. R and Hussain .L, 2019, Gender Representation in Primary Level English and Urdu Textbooks in Pakistan, *Pakistan Journal of Applied Social Sciences*, Vol. 10, pp.83-100, ISSN: 2409-0077(Print), ISSN: 2663-8894(Online)
- Amerian, M., & Esmaili, F. (2015). Language and gender: A critical discourse analysis on gender representation in a series of international ELT textbooks. *International Journal of Research Studies in Education*, 4(2), 3-12. doi: 10.5861/ijrse.2014.963
- Andersen, M. L. & Syssock, D. (2009). *Thinking about women: Sociological perspectives on sex and gender* (8th ed). Boston, Mass.: Pearson/Allyn and Bacon.
- Azhar, M., Khalid, S., & Mehmood, R. (2014). Gender representation in Pakistani and British English fiction: A corpus based study. *Research on Humanities and Social Sciences*, 4(14), 1-7.

- Azzarito, L. 2012. I've lost my football ..., rethinking gender, the hidden curriculum and sport in the global context. *In Inclusion and exclusion through youth sport*, ed. S. Dagkas and A. Kathleen, 72–86. London: Routledge.
- Baker, C., and F. Peter. 1989. *Children's first school books: Introduction to culture of literacy*. Cambridge: Blackwell.
- Barreto, M., & Ellemers, N. (2005). The burden of benevolent sexism: How it contributes to the maintenance of gender inequalities. *European Journal of Social Psychology*, 35(5), 633-642. doi: 10.1002/ejsp.270
- Barthes, R. (1977). *Image, music, text*. London: Fontana/Collins.
- Basow, S. A. (1992). *Gender: Stereotypes and roles* (3rd ed). Pacific Grove, Calif.: Brooks/Cole Publishing Company.
- Bazzul, J., & Sykes, H. (2011). The secret identity of biology textbook: Straight and naturally sexed. *Cultural Studies of Science Education*, 6(2), 265-286. doi: 10.1007/s11422-010-9297-z
- Bedward, J., and A. Williams. 2000. Girls' experience of physical education: Voting with their feet. *In Primary school physical education: Research into practice*, ed. A. Williams, 106–18. London: Routledge.
- Bisaria, S. (1985). Identification and elimination of sex stereotypes in and from education programmes and school textbooks: Some suggestions for action in Asia and the Pacific. Paris: Unesco.

- Blaine, B. E. (2007). *Understanding the psychology of diversity*. Los Angeles, Calif.: SAGE Publications.
- Blumberg, R. L. (2008). *The invisible obstacle to educational equality: Gender bias in textbooks*. *Prospects*, 38(3), 345-361. doi: 10.1007/s11125-009-9086-1
- Blumberg, R. L. (2009). *The Invisible Obstacle to Educational Equality: Gender Bias in Textbooks*. *Prospects*, vol.38:3, pp.345-361
- Brannon, L. (2011). *Gender: Psychological perspectives* (6th ed). Boston, MA: Allyn & Bacon.
- Butler, J. (1990). *Gender trouble: Feminism and the subversion of identity*. New York; London: Routledge.
- Butler, J. 1993. *Bodies that matter: On the discursive limits of sex*. London: Routledge.
- Campbell, E. 2010. *Women in the history's textbooks*. <http://www.education.com/reference/article/womens-history-textbooks/?page=4> (accessed February 28, 2021).
- Cheung, F. M., Lai, B. L. L., Au, K., & Ngai, S. S. (1997). *Gender role identity, stereotypes, and attitudes in Hong Kong*. In F. M. Cheung (Ed.), *EnGendering Hong Kong society* (pp. 201-235). Hong Kong: The Chinese University Press.
- Christie, F., & Martin, J. R. (1997). *Genre and institutions: social processes in the workplace and school*. London, England: Cassell.

- Clark, R., Allard, J. & Mahoney, T. (2004). How much of the sky? Women in American High School History Textbooks from the 1960s, 1980s and 1990s. *Social Education*, vol.68:1, pp.57-63.
- Cockburn, C., and G. Clark. 2002. 'Everybody's looking at you!': Girls negotiating the 'femininity deficit' they incur in physical education. *Women's Studies International Forum* 25: 651–65.
- Collerson, J. (1994). *English grammar: A functional approach*. Newtown, Australia: Primary English Teaching Association.
- Connell, R.W. 1987. *Gender and power*. Cambridge: Polity Press.
- Cunanan, B. T. (2011). Using transitivity as a framework on a stylistic analysis of Virginia Woolf's 'Old Mrs. Grey'. *Asian EFL Journal, Professional Teaching Articles*, 54, 69-79. Retrieved from <http://www.asian-efl-journal.com/PTA/Volume-54-bc.pdf> (accessed on March 11, 20201)
- Davies, B. 1993. Beyond dualism and towards multiple subjectivities. *In Texts of desire*, ed. L. Christian-Smith, 45–68. New York, NY: Falmer.
- Dejene, W. (2017). A Survey of Gender Representation in Social Studies Textbooks of Ethiopian Primary Schools, *British Journal of Education, Society & Behavioural Science*, vol.21:1, pp.1-7.
- Derewianka, B. (1990). *Exploring how texts work*. Newtown, NSW: Primary English Teaching Association.

- Dixon, R. M. W. (2005). *A Semantic Approach to English Grammar*, 2nd edn. Oxford: Oxford University Press.
- Downing, A., & Locke, P. (1992). *A university course in English grammar*. New York, NY: Prentice Hall.
- Durrani, N. (2008). Schooling the 'other': The representation of gender and national identities in Pakistani curriculum texts. *Compare*, 38(5), 595-610. doi: 10.1080/03057920802351374
- Eagly, A. H. & Steffen, V. J. (1984). Gender stereotypes stem from the distribution of women and men into social roles. *Journal of Personality and Social Psychology*, 46(4), 735-754.
- Eagly, A. H. (1987). *Sex differences in social behavior: A social-role interpretation*. Hillsdale, N.J.: Erlbaum.
- Ebadi, S., Salman, A. R., & Marjal, B. E. (2015). Gender representation in the textbooks of teaching Persian to speakers of other languages. *Journal of Applied Linguistics and Language Research*, 2(4), 143-157.
- Eckert, P. & McConnell-Ginet, S. (2003). *Language and gender*. Cambridge: Cambridge
- Ellemers, N. (2018). Gender stereotypes. *Annual Review of Psychology*. 69, 275-298. doi: 10.1146/annurev-psych-122216-011719
- Etaugh, C. A. & Bridges, J. S. (2010). *Women's lives: A psychological exploration* (2nd ed). Boston: Allyn & Bacon.

- Fairclough, N. (1989). *Language and power*. London: Longman.
- Fairclough, N. (2001). *Language and power* (2nd ed.). Harlow: Pearson Education
- Fennell, S., and M. Arnot. 2008. (Re)visiting education and development agendas: Contemporary gender research. *In Gender education and equality in a global context*, ed. S. Fennell and M. Arnot, 165–80. London: Routledge.
- Flintoff, A. 1993. Gender, physical education and teacher education. *In Equality and physical education*, ed. J. Evans, 74–90. London: Falmer.
- Fox, M. (1993). Men Who Weep Boys Who Dance: The Gender Agenda between the Lines in Children’s Literature. *Language Arts*, vol.70:2, pp.84-93.
- Gallardo, B. C. (2006). Analysis of a Literary Work Using Systemic-Functional Grammar. Proceedings from the 33rd International Systemic Functional Congress. São Paulo, Brazil, 33, 735-762
- Government of Pakistan. 2007. National textbook and learning materials policy and plan of action. Islamabad: Ministry of Education, Curriculum Wing. <http://www.moe.gov.pk/> (accessed February 28, 2021).
- Govt. of Pakistan. 2002. *Education sector reforms: Action plan 2001–2005*. Islamabad: Ministry of Education.
- Hall, S. (1997). The work of representation. In S. Hall (Ed.), *Representation: Cultural representations and signifying practices* (pp. 15-74). London: SAGE Publications.

- Halliday, M.A.K. (1978) *Language as Social Semiotic: The Social Interpretation of Language and Meaning*. London: Edward Arnold.
- Halliday, M.A.K. (1994). *An Introduction to Functional Grammar* (2nd ed.). London: Edward Arnold.
- Halliday, M.A.K. (2004) *An Introduction to Functional Grammar*, 3rd edn, rev. by C.M.I.M. Matthiessen. London: Arnold.
- Halliday, M.A.K. and Hasan, R. (1985) *Language, Context, and Text: Aspects of Language in a Social-Semiotic Perspective*. Geelong, VIC: Deakin University Press. (Republished by Oxford University Press in 1989.)
- Hameed, A. (2012). *A gender-based study of english textbooks produced by punjab textbook board and oxford university press for elementary level*. Doctoral dissertation, NATIONAL UNIVERSITY OF MODERN LANGUAGES (NUML) ISLAMABAD.
- Hamilton, M. C., Anderson, D., Broaddus, M., & Young, K. (2006). Gender stereotyping and under-representation of female characters in 200 popular children's picture books: A twenty-first century update. *Sex Roles*, 55, 757-765.
- Hazir Ullah & Christine Skelton (2013) *Gender representation in the public sector schools textbooks of Pakistan*, *Educational Studies*, 39:2, 183-194, DOI: 10.1080/03055698.2012.702892
- Hellinger, M. & Busmann, H. (2001). Gender across languages: The linguistic representation of women and men. In M. Hellinger & H. Busmann (Eds.),

Gender across languages: *The linguistic representation of women and men* (Volume I) (pp. 1- 25). Amsterdam; Philadelphia: John Benjamins Publishing Company.

Hinkel, E., & Fotos, S. (2001). From theory to practice: A teacher's view. In E. Hinkel & S. Fotos (Eds.), *New perspectives on grammar teaching in second language classrooms* (pp. 1-12). Mahway, NJ: Lawrence Erlbaum Associates.

Holmes, J. & Sigley, R. (2001). What's a word like girl doing in a place like this? Occupational labels, sexist usages and corpus research. In A. Smith & P. Peters (Eds.), *New frontiers of corpus linguistics* (pp. 247-263). Amsterdam: Rodopi.

Jespersen, O. (1922). *Language: Its nature, development and origin*. London: George Allen & Unwin Ltd.

Kail, R. V. (2007). *Children and their development* (4th ed). Upper Saddle River, N.J.: Pearson/Prentice Hall.

Kamler, B. (2001). *Relocating the personal: a critical writing pedagogy*. Albany: State University of New York Press.

Kereszty, O. (2009). Gender in textbooks. *Practice and Theory in Systems of Education*, 4(2), 17.

Khalid, S.M., and M.F. Khan. 2006. Pakistan: The state of education. *The Muslim World* 96: 305–22.

- Khan, S.A. 2007. *Gender issue in higher education in Pakistan*.
<http://www.tandfonline.com/loi/cgee20> (accessed February 28, 2021).
- 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), 425-437.
- Kimmel S., Michael. 2004. *The gendered society*. New York, NY: Oxford University Press.
- Kite, M. E., Deaux, K., & Haines, E. L. (2008). Gender stereotypes. In F. L. Denmark & M. A. Paludi (Eds.), *Psychology of women: A handbook of issues and theories* (2nd ed) (pp. 205-236). Westport, Connecticut: Praeger.
- Kohl, H. (1995). *Should we Burn Baber? Essays on Children's Literature and the Power of Stories*. Stanford: CA: University Press.
- Kordjazi, Z. (2012). *Images matter: A semiological content analysis of gender positioning in contemporary English-learning software applications*. *Novitas-royal (Research on Youth and Language)*, 6(1), 59-80.
- Kress, G. and Van Leeuwen, T. (1996) *Reading Images: The Grammar of Visual Design*. London: Routledge.
- Kress, G. and Van Leeuwen, T. (2006) *Reading Images: The Grammar of Visual Design*, 2nd edn. London: Routledge.
- Kress, G., & van Leeuwen, T. (2006). *Reading images: The grammar of visual design* (2nd ed.). London: Routledge.

- Lee, J. F. & Collins, P. (2009). Australian English Language Textbooks: The Gender Issues. *Gender and Education*, vol.21:4, pp.353-370
- Lewis, M.A., and M.E. Lockheed, eds. 2007. *Exclusion, gender and education: Case studies from the developing world*. Washington, DC: Centre for Global Development.
- Lindsey, L. L. (2011). *Gender roles: A sociological perspective* (5th ed). Boston: Prentice Hall.
- Litosseliti, L. (2006). *Gender and language: Theory and practice*. London: Hodder Arnold.
- Liu, J. (2013). Visual Images Interpretive Strategies in Multimodal Texts. *Journal of Language Teaching and Research*.
- Low, J., & Sherrard, P. (1999). Portrayal of women in sexuality and marriage and family textbooks: A content analysis of photographs from the 1970s to the 1990s. *Sex Roles*, 40, 309-317.
- Machin, D. (2007). *Introduction to multimodal analysis*. London: Arnold.
- Macken-Horarik, M. (2004). Interacting with the Multimodal Text: Reflections on Image and Verbiage in Art Express. *Journal of Visual Communication*, 3(1), 5-26.
- Mahmood, K. (2011). Conformity to quality characteristics of textbooks: The illusion of textbook evaluation in Pakistan. *Journal of Research and Reflections in Education*, 5(2), 170-190.

- Mahya Alaei & Saeideh Ahangari, 2016, *A Study of Ideational Metafunction in Joseph Conrad's "Heart of Darkness": A Critical Discourse Analysis*, *English Language Teaching*; Vol. 9, No. 4; 2016 , ISSN 1916-4742 E-ISSN 1916-4750, Published by Canadian Center of Science and Education, www.ccsenet.org/elt.
- Malik, S., and K. Courtney. 2011. Higher education and women empowerment in Pakistan. *Gender and Education* 23, no. 1: 29–45.
- Manstead, A. S. R. & Hewstone, M. (Eds.) (1995). *The Blackwell encyclopedia of social psychology*. Oxford: Blackwell.
- Masud, H. (2017). Curriculum, textbooks and gender stereotypes: The case of Pakistan. Retrieved from *World of Education* website <https://worldsofeducation.org>
- Matlin, M. W. (2008). *The psychology of women* (2nd ed). Belmont, Calif.: Wadsworth/Thomson Learning.
- Mattu, M. and N. Hussain. 2003. *Gender biases and stereotypes in school text, the subtle subversion – the state of curricula and textbooks in Pakistan*. Islamabad: Sustainable Development Policy Institute.
- McLaren, P. 1989. *Life in schools, an introduction to critical pedagogy in the foundations of education*. New York, NY: Longman.
- Mills, S. & Mullany, L. (2011). *Language, gender and feminism: Theory, methodology and practice*. London; New York: Routledge.

- Ministry of Education. 2003a. *National plan of action on education for all 2001–2015*. Islamabad: Government of Pakistan.
- Ministry of Education. 2003b. *Education sector reform: National plan of action on education for all 2001–2015*. Islamabad: Government of Pakistan.
- Ministry of Education. 2008. *Draft document: National education policy 2008*. Islamabad: Government of Pakistan.
- Mirza, M. (2004). *Gender analysis of school curriculum and text books*. Islamabad: UNESCO.
- Mirza, M. (2006). *Gender analysis of school curriculum and textbooks* UNESCO. Islamabad, Pakistan.
- Montgomery, M. (1995). *An introduction to language and society*. London; New York: Routledge.
- Narisawa, Y., and T. Yokotu. 1991. *Portrayal of women I English textbooks in Japan*. Paper presented at TESOL annual convention 1991, New York, NY.
- Ndlangamandla, C. (2006). Sex sells – or does it: Responses to the construction of youth identities in print advertisements. MA thesis, University of Witwatersrand, Johannesburg, South Africa.
- Nesa Nabifar and Mir Saeid Baghermousavi, 2015, Social Semiotics Evaluation of English One by Gender, *studies in english language and education*, 2(2), 74-86, <https://doi.org/10.24815/siele.v2i2.2692> (accessed on March 11, 2021)

- Newman, J. 1994. Gender and culture change. *In Gender, culture and organizational change*, ed. C. Itzin and J. Newman, 10–29. New York, NY: Routledge.
- Nofal, M. Y., & Qawar, H. A. (2015). Gender representation in English language textbooks: Action pack 10. *American Journal of Educational Science*, 1(2), 14-18.
- Oyebola, O. (2003). *Gender Issues in Textbook Development: A Study of Gender Balance in Illustrations of Selected Textbooks for Upper Primary Level*.
- Oyler, C., G. Jennings, and P. Lozada. 2001. Silenced gender: The construction of male primary educator. *Teaching and teacher education* 17: 367–79.
- Paechter, C. 2007. *Being boys, being girls*. Maidenhead: Open University Press/McGraw-Hill.
- Paltridge, B. (2006). *Discourse analysis: An introduction*. London: Continuum.
- Porreca, K. L. (1984). *Sexism in Current ESL Textbooks*. *TESOL Quarterly*, vol.18:4, pp.705-724.
- Rabia Ali and Laila Hussain, 2019, Gender Representation in Primary Level English and Urdu Textbooks in Pakistan, *Pakistan Journal of Applied Social Sciences* Vol. 10, pp.83-100, ISSN: 2409-0077(Print), ISSN: 2663-8894(Online)
- Ram, L. (2008). Do the primary school textbooks in Pakistan reflect gender biases? A content analysis of illustrations. *Journal of Research and Reflections in Education*, 2(2), 92-102. doi: 10.1371/journal.pone.0190807

- Sajid Waqar & Mamuna Ghani, 2019, Gender Exclusion in Textbooks: A Comparative Study of Female Representation in Provincial ELT Textbooks of Pakistan, *International Journal of English Linguistics*; Vol. 9, No. 5; ISSN 1923-869X E-ISSN 1923-8703, Published by Canadian Center of Science and Education
<https://pdfs.semanticscholar.org/d0bc/7d3a12ebf7ff5c9290c160cd9175424174a1.pdf> (accessed on March 11, 20201)
- Sajjadi, S. 2004. The representation of social actors in the EFL high school textbooks in Iran, 37th Annual BAAL Meeting Abstracts (143). London: Kings' College.
- Science Direct, Fahimeh Marefat and Sheida Marzban, 2014, Multimodal Analysis of Gender Representation in ELT Textbooks: Reader's Perceptions, *Procedia - Social and Behavioral Sciences* 98, 1093 – 1099, Available online at www.sciencedirect.com (accessed on March 11, 20201)
- Shah, S. F. (2012). Gender inclusion: A neglected aspect of the English textbooks in Pakistan. *International Journal of Social Sciences & Education*, 3(1), 118-127.
- Shahidian, H. 1998. 'Islamic feminism' encounters 'Western feminism': Towards an indigenous alternative? Paper presented to the feminism and globalization seminar, Illinois State University,.
<http://www.wgsi.utoronto.ca/shahidian/articles/Islamic%20Feminism.pdf>.
 (Accessed February 28, 2021).

- Shannon Mccrocklin and Tammy Slater, 2017, a model for teaching literary analysis using systemic functional grammar, *Texas Journal of Literacy Education* , Volume 5, Issue 1.
- Siren, T. (2018). Representations of men and women in English language textbooks: A critical discourse analysis of open road 1-7 (Master Thesis). University of Oulu, Finland.
- Skeggs, Beverley. 2002. *Formations of class and gender*. London: Sage.
- Skelton, C. (2011, September). Gender and Reading Schemes. *In British Educational Research Association Annual Conference, September* (pp. 6- 8).
- Speer, S. A. (2005). *Gender talk: Feminism, discourse and conversation analysis*. London; New York: Routledge.
- Spender, D. (1985). *Man made language* (2nd ed). London: Routledge & Kegan Paul.
- Sunderland, J. (2004). *Gendered discourses*. Basingstoke [England]; New York: Palgrave Macmillan.
- Sunderland, J. (2006). *Language and gender: An advanced resource book*. London: Routledge.
- Sunderland, J. (2011). *Language, gender and children's fiction*. London; New York: Continuum.
- Sunderland, J. 1994. Pedagogical and other filters: The representation of non-sexist language change in British pedagogical grammars. *In Exploring gender:*

Questions and implications for English language education, ed. J. Sunderland, 92–103. Hemel Hempstead: Prentice Hall.

Talbot, M. M. (1998). *Language and gender: An introduction*. Cambridge: Polity Press.

Tannen, D. (1991). *You just don't understand: Women and men in conversation*. London: Virago Press.

Tannen, D. (1994). *Gender and discourse*. New York; Oxford: Oxford University Press.

Thompson, G. (2014). *Introducing functional grammar* (3rd ed). New York, NY. Routledge.

Thun, E. (2001). Gender Representation in Educational Materials in the Period of Transition in Hungary. In Webber et al (eds) *Education and Civic Culture in Post-Communist Countries* (pp. 124-141). Palgrave Macmillan UK. To link to this article: <https://doi.org/10.1080/03055698.2012.7028> 92 (accessed on March 11, 20201)

Treichler, P., and F. Frank. 1989. Introduction: Scholarship, feminism, and language change. In *Language, gender and professional writing; Theoretical approaches and guidelines for nonsexist usage*, ed. F. Frank and P. Treichler, 1–32. New York, NY: MLA.

Turner-Bowker, D. M. (1996). *Gender stereotyped descriptors in children's picture books: Does "Curious Jane" exist in the literature?* *Sex Roles*, 35(7-8), 461-488. doi: 10.1007/BF01544132

- Ullah, H. & Haque, H. (2016). The Representation of Boys and Girls Activities in School Textbooks. *FWU Journal of Social Sciences*, vol.10:1, pp.81-87.
- Ullah, H. & Skelton, C. (2014). Social Reproduction of Gender Hierarchies in Sports through Schooling in Khyber Pakhtunkwa, *Asia Pacific Journal of Education*, vol.36:1, pp.131-144.1080/03055698.2012.702892
- Ullah, H. 2006. *Engendering human bodies through different forms of knowledge in contemporary NWFP*. M. Phil. diss, Islamabad: Quaid-i-Azam University.
- Ullah, H., & Skelton, C. (2013). Gender representation in the public sector schools textbooks of Pakistan. *Educational Studies*, 39(2), 183-194. doi: 10.
- UNESCO. 2004. *Gender analysis of school curriculum and textbooks*. Islamabad: UNESCO.
- van Leeuwen, T. (2008). *Discourse and practice: New tools for critical discourse analysis*. Oxford: Oxford University Press.
- Wharton, S. 2005. Invisible females, Incapable males: Gender construction in a children's reading scheme. *Language and Education* 19, no. 3: 238–51
- Wolpert, E. (2005). *Start seeing diversity: The basic guide to an anti-bias classroom*. St.Paul, Minnesota: Redleaf Press.
- Yaqoob, M. T. (2011). *Ideology and worldview in textbooks: A study of cultural aspects in ELT in Pakistan*. Doctoral dissertation, Bahauddin Zakariya University, Multan.

Yule, G. (2006). *The study of language* (3rd ed). Cambridge: Cambridge University Press.