

**GENDER REPRESENTATION IN THE
SINGLE NATIONAL CURRICULUM
TEXTBOOKS OF ENGLISH: A CRITICAL
DISCOURSE ANALYSIS**

BY

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**NATIONAL UNIVERSITY OF MODERN LANGUAGES
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By

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ABSTRACT

Title: Gender Representation in the Single National Curriculum Textbooks of English: A Critical Discourse Analysis

This study examines gender representation in textbooks of English through the lens of Critical Discourse Analysis (CDA). Azad Kashmir textbook board designed these textbooks according to the instructions of Single National curriculum (2020). This study aims to uncover how language is used to represent gender in terms of roles assigned to male and female, activities associated with male and female, omission pattern for male and female, use of adjectives for male and female, pattern of firstness, Use of Generic Masculine noun, Unit titles analysis for role models and Color association with male and female. The researcher also analyzes what gender related ideologies are reflected in the selected textbooks of English. Mullet (2018) General Analytical Framework for CDA is used to analyze textual data and results revealed gender imbalances. Analysis shows that male characters are mostly depicted in social/public and professional roles, such as army personnel, businessmen, drivers etc. while, female characters are mostly confined to domestic roles such as cooking, caregiving and cleaning. Similarly, the representation of gender through adjectives is also stereotypical. In addition, omission of females from social and professional roles and outdoor activities and men from domestic activities shows inequality. Analysis also shows that men appear as role models in 10 unit titles while women feature only in two. As far as this theme of masculine generic noun is concerned, there are 13 instances of using masculine generic nouns. Lastly, for the theme of firstness analysis shows twenty instances of male-first ordering as compared to only eight for females. Such representation of gender propagates certain gender related ideologies, which include patriarchy, misogyny, gender Inequality, and gender binary. Findings reveal that there is a significant gender imbalance in the selected textbooks of English and there is a need for a more balanced and inclusive portrayal of gender in educational materials.

TABLE OF CONTENTS

THESIS AND DEFENSE APPROVAL FORM	ii
AUTHOR'S DECLARATION	iii
ABSTRACT	iv
TABLE OF CONTENTS	v
LIST OF TABLES	ix
ACKNOWLEDGEMENTS	x
DEDICATION.....	xi
1. INTRODUCTION.....	1
1.1 Background and Context of the Study	1
1.2 Gender Representation.....	1
1.3 Gender Representation in Educational Materials (Textbooks).....	2
1.4 Rationale For Analyzing Textbooks	3
1.5 Single National Curriculum	4
1.6 Cda and Textbooks Analysis	4
1.7 Ideologies	5
1.8 Rationale For Using Cda.....	6
1.9 Contextualizing the Present Study Within Existing Literature.....	7
1.10 Scope of the Study	8
1.11 Statement of the Problem.....	9
1.12 Research 0bjectives.....	9
1.13 Research Questions.....	10
1.14 Difference Between Research Questions.....	10
1.15 Significance of the Study	10
1.16 Delimitations.....	11
2. REVIEW OF LITERATURE.....	13
2.1 Introduction.....	13
2.2 Gender.....	13
2.3 Gender Representation.....	14
2.4 Gender and Language	15
2.5 Gender and Textbooks	16
2.6 Discourse, Ideologies and Textbooks	18

2.7 Critical Discourse Analysis.....	20
2.8 Single National Curriculum	21
2.9 Gender Representation in Educational Materials (Previous Studies)	23
2.9.1 Pakistani Studies	23
2.9.2 International Studies	28
2.9.3 Studies in Kashmiri Context	35
2.10 Conclusion	37
3. RESEARCH METHODOLOGY	39
3.1 Introduction	39
3.2 Research Design.....	39
3.3 Sample and Sampling Technique	40
3.3.1 Sample.....	40
3.3.2 Sampling Technique	41
3.4 Data..	41
3.5 Data Collection Method	41
3.6 Hybrid Thematic Coding/ Iterative Process.....	42
3.7 Data Analysis	43
3.8 Steps For Analysis	43
3.8.1 Select the Discourse	43
3.8.2 Explore the Background of Text.....	43
3.8.2.1 Historical and Production Context/ Politics of SNC	43
3.8.2.2 Authors, Approval and Review.....	45
3.8.2.3 Intended Audience	45
3.8.2.4 Overall Style	45
3.8.3 Locate and Prepare Data Sources (Text)	45
3.8.4 Code Texts and Identify Overarching Themes	46
3.8.5 Analyze the Internal Relations in the Text	46
3.8.6 Analyze the External Relations in the Text	47
3.8.7 Interpret the Data	48
3.9 Theoretical Framework	48
3.10 Ethical Considerations.....	52
4. DATA ANALYSIS	53
4.1 Introduction	53
4.2 Coding and Analysis of Theme Patterns in Textbooks.....	53

4.2.1 Theme: Division of Activities	56
4.2.2 Theme: Use of Adjectives.....	58
4.2.3 Theme: Omission	59
4.2.4 Theme: Role Models in Unit Titles	59
4.2.5 Theme: Use of Masculine Generic Nouns	61
4.2.6 Theme: Color Association with Male and Female	62
4.2.7 Theme of Firstness	63
4.3 Analysis of the internal relations in the texts	65
4.3.1 Frequency of Sentences to Show Gender Representation in Terms of Roles in the Selected Textbooks	66
4.3.2 Frequency of Sentences to Show Gender Representation in Terms of Activities the Selected Textbooks.	70
4.3.3 Use of Adjectives.....	73
4.3.4 Omission	74
4.3.5 Theme: Gendered Role Models in Unit Titles	76
4.3.6 Use of Masculine Generic Nouns	77
4.3.7 Color Association with Male and Female.....	79
4.3.8 Theme: Firstness	80
4.4 Analyze External Relations in the text.....	83
4.4.1 Social practices, social structures and norms of Azad Kashmir	83
4.4.2 Influence of the social practices on the language of selected textbooks of English.....	86
4.5 Conclusion.....	90
4.6 INTERPRETATION OF THE DATA.....	91
4.6.1 Major Themes and Their Meanings	92
4.6.1.1 Gendered Division of Roles/Activities	92
4.6.1.2 Gendered Division of Adjectives.....	92
4.6.1.3 Gendered Omission.....	93
4.6.1.4 Gendered Role Models in Unit Titles	93
4.6.1.5 Use of Masculine Generic Nouns	93
4.6.1.6 Color Association with Male and Female.....	93
4.6.1.7 Firstness	94
4.6.1.8 Insights, Gaps, and Reflections on the Basis of Analysis.....	94
4.6.1.9 Ideologies	95

4.6.1.10 Patriarchism	95
4.6.1.11 Misogyny	96
4.6.1.12 Gender Essentialism Ideology	97
4.6.1.13 Ando Centric Ideology.....	98
4.6.1.14 Gender Inequality.....	98
4.6.1.15 Gender Binary.....	99
5. FINDINGS AND CONCLUSION	101
5.1 Introduction.....	101
5.2 Findings.....	101
5.3 Conclusions	103
5.4 Implications.....	104
5.4.1 Educational Implications	104
5.4.2 Social Implications.....	104
5.5 Recommendations	105
5.6 Further Studies.....	106
REFERENCES.....	107

LIST OF TABLES

Table 1 Division of Roles.....	50
Table 2 Division of Activities.....	52
Table 3 Use of Adjectives.....	53
Table 4 Role Models in Unit Titles.....	55
Table 5 Use of Masculine Generic Nouns.....	56
Table 6 Color Association with Males and Females.....	57
Table 7 Firstness.....	58
Table 8 Representation of Males and Females in Roles.....	61
Table 9 Representation of Males and Females in Activities.....	63
Table 10 Distribution of Adjectives by Gender.....	66
Table 11 Omission Pattern for Males and Females in Roles.....	67
Table 12 Omission pattern for male and female in activities.....	68
Table 13 Representation of Male and Female as Role Models in Unit Titles.....	69
Table 14 Use of Masculine Generic Nouns.....	70
Table 15 Color Association with Male and Female.....	71
Table 16 Pattern of Firstness for Males and Females.....	73

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DEDICATION

I dedicate this thesis to my parents, for their constant support, guidance, and love. Their unwavering support and belief in me have made this achievement possible.

CHAPTER 1

INTRODUCTION

1.1 Background and Context of the Study

In pedagogical settings, textbooks play a fundamental role not merely in delivering contents of curriculum rather they also serve in constructing and shaping students' perceptions regarding social norms, principles, values, and their identities. One of utmost critical and crucial components embedded within the textbooks is the depiction of gender that can subtly impact the way pupils approach towards understanding the roles and expectations associated with males and females in their respective society. In Azad Kashmir's context, the educational policy has gone through important reforms and modifications by the introduction and implementation of the Single National Curriculum (SNC), there is a revived focus on inclusivity and equality. Therefore, in this context of reform in textbooks under single national curriculum examining gender representation in textbooks is both necessary and timely. In addition to this, owing to the very crucial, influential and significant role of English textbooks in constructing discourses and identities, the researcher intends to critically evaluate gender representation in the Grade 1 to 8th English textbooks. By finding and analyzing persistent gendered patterns, this study attempted to expose the underlying ideologies which may either strengthen or oppose traditional gender norms and expectations in the Azad Kashmir's educational context.

Building over this specific background foundation, it becomes important to explore and introduce the concept of gender and gender representation and how is it constructed and propagated through educational materials.

1.2 Gender Representation

Gender representation involves the critical examination of how gender is depicted across various mediums, including textbooks aiming to uncover the underlying messages and implications. It involves representation of gender roles, identities, and characteristics encompassing the depiction of various expressions and qualities related to masculinity, femininity, and other gender identities. In educational

context it pertains to the representation of males and females in educational materials in terms of roles, activities, attributes etc. The process of gender depiction plays a crucial role in explaining the dominant stereotypes and prejudices linked with both masculinity and femininity, suggesting valuable understandings of societal norms and expectations. The significance of gender representation analysis surpasses disciplinary boundaries and uncovers relevance in different fields such as education, social sciences, and language studies.

Although gender representation is a very broad social and cultural phenomenon, yet its impact becomes more important when ingrained in educational resources as they play an important role for forming learners' perceptions.

1.3 Gender Representation in Educational Materials (Textbooks)

Gender depiction in educational materials, mainly textbooks, plays an essential role in inspiring students' understanding and formation of gender norms and identities.

The language used in textbooks is socially dictated by how people see the social roles of men and women (Damayanti, 2014). The way in which different genders are presented in these educational materials can considerably impact how students perceive societal patterns and behaviors related to gender (Hussain et al., 2023). The language used in textbooks is socially dictated by how people see the social roles of men and women (Damayanti, 2014). Discourses in textbooks have a crucial role in spreading desired ideas to the intended audience (Tayyab et al., 2022). Discourses and texts in textbooks and other documents are used as constructive phenomena to shape value systems and practices of students. As gender construction is the social phenomenon so language of the textbooks may serve in the gender identity construction of its readers as textbooks also have a significant part in children's upbringing by either imparting or transferring models of social conduct, standards, and values. They are therefore a vehicle for both education and social transformation. They serve as a tool for influencing people's mental models, dictating how they think, behave, and feel about many phenomena, including gender issues. (Ullah, 2018). They serve as a channel for the socialization of kids (Luke, 1997). It has long been recognized that textbooks serve as a fundamental socialization tool for disseminating information and beliefs (Afzal, 2021).

Taking into account the above mentioned essential role that textbooks play it is crucial to critically explore the way gender is depicted within them to better comprehend their ideological ramifications.

1.4 Rationale for Analyzing Textbooks

Collectively, above mentioned perspectives emphasized the significance of textbooks it is clear that textbooks are not just neutral educational instruments rather they are ingrained with different ideological messages that construct, shape and influence the way learners understand and comprehend their society. One of the utmost important aspect of textbooks' content is the way these textbooks represent gender (masculinity and femininity). The way in which male and female figures are depicted in the contents of these textbooks can profoundly impact learner's gender identity and social expectations related to each gender. So, the role of textbooks has been emphasized by the scholars for conveying values, beliefs, and different social norms, it highlights the requirement to thoroughly examine the kind of content these materials communicate. This makes it specifically significant to examine the manner in which gender is represented inside them, as early experience and exposure to gender related content can profoundly influence students' understandings and interpretations of gender identity and roles as mentioned above. Consequently, the current study intends to examine the English textbook developed under the instructions of Single National Curriculum (SNC) used in Azad Jammu and Kashmir. Considering the widespread implementation and standardized nature of these selected textbooks, it becomes important to assess them. This rationale makes the foundation to carry out this research on textbooks.

In addition to the importance of textbooks for learner's perceptions, the key reason for the selection of the selected textbooks is no (to limited) existing research on the selected English textbooks of English which are designed and created by Azad Jammu and Kashmir textbook board in line with the instructions of SNC. This current gap within the existing scholarly work/literature draws attention to the need of examining these textbooks.

In order to examine gender representation within textbooks, it is very important to firstly comprehend the curriculum that regulates their content. In the context of Azad

Kashmir, the Single National Curriculum (SNC) function as the official and authorized reference for development of textbooks, making it an important point of reference for current research.

1.5 Single National Curriculum

The Pakistani government and the Ministry of Federal Education and Professional Training have launched the Single National Curriculum 2020. According to the mission statement of the Single National Curriculum, there should be one system of education for all, in terms of curriculum, medium of instruction, and a common platform of assessment, so that all children have a fair and equal opportunity to receive high quality education (Tayyab, 2022). The Federal government has mandated that the SNC should be implemented in all public and private schools, in addition to religious madrasas, during the very initial stage in all provinces with the exception of Sindh (Naqvi, 2021). In addition, the Azad Kashmir Textbook Board has released new textbooks according to SNC.

Given the mandatory nature of the SNC and its important role in shaping educational materials, it is significant to investigate the way these textbooks developed under this curriculum portray gender, particularly in regions like AJK where localized research is limited.

1.6 CDA and Textbooks Analysis

Language has a significant impact on how individuals think, feel, and believe. In this context, analyzing educational textbooks to determine the efficient function of language in creating social structures between male and female is one of the key concerns that draw the attention of CDA analysts. Examination of textbooks according to CDA tenets might reveal underlying social, political, and cultural motivations and represent concealed ideologies. Al Kayed et al. (2020) and researcher aims to unveil these concealed meanings/ideologies.

1.7 Ideologies

Ideologies are defined as “sets and systems of beliefs shared by social groups that can be investigated from specific linguistic practices in texts because language reflects and constructs ideology” (Awawdeh et al., 2021). Ideology is also defined as “a body of ideas characteristic of a particular social group or class (Kuhar & Paternotte, 2015). Alaghbary (2015) defined it as the subtle, manipulative thoughts that are frequently camouflaged in seemingly uninterested language use. Gender related notions or ideologies are expressed through the various discourses. They are spread through a variety of channels like, culture, society, newspapers, media, and religious seminaries and textbooks (Ullah, 2018).

Textbooks contain multiple aspects in the lessons keeping in view the outlines provided by the authorities. According to Althusser, textbooks are one of the ways of infusing ideologies to the people and the students. He explains that the ideologies are transferred through either ISAs or RSAs. Textbooks are an ideological apparatus to shape ideologies and convey through discourses accordingly. Different ideologies are embedded in the textbooks contents which includes gender-related ideologies as well. Different regions have different ideologies with reference to different matters. They contain certain ideas and beliefs when they depict gender in particular roles and use specific language terms to identify their identities. Among sociocultural gender ideologies are patriarchy, objectification of women, and the treatment of women as second-class citizens to males etc., (Ullah, 2018). Their speech is usually ideologically tinged and represents a certain sort of viewpoint. The issues related to Power, hegemony, identity, political ideology, gender, and class disparities are all successfully expressed through textbook speech (Sajid, 2015).

In the light of the above mentioned claims it can be said that textbooks have significant impact on the development of gender-specific notions/ideologies among readers. They teach students about people, their relationships, as well as their ideologies (Amerian, 2015).

Given the ideological weight of textbooks and their vitality to the SNC, it becomes important to investigate the tools through which these ideologies work separately, the language of representation. This is where Critical Discourse Analysis becomes relevant.

1.8 Rationale for Using CDA

It is clear that textbooks are not just neutral educational instruments rather they are ingrained with different ideological messages that construct, shape and influence the way learners understand and comprehend their society and CDA deals with both explicit as well as implicit meanings in textbooks. It tackles with direct and explicit meanings which are presented directly in the contents of textbooks including apparent language like word choices patterns and frequency of male and female representations and detect evident pattern in which genders are depicted like what activities and roles and associated with which gender etc CDA also provides us with the way in which gender related implicit meanings are created, preserved or contested within the discourse of textbooks revealed through evident patterns, omissions patterns, word choices, and discourse structures. For example, if male characters are continuously shown as active, while female characters are shown as passive, this strengthen gendered ideologies even if not a single sentence explicitly states it.

CDA is the well suited approach for examining gender representation because it provides methods to analyze who is represented, how someone is represented and what social meanings are attached to such representations. CDA uncovers how gender based messages are created, maintained or challenged via language of textbooks like by linguistic choices, narrative patterns as well as addition or removal of particular roles, attributes and activities etc.

CDA is the well suited approach for examining gender related ideologies from within the textbooks because CDA surpasses/exceeds only surface level information or content of textbooks and explores implicit deeper and implicit ideologies and social structures as well as power relations. CDA explores how language assists to construct, maintain, and validate ideologies such as those associated with gender, social status, race, and dominance (van Dijk, 1993). Therefore; CDA enables the researcher to reveal gender portrayal and related ideologies from within the textbooks.

Having established the CDA framework and its importance for exploring gender representation and gender related ideologies from educational materials, it becomes more important to situate the current study within the broader context of already existing scholarly research work. Therefore, the following section provides

comprehensive literature review that highlights the existing work and also states significant gaps that point out and highlights the need for this study.

1.9 Contextualizing the Present Study within Existing Literature

Many contemporary studies have been conducted in Pakistan, which reveals the way gender imbalances continue to be reflected in the textbooks through pictorial and linguistic content. For instance, Iqbal and Bukhari (2023) also analyzed textbooks by applying a corpus-based method to textbook narratives and concluded that evident gender imbalance when it comes to occupational role as well as attributes associated with men and women through depiction of absence of women from public or professional life. Ahmad et al. (2023) analyzed pictorial and textual data of English textbooks, which are used for primary level and highlighted the absence of women in illustrations and the immense presence of men in the roles which are associated with authority and leadership.

Recent studies also reveal widespread gender imbalances in SNC-based English textbooks in Pakistan Ahmad (2019) and Khattak & Farooq (2021) conducted research on textbooks which are taught in Punjab and they found that books contained male dominated contents as well as stereotypical depiction of females in primary level textbooks. In KP, Hussain et al. (2023) concluded that males were depicted as leaders, while females were restricted to emotional or domestic roles in textbooks. Anwar & Hussain (2021) concluded that textbooks for Grades 2–5 contained traditional gender norms. Waqar & Ghani (2019), compared ELT textbooks across different provinces and concluded underrepresentation of female characters, but Sindh as well as Punjab were found somewhat more balanced.

Several recent researches have also been conducted in Azad Kashmir they also show consistent gender imbalances in textbooks. For instance, Kazmi et al. (2023) examined the representation of gender in secondary level textbooks, which are taught in Azad Jammu and Kashmir prominent male visibility and traditional female roles were found in the selected textbooks. Kazmi et al. (2023) concluded consistent male visibility and traditional female roles in English textbooks of secondary level. Similarly, Javed and Janjua (2021) examined gender representation in textbooks, which are taught in Punjab by applying CDA and found that regardless of policy reforms the content in

textbooks still upholds patriarchal ideology. Javed and Janjua (2021) found out that while textbooks of AJK showed somewhat more female inclusion than Punjab's, yet depictions persisted predominantly traditional. Abdullah et al. (2018) examined primary level math textbooks and concluded that male characters were mostly shown in public domains, unlike female's characters who were mainly showed in domestic settings.

These researches reveal persistent reproduction of gender imbalances in textbooks using different methods of analysis including CDA by making this topic of analyzing gender representation in textbooks very important for the researcher. However, most of the researches have focused on provinces like Punjab and KP leaving the gap for Azad Kashmir's textbooks. Secondly very limited research has been conducted on the textbooks, which are created according to SNC and almost no research has been done on the textbooks of English, which are created according to the instructions of DSNC by Azad Jammu and Kashmir textbook board. This leaves a huge gap for the researcher to conduct a new study. In addition to this, no existing research has applied Mullet's (2018) General Analytical Framework for Educational Research to examine and explore gender representation in SNC-based English textbooks. So, the current study offers original insights about new textbooks in how they reproduce or resist gender imbalances at the primary and elementary level.

Taking aforementioned details into consideration it is clear that it becomes the task of the analyst to analyze textbooks in order to know how is the gender representation in the textbooks and what gender related ideologies are inculcated in the minds of the readers through them. It is for this reason, that the researcher undertook the task of analyzing the English textbooks (created by Azad Kashmir textbooks board according to SNC instructions) in order to investigate gender representation in them using critical discourse analysis to unveil inequalities, biasness or power imbalance between males and females and to expose the widespread development of gender in textbooks.

1.10 Scope of the Study

The study examined textbooks of English, which are designed according to the instructions of Single National Curriculum by Azad Jammu and Kashmir textbook

board in order to analyze gender representation and gender related ideologies, which are reflected and propagated within these textbooks. The textbooks were examined for their use of roles, activities, adjectives and omission pattern for each gender and the underlying ideologies that they convey. The analysis is carried out through the lens of Critical discourse analysis and researcher will use Mullet (2018) General Analytical Framework for CDA for data analysis.

1.11 Statement of the Problem

Textbooks play a very critical role in influencing learners understanding of gender roles and expectations associated with each gender. They impact readers' mental models as per depiction of gender in them. In Pakistan, scholarly discourse and researches revealed that the portrayal of gender (gender representation) has been asymmetrical in textbooks leading to gender inequalities or power imbalances between male and female, and restricting student's understandings of gender equality. With the launch of SNC curriculum government intended towards standardized education and advocated for inclusive values including the value of gender equality consequently the latest launch/implementation of Single national curriculum introduced new textbooks across all provinces of Pakistan and Azad Kashmir. So, in compliance with the government demands, Azad Kashmir Textbook board has designed its own textbooks for the region (Azad Kashmir) according to the instructions of SNC. However, there remains limited proof to determine if these SNC English textbooks genuinely reflect these values(of gender equality) or keep perpetuating gender biases specifically, for the textbooks of Azad Kashmir because no prior research has done on them with respect to gender representation in them So, it is significant to consider and determine how gender has been represented in textbooks and what gender related ideologies they reflect in order to find whether gender inequality or bias also exists in new textbooks or not.

1.12 Research Objectives

This study targets to accomplish the following objectives:

1. To find out gender representation in terms of roles, activities, omission pattern, use of adjectives, pattern of firstness, use of Generic Masculine nouns, color association and Unit titles analysis in the selected textbooks of English created under Single National Curriculum at the Primary and Middle levels in AJK.
2. To identify gender related ideologies that have been presented in the selected textbooks of English created under Single National Curriculum at the Primary and elementary level in AJK.

1.13 Research Questions

The current research relies on the following questions:

1. How is gender representation in terms of roles, activities, omission pattern, use of adjectives, pattern of firstness, use of Generic Masculine nouns, color association and Unit titles analysis in the selected textbooks of English created under Single National Curriculum at the Primary and Middle levels in AJK?
2. What gender related ideologies have been presented in the selected textbooks of English created under Single National Curriculum at the Primary and Middle levels in AJK?

1.14 Difference between Research Questions

(The first question is about the linguistic and discursive aspect of the textbooks through which gender is presented like roles, activities, attributes, omission etc.

The second question deals with the explicit as well as implicit ideologies which are conveyed through textbooks. Like the ideas/notions or beliefs like patriarchy, gender inequality, gender binary etc. This question is about actual meanings of the way language is used. It is concerned with broader socio-cultural, political, historical meanings/ ideologies.)

1.15 Significance of the Study

This study is important as it seeks to analyze the text of the newly published textbooks of English by Azad Kashmir Board in order to convey to the students the new

trends in focus. The books have been published keeping in view the critique on the past books. Gender related notions are also very crucial to be seen in the new textbooks. Students in the classrooms pay more attention to the themes being presented in the textbooks and are very much prone to those themes for acceptability and application of different variables in their lives including gender representation. They may internalize those concepts whatever they may be, due to new textbooks as well as new minds. This study can serve as a critical tool for policymakers, publishers, writers, and teachers in raising awareness about the gender representations being conveyed to Kashmir's young minds through textbooks. The study's findings can aid syllabus designers in creating curriculum that treats females and males in a way that none of them dominates other or gets privileged than the other one. Moreover, this study is a valuable contribution to Linguistics, as it attempts to examine the intricate relationship between language gender and society.

1.16 Delimitations

The following points indicate delimitation of the selected research area:

- Data is limited to purposively selected English Textbooks
- The textbook board of Azad Jammu and Kashmir
- Primary level and middle level textbooks
- Textbooks designed according to single national curriculum.
- Short stories, poems, dialogs and language proficiency units (examples)

Chapter Breakdown

Chapter 1: Introduction

The first chapter deals with the introduction of the research topic. It also constitutes a statement of the problem, which is the heart of any thesis. It also postulates research questions, delimitations, and significance of the study.

Chapter 2: Literature Review

This chapter incorporates the literature review of the current research study. It examines and critically evaluates the major constructs of the topic and studies conducted relevant to the concerned topic. It also includes the works already done related to this research study. The purpose of writing a detailed literature review is to find gaps in the previous studies thereby exploring new dimensions to the area of this research.

Chapter 3: Research Methodology

Chapter three consists of the research methodology. It is considered as the research strategy, which elicits phases and techniques of my research. This research underpins a critical framework to this research study. It elaborates concepts, argues the theory and the different variables and assumptions.

Chapter 4: Analysis

This chapter includes the analysis of the textual data in the light of the chosen theoretical framework.

Chapter 5: Conclusion

Chapter five provides a detailed discussion of the results obtained from this research. It also includes the answers of the research questions, recommendations for the future researches as well as briefly summarizes the whole study

CHAPTER 2

REVIEW OF LITERATURE

2.1 Introduction

To critically examine gender representation in textbooks, this scholarly literature review explores multiple interrelated constructs. It starts by outlining and describing the concept and idea of gender, and then proceeds to examine the idea of gender representation, followed by describing the function of language in the construction of gendered meanings and gender representation. This discussion then turns to explaining the notion that how do textbooks function as discursive instruments in constructing gender related ideologies. Critical Discourse analysis is then introduced as the central approach for analyzing, unpacking and deconstructing these representations. Lastly, the literature review includes some related scholarly research studies which have been conducted across international, countrywide, and regional (Azad Kashmir) contexts to contextualize the current research within existing research. In short, this section underpins a comprehensive commentary on the relevant terms concepts, and related literature.

2.2 Gender

In order to understand the way gender is represented in textbooks, it is very crucial to begin by exploring the overall concept of gender itself and the following discussion provide detailed explanation of this concept. So, Gender is a concept that is typically understood as a biological characteristic that a child is born with. A number of thinkers contend that sex, not gender, is what is naturally inherited. Therefore, it is unrelated to a man's or women biological makeup (Ullah, 2018) Gender refers to the duties and obligations that are assigned to men and women in families, nations, and cultures. It also describes the traits, aptitudes, mannerism and behaviors that are considered typical of each gender. These responsibilities and expectations are not established by biology; rather, they may be learnt and modified. (Mengistie & Worku, 2021). Different scholars have presented interpretation of gender like Peterson (1992)

posit that gender is a socially acquired behavior. Rubin's (1975) asserts that a person's interactions with the society around them determine whether they identify as male or female. The development of his or her individuality is unaffected by the sex. (West and Zimmerman (1987) describe it as "an emergent feature of social situation". Gender is an identity that is socially formed Wood (2005). In gender studies gender construction theory provides valuable insight into the idea of gender. Gender construction theory states that although sex is fixed and derived from biology, gender is flexible and derived from society. This indicates that no characteristics can be ascribed to men or women based solely on their sex; rather, roles that belong to different gender groups are determined by society. Gender construction theory advocates that culture constructs gender. A person engages with the community and he/she prefers to conform to the prevalent gender norms and ideas after internalizing them. (Goldstein, 2003).

2.3 Gender Representation

After clarifying the concept of gender, it is important to explore the idea of gender representation specifically via the medium of educational materials and to explore the importance of gender representation in textbooks according to different scholars. itself and the following discussion provide detailed explanation of this. So, Gender representation involves the critical examination of how gender is depicted across various mediums, including textbooks and language models, aiming to uncover the underlying messages and implications. Gender representation relates to the representation of gender roles, identities, and characteristics within the framework of literary works, encompassing the depiction of various expressions and qualities related to masculinity, femininity, and other gender identities. (Bigun, 2023). Gender portrayal in educational context pertains to the representation of males and females, affecting students' beliefs and thoughts towards gender roles and attributes. The way in which different genders are presented in these materials can considerably impact how students perceive societal patterns and behaviors related to gender (Hussain et al., 2023a). The process of gender depiction plays a crucial role in explaining the dominant stereotypes and prejudices linked with both masculinity and femininity, suggesting valuable understandings of societal norms and expectations. Moreover, gender representation is significant for shaping individuals' perceptions of gender roles within the broader

societal framework, influencing their attitudes and behaviors. The significance of gender representation analysis surpasses disciplinary boundaries and uncovers relevance in different fields such as education, social sciences, and language studies. By throwing light on the nuances of gender representation, this analytical tool adds to the discourse on gender equality and critiques prevalent inequalities in academic fields, particularly within STEM fields and social sciences (Hussain et al., 2023b). Gender depiction in educational materials, mainly textbooks, plays an essential role in inspiring students' understanding and formation of gender norms and identities, as emphasized by Orfan (2022). According to Malik (2023) Gender representation pertains to the important task of assuring equal and just participation of individuals from both sexes, with special focus on critical positions such as judges, so as to correctly mirror the composition of society. This is of utmost significance as it plays a serious role in advancing fairness, impartiality, and unity within the framework of the justice system. Ensuring that both genders are proportionately and fairly represented in roles like judges is fundamental for upholding principles of equity and promoting harmonious relationships within the legal domain. Most research findings have consistently demonstrated the prevalence of gender biases and stereotypes within textbooks, where females are frequently depicted in fewer numbers and in less prominent roles in comparison to their male counterparts, as emphasized by Zuccala (2022).

Since this study involves investigation of gender representation so it is crucial to explore the means through which gender is represented and gender is depicted via the mean of language so It brings “language and gender” relationship into central focus to be explored, so the flowing section explores the relationship between language and gender in light of scholarly views.

2.4 Gender and Language

Gender is expressed and represented through different means. One of the means of gender representation is textbook language (Hunt, 1997, p. 17). Despite language being seen as an impartial tool for communication, there is a claim that it may be used to spread different views, beliefs, and conventions. It is not surprising that language has a significant impact in establishing or even reaffirming a society's views and ideals and language is crucial for children's socialization, it also plays a big part in sustaining and

expressing biases based on gender, whether overtly or covertly (Ansary & Babaii, 2003). Language is a tool for both reflecting and challenging the social roles that men and women occupy. Children's worldview is directly influenced by educational discourse they are impacted by what they read and study and textbook language depicts a gender in a variety of ways. One method, for instance, would be to include them in semantic roles in plays, dramas, conversations, short tales, etc. Another method is to employ descriptive language (adjectives) in travel guides, articles, plays, dialogues, dramas. Similarly, examples can be used to illustrate their gender identity. Visuals and images can also be used to convey these gender identities. (Ullah 2018). According to Lakoff (1973), language and textbooks represent all of a society's beliefs, conventions, viewpoints, and attitudes.

Drawing upon the information about gender as something that is socially formed and linguistically communicated it makes it important to explore the means through which these notions are propagated and as textbooks are one of the major means as they not only convey information but also reflect and reinforce dominant gender ideologies. So, the following section explores the relationship between textbooks and gender and the importance of textbooks for the idea of gender representation and propagation through scholarly opinions.

2.5 Gender and Textbooks

Textbooks are significant in delivering ideas about gender concerns and the responsibilities that every gender performs in society. Textbooks are actually political tools used to mold people's mental models, which then determine how they act, think, and feel about many phenomena, including gender issues (Hussain, Umar, Khan, & Batoole, 2023). Basically, the major goal of textbooks, especially those on international foreign languages, is to teach and mentor young people about the past and its idealized portrayal. Gender messages given through textbooks or other ways reflect societal norms and beliefs (Sibanda & Herman, 2024). Apparently, an intentional or unintentional gender message is sent from production to teaching, though it is claimed that such attempts are deliberate. Likewise, these imparted messages say something about the options and chances available to both males and girls (Mutune, Maroko, & Kiai, 2023) suggests that gender-balanced textbooks enable learners to extend their

opinions about gender and, as a result, boost their drive to learn. According to Lakoff (1973), language and textbooks represent all of a society's beliefs, conventions, viewpoints, and attitudes. He was interested in the way women were represented in written and spoken English textbooks, and the values and conventions that were unknowingly communicated as a result of this portrayal.

What is within a book is exactly what a society believes it should be. Books published in a particular society often embody its code of conduct, morals, beliefs, principles, customs, and traditions. As books are an important component of a child's education they are used to educate, to give information and to instruct about the world around them (Curdt-Christiansen, 2017). Children can acquire concepts about themselves and others, social roles, and the environment through the literature that is taught to them for education (qtd. in MacArthur & Poulin, 1). According to Taylor, children's books not only impart to them the general values and ideas of society, but they also offer a microcosm of gender ideology. Children make assumptions about the characteristics and actions they think appropriate for their gender based on the content of the text that they read (Habib, Putra, & Setyono, 2020). It is via the world of books that they may learn about and assume their roles as social and gender beings in the actual world. Children can learn about gender-appropriate life styles via books which provide them with a platform to meet societal expectations by making them familiar with societal specific code of conduct for each gender. Children require a source to create life structures for them, according to Bem's gender schema theory and social learning theories children search the world to locate such schemas as active observers and books are a vital source from which kids may create a gender-appropriate life structure (Otlowski). Allen provides a detailed description of this phenomenon as "Without question, children develop gender-role identities during their early years, and one factor that influences this identity is the literature that children read or is read to them." (74).

Drawing upon the earlier discussion, it becomes clear that how is gender related to textbooks and it is made clear that curricular content impacts learners' comprehension of gender through both explicit and subtle kind of discourse. This analysis allows for a more detailed exploration of what is discourse? And the way discourse function within textbooks in the light of scholarly findings making the ground

for the use of Critical Discourse Analysis (CDA) as both a methodological and analytical tool.

2.6 Discourse, Ideologies and Textbooks

A discourse is created when language is used Fasold (1990). In other words, discourse is language in use. Discourse is governed and controlled by the prevalent socio-cultural ideals in a certain place. In addition to other discourses, textbooks also convey certain socio-cultural ideas through their discourse. (Philip, 1991). They are made for certain individuals living in specific areas. They serve a function, after all. They are not without purpose. A textbook's primary goal is to instruct and ensure that pupils learn, however this is purely an academic goal. It is also employed as a means of supporting and preserving the sociocultural ideals of a region. It is also used as a tool to propagate and substantiate the sociocultural perspectives of an area. The textbooks are a means of disseminating and reinforcing the gender-related ideas of a particular field alongside other ideologies. The textbooks thus take on the role of a gender discourse (Klerides, 2010). Patriarchy, objectification of women, and women's subjection to males are a few examples of these socio-cultural ideologies.

Based on the understanding of the way discourse works in textbooks, it becomes important to examine the underlying ideologies that discourses may reflect or perpetuate. Educational materials, like textbooks, more often contain dominant ideologies that influence student's worldviews. so; it becomes essential to investigate embedded ideologies in order to critically assess implications of the discourse of textbook. The next section reviews some of key idea of ideologies, thereby giving us foundation for the discussion on Critical Discourse Analysis. Before stating empirical studies, it is important to delve deeper into the concept of ideologies which is explained below.

“Ideologies are mutual, collective and shared beliefs that form societal values. They are closely connected to and are found in education, different discourses, as well as cultural practices. “Authors also define ideology can be commonly be described as a complex combination of interconnected beliefs, ideas as well as values. Ideologies are also defined as very closely interconnected systems of beliefs through which those specific societal orders are legitimized, validated and structured, specifically within the

politics by influencing the way people tend to think and drive political actions. (de Nardis, 2019)"

Ideologies are defined as "sets and systems of beliefs shared by social groups that can be investigated from specific linguistic practices in texts because language reflects and constructs ideology" (Awawdeh et al, 2021). Ideology is also defined as "a body of ideas characteristic of a particular social group or class (Kuhar & Paternotte, 2015). (Alaghbary, 2015) defined it as the subtle, manipulative thoughts that are frequently camouflaged in seemingly uninterested language use. Gender related notions or ideologies are expressed through the various discourses. They are spread through a variety of channels like, culture, society, newspapers, media, and religious seminaries and textbooks (Ullah, 2018).

Textbooks contain multiple aspects in the lessons keeping in view the outlines provided by the authorities. According to Althusser, textbooks are one of the ways of infusing ideologies to the people and the students. He explains that the ideologies are transferred through either ISAs or RSAs. Textbooks are an ideological apparatus to shape ideologies and convey through discourses accordingly. Different ideologies are embedded in the textbooks contents, which includes gender-related ideologies as well. Different regions have different ideologies with reference to different matters. They contain certain ideas and beliefs when they depict gender in particular roles and use specific language terms to identify their identities. Among sociocultural gender ideologies are patriarchy, objectification of women, and the treatment of women as second-class citizens to males etc. (Ullah, 2018).

Considering the previous insights, textbooks act as important sites where gender related discourses and ideologies are reflected and reproduced and propagated via language so in order to explore how this operation happens within the textbooks a systematic and methodological approach should be there. This need sets the stage for the study and application of CDA as it serves as the best methodological and theoretical framework. Therefore, the upcoming section introduces CDA according to theoretical contributions of scholars.

2.7 Critical Discourse Analysis

The link among language, society, and ideology is specifically examined by Critical Discourse Analysis, which looks at how language influences society and how long-standing notions about the surroundings are mirrored in language use (Stamou & Paraskevopoulos, 2008; Karagiannaki & Stamou, 2018, Diaz, 2021).

Critical discourse analysis began to take shape at the start of the 1990s (Wodak & Meyer, 2009). Theoretically, CDA is a multidisciplinary theoretical framework that combines many methods from various scientific fields to explore the fundamental link between language and society. By investigating the social and political functions that language performs in the construction of power, social ideologies, and equality, it investigates social concerns and problems. For Van Dijk (2001) “CDA is a type of discourse analytical research that primarily studies the way social power abuse, dominance, and inequality are enacted, reproduced, and resisted by text and talk in the social and political context”. A collection of approaches constituting CDA has a common theoretical foundation and aim to explore the hidden goals and ideologies that are being pushed via discourses. Critical discourse analysis, a multidisciplinary theoretical framework makes use of a number of sciences to analyze the intricate link between societal underpinning ideology and conversation. As a result, every CDA method attempts to incorporate certain discursive and social elements into the analysis process. While all of the major and well-known CDA techniques are primarily focused on certain social issues in discourse, they all have a similar theoretical foundation. According to this viewpoint, discourse serves as a vehicle for the exercise of power and the perpetuation of social inequalities and as a field of underlying ideological messages. As a result, it is clear how crucial it is to employ Critical Discourse Analysis in order to identify gender representations by concentrating on the discourse within the textbook under investigation.

Following the previous discussion about the concept Critical Discourse Analysis (CDA) as the selected framework, the literature review now turns towards educational context in which the current study is situated and that is the Single National Curriculum (SNC) of Pakistan. The following paragraph presents the comprehensive overview of SNC.

2.8 Single National Curriculum

The development of a sense of wonder and curiosity is the main objective of the Single National Curriculum (SNC). SNC encourages students to identify their aptitudes and interests in order to generate employment opportunities across a range of professions in this quickly evolving scientific and technological period. According to SNC one of the most important and in-demand abilities that students should cultivate in school is critical thinking. It declares that the goal of the curriculum changes is to help students develop their higher order cognitive abilities.

One additional curriculum designer added that this time, the emphasis of curriculum creator's faculty was to broaden students' thinking canvas rather than simply polishing information. Another curriculum designer said that this time, the faculty's focus was on expanding students' thinking canvas rather than simply polishing the information. For this aim, numerous foreign curricula were evaluated, including those from Malaysia, Australia, the United States, Singapore, and the United Kingdom, to investigate how these nations teach science and to adapt several ideas from their curricula. Based on our analysis of these curricula, we noticed that these nations place a high value on skill acquisition and development among pupils, which they aim to instill at a young age. Following that, we concluded that our curriculum material, classroom instructions, and assessment procedures should all include high-order thinking abilities.

The primary considerations in the development of SNC contains: instructions from the Quran and Sunnah; foresight of Quaid-e-Azam Muhammad Ali Jinnah and Allama Iqbal; the Pakistan Constitution, national policies; international obligations, including Sustainable Development Goals (SDGs); latest developments in education; societal norms; education for all; human rights and child protection; hygiene and sanitation; environment and climate change; global citizenship; life skills based and civic education; respect for religious and cultural diversity; move away from rote learning; activities and project based learning; 21st century skills, the use of ICT, and the constantly changing issues and trends of the modern period.

At the outset of SNC creation, it was critical to study and expand on its predecessor, Pakistan's national curriculum in 2006. In this regard, comparison studies of the 2006 curriculum were carried out against the curricula of Singapore and

Cambridge education. In parallel, Pakistani pupils' standards were compared to those of Singapore, Malaysia, and the United Kingdom.

Standards for the SNC were established based on the research activities' results and suggestions. To guarantee that worldwide trends are included into the SNC, a series of national seminars and conferences on Critical Thinking, Sustainable Development Goals (SDGs), and Life Skills Based Education (LSBE) were conducted.

Under the close supervision of specialists, the 2006 national curriculum was changed in light of the suggestions gained from the aforementioned study and conferences. The resulting SNC pre 1-5 draft was distributed to the provinces and regions for assessment and clarification and feedback. Experts from Gilgit-Baltistan and Federal Government Educational Institutes (Cantts & Garrisons) took part in the consultation workshops for the first time in Pakistan's history of developing curriculum. Additionally, the proposed curriculum was shared for expert advice and value addition with the Institute for Educational Development, Karachi, and Cambridge University, UK. After that, the proposed curriculum was revised in light of the input that was received. Subsequently, a nationwide meeting was arranged, gathering specialists from various regions of the nation to do an additional comprehensive examination of the revised curriculum proposal. During the national meeting, specialists from many schools of thought came to an agreement and approved the Single National Curriculum. This was a momentous occasion.

As key themes have been discussed in the previous section and theoretical foundation has been established by exploration of different themes, like, gender, gender representation, gender and language, textbooks and gender, discourse and textbooks, CDA and SNC. So the following step is to place the current study within the broader collection of scholarly research. This requires reviewing previous studies that have explored gender representation in educational content across diverse settings. So, the next section explores and compiles relevant literature from international, Pakistani, and Kashmiri context.

2.9 Gender Representation in Educational Materials (Previous Studies)

2.9.1 Pakistani Studies

The present study aims at exploring the language with reference to the gender representation in the textbooks at primary level. Textbooks reflect much of the social variables that students go through and the same is explicated by the teachers. The teachers and students both engage in the classroom discourses by actualizing the content in the class. As defined by Kumar (1999) that classroom is not a monolithic mini society rather it is a constituent to society. The students coming to the classrooms join the academic circle with their own predefined ideologies and stereotypes. However; they are modified or extended through content of the textbooks in the classrooms.

According to Mirza (1999) textbooks transfer socio-cultural ideologies and stereotypes and become a gender discourse with grave implications on readers as well as consumers. A large number of studies have been conducted on textbooks and gender. Few of them are given below.

Shah (2012) conducted a research study to look at the gender inclusion in textbooks used to teach English at the secondary level in Pakistan. The conclusions of this study article are based on a content analysis of three English language textbooks produced by the Punjab textbook board, an interview and questionnaire. The research calls for a better consideration the issue and its importance in Pakistani culture since the findings show that English instructors at the secondary level consider the textbooks as gender inclusive, but content analysis and interviews paint a diverse image. The secondary English language curriculum in Pakistan emphasizes that, in addition to functional proficiency, the inclusive components of education must be included in textbooks as the message given by textbook material impacts students' opinions in a subtle way.

Similarly, (Bano & Abubakar) conducted a study to investigate the material connected to Moral and Social Development in the present English textbook of Single National Curriculum (SNC) 5th grade issued by Punjab Textbook Board (PTBB). This research focuses on the embedded themes of social and moral values in the English textbook of the fifth grade published by the PTBB in Lahore. According to the current

study, there are twelve major "Moral and Social Development Values" in the SNC 5th grade English textbook. Based on the findings, it is proposed that the values of 'Social Etiquettes,' 'Global Concern,' 'Religious Influence,' 'Compassion,' and 'Participatory Citizenship' be effectively included into the content of the SNC 5th grade English textbook.

Hamid and Iqbal (2013) examined the textbooks (urdu) of the Khyber Pakhtunkhwa textbook board from a gender perspective. Women were underrepresented in the writings. Out of the entire 346 characters, 245 (70.8%) were men. Only 101 (29.2%) were female. Thirty-one (79.49%) of the total 39 personalities were men, while just eight (20.51%) were women. Women's underrepresentation demonstrates that they are less important.

Amerian and Esmaili (2015) explored international ELT series, namely American Headway Student Textbooks. Fairclough's (2001) three-dimensional model was chosen and used as the study model. Different aspects of American Headway Student Textbooks were thoroughly examined in relation to eight factors, namely female and male characters, titles, order of appearance, semantic roles social roles, order of appearances, masculine generic construction, activities they are engaged in, and finally the pictorial representation of both genders. The study's findings indicated that the series suffers from two sorts of sexism: overt and covert. Islam investigated grade 9 textbooks from four different nations' public secondary schools. The researchers investigated gender stereotypes. According to the researchers, women were underrepresented in all four works. Furthermore, the analysis found that the occupation distribution was standard. Men were granted more power than women. They were represented as presidents, authors, and kings, among other things.

Language serves as a potent tool for conveying gender concepts. This study examined how gender representations were conveyed in English language textbooks for basic level students provided by the Punjab Textbook Board in Pakistan. Specifically, the study focused on gender concepts at the word level, within four domains of language: generic constructions, paired noun/pronoun, adjectives, and semantic roles. The study collected and analyzed data using a combination of quantitative and qualitative methods, tabulating the results where feasible. The study findings revealed that the language utilized in these textbooks contained gender-biased beliefs. Notably, adjectives and semantic functions conveyed male-gendered

associations. As such, textbooks utilized in Pakistani schools at all levels must be re-evaluated and altered to address gender biases perpetuated through language, ultimately achieving gender balance in education (Ullah 2018)

Ahmad (2019) explores gender representation in an English language textbook given to Grade 5 pupils in public and private schools in Punjab (Pakistan). To that goal, content and critical discourse analyses were used to examine the textbook's eight-factor gender discrimination. As a consequence, it was discovered that the aforementioned textbook was substantially gender biased, favoring males over girls. It also appears that the aforementioned textbook was intended to perpetuate male supremacy in both implicit and explicit ways. Such a condition of events may result in gender discrimination in everyday life. Sultan (2019) focuses on women's representation in Baluchistan school textbooks. The English books from Class I to V were chosen as a sample for this study. These novels were chosen using purposeful sampling. All of the talks, writings, and photographs about women's misrepresentation were gathered from various books. These data were studied using Michel Foucault's theory of power/knowledge and discourse analysis, as well as Antonio Gramsci's Cultural Hegemony. The current study's findings indicate that Baluchistan textbooks clearly distort women and promote male hegemony.

Asif (2021) examined the SNC books for grades 1-5 in order to assess the gender biases and stereotypes that are propagated within them. Numerous instances of overt and covert sexism are investigated in this study and observed in the text and artwork of these books. It investigates the kind of professional and personal activities in which men and women are portrayed to be involved. The study investigates whether the state is promoting a specific gender ideology through these altered books or not. Javed (2021) compares secondary level English textbooks from the two textbook boards of Punjab and Azad Jammu and Kashmir (AJK), which were created in accordance with the standards of the National curriculum. By comparing how female characters are portrayed in textbook content, Fairclough's "Three Dimensional Model" for discourse analysis was used. According to the report, there are more women than men in AJK textbooks. According to the study, there are not just quantitative measures of women's presence in AJK textbooks; the quality of the contents also aims to challenge the conventional standing of women in society. In contrast, the female figures in PTB

textbooks either do not depict women or do so in a quantitative manner that is based on stereotyped symbolism.

Mushtaq et al., (2022) examined freshly developed English textbooks in Pakistan with an emphasis on visual pictures to determine their significance in aiding learning. This study emphasized how textbooks reflect cultural, religious, and societal concerns, as well as communicate with readers, to make the book more effective. The researcher used the model given by Kress and Leeuwen (2006) for analysis, which is based on Halliday's (1978) concept of systemic functional grammar of language. Systematic functional linguistics (SFL) has expanded the social use of language by giving meaning to writings made up of visual pictures or other non-linguistic elements. SFL's multimodal semiotic approach dictates the style, layout, colors, and models of images within discourses.

(Habib et al., 2020) carried out a qualitative study In order to examine the influence of gender stereotypes and gender bias in the content of a senior high school English textbook published by the Indonesian Ministry of Education and Culture. After examining the materials using Critical Discourse Analysis (CDA), the researchers found out 12 textual and 12 visual components contained gender stereotypes. According to the research, teachers should be careful when giving textbooks, disseminating gender stereotypes, to their students in order to avoid students from developing false gender preconceptions.

(Hussain et al., 2023) investigated the way gender is represented in the newly created English textbooks of Khyber Pakhtunkhwa (KP) text book board. They pointed out that the textbooks' androcentric elucidation of gender mostly links women with qualities such as emotions, social beings, indoor, and dependent activities. The gendered stereotypes uncovered in the textbooks were proven by the language and non-linguistic data collected and analyzed, highlighting the necessity of gender equality in education. The study underlines the need of focusing gender equality in educational setting and avoiding gender discrimination in textbooks.

Waqar & Ghani (2019) investigated female gender depiction in Pakistani ELT textbooks, showing low representation and stereotypical thoughts among female readers through the use of CDA. The study pointed out a controlled representation of female gender in textbooks and stereotypical conceptions among female readers

concerning desirable abilities, vocations, and hobbies for women. Punjab and Sindh Textbook have more female gender depiction than other provincial textbook boards. In line with the National Curriculum, the research implied that national textbooks be exposed to a gender-based investigation before being published to assure gender equality. The ELT textbooks published by the provinces of Pakistan presented women in established roles related to the home and society. The study suggests that readers' gender viewpoint might be impacted by the way in which women are depicted in textbooks.

Iqbal & Bukhari (2023) also analyzed textbooks by applying a corpus-based method to textbook narratives and concluded that evident gender imbalance when it comes to occupational role as well as attributes associated with men and women through depiction of absence of women from public or professional life. Ahmad et al. (2023) analyzed pictorial and textual data of English textbooks which are used for primary level and highlighted the absence of women in illustrations

Ahmadabadi & Azad (2023) employed Fairclough's Critical Discourse Analysis (CDA) model to examine gender representation in Iran's high school English textbooks (2023). The critical analysis of linguistic/textual and visual or pictorial content revealed a widespread male dominance in visibility, roles, and activities. Semi-structured interviews were conducted with educators which further validated the impact of gender biasness in shaping and influencing students' perceptions, learner's career choices as well as their academic interests. The study highlights the immediate need to address the issue of gender inequality in different educational materials in order to alleviate socio-cultural impact of gender inequality.

Shah, Ahmad, and Danish (2021) investigated how ideologies are constructed and reinforced through language especially in the context of politics. This phenomenon can be seen by doing the analysis of different speeches like the speeches which were made during the Pulwama incident by leaders of Pakistan and India.

These presented researches, which conducted on Pakistani textbooks have explored gender biases and stereotypical traditional portrayal. These studies have explored materials which are produced by Pakistani national or different provincial textbook boards of Pakistan who designed textbooks according to the curriculum which was used before the implementation of the Single National Curriculum (SNC). One

study has dealt with the textbooks which were designed according to SNC but that was also not textbooks of Azad Kashmir so, no study to date has examined the English textbooks developed by the Jammu & Kashmir Textbook Board under the SNC curriculum. This oversight makes a notable gap, specifically by considering the very influential role that textbooks have to play in making students' perceptions about gender in the region of Azad Kashmir. The present study seeks to address this gap by analyzing how gender is represented and what ideological meanings are constructed in the selected textbooks within this particular educational context of Azad Kashmir.

2.9.2 International Studies

Yanto (2021) looks at how different genders are portrayed in Indonesia's English textbooks for grade eight. The main objective of this study is to determine how language and imagery are utilized to portray different genders in the English textbook "Think Globally Act Locally." The study utilizes the description, interpretation, and explanation frameworks of Fairclough (1989) known as Critical Discourse Analysis (CDA). Additionally, a critical image analysis utilizing the Critical Image Analysis programme has been performed on the pictures. The investigation's findings show that gender discrimination or stereotypes still exist in the English textbooks used in Indonesian classrooms

Guichot-Reina & De La Torre Sierra (2023) investigated the uneven balance between male and female characters in the contemporary Spanish primary mathematics textbooks. They stressed that such disproportion would undermine the self-esteem of girls and drive them away from STEM. According to the results of the critical discourse analysis conducted by the authors, women appear in a degrading light in the majority of Spanish mathematics textbooks, indicating that they are less capable in this area and relying more heavily on gender stereotypes to select an appropriate future career.

Kuraedah et al. (2023) examined gender depiction in Arabic textbooks for Islamic school students approved by Indonesia's Ministry of Religion to discuss a research vacuum and revealed that males dominate gender depiction in Arabic textbooks. The study observed gender representation in Arabic textbooks for Islamic school students in Indonesia and revealed that male dominance was common in both textual and visual depiction.

The topic of "traveling" was the only exception, where women dominated. The study suggested that Arabic language teachers offer new resources to tackle these gender inequalities, and that the Ministry of Religious Affairs disseminates gender equality through approved textbooks. Gender portrayal in Arabic textbooks for Islamic school students in Indonesia was pointed out to dominate by males, both textually and visually. Women were only dominating on the "traveling" theme.

Two junior high school English language textbooks utilized in Indonesian schools are the subjects of an enquiry into how gender stereotypes are portrayed. Tyarakanita et al. (2021) uncovers that both textbooks highlight the social role of men over that of women in both textual and visual depiction of gender stereotypes. Language sexism and visual narrative depiction serve as the study's two guiding hypotheses. Gender stereotypes and imbalanced power relations between genders are investigated by linguistic sexism theory. Language sexism theory sees that how language may support imbalanced power relations between genders and dissimilates gender stereotypes. The idea of Visual Narrative Representation focuses on the ways in which visual components supports the formation of stereotypes and gender roles. The mixing of these two theoretical frameworks proposes a thorough method for understanding the ways in which language and visual components impact the depiction of gender stereotypes in textbooks.

Rizkiyah et al. (2022) investigated ELT textbooks revealed that there have been development in the textual and visual representation of women. Males were still noticeably underrepresented, though, only showing up in stereotyped positions. Critical Discourse Analysis (CDA) used as the theoretical framework for the investigation. Within the CDA framework, Fairclough's Three-Dimensional Model—which was first introduced in 1995 was used as the data analysis technique. We pointed out that there has been reduction in the extent of gender stereotyping when equated to the results of previous research.

When Lee and Mahmoudi-Gahrouei (2020) examined the way gender is presented in the English for School Series, which was just released by the Iranian Ministry of Education, they pointed that the writers seemed to support the male-dominated Islamic culture, limiting women to the home and classroom and associating them to stereotypical jobs. The gender depiction in the textbooks was investigated using Fairclough's Three-Dimensional Model, an approach within the CDA framework. The

result showed a general masculine domination but also some gender awareness. Interviews with teachers at schools revealed the necessity of change textbooks in order to further gender equality in the classroom and give students' unbiased access to education.

Nurhidayah et al. (2023) examined gender values in English textbook narratives and how they stick to the curriculum's 2013 needs. This study uses a qualitative methodology. Using a qualitative methodology, this study revealed that the narrative text was controlled by values concerned with gender inequality. Gender inequality is still prevalent in many stories and classic narrative texts included in English textbooks today, and it is still viewed as a silent missile in education. The study also discovered that the values did not align with the 2013 Curriculum.

Tabatabaei (2016) examines how gender roles and subject positions are used to represent men and women in English Language Teaching (ELT) textbooks. In order to assess the degree of gender representation equity in the Prospect Series, locally created English textbooks now taught in Iranian high schools, a selection was made. Gender relations, gender emphasis of textbook themes/content, activities and firstness in mixed-gender conversations, depictions of female and male characters, titles, graphical representations, social roles, and gender relations were all examined in the study. A Critical Discourse Analysis (CDA) method was used to characterize and examine genders in dialogue and visual representations. The results showed that the representation of men and women in the series was not equal. It was also discovered that the only Prospect 2 that included sexism actually, a more thorough explanation of textbook evaluation with an ideological foundation was provided in this study. A Critical Discourse Analysis (CDA) method was used to characterize and examine genders in dialogue and visual representations. Therefore, Fairclough's (2001) three-dimensional model was applied in order to derive the ideology behind gender representation in the series.

Alexopoulos et al., 2022) examined how gender is portrayed in a Greek primary school language textbook intended for first graders. They pinpointed that the textbook reproduces traditional gender depiction by presenting men as the leaders of women's lives and families and as controlling the public sphere. Content Analysis and Critical Discourse Analysis are utilized in tandem for this reason since Content Analysis alone is incapable to thoroughly observe gender depiction and the ideologies of school

textbook discourse. According to the results, males are represented as ruling the public spheres and taking control of women's lives and families, hence reproducing old gender stereotypes.

Lestariyana et al. (2020) examined how female characters were presented in two English language textbooks that were necessitated by the government and were utilized in junior high schools in Indonesia. They revealed that while the textbook authors showed that they were conscious of gender equality and responsiveness, the English language textbook nevertheless perpetuated stereotypes that were controlled by men and women. The results show that while the authors of the textbooks knew gender equality and responsiveness, the English language textbooks nonetheless perpetuate stereotypes that are dominated by men and women. According to this practical data, language textbook authors need to take gender concerns into thorough consideration while forming their texts. This is true because language textbooks disseminate not just linguistic knowledge and abilities but also respect other areas, such gender (ness).

Ping (2015) examined ideologies in primary English textbooks in China reflect the global influence of English as a tool for international communication and economic development, embodying globalization's impact on education. English language teaching is all too often viewed as an apolitical vehicle for the internationalization and economic development of non-English speaking countries as discussed by the authors, which provides every nation with linguistic access to knowledge and economic.

Marinari (2012) investigates how gender is presented in a foreign language textbook's dialogues. The amount of words, turns, opening and closing sentences, characters, roles, and linguistic functions for male and female characters have all been assessed using a quantitative discourse analysis. The results demonstrate that, even in cases when female and male characters have equal roles and personalities, there is still bias in the terms and linguistic functions that are assigned to each gender. Women's characters in particular frequently employ expressive language functions, which perpetuates the stereotype that women are delicate, sensitive people. Specifically, the extensive utilization of expressive language functions by female characters serves to perpetuate the stereotype that women are delicate, sensitive beings. However, masculine characters' directive, informative, and phatic language functions portray them as proactive, more forceful, capable of making decisions, and well-informed. After that, the study discusses the potential pedagogical effects of gender-biased

textbook portrayal on students' learning. It concludes that empirical research demonstrating how instructors and students really use the texts can be the only way to forecast the educational consequences of the gender biases in the conversations analyzed.

Parham (2013) looked for signs of bias in the way that gender was represented in conversations, illustrations, and the cover graphic of nine packages meant to teach young children English. She discovered that, in terms of participant count, turn count, and duration of turn, female visibility in conversations was equal. The intermediate level is examined for every series. The findings demonstrated that, in terms of participant count, turn count, and turn duration, women are equally visible in talks. Nonetheless, it seemed that women started talks 30% more frequently than men. The second part's study of the illustrations supported earlier research findings that women were underrepresented in children's books. The visual style of the covers did not exhibit any notable variations in the portrayal of gender.

Various studies reveal how language and content selection in textbooks reflect and propagate specific ideologies, often aligning with dominant cultural or political narratives.

For example:

Leeman & Martínez (2007) examine ideologies in the instructional material of the Spanish. The focus was put on the prefaces of the books as well as the introductions of books, these textbooks were published somewhere between 1970s to 2000. This study focused on the analysis of the broad range of ideologies unlike previous researches which had been focusing on standard ideologies of language. Intertextual discourses were emerging in the heritage language of Spanish according to analysis of this study. The shift was found from linking Spanish language to learners to depicting languishing variety as commodity this shift from linking Spanish to student identity to viewing linguistic and cultural diversity as commodities was observed and it highlighted the very different and complex as well as conflicting implications such ideological work.

Hagai et al. (2017) analyzed textbooks which are used in school in Cambodia during the period of 1980s. The focus of the paper was on the textbooks of Democratic Kampuchea (DK), deliberate attempts were made at that time to make education as apolitical tool in order to create sentiments which were in the favor of the. The

knowledge that was presented seemed to portray and propagate that image of the country that which were desirable mostly. Apart from that many images were found that seemed the spread various political agendas and these images were then called as hidden curriculum by Jakson (1968). According to him, the content of the textbooks is codified in textbooks and different ideologies are propagated to a youth of country and these ideologies are instilled in them in order to dictate what they should believe in terms of political forces. So textbooks are designed carefully so that they can best serve as the political tools that are used to spread norm and values in the society.

Liu (2020) conducted a research that is based on Professor Apple's theory of critical pedagogy and he examined college EFL textbooks which are studied in college in Mainland China. This study aimed to show what kind of and how different ideologies and beliefs are presented and propagated through the textbooks by presenting them on the pages. In this paper, the results showed that there were various different ideologies that were reflected in the respective textbooks. These ideologies were named as harmony, multiplicity, equality, and economic development. Through presentation and propagation of such ideologies emphasizing social control and different values such as tolerance and consciousness are emphasized. According to the researcher, textbooks are used in order to largely manifest the dominant ideology of country. The method of content analysis has been employed in this study

Hong & He (2015) combined approaches of CDA and critical literary to examine ideologies of monoculturalism in the textbooks of Confucius Institute. Critical analysis of social representations as well as critical analysis of cultural elements was carried out. In this paper social presentation of different characters was analyzed through critical analysis. In addition to this, representation of cultural elements was also analyzed by applying the method of content analysis.

Jameeah et al. (2024) examined three English textbooks, which are used in Indonesian junior high schools and they are published by the government, a private local publisher, and an international global source. They used CDA and SFL to analyze gender representation. Results clearly showed an evident male dominance in the content of textbooks. Females were minimally portrayed commonly shown in limited and restricted roles and home related and family oriented tasks, notably in pair of the textbooks. While some unbiased and mutual representations were found, the general trend reinforced long standing gender norms. Putriet al. (2024) analyzed gender

representation in Indonesian thematic textbooks which are taught to Grade 2 and they employed van Dijk's (1993) CDA's framework, emphasizing on two levels named as language's micro- and macrostructures. The findings showed that gender is formed and reflected via certain particular discourse elements. At the micro level, certain grammatical features like references, omission patterns, and conjunctions were found, whereas at the macrostructure level involved contextual meanings, different inferences, and hidden and implied character values. The research showed that both levels reflected prevalence of female depiction in the analyzed texts.

Ekowati et al. (2021) Followed a feminist Critical Discourse Analysis and examined both visual/pictorial and textual/Linguistic data to analyze depiction or portrayal of women in the *Cambridge Checkpoint English Coursebook* which are used at Bina Citra Indonesia School. The analysis of the study revealed many different gender gaps throughout cultural, political, economic, health, and educational areas, like stereotyping of women being emotionally sensitive expressive and expected to marry by a certain specific age. These discourses help maintaining gender biases in the textbook content. As the study of English language has to play a crucial role worldwide and in evolving post-feminist context, it is important for textbook authors to address and handle gender representation mindfully to promote more inclusive language education.

Khan et al. (2025) examined secondary school textbooks, which are taught in Baluchistan in order to analyze gender representation and resulted in revealing notable imbalances between depiction of men and women. Employing an exploratory research design and qualitative content analysis, the researcher discovered that males were mainly depicted as wise leaders, while females were primarily restricted to domestic roles. The findings highlight the need for curricular revision to secure more equal, balanced, inclusive and fairer gender representation in textbooks.

Suchana (2025) investigated gender representation in pictorial content of English textbooks for primary level education in Bangladesh, by using approach of Critical Discourse Analysis (CDA) and combined mixed-methods. It was found resultantly, that female characters were highly underrepresented; on the other hand, males were depicted as dominant, specifically in the domains of sports and outdoor engagements and activities. This visual inequality was also reflected in traditional gender expectations and patriarchal norms. Teachers also recognized these disparities

and they also emphasized to revise textbooks to ensure gender equality, as this gender representation strongly shapes young children understanding and self-image.

These international researches, analyzed above, give substantial insights into the manner in which gender is presented in text books across different geographic and curricular contexts. These studies continuously highlight repeated issues like stereotypical gender related roles, unequal visibility of characters, and imbalanced contribution in textbook narratives. Although their contributions are significant, most of them are founded in their distinct national or state level frameworks which are different from those of Pakistan. Furthermore, while some of them worked by using discourse analysis and qualitative content analysis, few of them have also used critical lens to explore how language represent gender and subtly reinforces gender ideologies. It provides space for research that employs CDA in underrepresented contexts and for the current study this underrepresented context is that of Azad Kashmir. Therefore, the present study extends and builds on this body of work by directing attention on Azad Kashmir's English textbook developed in line with Single National Curriculum (SNC), by using Critical Discourse Analysis (CDA) to analyze how gendered is gender representation and what ideological meanings are constructed in the selected textbooks within this particular educational context.

2.9.3 Studies in Kashmiri Context

This section examines representation of gender in Azad Kashmir, focusing on the social and economic dynamics of men and women as depicted in textbooks. The following literature review examines research on gender representation in Azad Kashmir. The literature explores representation in terms of portrayal of gender roles, activities, stereotypes, and significant biases in educational materials and it provide us with comprehensive overview of the current condition of gender representation in Azad Jammu and Kashmir. Not much research has been conducted in Azad Kashmir when it comes to gender representation and specifically for gender representation in textbooks. Studies, which are conducted for Azad Kashmir, are follows:

In Azad Kashmir notable hurdles mark gender representation in different spheres of life like political sphere, educational, and social spheres. Despite considerable advancements, the representation of the women remains

underrepresented. A research analyzed political representation of women. She found that in legislative assembly 10 percent of the seats are given to women. It was also found that access of women in leadership roles is restricted because of the cultural norms of Azad Kashmir (Matloob et al., 2020; Saher et al., 2013).

Ullah et al. (2016) examined representation of gender in Mathematics textbooks that are used in primary schools of Azad Kashmir. He examined that male and female member's roles and activities in order to find out whether the selected textbooks propagate or they confront with the stereotypical representation. The results showed that gender stereotypes have been perpetuated in these selected textbooks.

Javed & Janjua (2021) compared English textbooks of secondary level. The textbook of Punjab textbook board and Azad Jammu and Kashmir Textbook Board (AJKTB) were compared. The comparison is based on the representation of female characters in the content of the selected textbooks. Fairclough's "Three Dimensional Model" for discourse analysis has been used for analysis. The results found out that the representation of women in AJK textbooks is well quantified and the analysis of the quality of the selected contents showed that the writers tried to smash and shatter the stereotypical portrayal of women in the region unlike contents of the textbooks which are designed by Punjab textbook board which do not represent women in quantitative form due to stereotypical symbolism of women in the region.

Kazmi et al. (2023) examines language textbooks with respect to gender representation. These textbooks were amended according to the instructions of National Curriculum Framework (NCF) 2005, and it seeks to remove gender disparities from education with the help of strategic learning design, different tasks and as well as various pedagogic methods. The appearances of male and female, its frequency, roles and activities, and titles were focused for analysis of gender portrayal in this study. A qualitative content analysis method was used to explore these aspects. Results showed that these revised textbooks do comply with NCF (2005) guidelines and they continue to nurture and encourage gender inequality.

Ahmadabadi & Azad (2023) employed Fairclough's Critical Discourse Analysis (CDA) model to examine gender representation in Iran's high school English textbooks (2023). The critical analysis of linguistic/textual and visual or pictorial content revealed a widespread male dominance in visibility, roles, and activities. Semi-

structured interviews were conducted with educators which further validated the impact of gender biasness in shaping and influencing students' perceptions, learner's career choices as well as their academic interests. The study highlights the immediate need to address the issue of gender inequality in different educational materials in order to alleviate socio-cultural impact of gender inequality.

Ara (2024) carried out a qualitative content analysis to explore gender representation in language textbooks which are designed and published by the Jammu and Kashmir Board of School Education. The study revealed clear cut gender biasness, while representing male more frequently and in diverse, as well as active roles, while females were restricted in number and often represented in traditional and domestic roles. The analysis showed the reinforcement of the specific traditional gender norms through curriculum materials.

These presented researches which conducted on Kashmiri textbooks have explored gender biases and stereotypical traditional portrayal. These studies have explored materials according to the curriculum which was used before the implementation of the Single National Curriculum (SNC. No study to date has examined the English textbooks of grade 1 to 8 which are developed by the Jammu & Kashmir Textbook Board under the SNC curriculum. This oversight makes a notable gap, specifically by considering the very influential role that textbooks have to play in making students' perceptions about gender in the region of Azad Kashmir. The present study seeks to address this gap by analyzing how gender is represented and what ideological meanings are constructed in the selected textbooks within this particular educational context of Azad Kashmir.

2.10 Conclusion

Collectively, the study of relevant research clearly shows that gender-based analysis of textbooks is not a new topic; yet, it is also necessary to analyze all textbooks at all levels since leaving a gap implies remaining mute on certain prejudiced ideas for the readers. Furthermore, there is very little research that is conducted in Azad Kashmir with respect to gender representation in textbooks as shown in the literature review so, there is a room to conduct research on English textbooks prepared (in accordance with SNC) by the Azad Jammu and Kashmir Textbook Board to examine gender

representation in them and critically uncover underlying gender related notions/ideologies in these textbooks. In addition, no research has been done on newly designed English textbooks from the perspective of gender representation so this is a huge gap to fill. Owing to the importance of this research gap, the importance of language for gender representation's analysis and the impact of educational materials on the formation of learners' opinions and worldviews in mind, the current study aims to analyze newly designed English textbooks (made and recommended by the Azad Jammu and Kashmir Textbook Board.) to reveal gender representation and underlying gender related ideologies in them.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology utilized to interpret gender representation in English textbooks published by the Azad Jammu and Kashmir Textbook Board for primary and middle school levels. The study uses a qualitative research design, guided by the principles of Critical Discourse Analysis (CDA), particularly the framework proposed by Mullet (2018). To support and strengthen the interpretation, the study also uses some quantitative techniques, like counting the frequency of gendered roles and terms. This integrated approach proposes both an in-depth understanding of language use and an obvious identification of recurring patterns. The section also argues about the sample selection, sampling method, thematic coding process, and ethical considerations that guide the study.

3.2 Research Design

Qualitative research design was employed for this study, based on the principles of Critical Discourse Analysis (CDA) as suggested by Fairclough (1989). CDA is fundamentally qualitative in nature, as it seeks to uncover underlying ideologies and different power structures, and specific social meanings, which are ingrained in linguistic expression/ language use. However, in order to enhance the depth and transparency of the analysis especially in detecting/finding the patterns of gender representation the current study also included quantitative technique, like calculation of the frequencies of male and female representations in different themes as suggested by the (Mullet, 2018) general analytical framework for educational research that is theoretical and analytical framework of the current study. This integrated approach gave a more better and comprehensive view of the data collection and analysis by identification of explicit numerical patterns (through quantification of content) along with deeper ideological understanding (by qualitative CDA). Although the main orientation of the study is qualitative, the specific use of quantification serves as

supportive tool. This approach aligns with the researchers' framework as well as contemporary CDA-based textbook studies in which quantitative elements have been used to backup and substantiate linguistic level interpretations. In addition to this, the general critical discourse Analysis for educational research framework was used in this study. This framework has several different steps. These steps are named as selecting the discourse, locating and preparing data sources, exploring the background of the texts, coding the texts and identifying the themes, analyzing external and internal relations in the texts, and interpreting the data.

3.3 Sample and Sampling Technique

3.3.1 Sample

The data for current research was taken from a total of 8 currently published textbooks of English (primary and middle levels' textbooks) created by Azad Kashmir Textbook Board according to instructions of SNC. These textbooks cover English textbooks from grade 1 to grade 8th i.e that is primary and middle level textbooks. These selected textbooks, encompassing variety of academic levels, were purposefully chosen as they reflect the officially introduced English curriculum across Azad Kashmir. After reading all of these eight English textbooks closely, specific textual elements like words, phrases and single sentence excerpts, which were related to gender were collected and organized for analysis. These excerpts constituted the sample for the current study. The size of the sample was not predetermined numerically rather it was guided by the relevance and suitability of gendered language, making it suitable for comprehensive Critical Discourse Analysis following Mullet's (2018) framework.

The researcher evaluated all those lessons (in all the volumes at the primary and middle level) in which gender is identified explicitly or tacitly, as males or females because the way male and female characters are presented creates their gender identity, which has consequences on the minds of students as consumers.

These selected English textbooks were firstly used in Kashmir in the academic year of 2021-2022 and are still in use now. The implementation of SNC for English textbooks for class 1-5 was marked as first phase of the SNC implementation in 2021-2022. This phase targeted on grades 1-5 as new textbooks were used by schools for

primary level in this year. The second phase of implementation of SNC and using these selected textbooks, covered classes from grade 6 to 8. It started in March 2022.

3.3.2 Sampling Technique

Purposeful sampling method was used in this study. Purposeful or purposive sampling is a type of non-probability sampling method used in qualitative research, where the researcher purposely chooses samples that are most related to the research objectives and questions. In this research, purposive sampling was used as well suited method to select data that was particularly aligned with the researchers' objectives of the study. This type of sampling enabled the researcher to select data that was information-rich and especially relevant to the study's objectives and relevant selected themes of the researcher. It was ensured by the use of this method that the selected sample includes textual content that represent gender. Through this method the researcher targeted the most relevant data that contain gendered discourses by close reading of all the 8 books from class 1 to 8 by extracting the sentences, words and phrases in which gender is expressed as male or female. So this sampling technique maximized the relevance, comprehensiveness and depth of the data.

3.4 Data

The data for this study consisted of textual data. Thematic coding was used to collect the data. Overall, the researcher examined all the texts in units as well as the example portions of the Language Proficiency Units (vocabulary and grammar) to get data according to the themes recognized the identified within the data.

3.5 Data Collection Method

Data was primarily collected through close readings of the selected textbooks in order to find out the relevant text for analysis. The data for this study consisted of textual data. According to fourth step of analytical framework researcher used qualitative coding approaches such as open and axial coding to codify the text and then thematic analysis was used to identify key themes in the texts. Themes are given with

a precise description and representative textual data. The data from the textbooks was codified and themes were made. Finally, thematic coding was used to collect the data.

3.6 Hybrid Thematic Coding/ Iterative Process

The coding approach that the researcher used in this study adopted the hybrid method. Firstly, the content of the selected textbooks was read by the researcher without considering any predetermined themes or coding categories, thus letting themes to appear naturally from the textbooks. This phase of reading made it possible for the researcher to get recurring themes. After noting these themes and collecting relevant data from textbooks in the form of words, phrases and sentences, the researcher revisited already existing research and found that almost all the recurring themes were present in the previous studies. By continuously going back and forth between the textbooks' data and the scholarly literature the researcher successfully kept the complete balance between data-driven and scholarly sound data collection.

This combination of both type of coding made this coding method very refined by letting the final selected set of themes be based in the actual data and validated by scholarly studies. Thus making this iterative process best suited for current research.

The researcher analyzed the frequency of sentences which are used to associate gender roles and activities to each gender. The way adjectives were used and their frequency has also been examined. The researcher also analyzed the omission pattern for each gender in the text. In short, the researcher analyzed the following themes.

- 1 Division of public/professional and domestic/social Roles assigned to man/male and women/female.
2. Division of Activities between male and female
3. Omission of male and female characters
4. Use of adjectives
5. Gendered role models in unit titles
6. Use of Masculine generic nouns
7. Firstness
8. Color Association with males and females

3.7 Data Analysis

Mullet's General Analytical Framework for CDA is given below for data analysis. This framework was used in this study for the analysis of data. This framework has some steps. Each step is different from the other. There are total eight steps for the analysis of data. These steps include select the discourse, locate and Prepare Data Sources (Texts) ,explore the Background of the Texts, code texts and Identify overarching Themes ,analyze the Internal Relations in the Texts, analyze External Relations in the Texts, interpret the Data.

3.8 Steps for Analysis

There are certain steps, which are needed to be followed for the analysis of data to answer the required research questions. The General Analytical Framework for CDA (Mullet, 2018) is utilized in the following steps/stages.

3.8.1 Select the Discourse

This stage involves finding a discourse connected to injustice or inequality in society. The discourse that was examined for this study was that of gender inequality or dominance between male and female in textbooks of English created by Azad Jammu and Kashmir textbooks board according to the single national curriculum's instructions to study gender representation.

3.8.2 Explore the Background of Text

The source was Azad Jammu and Kashmir Curriculum and Textbook Board that published these textbooks on the basis of Single National Curriculum 2020.

3.8.2.1 *Historical and Production Context/ Politics of SNC*

This stage includes investigating the writings' social and historical contexts as well as their authors. Qualities of the genre, historical background, production context, general slant or style, intended audience, publisher qualities, and author traits may all be considered at this stage entails investigating the social and historical backdrop as well as the authors of

the writings. Therefore, the textbooks that are selected for the current study were designed and created owing to the historic change in the curriculum of Pakistan and this lead to the formation of Single National curriculum. Single National Curriculum's vision states: 'One system of Education for all, in terms of curriculum, medium of instruction and a common platform of assessment so that, all children could have a fair and equal opportunity to receive high quality education. Single National Curriculum is a step in that direction (Ministry of Federal Education and Professional Training, Government of Pakistan).

First phase of SNC was introduced since March 2021 and caters to grades Pre 1-5. The second phase was introduced and implemented for grades 6-8 in March 2023. The key considerations in the development of SNC included: teachings from the Quran and Sunnah; vision of Quaid-e-Azam Muhammad Ali Jinnah and Allama Iqbal; the Constitution of Pakistan, national policies; international commitments, including Sustainable Development Goals (SDGs); latest trends in education; societal values; inclusive education; human rights and child protection; hygiene and sanitation; environment and climate change; global citizenship; life skills based and civic education; respect for religious and cultural diversity; move away from rote learning; activities and project based learning; 21st century skills; use of information and communication technology; and the ever evolving challenges and trends of the new era.

The National Curriculum Council took up the process of curriculum creation in 2018, and a task force was created with diverse stakeholders, including members of several NGOs, educational systems, and well-known experts in the sector.

Various workgroups were created, including representatives from provincial and federal ministries, as well as educators from private schools. They were said to have evaluated existing materials on the issue, used research performed in many fields, and provided a single curriculum that included all results. With topics and sub-themes such as peace and social cohesion, gender equality, ideology, religious tolerance, respect, equity, and conflict resolution, the curriculum's primary premise was to instill ethical, social, and universal ideals in Pakistani learners.

SNC claimed to highlight some values including gender equality and SNC supporter's highlighted them in themes and subthemes in respective textbooks of

several classes. SNC supporter's claims that the implications of curriculum included fair and equal opportunity to receive high quality education for all children, Social Cohesion and National Integration, alleviation of disparities in education content across the multiple streams, equal opportunities for upward social mobility, equity in education. Opponents were of the argument that to bring the change it is not a good idea to bring everyone at same level (private and good quality providing institutions on the level of Madrassas). It may lead to destroying quality education provided by private institutions if textbooks are not designed better than ones which are taught previously in the private institutions.

3.8.2.2 Authors, Approval and Review

These books were reviewed by Directorate of Curriculum and Research and Development (DG DCRD), Raja Muhammad Nasir Khan and many Senior Subject specialist English, Lecturers AJK University and Senior English teachers.

3.8.2.3 Intended Audience

The intended audiences of these textbooks were the students of Azad Jammu and Kashmir including government schools' students, private schools' students and madrassas' students.

3.8.2.4 Overall Style

These textbook series were carefully crafted to align with the guidelines of the National Curriculum 2022. These textbooks are the culmination of meticulous planning, precise execution and incorporating innovative features such as hybrid learning, which seamlessly blends traditional classroom instruction with online resources like video lectures and interactive activities.

3.8.3 Locate and Prepare Data Sources (Text)

The second stage involves the selection and preparation of data sources (texts) for analysis. According to Mullet (2018) the unit of analysis is generally the entire text, although

CDA can also focus on smaller units like sections or paragraphs. Data are frequently conceptually selected. The data for the study consists of the currently published textbooks of English (primary level and middle level) by Azad Jammu and Kashmir Textbook Board based on Single National Curriculum 2020. The researcher evaluated all those lessons (in all the volumes) in which gender is identified explicitly or tacitly, as males or females because the way male and female characters are portrayed and shown create their gender identity, which has severe consequences on the minds of students as consumers. Data was selected according to the purposive sampling as per the needs of the researcher.

3.8.4 Code Texts and Identify Overarching Themes

This is the fourth step in which researcher used qualitative coding approaches such as open coding to codify the text and then thematic analysis was used to identify key themes and subthemes in the texts. Themes are given with a precise description and representative textual quotes. Following are the themes with a precise description and representative textual data.

- 1 Division of public/professional and domestic/social Roles assigned to man/male and women/female.
2. Division of Activities between male and female
3. Omission of male and female characters
4. Use of adjectives
5. Gendered Role Models in Unit Titles
6. Use of Masculine generic nouns
7. Firstness
8. Color Association with males and females

3.8.5 Analyze the Internal Relations in the Text

According to Mullet's (2018) framework, analysis of the internal relations means examination of the language in order to indicate power relations or inequality,

social representations (e.g., representations of social context, events, and actors) as well as speakers' positionality which means to explore the language in order to indicate what the texts are arranged or set to achieve, social context and the positionality of the speakers. Internal relations, or patterns, words, and language devices that express power relations, social context or speakers' positionality are explored in the texts. Therefore, for the current study, the researcher examined the use of language in terms of frequency of roles assigned to male and female, frequency of activities associated with male and female, omission pattern for male and female, use of adjectives for male and female, pattern of firstness for male and female, Use of Generic Masculine noun, the use of Unit titles for representing role models and use of Color terminologies associated with male and female.

According to this step of Mullet (2018) framework, for the current study, the researcher needs to exam the language in order to indicate if there is any sort of inequality or power relations between male and female within the selected textbooks of English. So, for the current study the researcher analyzed of internal relations according to the need of researcher's' research questions. Therefore, according to the researcher, analysis of internal relations for the current study means examination of language to analyze gender representation in order to indicate if there is any sort of power relations/inequality and what gender related ideologies are presented and propagated through the language of the textbooks. In short, according to the researcher, this analysis of gender representation through language helps the researcher to highlight and indicate inequality as well the social representations in terms of ideologies which are presented and propagated through these textbooks. Therefore, the researcher aims to analyze language to examine gender representation and gender related ideologies that the text (language) aims to present.

3.8.6 Analyze the External Relations in the Text

According to Mullet (2018) this step of analysis involves the analysis of the external relations in the text which means the examination of the social relations that control the production of the text. Mullet (2018) calls these relations as reciprocal relations like how do social practices inform the arguments in the text? And how does the text in turn influence social practices? Mullet explains these relations with the help of an example like, how does dominant social practices and norms (e.g., women in caregiver roles) influence the text (2018).

It shows the importance of the context for the analysis of the data so, in order to analyze the external relations means to take the context in consideration like to analyze the broader context within which the texts are produced. For this step analysis, the researcher analyzed the social practices, social structures and norms of Azad Kashmir, which influenced the depiction of gender and gender related ideologies in the selected textbooks of English.

3.8.7 Interpret the Data

The meanings of the primary themes, external relations, and internal relations identified in Stages 4, 5, and 6 are interpreted in Stage 7. The analyst revisits structural elements and individual pieces in this step, situating them within the greater framework and themes developed in previous stages and analyze them.

3.9 Theoretical Framework

The theoretical framework for this study is the general critical discourse analysis framework for educational research that is given by Mullet (2018). Mullet provided comprehensive and detailed framework for CDA. According to Mullet's framework CDA is concerned with the investigation of the relationship between linguistic choices within texts and talks and their specific socio-cultural contexts in which these texts and talks occur or function. It is mainly concerned with the investigation of the ways in which dominance, social power abuse and inequality are reproduced, enacted and resisted by texts and talks in different social and political contexts. Thus, it attempts to focus and deal with such aspects of social contexts as might affect the aspects of a language. According to Mullet (2018), CDA is a qualitative analytical approach that is used for critically describing, interpreting, and explaining the ways in which social inequalities are maintained, constructed or legitimized by discourses. As CDA focuses on the expression of power through language so it is mainly concerned and explores the way information, beliefs, ideologies, norms, attitudes, and values are influenced by power and expressed through a language by ultimately making the language as a source of power's expression. CDA sees discourse as constitutive, in other words, status quo is (re)produced and sustained by discourses and discursive practices have ideological

effects. CDA enables people to emancipate themselves from domination through reflection and self-awareness. (Mullet, 2018)

CDA scholars classify CDA into several different research strategies or approaches. Some leading approaches used in social science research include the Dialectical-Relational Approach (DRA) of Fairclough, the Socio-cognitive Approach (SCA) of van Dijk, and Feminist CDA (FCDA) of Lazar (Mullet, 2018). Despite differences in them, these approaches to CDA share a set of core assumptions (Mullet, 2018). These core assumptions are;

Uncovering and transformation of conditions of inequality (addressing inequality) Analyses that transcend the interpretation of language (language interpretation)

Aim to explain the work that language performs in society (social function of language) Standpoints, including the researcher's, are embedded in context and are never neutral. (Contextual nature of standpoints).

Fundamental assumptions are shared by different approaches within CDA, including the Dialectical-Relational Approach, Socio-cognitive Approach, and Feminist CDA. CDA scholars reject the concept of neutrality, which implies that language and speech are objective and value-free. Hermeneutic or interpretative processes are employed by CDA in order to uncover the underlying and hidden meanings, intentions, and consequences from discourses while going beyond superficial and surface level content for investigation of the context, cultural references, societal norms, and power dynamics which in turn play role in shaping and affecting communication (Mullet, 2018).

This framework that is proposed by Mullet (2018) encompasses all existing approaches of CDA. It was designed to be flexible and simple, while retaining the core principles of CDA. The framework condenses many CDA approaches into a set of easily conceptualized levels of analysis. The framework incorporates characteristics and processes shared by approaches described by a network of CDA scholars founded in the 1990s, including Fairclough, Kress, Van Leeuwen, Van Dijk, and Wodak. Overall, the basic analytical framework for CDA contains a problem-oriented focus, linguistic emphasis, discursive power relations, situatedness in contexts, non-neutrality of expressions, and a systematic, interpretative, descriptive, and explanatory analysis

process. The framework outlines a set of objectives in broad terms, giving the analyst space to select methods. This framework is composed of seven sections i.e. select the discourse, locate and prepare the discourse, 37 explore the background of the texts, identify overarching themes, analyze external relations in the texts, analyze internal relations in the texts, interpret the data. (Mullet, 2018).

As the first and foremost concern and focus of this framework is related to uncovering equality so the researcher has taken the problem of gender unequal representation in newly designed textbooks of English by AJK textbook board according to instructions of SNC. This framework has been used for the investigation of this problem. This theoretical knowledge and all the steps of this framework has been employed for this study (the investigation and interpretation of this problem).

The explanation of these steps is given below;

1: Select a Discourse

The first stage involves finding a discourse connected to injustice or inequality in society.

2: Locate and Prepare Data Sources (Texts)

The second stage involves the selection and preparation of data sources (texts) for analysis. According to Mullet (2018) the unit of analysis is generally the entire text, although CDA can also focus on smaller units like sections or paragraphs. Data are frequently conceptually selected.

3: Explore the Background of the Texts

This stage includes investigating the writings' social and historical contexts as well as their authors. Qualities of the genre, historical background, production context, general slant or style, intended audience, intended purpose of the work, publisher qualities, and author traits may all be considered at this stage entails investigating the social and historical backdrop as well as the authors of the writings.

4: Code Texts and Identify Overarching Themes

This step recognized qualitative coding approaches such as open or inductive coding, axial or deductive coding, or thematic analysis are used to identify key themes and subthemes in the texts. Themes are given with a precise description and representative textual quotes.

5: Analyze External Relations in the Texts

Texts should be compared with other texts in the genre or with similar writings from other disciplines, and similarities and differences in the discourses in each of those sources 38 should be highlighted (Jorgensen & Phillips, 2002). Finally, consideration should be given to social relations that regulate the creation of the text, such as reciprocal relations: how do the texts affect social practices and structures, and how do social practices in turn inform the arguments made in the texts?

6: Analyze the Internal Relations in the Texts

Internal relations, or patterns, words, and language devices that express power relations, social context (e.g., events, actors, or locales), or speakers' positionalities are explored in the texts. Highlighted phrases or images, structural organization or layout of the text, use of quoted material, high frequency or sensitizing words, grammar, voice, and linguistic devices such as turn taking, metaphor can be of interest. Contrasts, omitted details, and language that indicate a unified truth are also crucial. It can also be worth noting how the text is organized. It is also worth noting how the text is organized

7: Interpret the Data

The meanings of the primary themes, external relations, and internal relations identified in Stages 4, 5, and 6 are interpreted in Stage 7. The analyst revisits structural elements and individual pieces in this step, situating them within the greater framework and themes developed in previous stages.

This chapter wraps up by outlining the methodological framework that informs the analysis of gendered discourse in selected textbooks. The research offers a

comprehensive and transparent investigation for gender representation and gender related ideologies. In line with the objectives of the study, hybrid theme coding and purposive sampling enable the collection of rich, relevant information. This approach offers a solid basis for the following chapter, which presents and analyses the results in light of the discursive patterns and themes that have been identified.

3.10 Ethical Considerations

This section presents ethical considerations, which are kept in mind while carrying out this research study. As this research encompasses textual analysis so the ethical issues mainly concern with academic integrity.

- As the textbooks are from Azad Kashmir textbook board so, the researcher gave credit to their authors and their names are also mentioned.
- Researcher presented the information accurately. The accuracy of the data was taken into consideration.
- The researcher took the cultural sensitivity into consideration and no external values that didn't align with the cultural norms was taken into consideration by the researcher.
- The researcher did not do the harsh criticism rather the aim of researcher was to highlight the problem in order to make things better for future.
- The researcher remained aware of his own biases so the special attention was given to keep a balanced perspective in order to avoid personal opinions skew the current analysis and to keep the it objective.

CHAPTER 4

DATA ANALYSIS

4.1 Introduction

The study of gender representation in the English textbooks recommended for primary and middle school level by the Azad Jammu and Kashmir Textbook Board is presented in this chapter. With the application of Mullet's (2018) framework and the principles of Critical Discourse Analysis (CDA), the analysis explores at how language in the textbooks shapes and construct gender. By using this analytical method, the study also attempts to uncover the underlying ideologies that are reflected in the language. So, this chapter presents analysis of the chosen data, and discussion followed by summary of overall analysis.

4.2 Coding and Analysis of Theme Patterns in Textbooks

The analysis of the selected English textbooks published by the Azad Jammu and Kashmir Textbook Board, under the SNC 2020, reveals recurring patterns in the representation of gender. Each of the themes is discussed in the following subsection with supporting examples from the textbooks.

This is the fourth step in which researcher used qualitative coding approaches such as open coding to codify the text and then thematic analysis was used to identify key themes and subthemes in the texts. Following are the themes with a precise description and representative textual data.

Following are the themes that have been identified from the given textbooks;

- 1 Division of public/professional and domestic/social Roles assigned to man/male and women/female.
2. Division of Activities between male and female
3. Omission of male and female characters
4. Use of adjectives
5. Gendered Role Models in Unit Titles

6. Use of Masculine generic nouns

7. Firstness

8. Color Association with males and females

4.2.1 Theme: Public/Professional and Domestic/Social Roles assigned to Men/Males and Women/Females.

This theme involves the distribution of roles between male and female gender. (see Table 1).

Table 1

Division of Roles

Sr.no	Public and professional Roles	Examples
1	Army personnel	<ul style="list-style-type: none"> 1. He worked for royal corps. 1. He served oversees. 2. He ordered his team to fight with the attacking troops.
2	Working man/women	<ul style="list-style-type: none"> 1. My mother is a workingwoman.
3	Businessman/women	<ul style="list-style-type: none"> 2. My uncle is a businessman.
4	Driver	<ul style="list-style-type: none"> 1. My father always uses helmet on bike. 2. My father drives his car within the speed limit.
5	Jobian	<ul style="list-style-type: none"> 1. My dad got a new job in kotli.
6	Architect	<ul style="list-style-type: none"> 2. Palwahsa was making a model of a bridge.
7	Athlete	<ul style="list-style-type: none"> 1. He won British open squash. 2. He is working as a squash coach. 3. He won the world Squash championship.

4. He also won many international me titles.

8 Player 1. He plays tennis, badminton, Skating and football.

9 Domestic/Social Roles Examples/ Representation

10 Home caretaker 1. Mother was preparing lunch in kitchen.
2. She helps me to do my homework.
3. She take good care of me and my family.
4. She make very tasty sandwiches.
5. She cooks tasty food.
6. She is always happy to help others.
7. She has taught me good manners and discipline.

11 Helper 1. She is always happy to help others.
2. His mother helps him with homework
3. Amir helps to water the plant.
4. Amir helps with the compost.
5. He works with his grandpa all day.

12 Cook 1. She makes very tasty sandwiches.
2. She cooks tasty food.
3. Mother was preparing lunch in kitchen.
4. Mother was cooking lunch.

13	Cleaner	<ol style="list-style-type: none"> 1. She is cleaning the room. 2. Misbah was cleaning the chalkboard. 3. Jamila and I were cleaning they chalkboard. 4. My dad is cleaning.
14	Driver	<ol style="list-style-type: none"> 3. My father always uses helmet on bike. 4. My father drives his car within the speed limit.

4.2.1 Theme: Division of Activities

The theme represents different activities, which are performed by males and females in the two textbooks. These activities are differently distributed between male and female characters as shown in the table. (See Table 2).

Table 2

Division of Activities

<i>Sr.no</i>	<i>Activities</i>	<i>Examples</i>
1	Buying items	<p>My uncle brings chocolates for me.</p> <p>Bilal and Fahad bought the book.</p> <p>He bought a dress which is very low in price.</p> <p>She bought a knife.</p> <p>Ayesha's mother bought rice, eggs and floor.</p>

2	Cooking	<p>She makes very tasty sandwiches.</p> <p>She cooks very delicious food.</p> <p>Mother was preparing lunch in kitchen.</p> <p>Mother was cooking lunch</p> <p>My mother cooks delicious food.</p> <p>Mom is cooking</p>
3	Opening doors	<p>Ahmed opens the door.</p> <p>Ali opened the door.</p>
4	Working with someone(helping outside home)	<p>Amir helps to water the plant.</p> <p>Amir helps with the compost.</p> <p>He works with his grandpa all day.</p>
5	Helping (with homework)	<p>His mother helps him with homework</p> <p>She is always happy to help others.</p> <p>His mother helps him with homework</p>
6	Baking	<p>Anoral is baking a cake. .</p> <p>she is baking a cake</p>
7	Baby sitting	<p>1. She fixes her baby sister's broken doll.</p>
8	Travelling	<p>He has visited many places in Islamabad.</p> <p>Alayaan and his family went to toil peer in Rawalakot.</p>
9	Playing supports	<p>Hashir went to Dubai for vacations.</p> <p>He won British open squash.</p>
10	Cleaning	<p>He is working as a squash coach.</p> <p>He won the world Squash championship.</p> <p>He also won many international titles.</p> <p>She is cleaning the room.</p>
11	Driving	<p>Misbah was cleaning the chalkboard.</p> <p>Jamaila and I were cleaning the chalkboard.</p> <p>My dad is cleaning</p> <p>He hit the car in the bookstore.</p> <p>The boy was parking a car.</p>

12	Jumping	The boy jumps in the pool.
13	Swimming	He is swimming.
14	Climbing	She is climbing. He climbed on the rocks.

4.2.2 Theme: Use of adjectives

An adjective is used to add something more to the meaning of the noun. Adjectives can describe a physical appearance of the gender as well as the emotional vulnerability thus, representing any gender negatively. Adjectives can also highlight strengths, which can be physical strengths as well as emotional strengths which can then, represent any gender positively. So, adjectives can depict gender bias (Ullah, 2018).

Adjectives for each gender group are shown below (see Table 3).

Table 3

Use of Adjectives

Sr.no	Adjectives	Examples (with individual item frequency)
1	Male Specific adjectives	Blue, happy , brave , wise, smart, courage ,Selfless, new , tall, blue, curious
2	Female Specific adjectives	Graceful, sweet, beautiful(2) bright, professional, first, intelligent, most intelligent, loyal, scared
3	Both gender Groups	Brave, smart

Adjectives which are associated with males in the given data are brave, courageous, selfless, savior, and tall, new happy and blue. Adjectives, which are associated with the female gender are graceful, sweet, beautiful, bright, professional, first, intelligent, and most intelligent. There is only one adjective that is equally

associated with the man and the women. The number of adjectives which are given to male charters are more than the adjectives which are given to female characters.

4.2.3 Theme: Omission

Omission or Exclusion of the gender in texts means comparative less discussion or complete omission of the particular gender from text. It refers to the idea that the gender is not that important in the data or the gender is less significant. So, the extent of the inclusion or omission of gender within the content gives insight into the perceived importance of the respective gender. According to the data which is collected from the textbooks, it is clearly evident that the female gender is omitted from many places.

For example; none of the female character is given the attribute of the traveler or adventurer. They are completely omitted from this attribute. Women are not shown for the activity of transportation as well as they are also omitted from the code of playing games or supports. There is also an omission of the women from the role of army personal. No female character is architect even.

4.2.4 Theme: Role Models in Unit Titles

This theme is includes depiction of male or female figures as role models or exemplary personalities in the units titles of the selected textbooks of English. This theme is very significant because unit titles of textbooks may carry implicit ideas about the about historical, cultural and moral significance of male and females (Regita, 2023). Depiction of male and female figures as role models or exemplary personalities in the unit's titles of the selected textbooks of English is shown in the table. (See Table 4).

Table 4*Role Models in Unit Titles*

Book no	<i>Titles related to male Role models</i>	<i>Titles related to Female Role models</i>
Book 1	-	-
Book 2	1. Hashir's honesty	-
Book 3	1. <u>A brave soldier</u>	
Book 4	1. A great player	2. My mother
Book 5	1. The Event of Sha'b-abi- Talib	2. Son of mother land
Book 6	1. Hazrat Muhammad (PBUH)	2. The Hero of Nation
	3. He is the carpenter	
Book 7	1. The Last Sermon of Rasool Ullah	1. Pakistan's Female mountaineer
	2. Quaid-e- Azam	2. The old wise women.
Book 8	-	1. Hellen killer

4.2.5 Theme: Use of Masculine Generic Nouns

This theme can be defined as the way in which masculine generic nouns such as fisherman, policeman, and postman are used to represent all genders as universal reference. This is an important linguistic practice, and the implicit yet very impactful way of constructing and presenting the male experiences as central, standardized and normative while simultaneously downplaying or under presenting female presence. The next table shows the use of masculine generic pronouns in the selected textbooks (see Table 5).

Table 5

Use of Masculine Generic Nouns

<i>Book no</i>	<i>Use of masculine generic noun Examples(words, and sentences)</i>
Book 1	<ol style="list-style-type: none"> 1. Fisherman 2. Policeman 3. Postman
Book 2	<ol style="list-style-type: none"> 1. The hashir's father handed over that post to the policeman of his area.
Book 3	<ol style="list-style-type: none"> 1. Milkman is an honest man.
Book 4	-
Book 5	<ol style="list-style-type: none"> 1. We made a snowman with snow and threw snowballs at each other.
Book 6	<ol style="list-style-type: none"> 1. Policeman caught the thieves. 2. Brave men who work while others sleep entail a great man of honor. 3. Pollution has become a threat to mankind. 4. Man-made resources are increasing pollution. 5. They were gathered like bees over the salesman.
Book 7	<ol style="list-style-type: none"> 1. Brave men who work while others sleep. 2. Man has struggled against the forces of nature since dawn.
Book 8	<ol style="list-style-type: none"> 1. A man needs to see dentist twice a year

4.2.6 Theme: Color Association with Male and Female

This theme examines the way in which different colors are associated with different genders. It involves the exploration of the way in which certain colors are often linked with males and females. This theme is important to analyze because this associations of gender and color is the matter of utmost significance because this relationship between gender and color represent gender norms which are culturally constructed and this relationship also serves as an important as non-verbal indicators of gender identity. According to (Asmat & Zahra, 2023), Color is an important factor in production, shaping and maintenance of gender identities. This relationship between color and gender has also been identified and recorded in other different cultures. However, the way in which different colors are associated with different genders is depicted in the table. (See Table 6).

Table 6

Color Association with Males and Females

<i>Book no</i>	<i>Color with man</i>	<i>Example</i>	<i>Color with female</i>
Book 1		1. Sara and Hania are wearing blue scarf.	Blue
Book 2		-	-
Book 3	Blue	1. Haris has a blue hat.	
Book 4		-	-
Book 5	Blue	1. Amna has red hair. 2. Four ladies in red dress took their baby for a walk in a zoo. 3. She bought a red dress herself. 4. Junaid is wearing a blue T-shirt.	Red

Book 6	Blue	1. The girl wore a pink dress.	Pink
			Red
		2. The boy is in blue shirt.	
		3. Maria placed a red decoration dripper her birthday.	
		4. The boy is in the blue shirt.	
Book 7	Blue	1. The man in blue shirt is my uncle.	
	White		
	Black	2. The man in white shirt wrote a letter	
		3. He always wears T-shirt and his black jeans have holes.	

Book 8

4.2.7 Theme of Firstness

The theme of firstness refers to the idea of order of appearance which means the investigation of the position which is occupied by each gender when they appear together. The researcher analyzed this theme in order to explore the order of appearance between male and female gender in order to figure out which gender group is preferred for firstness and what kind of gender related ideology this positioning inculcates in the minds of the readers. The order of appearance between male and female gender is shown in the following table. (See Table 7).

Table 7*Firstness*

<i>Grade book</i>	<i>Text/Examples</i>
Book 1	-
Book 2	<ol style="list-style-type: none"> 1. Fizza and Ali are running. 2. Layla and Dawood are running in the park. 3. Sara and Esmel have the same toy. 4. Aamir and Haniya are coming to my house today. 5. Hamza and Kiran are siblings. 6. What did Hamad and Kiran see when they were crossing the road?
Book 3	<ol style="list-style-type: none"> 1. I live with my grandparents, parents, uncle, aunt, and sister. 2. My uncle is a businessman and my aunt is a college teacher. 3. My grandfather reads the newspaper and drops me at school. My grandmother tells us lovely stories. 4. My uncle loves me a lot. My aunt is caring too. 5. My mother is a teacher and my father is a doctor. 6. Ehsan and Laila have already arrived. Fatima is a teacher and her brother is a pilot.
Book 4	<ol style="list-style-type: none"> 1. I love my father and mother. 2. Allah loves all men, women, and children
Book 5	<ol style="list-style-type: none"> 1. Amna, Riyaz, and Umar are three best friends. 2. Roha and Fahad were playing nearby tree. 3. Farhad and Roha 4. Farhad and Roha 5. Umar, Haris, and Saima are my friends. 6. My mother and father are watching television upstairs. 7. Dear father, dear mother, dear brother, dear sister, dear sir, dear madam.

Book 6	1. Alina is a doctor and her brother is an engineer.
Book 7	1. The men, women, and children were crying because it was chaos.
	2. Kumar, Saba, and I are friends.
	3. A farmer and his mother lived happily together.
	4. Bart, Lisa, and Maggie are their children.
Book 8	1. Mr. Ali and Mrs. Ali went to the zoo.
	2. Fareed and Farida have been learning French since 1990.
	3. Her father Arthur, worked for newspaper while, her mother, kate took care of home and baby Helen.
	4. Sonia said to waqas" let him come first then we shall see."

4.3 Analysis of the internal relations in the texts

In this stage of analysis, researcher examines the language usage (frequency of sentences for the roles and activities between male and female, use of adjectives for male and female gender as well as the pattern of omission for each gender, in order to identify how language represent gender (i.e. power relations / inequality between male and female) and what gender ideologies are presented, reproduced and propagated through the selected textbooks of English.

Internal relations are considered in two ways: first by examining the relations between various elements (words, phrases, clauses, sentences) that are actually present in a text; and second by the relations between what is in a text and what is (significantly) excluded from a text. This process is about choices that which options were chosen by the writer/speaker and which were not (Haig, 2012).

For this purpose, the researcher limits the examination of the language to the frequency of sentences for roles and activities between two genders, use of adjectives for male and female members (as well as frequency of adjectives) and pattern of omission for both genders in order to find if there are some power relations or imbalances between men and women and what gender related ideologies does this use of language depict. It is recommended by Mullet (2018), that Linguistic features that

the researcher identifies in this step should be recorded. They can be recorded in the table in order to support the interpretation and increase the credibility. So the researcher recorded the frequency of sentences, use of adjectives (as well as frequency of adjectives) and pattern of omission for both genders. In addition to this, the locations of Linguistic elements, and the initial reflection of the analysts were also recorded by the researcher as suggested by Mullet (2018).

Following tables show the way language is used for both the genders i.e frequency of sentences/pattern of the division of the roles and activities in order to show gender representation in the selected textbooks of English. Such a language usage can clearly indicate the power dynamics (unequal and imbalanced distribution) as well as the social context (gender ideologies distribution according to the context of Azad Kashmir). The researcher's initial reflection is written at the end of each table.

4.3.1 Frequency of Sentences to Show Gender Representation in Terms of Roles in the Selected Textbooks

Frequency of sentences / pattern of the division of the roles and activities are shown in the following table in order to show gender representation in the selected textbooks. The researcher's initial reflection is also written at the end of each table.

Table 8

Representation of Males and Females in Roles

Professional/public Roles	Male	Female	Examples
Army personnel	3	-	<ol style="list-style-type: none"> 1. He worked for royal corps. 2. He served oversees. 3. He ordered his team to fight with the attacking troops.
Working man/women	-	1	<ol style="list-style-type: none"> 1. My mother is a workingwoman.

Businessman/wo men	1	-	3. My uncle is a businessman.
Architect	-	1	3. Palwashsa was making a model of a bridge.
Athlete	4	-	1. He won British open squash. 2. He is working as a squash coach. 3. He won the world Squash championship. 4. He also won many international me titles.
Doctor	1	-	1. He is a doctor
Pilot	1	-	1. Hashir is pilot
Teacher	2	1	1. She is a teacher 2. He is a teacher 3. He is a teacher
Player	1	-	2. He plays tennis, badminton, Skating and football.
Builder	1	-	1. He builds the house
Climber	-	1	1. Anaya climbs up the hill.
Domestic/social Roles	Male	Female	Examples/ Representation
Home caretaker	-	7	1. Mother was preparing lunch in kitchen. 2. She helps me to do my homework. 3. She takes good care of me and my family. 4. She makes very tasty sandwiches. 5. She cooks tasty food. 6. She is always happy to help others.

			7. She has taught me good manners and discipline.
Helper	-	5	<ol style="list-style-type: none"> 1. She is always happy to help others. 2. His mother helps him with homework 3. Amir helps to water the plant. 4. Amir helps with the compost. 5. He works with his grandpa all day.
Cook	-	4	<ol style="list-style-type: none"> 1. She makes very tasty sandwiches. 2. She cooks tasty food. 3. Mother was preparing lunch in kitchen. 4. Mother was cooking lunch.
Cleaner	1	3	<ol style="list-style-type: none"> 1. She is cleaning the room. 2. Misbah was cleaning the chalkboard. 3. Jamila and I were cleaning they chalkboard. 4. My dad is cleaning.
Driver	2	-	<ol style="list-style-type: none"> 1. My father always uses helmet on bike.

2. My father drives his car
within the speed limit.

Researcher's initial reflection suggests that such a distribution of sentences for roles' distribution reflects the traditional gender ideas regarding the role distribution because in the given data it is represented that men are given the roles of, Athlete, player, jobian, driver, savior, builder, doctor, climber and traveler while women are given the roles of helper (within home), care taker and cook at home. Only one woman is shown as architect. So in the selected textbooks men are given more occupational and public roles unlike women so, the way roles are assigned to male and female characters show imbalance and inequality in distribution.

Existing studies also highlights the way in which gendered roles are mostly unequally assigned to male and female. For instance, lexopoulos et al. (2022) observed in his study that males were portrayed as controller of the public domain and they were found to control even some aspects of private lives of women. Ullah et al. (2016) and Ara (2024) conducted the study on textbooks and they found out that male characters were frequently depicted in public and professional roles, reproducing the idea of men's superiority. (Matloob et al., 2020; Saher et al., 2013) also observed that access of women in leadership roles is restricted because of the cultural norms of Azad. Ahmadabadi and Azad (2023) also analyzed roles and activities and they found male dominance in roles portrayed. (Marinari, 2012) also found the similar pattern. (Khan, Jaffar, & Naaz, 2025) also found the similar pattern. My analysis clearly echoes these results, where males' characters are associated with public and professional roles while females are depicted in domestic and care giving roles.

4.3.2 Frequency of Sentences to Show Gender Representation in Terms of Activities the Selected Textbooks.

Table 9

Representation of Males and Females in Activities

<i>Sr.no</i>	<i>Activities</i>	<i>Frequency for male</i>	<i>Frequency for female</i>	<i>Examples</i>
1	Buying items	4	2	<p>My uncle brings chocolates for me.</p> <p>Bilal and Fahad bought the book.</p> <p>He bought a dress which is very low in price.</p> <p>She bought a knife.</p> <p>Ayesha's mother bought rice, eggs and flour.</p> <p>My uncle brings chocolates for me.</p>
2	Cooking	-	6	<p>She makes very tasty sandwiches.</p> <p>She cooks very delicious food.</p> <p>Mother was preparing lunch in kitchen.</p> <p>Mother was cooking lunch</p> <p>My mother cooks delicious food.</p> <p>Mom is cooking</p>
3	Opening doors	2	-	<p>Ahmed opens the door.</p> <p>Ali opened the door.</p>

4	Working with someone(helping outside home)	3	-	Amir helps to water the plant. Amir helps with the compost. He works with his grandpa all day.
5	Helping (with homework)	-	3	His mother helps him with homework She is always happy to help others. His mother helps him with homework
6	Baking	-	2	Anoral is baking a cake.. she is baking a cake
7	Baby sitting	-	1	1. She fixes her baby sister's broken doll.
8	Travelling	1	2	He has visited many places in Islamabad. Alayaan and his family went to toil peer in Rawalakot. Hashir went to Dubai for vacations.
9	Playing supports	4	-	He won British open squash. He is working as a squash coach. He won the world Squash championship. He also won many international titles.

10	Cleaning	1	3	She is cleaning the room. Misbah was cleaning the chalkboard. Jamaila and I were cleaning the chalkboard. My dad is cleaning
11	Driving	2	-	He hit the car in the bookstore. The boy was parking a car.
12	Jumping			The boy jumps in the pool.
13	Swimming	1	-	He is swimming.
14	Climbing	1	1	She is climbing. He climbed on the rocks.

Frequency of sentences for distribution of the activities depicts the gender representation in the selected textbooks. Frequency of sentences for depiction of each activity's division between male and female gender is shown in the table above.

According to researcher's initial reflection, as far as this pattern of sentence division between male and female characters is concerned, traditional distribution of activities is clearly visible in the data. Activities like cleaning, cooking, helping and doing work within home, baby sitting and baking are associated with women by writing more sentences in textbooks for these activities in order to associate these activities with females. On the other hand, there are more sentences in which males are given the activities like travelling, driving, bringing things from outside, working and helping outside the home, bringing things home as providers are given to male characters. Such a distribution of sentences for activities distribution reflects the traditional gender ideas so, the way activities are assigned to male and female characters show imbalance and inequality in distribution for the most part except for the one example in which activity of climbing is given to both man and woman and that seems a bit different pattern. Existing studies also highlights the way in which gendered attributes are mostly assigned to male and female. For instance, Ullah et al. (2016) conducted the study on textbooks and they found out that male characters were frequently depicted in public

and professional and outdoor activities reproducing the idea of men's superiority. Ahmadabadi and Azad (2023) also analyzed roles and activities and they found male dominance in activities which are portrayed. My analysis clearly echoes these results, where males' characters are associated with public and professional activities reinforcing their provider mindset, while females are depicted in domestic activities.

4.3.3 Use of Adjectives

The adjectives, which are used for male and female characters in the selected textbooks of the English are show in the Table below;

Table 10

Distribution of Adjectives by Gender

Adjectives	Frequency	Examples (with individual item frequency)
<i>Male Specific adjectives</i>	11	Blue, happy , brave (2) , wise, smart, courage (2),Selfless, new , tall, blue
<i>Female Specific adjectives</i>	9	Graceful, sweet, beautiful, bright, professional, first, intelligent, most intelligent
<i>Both gender</i>	1	Brave, smart
<i>Groups</i>		

Adjectives which are associated with males in the given data are brave, courageous, selfless, and tall, new happy and blue. Adjectives which are associated with the female gender are graceful, sweet, beautiful, bright, professional, first, intelligent, and most intelligent. There is only one adjective that is equally associated with the man and the women. There are 10 adjectives which are associated with the man but there are 8 adjectives that are associated with the female gender.

As far as this distribution of adjectives is concerned, according to researcher's initial reflection division between male and female related adjectives shows the traditional and imbalanced pattern due to unequal distribution of gender as well as the way they are distributed shows power relations between man and women i.e. Moreover,

Words like Blue, happy, brave (2), wise, wise courageous (2), Selfless, new, tall, courageous, are highlighting the qualities which are traditionally associated with male gender and masculinity as well as heroism. Courageous, brave (2), wise, smart refer to the elevated status or a significant role of man as compared to the women.

Existing studies also highlights the way in which gendered attributes are mostly unequally assigned to male and female. For instance, Khan, Jaffar, and Naaz (2025) conducted the study on textbooks and they found out that male characters were portrayed a leader, reproducing the idea of men's intellectual superiority. Similarly, Kazmi, Khalique, and Kazmi (2023) also analyzed personality attributes and they also found out the similar pattern. My analysis clearly echoes these results, where males' charters are associated with leadership and strength while females are characterized by attributes of emotionality and passivity.

4.3.4 Omission

According to the data which is collected from the textbooks, it is clearly evident that the female's gender is omitted from many places they are completely omitted from many outdoor activities and roles which is shown in the table below. This linguistic technique of omission is of great importance in Mullet's framework. The omission pattern is shown in the table below.

Table 11

Omission Pattern for Males and Females in Roles

<i>Omission in</i>	<i>Mal</i>	<i>Femal</i>	<i>Examples</i>
<i>Professional/public</i>	<i>e</i>	<i>e</i>	
Army personnel	3	-	<ol style="list-style-type: none"> 1. He worked for royal corps. 2. He served oversees. 3. He ordered his team to fight with the attacking troops.
Businessman/women	1	-	<ol style="list-style-type: none"> 1. My uncle is a businessman.

			2. My aunt is the business women.
Athlete	4	-	<ol style="list-style-type: none"> 1. He won British open squash. 2. He is working as a squash coach. 3. He won the world Squash championship. 4. He also won many international me titles.
Doctor	1	-	1. He is a doctor
Pilot	1	-	1. Hashir is pilot
Driver	2	-	<ol style="list-style-type: none"> 1. My father always uses helmet on bike. 2. My father drives his car within the speed limit.
Player	1	-	<ol style="list-style-type: none"> 3. He plays tennis, badminton, Skating and football.
Builder	1	-	4. He builds the house

Table 12*Omission pattern for male and female in activities*

Activities	Male	Female	1. Examples
Driving	2	-	<ol style="list-style-type: none"> 1. He hit the car in the bookstore. 2. The boy was parking a car.

Jumping	1	-	1. The boy jumps in the pool. 2. Hussnain jumps up the wall
Swimming	1	-	1. He is swimming. 2. My brother is swimming.

As far as this technique of omission is concerned, there seems a gender inequality between male and female gender as there are many roles and activities in which women are omitted and that also seems to be influenced by societal norms which restrict the women inside the house.

The omission pattern also reflects gender bias as (Kazmi et al, 2023) (Ahmadabadi & Azad, 2023) analyzed men and women presence and visibility in their studies and they revealed a widespread male dominance in visibility and my research echoes with their results by finding the absence of women in certain domains and presence of men in the same domains.

4.3.5 Theme: Gendered Role Models in Unit Titles

Male and female characters are depicted in the unit titles as role models. The frequency of their depiction is shown in the following table.

Table 13

Representation of Male and Female as Role Models in Unit Titles

Book no	Total chapters	Unit Titles related to male role models + frequency	Unit Titles related to Female Role models + frequency
Book 1	10	-	-
Book 2	10	Hashir's honesty 1	-
Book 3	10	A brave soldier 1	
Book 4	10	A great player	My mother

	1		1
Book 5 12	The Event of Sha'b-abi- Talib	-	
	Son of mother land		
	2		
Book 6 12	Hazrat Muhammad (PBUH)	-	
	The Hero of Nation		
	He is the carpenter		
	3		
Book 7 12	The Last Sermon of Rasool	Pakistan's Female	
	Ullah	mountaineer	
	Quaid-e-Azam	The old wise	
	2	women	
		2	
Book 8 12	-	Hellen killer	
		1	

Researcher's initial reflection suggests that as far as this theme of unit titles is concerned, there seems gender inequality between male and female gender as there are many instances of unit titles which depict male gender in textbooks as compared to those titles which are used for females, thus giving male supremacy in role models and that also seems to be influenced by societal norms. This pattern aligns with the results of the study conducted by (Regita, 2023). (Regita, 2023) also observed that males were given more titles in which they could be shown as role models.

4.3.6 Use of Masculine Generic Nouns

The next table shows the use of masculine generic pronouns in the selected textbooks of English (see Table 12).

Table 14*Use of Masculine Generic Nouns*

Book no	Use of masculine generic noun + (Their frequency)
Book 1	<ol style="list-style-type: none"> 1. Fisherman 2. Policeman 3. Postman <p style="text-align: right;">(3)</p>
Book 2	<ol style="list-style-type: none"> 1. The hashir's father handed over that post to the policeman of his area. <p style="text-align: right;">(1)</p>
Book 3	<ol style="list-style-type: none"> 1. Milkman is an honest man 2. (1)
Book 4	-
Book 5	<ol style="list-style-type: none"> 1. We made a snowman with snow and threw snowballs at each other. <p style="text-align: right;">(1)</p>
Book 6	<ol style="list-style-type: none"> 1. Policeman caught the thieves. 2. Brave men who work while others sleep entail a great man of honor. 3. Pollution has become a threat to mankind. 4. Man-made resources are increasing pollution. 5. They were gathered like bees over the salesman. <p style="text-align: right;">(5)</p>
Book 7	<ol style="list-style-type: none"> 1. Brave men who work while others sleep. 2. Man has struggled against the forces of nature since dawn. <p style="text-align: right;">3. (2)</p>
Book 8	-
Total	13

As far as this theme of masculine generic noun is concerned, there seems it seems as a manifestation of gender sexism in language as there are many instances of using masculine generic nouns which depict all people irrespective of gender in

textbooks these masculine nouns clearly shows male centrality and dominance. Such masculine nouns have already been found in textbooks analyses conducted by Amerian and Esmaili (2015) and Ullah (2016).

4.3.7 Color Association with Male and Female

The ways different colors are associated with different genders in depicted in the table. (See Table 13).

Table 15

Color Association with Male and Female

<i>Book. No</i>	<i>Color with man</i>	<i>Example</i>	<i>Color with female</i>
Book 1		1. Sara and Hania are wearing blue scarf.	Blue
Book 2		-	
Book 3	Blue	1. Haris has a blue hat.	
Book 4		-	
Book 5	Blue	1. Amna has red hair. 2. Four ladies in red dress took their baby for a walk in a zoo. 3. She bought a red dress herself. 4. Junaid is wearing a blue T-shirt.	Red (3) Red Red
Book 6	Blue (2)	1. The girl wore a pink dress. 2. The boy is in blue shirt.	Pink Red

Book 7	Blue	3. Maria placed a red decoration dripper her birthday.
	White	4. The boy is in the blue shirt.
	Black	1. The man in blue shirt is my uncle. 2. The man in white shirt wrote a letter. 3. He always wears T-shirt and his black jeans have holes
Book 8	7	13

As far as this theme of color association is concerned, there seems clear cut gender disparity in male and female gender's color usage/associations as there are 4 instances in which red color is associated with female gender and one example in which pink color is associated with female gender. On the other hand, blue color is liked with boys thrice and white color is associated with male once and that also seems to be influenced by societal norms.

4.3.8 Theme: Firstness

The order of appearance between male and female gender is shown in the following table. (See Table 16).

Table 16*Pattern of Firstness for Males and Females*

Grade	Text/Examples	Male	Female Firstness
book		Firstness	
Book 1			
Book 2	<ol style="list-style-type: none"> 1. Fizza and Ali are running. 2. Layla and Dawood are running in the park. 3. Sara and Esmel have the same toy. 4. Aamir and Haniya are coming to my house today. 5. Hamza and Kiran are siblings. 6. What did Hamad and Kiran see when they were crossing the road? 	3	3
Book 3	<ol style="list-style-type: none"> 1. I live with my grandparents, parents, uncle, aunt, and sister. 2. My uncle is a businessman and my aunt is a college teacher. 3. My grandfather reads the newspaper and drops me at school. My grandmother tells us lovely stories. 4. My uncle loves me a lot. My aunt is caring too. 5. My mother is a teacher and my father is a doctor. 6. Ehsan and Laila have already arrived. Fatima is a teacher and her brother is a pilot. 	5	1
Book 4	<ol style="list-style-type: none"> 1. I love my father and mother. 2. Allah loves all men, women, and children 	2	0

Book 5	1. Amna, Riyaz, and Umar are three best friends.	4	3
	2. Roha and Fahad were playing nearby tree.		
	3. Farhad and Roha		
	4. Farhad and Roha		
	5. Umar, Haris, and Saima are my friends.		
	6. My mother and father are watching television upstairs.		
	7. Dear father, dear mother, dear brother, dear sister, dear sir, dear madam.		
Book 6	1. Alina is a doctor and her brother is an engineer.	0	1
Book 7	1. The men, women, and children were crying because it was chaos.	4	0
	2. Kumar, Saba, and I are friends.		
	3. A farmer and his mother lived happily together.		
	4. Bart, Lisa, and Maggie are their children.		
Book 8	1. Mr. Ali and Mrs. Ali went to the zoo.	2	0
	2. Fareed and Farida have been learning French since 1990.		
Total	28	20	8

As far as this theme of firstness is concerned, again there is clear cut gender inequality as there are 20 instances in which male gender is written first. On the other hand, firstness is given to female characters for only 8 times that also seems to be influenced by societal norms according to which man are supposed to be the leaders. Amerian and Esmaili (2015) also got similar results while analyzing textbooks.

4.4 Analyze External Relations in the text

By taking in view the researchers initial reflection and internal relations of the text it becomes clear that there are certain gender related notions that have been reflected and reinforced in textbooks and that they are shaped and reinforced by society i.e., social structures, social practices and social norms (like social, cultural and historical) of Azad Kashmir. So, in this section the researcher focuses on the analysis of the social practices, social structures and norms and beliefs of Azad Kashmir, which influence the creation and depiction of gender representation within the selected educational materials, like textbooks.

The selected textbooks, which are designed by Azad Jammu and Kashmir textbook board according to Single national curriculum, also seem to be influenced by broader socio- cultural context that is explained in this step of analysis.

4.4.1 Social practices, social structures and norms of Azad Kashmir

The social norms and practices of Azad Kashmir seems to play an important role for such a depiction of gender in terms of activities and roles that male and female gender are associated within the selected textbooks. The activities and roles distribution in current textbook shows traditional division of them in textbooks and such a depiction and distribution is influenced by the social, cultural and historical norms and practices of Azad Kashmir.

Azad Kashmir has its own social practices, structures norms and beliefs. These norms and beliefs are widely spread in the society. Some of the social practices/norms and structures which have influence the depiction of gender in the selected textbooks are explained below; Social practices and norms influence the content of the textbook by depiction of gender roles and cultural values in them. (Ahsan et al., 2020).

It is the common social practice/norm to treat women as dignity of house. According to patriarchal system women are more likely expected to be the dignity of the house so they are expected to maintain household and it is considered important for them that they should be confined to their homes. According to this norm of the society of Azad Kashmir girls/ women are considered to be the honor of the family and the honor of the family is closely tied to the way they dress up and their way of conduct,

both within the house and in public and if any act of female member that seem to bring disgrace or try to tarnish the honor of the family it leads to honor killings. Usually these killings occur if male members of family consider that any girl of the family has tarnished the honor of the family. In addition to this, women of Azad Kashmir have very limited and less physical mobility as compared to men because societal traditions and receptive norms of society, which are established by men restrict the participation of women/girls in outdoor activities. These arguments can be supported through (Arif et al, 2020) because this study validates these points.

It is the common social practice that household are associated with women, on the other hand the outdoor/public activities male characters. Similarly, when it comes to role division, in Azad Kashmir more professional and public roles are given to male members and domestic and indoor roles are associated with female members through (Arif et al, 2020).

On the other hand, men are most likely to be the breadwinners and economic providers in Azad Kashmir therefore, traditionally man are considered to be the one to go outside home to work and to earn for entire family as they are considered to be head of the family in Azad Kashmir (khan, 2014).

One of the common social practices of Azad Kashmir is the distortion of religious beliefs through culture, leading to mixing of religion and culture and this mixing of religion and culture then in turn influences the social practices of Azad Kashmir which in turn influence the educational materials.

Almost 99 percent of people are Muslim in Azad Kashmir so the predominant religion is Islam in the region. According to the Islamic teachings, it is advocated that men and women are equal human beings. One of the Ayah from Quran says "O Mankind, keep your duty to your Lord who created you from a single soul and from it created its mate (of the same kind) and from them twain has spread a multitude of men and women" Surah Al Nahal (chapter16, verse97) 16:9. In the light of this ayah it is clear that Islam advocates for the fact that men and women are created by Allah without any sort of inherent superiority. However, due to the social and cultural norms of the society of Azad Kashmir, this society significantly diverge from the core principles of Islam as Islam emphasizes family values and also divide labor but, in Kashmiri society, cultural practices are blended with religious beliefs and it is believed by men that they

have greater rights than women and that they are bestowed with the superior rights according to Islam (khan, 2014).

Although teachings of Islam advocate for a balanced distribution of responsibilities between male and female genders but cultural interpretations and distortions frequently distort this idea and place men in more professional and public roles and activities while relegating the women from them and giving them domestic, submissive and passive roles and activities.

Dominant social structures like local governance and discussions also believe and consider men/boys to be the ones who make the decisions and discuss things while women are not given such roles in Azad Kashmir. In Azad Kashmir's local gatherings and community settings, men are given primarily the role of leaders and decision makers. Men are given leadership and decision making roles. On the other hand, women are given passive roles as compared to men. They are given supportive roles (Arif & Bannian, 2022). Such prevalent norms of culture lead to the biasness between men and women.

According to Arif & Bannian (2022), in Azad Kashmir dominant social structure seeks dichotomy of roles and activities. Dichotomous gender roles and activities are dictated by norms, social practices and religious structures. They even lead to misinterpretation of the religious commands as well as the reinforcement of gendered division of labor in communities like Azad Kashmir (Arif & Bannian, 2022).

Economic Structure of Azad Kashmir; There is another dominant social practice which leads to stereotypical division and depiction of activities and roles, attributes, firstness, more use of masculine generic noun and color association between male and female in Azad Kashmir and it is the economic constraint on girls. Women or girls face different forms of considerable vulnerabilities and discrimination in Azad Kashmir with their socio-economic status that remains far from satisfactory. The traditional cultural practices of Azad Kashmir and misunderstandings of religion cause these issues (Arif & Bannian, 2022). In Kashmir women do take part in economic sector development but the level of their participation is kept relatively low as compared to men. This situation also has its roots in religious and cultural norms/patterns/practices. World development indicators show that in Azad Kashmir the contribution of women in labor force is at the rate of 23 percent. Despite this, considerable limitations and restrictions are faced by

women when it comes to economic opportunities. This is again due to the cultural, social and religious norms of Kashmiri society. In Azad Kashmir, usually Women do not control their own earnings and they have very limited awareness and access of their own financial situation (Arif, 2018).

4.4.2 Influence of the social practices on the language of selected textbooks of English

Analysis shows that the selected textbooks are clearly influenced by these contexts/ Dominant social structures. They also reflect and perpetuate the norms or beliefs of the dominant social structures.

The activities and roles, which are given to the male and female members in these selected textbooks are primarily traditional as they are very deeply ingrained within the cultural fabric of Kashmir because of the very long standing socio-cultural norms. For example, Women's or female member's depiction for working in homes and in indoor activities while male depiction for working outside home and outdoor activities has its roots in patriarchal practices of Azad Kashmir that are explained above. It involves the treatment of the Men as bread winners and treatment of the women as the dignity of the house that is representing the male characters in the role of teacher, pilot and army personal clearly shows the influence of social practice of considering men as breadwinners. On the other hand, restricting women to in domestic roles and activities further reflect the social practice of considering women as dignity of the house. Moreover, the role of player, builder and climber for male characters represent the general social practice of Azad Kashmir where men tends to perform these roles unlike women because they are considered strong which is one of the quality of the protectors of the women (the dignity of the house). The roles of home caretaker, helper, and cook and the activities of telling stories, babysitting, cleaning and baking are given to women mostly, it again shows the norm of restricting woman at home being a dignity of the house whose protectors are men. This representation also reflect the social norm of considering men as providers who should go outside to work and to earn.

These social practices show that the representation of gender in Azad Kashmir is very skewed and bias that is mirrored in educational content including textbooks and it reflects the idea that Azad Kashmir, has been, as a common notion, patriarchal society

where men hold dominant roles in public as well as private spheres while women are given passive and submissive role. The selected textbooks seem to be influenced by this patriarchal set of beliefs thus they are reflected in them. The current analysis of the textbooks shows how much the text of the books is influenced by these social practices and norms of the society of Azad Kashmir for example; equal representation of men and women in business shows the influence of religion of the region that asks for equal opportunity for both male and female when it comes to work that is doing business here. It shows that the religious social practices are reflected in the content of the textbooks. In addition to this, the influence of cultural practices on religion (or mixing of religion and culture) can also be seen in the representation of gender in unequal division of roles, activities, use of adjectives, use of omission pattern, use of masculine generic nouns, color association with men and women as well as in in the pattern firstness that has been used in textbooks. For example, data in the current study shows both men and women can be teachers but the ratio of men is more which suggests that women can also take part in economy but not more than men. Similarly, women are not shown in the role of pilot. The activity of “bringing things from outside” for men also depicts this norm. Similarly, Omission of female gender from role of pilot, teacher and army personnel also shows this.

In addition to this, the stereotypical use of color association, order of appearance of male and female names, the use of masculine generic noun and depiction of more male characters as role models clearly shows that these textbooks have been influenced by the cultural and social fibre of Azad Kashmir which is explained above.

Analysis shows that the selected textbooks are clearly influenced by these contexts/ Dominant social structures. So, they reflect and perpetuate the norms or beliefs of the dominant social structures. According to (Arif & Bannian, 2022) in Azad Kashmir, dominant social structure seeks dichotomy of roles and activities.

The current analysis of the textbooks clearly shows how much the text of the books is influenced by these social practices and norms of the society of Azad Kashmir. For Instance, in assigning the role of driver, builder, and pilot to male, they are depicted as leaders. By assigning them the role of players and athlete they are represented as strong unlike female characters. These dichotomous roles can be seen in this analysis to the great extent. For example; Words like Blue, happy, brave (2), wise, wise courageous (2), Selfless, new, tall, are used for male characters and they are

highlighting the qualities which are traditionally associated with male gender and masculinity as well as heroism. The adjectives like Courageous, brave 2, wise, smart seems to refer to the elevated status or a significant role of man as compared to the women .An adjective of tall refer to height is often considered as manly trait and is associated with leadership and control, which aligns with the cultural perception of men as the primary decision-makers and public figures in Azad Kashmir. Adjectives like "beautiful," "nervous," "sweet"" and "graceful are used for female characters. In such a usage of adjectives it is clearly evident that emotionality and femininity is associated with the female gender because adjectives like "beautiful," "nervous," "sweet"" and "graceful are associated with the appearances, emotional states, or behaviors which are traditionally associated with the women.

In addition to this, Man is shown happy and this shows the impact of socio-cultural norms of Azad Kashmir on textbooks. According to cultural framework, men are expected to be strong and they are discouraged to show vulnerability or sadness. On the other hand, for women it does not seem to be a big deal to be sad or to be emotionally weak. Mostly, Man has to maintain a façade of strength in this region while it is completely normal for a female gender to cry, to be weak or sad. (Khan, 2014) finds similar social practices/patterns and norms in Azad Kashmir whereby Women/girls have to live under the control of male members of the family no matter if they is the mothers, daughters or wives.

These dichotomous roles can be seen in this analysis in terms of the economic constraint on girls. Women or girls face different forms of considerable vulnerabilities and discrimination in Azad Kashmir with their socio-economic status that remains far from satisfactory. Data in the current study shows both men and women in business which suggests that women can also do business but not more than men. Similarly, a woman is not shown in the role of pilot. Men are given the role of teacher twice while women got it once only. The role of bringing things from outside for men also depicts this norm. Similarly, Omission of female gender from role of pilot, teacher and army personnel shows this. The use of masculine generic nouns and the order of appearance (firstness) also show male superiority as per the culture and social norms of AJK.

This color association with men and women is not arbitrary rather, such a depiction of color in the textbooks reflects what is traditionally expected from men and women when it comes to color choice and these expectations are clearly embedded in

the Azad Kashmir's cultural fabric and in Azad Kashmir femininity is usually associated with softness, fragility, emotional expression and tenderness' while masculinity is closely linked to strength, power, authority, force and restraint. Colors like Pink and red, oftenly linked with love, and beauty, construct conventional idea of idealized femininity, On the other hand, colors like blue and black, while symbolizing control and power, reinforce dominant masculine notions. Therefore, depiction of such gendered color representations in the selected textbooks can subconsciously highly influence minds of young readers.

The frequent use of masculine generic nouns in the selected textbooks of English under analysis clearly mirrors the effect of the patriarchal social and cultural norms which are prevalent in the region of Azad Jammu and Kashmir. For example, Words like Fisherman, policeman, postman, mankind, salesman and Brave men have been used in the textbooks to represent both genders, hence making female identity invisible in the selected textbooks of English which have been analyzed by the researcher. Therefore, these textbooks lead to the normalization of men dominance and implicitly covey the idea readers that men identity has to be standard. Such a use of language can effectively serve to erase the women identity from language as well as the thought of readers. Similar use of masculine generic pronouns have been used in (Hussain et al., 2023; hameed, 2014).

The pattern of firstness in the textbooks reveals the gendered power hierarchies embedded in the social and cultural makeup of AJK. This structural preference of male presence expresses an implied notion that men are the standard authorities or leaders and primary and key contributors to society.

The chapter titles, on their own, presented male as heroes or role models more than men. This biased representation not only devalues the contributions of women but also restricts students' awareness to more inclusive gender representations, thus forming a skewed perception of leadership, command, competence, and success. By consistently portraying men as the "first" and exemplary role models, these textbooks reinforce gender imbalances and contribute to internalize male superiority and dominance in the minds of learners. This trend of preferring males resonates with Pillay and Maistry's (2018) and Bachore (2022) findings and conclusions too. There are many other studies in which similar pattern of firstness is found like (Ruddick, 2010) and (Nasir, 2021).

Previous research conducted by Hazir et al. (2016) is consistent with the researcher's finding of gender representation in the current study, by portraying men and boys predominantly in public setting and depicting women and girls predominantly in domestic setting. This analysis of activities and roles shows that the socio-cultural influences are of utmost importance because division of such labor in textbooks is strongly influenced by these social and cultural traditions.

4.5 Conclusion

In conclusion, broader social, religious and cultural norms and expectations, which have been prevalent in Azad Kashmir, have been reflected in these data. These socio-cultural practices and norms are reflected and reproduced through the textbooks implicitly and they become the sole reason of this dichotomy, which is prevalent in Azad Kashmir. According to the current analysis of textbooks it is clearly visible that they distinctly segregate roles and activities based on biasness between man and women according to contexts of the Azad Kashmir region. So, such a representation of gender in textbooks leads boys and girls towards traditional and stereotypical representation (roles and activity distribution) of gender that in turn provides very fewer opportunities and role models for female to aspire to go into leadership or diverse fields as not much professions and social roles have been shown for female members in textbooks. On the other hand, for boys the case is quite the opposite and they are given more social, professional and active roles and activities. Due to this representation of gender roles and activities between man and women girls may get discouraged from pursuing fields and activities which are traditionally male dominated. Thus textbooks, due to such unbalanced representation of gender roles and activities can reinforce them, thus leading to the maintenance of the status quo.

This depiction portray men as the leaders, fighters and risk takers which is again the depiction of south Asian culture where man are expected to be protectors. Such a portrayal gives men daring roles and makes them more assertive as compared to women. On the other hand, association of the women with caregiving and parenting attributes is due to the cultural expectations of Azad Kashmir whereby women should focus on domestic and child-rearing tasks.

Man is shown happy and this shows the impact of socio-cultural norms of Azad Kashmir on textbooks. According to cultural framework, men are expected to be strong and they are discouraged to show vulnerability or sadness. On the other hand, for women it does not seem to be a big deal to be sad or to be emotionally weak. Mostly, Man has to maintain a facade of strength in this region while it is completely normal for a female gender to cry, to be weak or sad.

Due to of economic constraint and limited job opportunities for girls and women in this region as compared to men. People of this region adhere to reinforcement of similar stereotypes with respect to women roles and activities as shown in textbook and now it has become the economic reality and a very basic and normal pattern there. Such a depiction shows how much the cultural norms and practices have influence the representation of gender in textbooks. This division is clearly reflected in the textbooks which have been analyzed by the researcher leading to the reinforcement of Gender Stereotypes. This representation reinforces social and cultural norms .It propagates them because young children internalize them and expect such a division as natural and then it is normalized.

Textbooks significantly influence society as they shape children's perceptions of themselves, their society, their own career aspirations, their self-concept, and societal expectations. The children as well as teachers have internalized the above-mentioned portrayal of gender and there is need to fix it to bring gender equality. This ideological representation position restricts the amount of female representation in educational materials by upholding traditional gender norms.

4.6 Interpretation of the Data

Considering the data analysis and the themes which are identified in the earlier stages, this interpretation focuses on gender representation in Azad Kashmir, examining how internal and external relations contribute to the reinforcement of gender disparities and what gender related ideologies have been implicitly propagated through these textbooks. Based on the data, the major themes which are identified are gendered division of roles/activities, use of adjectives, use of omission pattern, use of masculine generic nouns, color association with men and women, and the pattern of firstness and use of unit titles to show role models.

Analysis of all the themes shows gender inequality in the representation of men and women in textbooks, which are created and designed by Azad Kashmir textbook board. The frequency of sentences for men and women roles and activity distribution, use of adjectives and linguistic technique of omission and social context shows reflect how socially ingrained gender biases influence the portrayal of men and women in Selected textbooks of English and what gender related ideologies are propagated through these selected textbooks. Upon examination of the given data, a number of significant themes and patterns surface that mirror gender prejudices and preconceptions ingrained in the texts. The information demonstrates a distinct difference between the roles, characteristics/attributes, and activities ascribed to male and female characters as well the pattern of omission and the use of adjective and this difference clearly shows that this distribution and pattern is gendered. All of the themes and their analysis, support already established gender standards and propagate the gendered ideologies, which are explained below.

4.6.1 Major Themes and Their Meanings

The following are the interpretation major themes and their meaning.

4.6.1.1 Gendered Division of Roles/Activities

This theme is related to the clear-cut division between male and female roles/activities in textbooks. Men are depicted as active participants in public spheres while Women, are confined to household and domestic spheres.

4.6.1.2 Gendered Division of Adjectives

This theme is related to the adjectives which are used or male and female members within textbook. Men are associated with positive and powerful descriptors like "brave," "courageous," and "wise" and "smart," while women are often described in terms reflecting passivity, such as "beautiful," "sad," and "gentle."

4.6.1.3 Gendered Omission

This theme deals with the absence of male or female member from any role or activity. Women are absent and underrepresented in public roles and outdoor activities within educational materials. The omission of women from active, visible roles in public life suggests that their contributions are less valued; High frequency of male-centric content amplifies this marginalization, making women's roles nearly invisible

The way language is used like the frequency of sentences, which are used to show the distribution of roles and activities between male and female member of the textbook, use of adjectives for male female members within textbooks as well as the use of technique of omission shows the stereotypical representation of the gender within the selected textbooks of English.

4.6.1.4 Gendered Role Models in Unit Titles

This theme is includes depiction of male or female figures as role models or exemplary personalities in the units titles of the selected textbooks of English. Analysis shows there are 10 instances in which men are shown as role models while women are shown role models only for four times.

4.6.1.5 Use of Masculine Generic Nouns

This theme can be defined as the way in which masculine generic nouns such as fisherman, policeman, and postman are used to represent all genders as universal reference. This is an important linguistic practice, and the implicit yet very impactful way of constructing and presenting the male experiences as central, standardized and normative while simultaneously downplaying or under presenting female presence. Analysis shows that many generic masculine nouns have been used in the selected textbooks.

4.6.1.6 Color Association with Male and Female.

This theme examines the way in which different colors are associated with different genders. It involves the exploration of the way in which certain colors are

often linked with males and females. This theme is important to analyze because this association of gender and color is the matter of utmost significance because this relationship between gender and color represent gender norms, which are culturally constructed and this relationship also serves as an important as non-verbal indicators of gender identity. According to (Asmat & Zahra, 2023), Color is an important factor in production, shaping and maintenance of gender identities. This relationship between color and gender has also been identified and recorded in other different cultures. Analysis of the data showed that black, blue and white color is used for boys while pink and red color is associated with girls, which is again a stereotypical representation. Blue color is used 5 times for male and it is used only once for female.

4.6.1.7 Firstness

The theme of firstness refers to the idea of order of appearance, which means the investigation of the position which is occupied by each gender when they appear together. The researcher analyzed this theme in order to explore the order of appearance between male and female gender in order to figure out which gender group is preferred for firstness. Analysis shows that in most of the instances, male characters holds the first position.

Analysis of the external relations show how does social practices and norms have influenced the text with respect to gender representation and how the selected textbook can influence the social practices and norms. It is clearly evident in the analysis of the external relations that social, cultural, political and religious patterns and norms of Azad Kashmir have clear-cut influence on the gender representation within these textbooks.

4.6.1.8 Insights, Gaps, and Reflections on the Basis of Analysis

Lack of Efforts to Challenge Gender Norms: Analysis of the data shows that there is very noticeable lack of effort in textbooks to challenge the traditional gender representation. Instead of showing gender equality these textbooks seems to repeat old stereotypes representation of gender representation and gender related ideologies. This failure to present and promote the gender balanced stories means Azad Kashmir will continue to see outdated gender representation and gender related ideologies as

something normal so there seems no big chance of changing people's thinking about male and female gender representation and related ideologies.

Significant gap can be seen in educational content like textbooks when it is related to challenging the traditional gender representation in textbooks. Although there are legal frameworks in Azad Kashmir in order to promote gender equality and to protect women's rights but the gap lies in the poor implementation of policies. So, it would be right if it is said that there is a gap in efforts to change and shift the societal and cultural mindsets which see men as dominant.

4.6.1.9 Ideologies

Deeply ingrained societal stereotypes and biases greatly influence the way male and female gender is viewed. Understanding these biases is key to seeing why gender stereotypes persist and why it's so challenging to change long-standing societal norms.

Upon examination of the given data, a number of significant themes and patterns surface that mirror gender prejudices and preconceptions ingrained in the texts. The information demonstrates a distinct difference between the roles, and activities ascribed to male and female characters as well the pattern of omission and the use of adjective and this difference clearly shows that this distribution and pattern is gendered. All of that support already established gendered standards and propagate the gendered ideologies, which are explained below;

4.6.1.10 Patriarchism

One of the most important ideologies that is prominent in the selected textbooks is that of patriarchy. This is an ideology that men should have dominant and authoritative positions, on the other hand, women should have the subordinate, secondary or subordinate position as compared to men.

This ideology is manifested through the representation of men in authoritative roles. For example, in this analysis men are more often given the roles which are public and female are confined to domestic roles. Men are given the roles of breadwinners, protectors, and leaders; On the other hand, women are traditionally expected to be caregivers, homemakers, and supporters. The use of adjectives for both man and women

along with the pattern of division of attributes to both gender propagates this idea. Examples in the data reinforce stereotypes that it is natural for a man to be more courageous and wise and this idea completely aligns with the idea of traditional masculinity. This portrayal perpetuates the patriarchal narrative is perpetuated and propagated through this portrayal that values men public figures bring strong and powerful and through relegating female members to subordinate, private roles. As analysis support this representation of man it is clear that this ideology is prominent in these textbooks and is propagated to the young minds.

As this is an ideology that men should have dominant and authoritative positions, on the other hand, women should have the subordinate, secondary or subordinate position as compared to men .It is shown in the examples below.

Male Dominance: "He ordered his team to fight with the attacking troops," "In recognition of his courage, selflessness and bravery, he was rewarded with the 'Nishan-e-Haider'."In these examples men is depicted in position related to leadership and valor so these examples give the idea that men are the ones who lead, protect, and receive recognition for their contributions.

Female Subordination: "She is preparing dinner for us," "She helps me to do my homework." These examples and the frequency of examples of roles, attributes and activity distribution in the data clearly shows women in supportive and subordinate roles, emphasizing that their contributions are more domestic and less recognized.

4.6.1.11 Misogyny

According to Dovi (2018), the primary function of misogyny is to suppress females/women to devalue them and to keep them down. Misogynistic undertones nuances are evident through the technique of devaluation. The omission/absence of characters in public roles and outdoor activities signify devaluation such a representation in educational materials send a message that contribution of women's are comparatively less important or valuable as compared to the man. One way to present misogyny through these textbooks is done by reinforcement of gender stereotypes according to which women are represented as undeserving or inadequate. For example, in the current analysis it is clear that female members are represented as undeserving for most of the public roles unlike male members and they are represented

in domestic activities and roles mostly thus this representation undermines their abilities and potential and reflects a broader cultural misogyny. This ideology reinforces the belief that women are naturally suited to caregiving roles as compared to man. This ideology is reinforced in these textbooks because there are 7 examples in which women are portrayed as a care taker, on the other hand there is no such examples for male characters. This ideology suggests that certain types of work are inherently suited to one gender over the other, often dividing labor along traditional lines with men in public, professional roles and women in private, domestic roles. For example, traditional gendered distribution of activities is clearly visible in the data. Activities like cleaning, cooking, helping and doing work within home, baby sitting and baking are associated with women, On the other hand the activities like travelling, transportation, driving, bringing things from outside, working and helping outside the home, bringing things home as providers are given to male characters. Only for the activity of climbing both man and women are depicted.

4.6.1.12 Gender Essentialism Ideology

The notion that men and women have enduring, inborn, and biologically determined qualities, roles, and actions is the basis of gender essentialism ideology. This ideology promotes the belief that gender differences are innate and unchangeable, such as the belief that women are naturally sensitive, caring, and suited for domestic responsibilities, while males are naturally strong, brave, and logical. This concept was obvious in the analysis of the English textbook for the Single National Curriculum (SNC) which frequently placed women and girls in submissive and nurturing roles such as cleaning, cooking, babysitting, or storytelling. Boys and men, on the other hand, have been demonstrated as courageous, physically active, decision-makers, or important individuals. Children's knowledge of gender as a socially constructed and dynamic identity is impacted by these common, stereotypical illustrations that reinforce the essentialist idea that certain behaviors and roles have an intrinsic connection to one's gender. Thus, the narrative of the textbook fosters gender essentialism, encouraging students to internalize rigid and unequal gender norms.

4.6.1.13 Ando Centric Ideology

In an androcentric ideology, feminine or non-male identities are viewed as secondary or not so important, whereas male viewpoints, roles, and experiences are considered as crucial, dominant, and universally normative. The exposure, agency, and contributions of women and other gender identities are frequently minimized or marginalized by this ideology, which places men as the default or "neutral" ideal. There was clear evidence of androcentric ideology in the English textbook used for the Single National Curriculum (SNC). For instance, female characters were mostly portrayed in domestic, passive, or caring positions, on the other hand male characters were always represented in public, decision-making, and active ones, such as purchasing goods, travelling, or carrying out heroic deeds. Likewise, men typically occupied the starting place (firstness), signaling power in discourse, in conversations and patterns of sentences. The male-centered narrative is further reinforced by the utter absence of the third gender. The textbook's androcentric narrative is reflected in this male-centric representation, which contributes to an unequal gender discourse that marginalizes femininity, ignores non-binary identities, and promotes masculinity.

4.6.1.14 Gender Inequality

It is the system of beliefs that support and maintain gender disparities are supported and maintained in different spheres of life like economic, political as well as social. Unequal treatment is carried out, sustained and validated through this gender ideology. This ideology is manifested through stereotypical representation of the male and female gender in the selected textbooks (García-Sánchez et al., 2019). It seems as pervasive element in the selected discourse as unequal representation of male and female members is clearly evident in the analysis. Men are depicted in a wider range of. Male pre-eminence outshines in texts. It was observed that in textbooks male not only outnumbered female but also overshadowed them. Such biased behavior was noticed during the analysis of each and every theme of this study. Time and again, gender inequality was noticed and the textbooks of English designed and created by AJKTB, were encumbered with patriarchal representation of both genders. Especially, women were displayed in their traditional stereotypical roles as caretakers and home makers. Thus the texts tends to hold the society's definitions of stereotypical female

characters and demonstrate to the readers that the women are just middling members of society.

4.6.1.15 Gender Binary

The textbooks seem to be stick to the ideology of gender binary because there are only two types of characters they are either male or female. The gender binary divides individuals as either male/man/boy or female/women/girl (Saguy et al., 2021). There is traditional binary division of roles and activities between male and females. Due to the binary ideology different gender identities are accommodated in these textbooks. It contributes for the exclusion of non-binary individuals in educational materials. It also reinforces the traditional beliefs that male and female must adhere to live in this society.

In conclusion, it is reflected in the data that traditional gender ideologies are reflected and propagated in these textbooks and they reinforce inequalities between men and women. These ideologies maintain the idea that both genders have inherently and naturally different roles, attributes, and capabilities, which are ultimately limited by the potential of both genders. In order to achieve and maintain equitable representation of gender, it's very important to confront the stereotypes and present diverse and balanced portrayal of both genders in different contexts in textbooks.

This discussion shows that the findings clearly reflect the theoretical concepts of the Mullet's CDA framework. The results completely align with the framework. The very first tenet of this framework is to uncover and transform some kind of inequality. This framework aims to identify and transform the conditions of inequality and in this analysis social inequality, related to gender is clearly identified and addressed. Depiction of roles and attributes, omissions, adjectives, masculine generic nouns, unit tiles, and color association in the respective textbooks represent the gender based inequalities which are deeply embedded in the respective textbooks. For example, as for the theme of the activity is concerned, traditional distribution of activities is clearly visible in the data. Activities like cleaning, cooking, helping and doing work within home, baby sitting and baking are associated with women, On the other hand the activities like travelling, bringing things from outside, working and helping outside the home, bringing things home as providers are given to male characters.”. This pattern of

unequal representation is further evident in the portrayal of roles' distribution. In the given data it is represented that men are given the roles of, Athlete, driver, and traveler while women are given the roles of helper (within home), care taker and cooking at home. Only one woman is shown as architect. So men are given more occupational and public roles unlike women. Such a representation of gender clearly depicts gender biases and similar pattern of gender inequality found for all the other themes as explained above. This representation perpetuates them and reinforces the societal norms and ideologies.

It is strongly advocated by Mullet (2018) framework to go beyond just interpretation of language because it is emphasizes by Mullet framework to investigate the socio-cultural consequences of language usage. This analysis clearly exemplifies such interpretation of language. It involves the analysis of the way language is used in these textbooks and also how does such a use of language reinforce gender bias, and traditional gender ideologies within the socio-cultural context of Azad Kashmir. It shows how such a use of language like use of adjectives, use of colors, masculine nouns, pattern of firstness, unit titles etc leads to patriarchal division of labor and how linguistic choices reflect and reinforce the societal norms and power structures or broader social structures of Azad Kashmir. This use of language is intertwined with societal expectations which lead to gender inequality.

It is emphasized by Mullet (2018) CDA framework viewpoints are never neutral even the researchers' perspective is not neutral rather it is also influenced by the contextual backdrop. This analysis shows that the perspectives are influenced by the context of Azad Kashmir and the books serve as products as well as reinforce societal gendered representation. The contextualization of the analysis within the specific setting of Azad Kashmir, researcher gave awareness of the way textbooks are shaped by socio-cultural dynamics of AJK as well as how does socio-cultural dynamics help to interpret these textbooks.

CHAPTER 5

FINDINGS AND CONCLUSION

5.1 Introduction

This research has explored gender representation and gender related ideologies in the textbooks of English (designed according to the instructions of SNC) utilized in Azad Kashmir. This study has provided a detailed examination of how genders are represented and their ideologies are portrayed, by applying Mullet (2018) general analytical framework. This section includes answers to the research questions, findings and conclusions implications and recommendation for future studies.

5.2 Findings

The analysis of gender representation in English textbooks from grades 1 to 8 designed by Azad Kashmir textbook board according to single national curriculum reflects a strong reinforcement of gender roles, activities, use of adjectives, omission pattern, use of masculine generic nouns, color association with male and female and unit titles for role models which are traditional and stereotypical for being rooted in societal ideologies.

It is analyzed through data analysis that male characters are mostly and primarily depicted in social/public and professional roles, such as the role of an army personnel, a businessman, drivers, and as well as athletes. In contrast, female characters seem to be mostly confined to private/domestic roles, like that of role of cooking, caregiving and cleaning. Similarly the representation of gender through adjectives is also stereotypical and traditional like (strength and wisdom is associated with men and emotional and physical beauty is associated with the female member). Similarly, omission of female members from social and professional roles and outdoor activities and omission of men from domestic and indoor activities shows inequality. This imbalance or inequality overlooks and excludes women/girl from public as well as professional spheres. It indicates that the primary duties of women/girls should be in the home. This representation of gender strengthens and consolidates the perception about men to be the providers and women to be the homemakers, while influencing the minds of the readers. For the theme of unit titles for presenting role models, analysis

shows there are 10 instances in which men are shown as role models while women are shown role models only for four times. Analysis also shows that many generic masculine nouns have been used in the selected textbooks. For the theme of color association with male and female, Analysis of the data showed that black, blue and white color is used for boys while pink and red color is associated with girls which is again a stereotypical representation. Blue color is used 5 times for male and it is used only once for female. Due to such a representation of gender, there are certain ideologies, which are implicitly propagated in the selected textbooks of English. The Selected Primary and Middle level textbooks of English, which are designed and created according to the Single National Curriculum in Azad Jammu and Kashmir (AJK) reflect certain ingrained gender ideologies that can influence young students' perceptions about gender. The textbooks are not just educational tools rather they also serve as a tool for influencing people's mental models. Through this careful analysis, it becomes clear that there are certain ideologies that are intricately woven into the text of textbooks. These ideologies include Patriarchy, Misogyny, Gender Inequality, Gender Binary, and Heteronormativity. Through examination of the presentation of these ideologies, implicit messages that are propagated to students are highlighted. These representations of ideologies have a great impact on shaping the understanding of gender dynamics of the students in their coming years.

The findings of the current study show that gender representation in these textbooks is unequal, biased and sexist. The use of language like the frequency of sentences, the use of adjectives and omission technique depict such representation. The researcher critically analyzed the external (social and cultural) context, which influence the formation of such discourse. The analysis of the way language is used as well as social –cultural aspects shows that certain gender related ideologies seems to be propagated through these textbooks implicitly. These ideologies are gender inequality, sexism, gender binary and patriarchy. These findings show that these textbooks are not gender neutral and more positive image is given to males the as compared to female. On the other hand for most of the roles and activities, which are social and professional and public, men are given the major portion. Similarly the omission pattern for the female and male also gives us the same findings. For the theme of unit titles for presenting role models, analysis shows there are 10 instances in which men are shown as role models while women are shown role models only for four times. Analysis also

shows that many generic masculine nouns have been used in the selected textbooks. For the theme of color association with male and female, Analysis of the data showed that black, blue and white color is used for boys while pink and red color is associated with girls, which are again a stereotypical representation. Blue color is used 5 times for male and it is used only once for female.

Although this study shows gender biasness in the selected textbooks but there seems some betterment when it comes to gender representation because during the study, the researcher could not find metaphors, which show some biasness or stereotyping in the selected textbooks. The researchers have found this category in the previous studies. It shows that Azad Jammu and Kashmir textbook board has tried to make inclusive books as compared to the previous books. It is something that is strongly felt by the researcher but milestone to make them free of gender inequality and discrimination is yet to be achieved.

5.3 Conclusions

This study sets out to explore how gender is depicted in the selected English textbooks, which are prescribed under Pakistan's Single National Curriculum. By applying the Mullet General Analytical Framework (2018), it has systematically explored the ways in which male and female characters were represented in terms of attributes, activities, roles, titles, adjectives, unit titles, firstness color association and underlying ideologies. The analysis has clearly shown that gender representation in the selected textbooks is not neutral but is shaped by particular and specific discursive choices that privilege some of portrayals over others. While the research does not claim to directly examine the impact of these representations on learners, it establishes a clear picture of the patterns, silences, and emphases that define gendered discourse within the text. In doing so, this study significantly contributes to ongoing scholarship in the field of Critical Discourse Analysis and curriculum analysis studies by documenting the ways in which educational materials reflect and reproduce existing gendered structures.

In conclusion, it is highlighted in the current research that how has the language been used to represent male and female gender in the selected textbooks. So the strong connection between gender and language is highlighted in the current study. This

connection shows gender ideologies which are implicitly propagated through these textbooks. The textbooks, which are analyzed in the current research found to be biased when it comes to the representation of female gender in almost all of the themes.

5.4 Implications

5.4.1 Educational Implications

Curriculum Developers: According to the study, gender discriminations are still reflected in textbooks' language use, particularly in the over-representation of men in all the themes that the researcher analyzed. Therefore, when designing content, curriculum developers must take a gender-inclusive stance to ensure that both genders are represented fairly implicitly as well as explicitly in all subject areas.

Teacher Trainings: As textbooks serve as key teaching resources, gender sensitivity and critical discourse analysis modules must be a part of teacher training programs in order to help teachers in understanding and tackling biased narratives in class discussions.

Textbook Writers: Writers should be made aware of how sentence frequency, adjective usage, omission patterns etc can subtly promote sexism. They need guidance on using inclusive and non-stereotypical language when portraying gender roles.

5.4.2 Social Implications

Challenging Patriarchal Norms: This research underlines how male versus female thinking and patriarchal beliefs are still silently incorporated into instructional resources. This is an example of larger social standards and training. In order to cultivate more equal mindsets in learners, the research therefore reinforces the necessity of challenging patriarchal thinking from an early age.

Representation and Role Models: Aspirational role models for girls are limited by the lack of visible female representation in textbooks. Increasing the representation of female role models may improve female students' self-esteem and motivation.

Public Awareness: The results suggest that the people need to start a conversation about how gender perceptions are influenced by educational materials. It

is feasible to start awareness attempts to emphasize the value of inclusive educational materials.

5.5 Recommendations

1. The researcher recommends that women gender representation in these textbooks should be improved by giving more representation to female gender for public roles and activities because the representation of any gender in the textbooks impacts the minds of the respective learners. So, better representation of females will have a very positive influence on the minds of the readers of the textbooks. It can also be proved as something encouraging for the female readers.
2. The findings show that men associated with less domestic roles and activities. This representation provides less space to males in this domain. So it is recommended by the researcher to give them equal representation as female characters in the activities like cooking, cleaning, care taking etc. because such a representation suppresses the nurturing and caretaking roles of the male gender which are actually innate and good qualities of the males that the students can internalize by reading these textbooks. Similarly for the use of adjectives ‘brave’ is used for both men and women but there are other adjectives which are just used for men and overall less adjectives are used for females. The researcher recommends the balance when it comes to the use of adjectives. There is one adjective “beautiful” that is used for the female and it refers to physical appearance and there is no such adjective for male gender so, such a use of adjectives marginalizing towards the female gender so it is recommended to use adjectives carefully in upcoming textbooks.
3. Textbook portrayals of gender roles are frequently shaped by the prevalent patriarchal views in Azad Kashmir. The idea that certain roles are improper for women is reinforced by the Omission of women from roles such as women exclusion from the role of driver and army personnel. This ideological position restricts the amount of female representation in educational materials by upholding traditional gender norms. The researcher recommends depiction of females more positively and carefully than this as these days women are working in all the domains of life.

4. Workshops and seminars are recommended for the teachers in order to educate them the role of the influence of language on the minds of students.
5. It is also recommended by researcher to Azad Kashmir Textbook Board and other relevant competent authorities to do more planning in order to take steps for a more gender inclusive syllabus in future.

5.6 Further Studies

This researcher analyzed the textbooks of primary and elementary level. Future researchers can investigate textbooks of class 9th and 10th because Azad Kashmir textbook board has recently designed them and they are in use now. They can also analyze textbooks other than English like they can conduct their studies with respect to gender representation in the textbooks of Urdu, Islamic, Math, Science as well as social studies. For the current study the researcher has analyzed only few aspects of language so, the future researchers can conduct researches on the same textbooks while analyzing some other aspects of language. They can also do analysis of these textbooks with different frameworks like content analysis, discourse analysis. The same textbooks can also be analyzed from other linguistic lenses like Eco linguistics analysis of these textbooks. As there are a lot of new textbooks which are designed and created by Azad Kashmir textbooks board, so a lot of research can be conducted in order to analyze them and provide new insights for textbooks boards in order to make their textbooks better in many different ways. While this study portrays some development compared to past textbooks (such as the absence of gender-specific metaphors), further longitudinal studies are required to check progress with time. The relatively better performance of the AJK Textbook Board compared to previous textbooks suggests the potential benefit of inter-board comparisons to identify best practices and replicate them nationally. There is a need to integrate gender studies into education degrees so that upcoming generations of educators are better equipped to detect and counter gender bias in textbooks and teaching.

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