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A critical multimodal analysis of gender representation in South Africa and Nigeria English language school textbooks

By

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A research report submitted in partial fulfilment of the requirements for the degree of Masters in Education by coursework and research report

School of Education, University of Witwatersrand

Supervisor: Dr Ana Ferreira

October, 2019

DECLARATION

I, Biowe Oluchi, declare that this research report *"Critical multimodal analysis of gender representation in South Africa and Nigeria English language school textbooks"* is the product of my own work. I also declare that it has not been submitted before for any other degree at this or any other university, and that all sources I have used or quoted have been explicitly indicated and acknowledged as complete references.

_____ _____

Student's signature Date

ABSTRACT

This interpretative mixed methods study applied a critical multimodal literacy framework to holistically examine how multiple modes were utilised to represent gender in South African and Nigerian English language school textbooks. Two current and widely used English language textbooks were selected from both countries to investigate how males and females have been represented. Adapting content analysis categories from Porreca (1984), Hartman and Judd (1978), including Kress and Van Leeuwen's (2006) social semiotic approach to multimodal analysis, a critical hybrid analytical model was designed for this study. Findings revealed that generally, both textbooks represented males and females stereotypically, however the degree of stereotype and bias between the two textbooks vary. In both the linguistic and visual modes of the textbooks males were numerically represented more than their female counterparts; female firstness was numerically insignificant when compared to the frequency of male firstness; and males and females were portrayed in traditional stereotypical occupational roles and activities. In addition, males were represented in more high status professional occupation than females. Both genders were described as having specific character traits that positioned males as brave and females as passive. Nonetheless, evidence of some subtle differences between both textbooks suggests that the South African textbook *Solutions for All* adopts a more gender sensitive and balanced representation than the Nigerian textbook *Junior English Project.* Furthermore, the multimodally designed contents of the two textbooks were explored to discover how gender has been represented in relation to power, positioning and subjectivities, including the ways in which the textbooks pedagogises texts in relation to the activities and exercises accompanying the multimodal textbooks. The exploration showed that both textbooks employed a number of modes, and drew on discourses of power relations and subject positions to represent each gender differently, thereby reproducing patriarchal gendered ideologies that positioned males as more successful, prominent and powerful than females.

Key words: Gender, English textbooks, critical multimodality, Gender representation

DEDICATION

I dedicate this project to God almighty, my husband and kids.

A special note

To God, thank you Lord for your grace and strength to start and finish this journey. I never felt alone because of your presence - 'Ogene doo'.

To my husband, Dr Riemann Biowe for your unflinching support, invaluable encouragement and unstinting generosity. You gave me the opportunity to study. Thank you for making this possible.

I take pride in my kids Grace, Mitchelle, David, Nicole and Samuel for their unending patience, understanding and unconditional love that renewed my strength throughout this study. Your team effort to always make me smile produced jokes, kisses and encouragement that made me laugh and wiped away my tears especially in times of trouble; 'during times when life gave me lemon, we always found ways to make it into a lemonade'. My ever cheering team I love you guys with all the strength in me and every breath I take. Without your support I would not have completed this study. Thank you 'my rainbow world of possibilities'.

ACKNOWLEDGEMENT

Completing this research has been personally challenging especially at its last phase. But today I count it rewarding because God put the right people in my path that assisted me in accomplishing this process.

First and foremost, I would like to express my sincere thanks to my supervisor Dr Ana Ferreira. Your expression of disappointment when I wanted to give up on this topic became my greatest inspiration and motivation in my research trajectory. Thank you for your positive criticism and constructive feedbacks that guided me throughout this journey which has culminated into this finished research report. Your innovative scholarly expertise in critical literacy not only shaped my thinking and direction for the completion of this study, but also has enhanced my knowledge and experiences throughout my MA studies at Wits University, broadening my understanding and pedagogical knowledge of critical literacy. I remain intellectually indebted to you. As if that is not enough, your supervision snowballed into lending listening ears, and welcoming arms of assistance even in non-academic personal matters. I am extremely fortunate to have you as my supervisor, I couldn't have made a better choice. Thank you for believing we could do this! Yes we did it!

My sincere gratitude to Dr Navan Govender and Professor Bassey Antia, whose critical insightful feedback from the research proposal review guided me; provided substantive intellectual contribution which added valuable input into this finished product. I feel extremely honoured and privileged to have your professional and excellent feedbacks on this project. Thank you.

Also, I am grateful to the authors of the *corpuses* which produced the data for analysis in this study, enabling me to add to scholarship on creating gender awareness amongst teachers, students and authors.

I wish to appreciate my colleagues at the University of Wits for the invaluable encouragement we offered to one another during our race against time to beat deadlines on academic works. It was quite encouraging.

I also acknowledge my extended family for their support, and care, always calling to ask about the progress of my studies. Thank you all for your immeasurable encouragement to persevere, it paid off.

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CHAPTER ONE

INTRODUCTION AND BACKGROUND OF STUDY

1.0. INTRODUCTION

The core focus of this research is to examine the representation of gender in two English language school textbooks used in Nigeria and South Africa. This chapter introduces the study and presents the background information as a basis to contextualise this current study. Also, this chapter explains the statement of problem, aims and objectives, value of the study, as well as the research questions to which this study seek answers. Lastly, this chapter outlines the overall structure of the research report.

1.1. BACKGROUND OF STUDY

The inexorable place of textbooks as basic tools for teaching and learning cannot be denied. Textbooks are one of the many educational resources employed by teachers and students to support the learning of a course in the classroom. According to Graves (2000: 175), "a textbook is a book used as a standard source of information for formal study of a subject and an instrument for teaching and learning". Textbooks are also regarded as basic vehicles of socialization, conveying knowledge and values beyond the confines of school and learning (Brugeilles & Cromer, 2009).

English language textbooks, like all other course textbooks, are widely used in the classroom by both teachers and students to illustrate information, and to teach concepts or skills that facilitate learning (Chiponda & Wassermann, 2011). As noticed by Sadker et al (2009) students spend as much as 80 to 95 percent of their time in the classroom using textbooks, and most of the teachers' instructional decisions are based on textbooks. This affirms Apple and Smith's (1991) assertion that for better or worse, textbooks dominate what students learn, and what teachers teach, by interpreting and setting the curriculum alongside the content learned in most subjects. They argue that for most learners, textbooks are the first and sometimes the only exposure to books and reading they receive.

Nonetheless this is changing in the 21st century, an age of information technology where students are slowly receding from print text to digital or electronic materials. The dynamic globalised world of technology has remarkably changed not just the way students learn, or the pedagogical practices of teachers, but also the instructional materials and resources available in the 21st century classrooms. The ubiquitous internet offers teachers and learners innovative possibilities,

including useful resources for effective academic instructions and successful learning. Thus, workbooks, e-books, and internet or virtual reading are rapidly replacing the use of print books.

At the same time, it appears textbooks are not destined to go the way of ancient scrolls. They remain one of the educational resources that teachers can depend on in designing instructional content that supports learners in achieving their learning goals. In South Africa, textbooks remain relevant in the educational system. For instance textbooks caught national attention and made headlines in 2012, when the country's Department of Basic Education had failed to deliver textbooks to learners in the Limpopo province six months into the school year. This generated an overwhelming outcry which culminated into the Limpopo saga (Chisholm, 2013). Necessary intervention has since been made to ensure that textbooks are distributed to the learners at the appropriate time.

Likewise in the Nigerian context, textbooks are considered essential prerequisites for all disciplines at the various levels of education (Okere & Amadi, 2016). Moreover, several studies have shown that students still prefer conventional textbooks to digital texts (Chou, 2016; Millar & Schrier, 2015; Woody, Daniel & Baker, 2010). Furthermore, technological advancement has influenced the traditional mundane graphically uniform print-based texts, and textbooks have become multimodal where words are fused with language and images (Kress & Van Leeuwen, 2001), making textbooks more interesting and engaging to the 21st century learner.

Although, textbooks continue to play a significant role in education globally as commonly used materials for teaching and learning, they are not neutral exemplars of common English language, rather they are loci of ideology, values, knowledge, and power (Nozaki, Openshaw & Luke, 2005). Textbooks are major carriers of complex representations of national identity, race and gender, capable of inflecting realities which privilege the interest, or reproduce the values of specific groups, and shape learners' understanding of social reality (Hodge & Kress, 1993). More often than not, textbooks implicitly or explicitly form the basis for constructing, naturalizing, and legitimizing ideologies that formulate language learners' worldviews (Fairclough, 1995; Van Dijk, 2001), including views on gender identity, roles and positioning. Dominant discourses that perpetuate inequality are often reflected in school materials such as textbooks, which have the potential to socialise girls and boys into particular gender performances (Pillay, 2012), relationships and expectations. As Tajeddin and Enayat (2010) succinctly put it, school textbooks can be powerful, influential tools that construct social identities.

Most language textbooks follow a structured pattern outlined in the curriculum which, if dominated by conservative ideals of traditional gender roles and identities, may unconsciously form or reproduce gender bias amongst students. This raises a concern and calls attention to the relevance of studying or evaluating the representation of gender in the multimodal contents of

school textbooks especially since learners are influenced by the textbooks they encounter in their pursuit for knowledge because they regard textbooks' content as indisputable facts (Chiponda & Wassermann, 2011).

A plethora of studies have delved into gender representation, revealing the prevalence of gender bias in textbooks used in English language classrooms (Amini & Birjandi, 2012; Aydınoğlu, 2014; Fahim, 2010; Gharbavi & Mousavi, 2012; Hall, 2014; Hamdan, 2010; Johansson & Malmsjo 2009; Lee & Collins 2008; Nagatomo, 2010; Wu & Liu, 2015). Existing research revealed that gender bias often manifests itself in English language textbooks with an over-representation of males (Ansary & Babaii 2003; Johansson & Malmsjo, 2009). Research indicates that many textbooks used by students are full of inequitable representation of the roles of males and females (Mustapha 2012), with females often omitted or portrayed in limited range of roles, usually traditional stereotypical or patriarchal roles that marginalises them and limits their potential. On the other hand, males sit at the apex of power with more visibility; over represented in both the written text and visual illustration of textbooks (Bahman & Rahimi, 2010; Ghorbani, 2009; Hamdan, 2010; Mineshima, 2008; Mukundan & Nimehchisalem, 2008).

Such dominant discourses on gender roles which reinforce patriarchy, perpetuate gender discrimination. This inequality may subject female students to exclusion, devaluation, alienation and lowered expectations (Gharbavi & Mousavi, 2012, p.42), which could restrict their social, behavioural, and linguistic roles (Amini & Birjandi, 2012). These normalised discourses construct socio-political hierarchies that support the social positioning of females as inherently inferior to their supposedly superior male counterparts. Females are thus framed in essentialised traditional and cultural gender practices that position them at second class status, performing subjugate roles.

However, this might not be the case in the South African and Nigerian context as some of these studies have focused on international contexts across the globe such as Iran (Amini, 2012; Ansary & Babaii 2003; Bahman & Rahimi, 2010; Hall, 2014), Jordan (Hamdan, 2010), Malaysia (Mukundan & Nimehchisalem, 2008), Pakistan (Masud, 2017; Shah, 2012; Ullah & Skelton, 2013), including western countries such as Australia (Lee & Collins, 2010), Finland (Saarikivi, 2012), Sweden (Johansson & Malmsjö, 2009; Mustedanagic, 2010), United Kingdom (Lewandowski, 2014; Toçi & Aliu, 2013). There have also been some comparative analysis of gender representation in school textbooks used in Bangladesh, Indonesia, Malaysia and Pakistan (Islam & Asadullah, 2018), Pakistan and Britain (Azhar, Khalid & Mehmood, 2014), Lithuania, Britain and Argentina (Brusokaitė, 2013), amongst others. It appears that despite the significant importance of English language textbooks in South Africa and Nigeria, alongside the global policies to improve gender equality, which both countries are signatory to, substantial research has not yet been done

to evaluate gender representation in the English language school textbooks used in both of these contexts.

The South African government has taken numerous national educational initiatives to support the international objectives of universal education and gender equality (The Commission for Gender Equality (CGE), 2007). In particular, the Department of Basic Education, through its inter-ministerial task team for learning and teaching support material (LTSM), acts as representative of constitutional values by reviewing prescribed textbooks to identify discriminatory stereotypes and make corrective policy recommendations, thereby ensuring all textbooks are non-discriminatory, inclusive, free from gender stereotypes and suitable for all learners (Parliamentary monitoring group, 2017).

Similarly, the Constitution of the Federal Republic of Nigeria, and the National Policy on Education (FME, 2004, 2013) emphasises the importance of compulsory primary education for everyone. The Nigerian Universal Basic Education (UBE) Act (2004), targeted at providing basic education for every Nigerian child, explicitly focuses on girls and gender equality. Besides the gender equality in Basic Education Policy enacted in 2007 (FME, 2007), the government of Nigeria, like their South African counterparts supports international programmes and the mainstream agenda on gender equality.

Clearly, these policies have succeeded in showing that both countries stand in the forefront with international bodies to ensure equitable gender and equal access to education for every child. However, they have not succeeded in providing insights into how equal gender is represented and transmitted to every child through teaching materials such as textbooks, specifically designed for pedagogical purposes. More so, existing scholarship reveals that the issue of gender representation in school textbooks has not been sufficiently researched in South Africa and Nigeria.

In responding to the paucity of a cross cultural research involving South Africa and Nigeria on gender representation, this study aims to take a critical perspective on investigating the representation of gender in the multimodally designed contents of the English language textbooks currently and widely used in Nigerian and South African schools. Keeping in mind the recommendations of Brugeilles and Cromer (2009b) that gender representations in school textbooks are to be captured by means of the characters: their attributes and characteristics, interaction with others, actions and activities they are involved; this study is basically focused on studying the characters as represented in the selected textbooks. The representation of characters provides an insight in “what is a man, what is a woman, a girl or a boy in a given society” (Brugeilles & Cromer, 2009b, p. 16). It is worth mentioning that I acknowledge that there are different subcategories of gender but this study is interested in the cisgender binary. Therefore, this

mixed methods study is anchored on the representation of males and females in the English language school textbooks used in Nigeria and South Africa.

1.2. STATEMENT OF PROBLEM

Regrettably, the paucity of studies on gender representation in English language textbooks used in South Africa and Nigeria schools, particularly the sparse scholarship on cross-cultural comparative studies involving both countries, has resulted in a lack of sufficient knowledge on how males and females are represented in relation to visibility, occupational roles and activities, character traits and firstness in the multimodal discourses of the English language school textbooks used in Nigeria and South Africa. In addition, only few studies from both countries have critically analysed the cultural ideologies about gender perpetuated in the English language school textbooks aimed at socialising young learners into dominant conservative cultural norms. This gives value to this present cross-cultural study as it employs a critical multimodal lens to investigate in-depth, assess and reveal the gender phenomenon represented in textbooks used in South African and Nigerian schools.

From a policy perspective, both countries are signatories to the numerous international schemes and educational initiatives specifically focused at eliminating gender inequality. Hence, this study adds to existing empirical research that highlights the extent to which relevant provisions on gender equality are being implemented educationally through basic learning materials such as textbooks used in both countries. This serves as a basis for strengthening provisions or building capacity to monitor authors and publishers, thereby ensuring a fair and balanced representation of both males and females in the multimodal discourses of school textbooks used in Nigeria and South Africa. It also draws the attention of teachers and learners on the gender perspectives embedded in the school textbooks at their disposal.

1.3. RESERCH AIMS AND OBJECTIVES

The purpose of this research is to apply a critical multimodal literacy paradigm to investigate gender representation in English language textbooks used in South African and Nigerian schools. This present study aims to examine the multimodal discourses of two currently and widely used English language school textbooks from South Africa and Nigeria, in order to analyse how males and females have been represented. The objectives of this study are as follows:

1. To analyse the frequency of occurrences of males and females in the chosen textbooks with regards to the following categories:

- Visibility (in the linguistic and visual modes)
- Occupational roles and activities (in the linguistic and visual modes)
- Firstness (in the linguistic mode) and
- Character traits (in the linguistic and visual modes)

2. To uncover the power relations and positioning underlying the representation of gender in the multimodal content of the two English language textbooks used for this study.

1.4. RESEARCH QUESTIONS

The research questions driving this study are the following.

1. How is gender represented in the linguistic and visual modes of the English language textbooks used in Nigerian and South African schools? With regards to:

    - Gender visibility
    - Roles assigned (occupational roles; roles and activities) to females and males
    - Pattern of gender firstness
    - Character traits assigned to males and females

2. What gender representation is found in the multimodally designed contents of the textbooks in relation to power and positioning?

1.5. VALUE OF STUDY

To the best of my knowledge, there is little scholarship on gender analysis in English language textbooks used in South African and Nigerian schools. Added to the above, is the fact that there are no comparative studies involving both countries. This research fills a gap in literature by not only expanding the knowledge available on gender representation, but also providing comparative empirical evidence that may provide understanding of the gender perspectives encoded in the English language textbooks used in both context. Hence, this study is material because of its

contribution to critical analysis of gender in textbooks cross-culturally, specifically in South African and Nigerian context.

This study finds its value in adapting a critical multimodal literacy framework to explore not just the frequency analyses limited to tabulating the total occurrences of males and females, but also the multifaceted representation of gender that will render visible any underlying phenomenon about gender, which wittingly or unwittingly reproduces patriarchal ideology of gender in the socio-cultural context where learners are taught.

Broadly, findings from this study will create gender awareness and sensitivity educationally, which may enable teachers and learners to re-examine their praxis with English language textbooks in terms of critical awareness of multimodal contents of school textbooks. Also, this study may well inform the decision of policy makers, text designers, authors and textbook publishers to revise or improve the multimodal contents of textbooks with equitable balanced representation of females and males in both South Africa and Nigeria; bearing in mind that their decision may have negative or positive implications on students' perceptions about gender.

1.6. OUTLINE OF STUDY

While this chapter has laid the background for this study, the remaining chapters are structured as follows:

Chapter 2 - Literature Review and theoretical framework. In this chapter I review the relevant literature and existing analytical frameworks. Adapting from relevant theoretical perspectives in scholarship, I propose and map out an analytical model for this study, anchored in a critical multimodal literacy framework.

Chapter 3 – Methodology. In this chapter I discuss the research design, text selection, data collection procedure, limitations and ethical consideration.

Chapters 4 & 5 – Presentation and critical interpretative analysis of research findings. In these chapters, I present and critically engage with the findings of this study. Chapter 4 will present findings on the quantitative data, while chapter 5 will focus on the qualitative data analysis.

Chapter 6 – Conclusion. In this chapter, I discuss the overall findings of the study and its implication on the pedagogical practices of teachers in South Africa and Nigeria. This is followed by suggestions for further studies, limitations and concluding comments.

1.7. CONCLUSION

In this chapter I have briefly introduced my study and elaborated on the background of the study; its aims and objectives; and the research questions that drive my research. I have also highlighted the value of this current study and outlined the structure of study. In the next chapter I will review the relevant literature and discuss the theoretical framework that underpins this study.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

0.2 I INTRODUCTION

In this chapter the literature review and theoretical framework that underpins this study are discussed. I start with a conceptual framework before reviewing the relevant scholarship on gender representation in school textbooks. Next, I move on to propose a critical multimodal literacy framework. Adapting existing theoretical frameworks, I create a critical hybrid analytical model that offers a comprehensive and holistic approach for multimodal analysis.

2.1 CONCEPTUAL FRAMEWORK

A conceptual framework explains either graphically or in narrative form, the main things to be studied, the key factors, constructs or variables and the presumed relationships among them" (Miles & Huberman, 1994, p. 18). Existing studies on gender representation have patterned gender marked features found in their studies which may provide key factors, variables or constructs for further study in different societies and context.

Examining these social gender marked features or constructs highlights the gender perspectives of diverse sociocultural context represented in textbooks; considering if there are similar trends or disparities amongst various societies.

In this section I focus on relevant gender marked features or concepts to be studied in this current research, starting out with a brief explanation of gender representation**.**

2.1.1 Gender representation

Typically, gender is attributed to biological sex. Far from this assumption, gender is a social construction established in socio-cultural environment (Holmes, 2007, 3). While sex is biological and can be said to be fixed due to nature, gender is fluid and rooted in culture (Goldstein, 2003). It is the socially and culturally validated categories superimposed on humans at birth and taught to children at their early phase of development. These binary categories which draw a line between masculinity and femininity not only dictate a sociocultural distinction between women and men but predispose them to be judged against particular ascribed roles, expected behaviours, specific social performances, practices or activities.

Gender, which is learned through various socialisation agents such as schools, churches and homes goes farther to impact the social values, moral perceptions, cultural conventions and identity of individuals within a given social structure. Gender identity is a function of ideologies and belief systems learned from culture which invariably sustains patriarchy. Patriarchy is a social system that upholds male dominance over women (Barrett & MCintosh, 1980; Holmes, 2007). In patriarchal systems, stereotypes are imposed on gender. Males and females are treated as different and having different abilities, and greater power is ascribed to males.

These perceptions about gender and gender roles alongside patriarchal values embodied in the school curriculum contributes to gender inequalities and discrimination (Bourdieu & Jean-Claude, 1992). Gender discrimination refers to unequal treatment of gender which disadvantages one of the sex, resulting to gender bias. Gender bias is the preference or prejudice of one gender towards the other (Brusokaitė, 2013). Generally, gender inequality is fostered by a biased representation of a particular gender over the other which could socialise students into stereotypical views about gender.

According to Brugeilles and Cromer, (2009) representation is not the true reflection of reality since it reveals a shaping or an ordering of reality that aims not only to explain an established social order, but also to legitimate it. This implies that biased and stereotypical representation of males and females in school textbooks, more or less socialises students into the ideology it propagates, thereby legitimising stereotype against a particular sex.

Gender bias in textbooks can manifest through language or visual images. Considerable research has studied gender representation and bias in school textbooks (Amini, 2012; Azhar, Khalid & Mehmood, 2014; Bahman & Rahimi, 2010; Brusokaitė, 2013; Gharbavi, 2012; Hamdan, 2010, Hall, 2014; Islam & Asadullah, 2018; Johansson & Malmsjö, 2009; Lee & Collins, 2010; Lewandowski, 2014; Masud, 2017; Mukundan & Nimehchisalem, 2008; Mustedanagic, 2010; Saarikivi, 2012; Shah, 2012; Toçi & Aliu, 2013; Ullah & Skelton, 2013). As mentioned earlier, these studies have found various socially marked gender components some of which will be relevant and utilised in this study; including gender visibility, firstness, occupational roles and character traits. I briefly explain these categories and review their use in previous studies, before mapping out how to adapt them in my critical hybrid analytical model.

2.1.1.1 Visibility

Visibility is one way gender representation can be evaluated in textbooks. Visibility is the relative number of male and female characters appearing in textbooks in terms of noun, pronoun, common

names and visual images (Porecca, 1984). Visibility is determined by the frequency of males and females appearing in the linguistic and visual modes of textbooks. Porrecca (1984) argues that one of the most widely examined manifestations of gender discrimination is omission, claiming that if females do not appear as often as males in a written or visual text it implicitly sends a message that females' accomplishments or their presence are not important enough to be recognized.

2.1.1.2 Firstness

Firstness is the feature found in the linguistic mode or written text where nouns or pronouns associated with one particular gender is commonly mentioned or ordered first when two gendered terms are closely placed together.

Investigation of gender firstness in textbooks was first undertaken by Hartman and Judd (1978). They maintain that authors present stereotypical portrayal of men and women in many texts. They investigated the order of mentioning two nouns, such as 'Mr and Mrs', 'brother and sister', and the masculine word always came first. This is the consequence of the historical outlook and a common conviction that males are a more worthy gender and are more important than females, therefore should be placed first everywhere (Brusokaitė, 2013; Pillay & Maistry, 2017).

2.1.1.3 Occupational roles

Bem (1993) argues that occupational roles are very commonly gendered. As a consequence, the patriarchal value systems that position men as dominant, assigns to each gender stereotypical traditional roles. This category is used to evaluate the types and range of occupations as well as activities assigned to males and females in textbooks.

2.1.1.4 Character traits

Character traits are used to portray the behavioural patterns or values of females and males in textbooks. It is the use of different descriptive (adjectives or verbs) vocabularies to describe the actions, attitudes, qualities and beliefs of males and females represented in textbooks. These descriptive phrases describes each gender with a number of positive and/or negative attributes and behavioural traits which reveals the naturalised stereotypical attitudes or perceptions towards what males do and how females look like.

Hartman and Judd (1978) reveal that females are most likely to be assigned stereotypically emotional traits that represents them as unstable more than their male counterparts that are presented as brave and assertive**.**

2.2 FINDINGS ON PREVIOUS STUDIES ON GENDER REPRESENTATION

Deconstructing gender representation in school textbooks remains complex. The majority of research on gender representation reveals that gender bias is rife in school textbooks around the world (Amini & Birjandi, 2012; Bahman & Rahimi, 2010; Barton & Sakwa, 2012; Gharbavi & Mousavi, 2012, Islam & Asadullah, 2018; Kim, 2012; Lee & Collins, 2010), whereas only a handful maintain that gender is represented evenly in school textbooks (Healy, 2009; Mineshima, 2008, Pihlaja, 2008).

A review of literature reveals the paucity of study on gender representation in English language school textbooks used in both the South African and Nigerian contexts. Hence the literature review draws on international studies, and aims to contribute to this body of research through its focus on South Africa and Nigeria textbooks.

The review below is thematically organised according to the similar socially gender marked patterns that exists in literature: gender visibility, roles assigned, gender firstness and character traits

2.2.1 Gender visibility

Gender visibility refers to the relative number of male and female characters present in textbooks (Stockdale, 2006). The reviewed literature revealed that the male characters usually outnumber their female counterparts (Amini & Birjandi, 2012; Gharbavi & Mousavi, 2012; Iduma, 2014; Lee & Collins, 2009, 2010, 2014b; Marefat & Marzban, 2014).

In a study conducted by Bahman and Rahimi (2010) on gender representation in the English language textbooks used in Iranian High schools, findings showed that the presence of men was more prevalent than that of women regarding names, nouns, pronouns and adjectives attributed to them. Likewise, Amini and Birjandi (2012) found that the Iranian high school EFL textbooks they studied which underrepresented women with regard to visibility, do not reflect the current reality about the presence of females and males in Iran.

In a different study on one of the English language textbook used in Ugandan secondary schools, Barton and Sakwa (2012) reported that the females were underrepresented both in the text and

visual illustrations. They recorded the alarmingly higher difference in the percentage of the males (64.3%) represented to that of the females (35.7%). Having discovered that the 35.7% proportion accorded to women in the investigated textbook does not reflect the 51% of women in the society, they concluded that textbooks depict superficial reflection of reality that serve particular groups in the society.

Similarly, the findings from Mustapha's (2014) study of Nigerian English language textbooks proves that females are underrepresented through a consistent record of lower frequency when compared to that of males. This echoes McKinney (2005) who carried out a quantitative and qualitative analysis on a range of textual diversity issues in South African grade 1 and grade 7 textbooks, concluding that males are visually over-represented in the illustrations, and numerically more dominant in the written text than the females whose visibility remains minimal and marginal. Invisibility of females also exists in textbooks used in India. Verikaitė (2012) analysed EFL textbooks used in India and found that amongst the four textbooks analysed only one represented both gender equally. The rest of the textbooks represented males twice as much as females.

Furthermore, studies show that the higher visibility of males versus females is not only prevalent in the linguistic mode, but also in the visual mode of English language school textbooks (Amini & Birjandi, 2012; Gharbavi & Mousavi, 2012; Kobia, 2009; Lee & Collins, 2008, 2009; Levine & O'Sullivan, 2010; Mukundan & Nimehchisale, 2008). Lee and Collins (2008), in their analysis of Hong Kong English language textbooks, also confirmed that female characters have been underrepresented in the visuals for more than 20 years. Sunderland (1994) faults such forms of invisibility or underrepresentation, claiming that when females do not appear as often as their male counterpart in a text (written text as well as the illustrations reinforcing the written text) the implicit message is that women's accomplishments, or their identity as human beings, are not important enough to be included.

Contrastingly, some studies found equal visibility of male and female characters in school textbooks (Mineshima, 2008, Pihlaja, 2008). In her analysis of gender representation in one of the EFL textbooks used in Japan, Nagatomo (2010) reports that males and females were represented equally in terms of visibility, contradicting previous studies that reported less visibility of females. According to her, the female characters were not only more visible than the males but they played more active roles than the male characters. Similarly, in Oman Bataineh's (2017) analysis of gender representation in *Pre-Intermediate Market Leader textbook* revealed a balanced gender visibility in the examined textbook as females were represented equally with males. The statistics showed that the total number of male names were exactly the same as female names. Likewise in Japan, results from Healy's (2009) investigation titled *"The Representation of Women and Men in a Modern EFL Textbook: Are Popular Textbooks Gender Biased,* revealed a fair representation of

both genders, establishing the fact that the textbook analysed was free of gender bias and ideologies.

2.2.2. Roles assigned (occupational roles, roles and activities)

Previous studies on gender representation usually examined the roles and occupations assigned to males and females in textbooks. Literature has shown that males are represented in more active and dominant occupations and activities, whereas the females are mostly portrayed in more passive, traditional family duties, and occupational roles (Fahim 2010; Hall, 2014; Lee & Collins, 2008, 2010; Mustapha, 2014; Tajeddin & Enayat, 2010).

The ultimate genesis of gender roles evolved from physical differences between sexes, where inferences are made about women's reproductive activities and men's greater physical size and strength, as these factors interact with the demands of individual's social and economic environment (Wood & Eagly, 2002). These ingrained social gender expectations that draw on gender role theory produce constraints where one gender is presumed to efficiently effectuate certain tasks more than the other in a given social, cultural or economic environment. Gender role theory is grounded in the supposition that individuals socially identified as males and females tend to occupy different ascribed roles within social structures and tend to be judged against divergent expectations for how they ought to behave (Shimanoff, 2009). Although this theory is old and has been long challenged for sustaining gender stereotypes, it appears the gender role behaviour and belief systems still manifest themselves even in textbooks.

In Hamdan's (2010) content analysis of gender representation in textbooks used in Jordan public schools, findings reveal that males were effective and dominant characters in the labour market performing a variety of jobs, whereas females were depicted in traditional occupations associated with nurturing and maternal roles such as teachers and nurses. In a similar study conducted by Iduma (2014) on "*Gender disparity in English Language Textbooks in Nigeria*", the male characters were ascribed with challenging professional jobs while their female counterparts were assigned domestic work of keeping the home.

Also, Bataineh's (2017) study revealed that the males were shown in traditional occupational roles such as general managers, maintenance engineer, security officers, visionaries, managers etc. while the females were portrayed in traditional (receptionist, fashion designer, secretary), and non-traditional occupational roles (manager, MBA director, boss etc.). Again, Lee and Collins (2008, 2009, & 2010) in their studies found that the illustrations used in the various textbooks they analysed portrayed males as active and sporty; engaging actively in work and social activities more than their female counterpart.

2.2.3. Gender Firstness

Gender firstness refers to the order of mentioning a male or female first when they appear as a pair. Conventionally, the English language usage of pair gendered words maintain a male first pattern, for example, Mr and Mrs, father and mother, brother and sister etc.

In the analysis conducted by Amini and Birjandi (2012) findings revealed that in Iranian high school EFL textbooks, men were mentioned before women in most cases. In one of the analysed books there were twelve first mentions of males, whereas there were only two first mentions of females. The researchers explained the linguistic feature as the representation of traditional view of women in the Iranian society, adding that the deeply rooted traditions show that men always come first and women are subordinate to men.

Likewise, Tarrayo (2014) conducted a qualitative and quantitative analysis of six locally published English language textbooks in Philippines, examining sexism issues and concerns represented in the textbooks. Findings revealed that the textbooks were sexist because they favour males. In their analysis of Australian and Hong Kong textbooks, Lee and Collins (2010) revealed that men were mentioned first. This same firstness pattern was observed by Baghdadi (2012) who analysed English first language textbooks in Iran.

In contrast, Healy (2009) found that the authors of the modern EFL textbook he examined depicted females first nearly as often as their male counterparts. The dialogues showed a balance with females and males speaking for similar length of time with equal amount of words, as well as making similar amounts of moves. His findings are in congruence with Nagatomo (2010), who uncovered in his study that females spoke first in higher percentage in most of the conversations than the males in the analysed EFL textbook.

2.2.4. Character traits

Usually, males and females are portrayed with different character or personality traits. These traits can sometimes be represented as desirable or good and undesirable or bad. In a study conducted by Mustapha (2014) on "*Gender-biased Representation in English Language Textbooks in Nigeria",* findings revealed that males have more desirable or positive qualities than the females, just as females have more undesirable and negative qualities than the males. The study further discovered that the males' desirable character traits were given more prominence than their undesirable traits, and the females' undesirable traits were represented more frequently than their desirable traits. This is in consonance with Iduma (2014) who discovered that both male and female characters have desirable and undesirable qualities, but the undesirable qualities of females were overrepresented. For instance while females are portrayed as cheats, quarrelsome,

maltreated, poor, indecently dressed, lonely, not for schooling and unable to stay in marriage, males are shown as armed robbers, cheats and playing pranks. He concluded that the females are presented more as petty, whereas most of the desirable qualities such as daring, brave, strong, leaders, studious, professionals were attributed to the males.

In his recent study on "Dominant discourses in English Home Language textbooks in South Africa", Cahl (2016) demonstrated that the female characters were associated with specific traits as regards to emotion, and depicted with a tendency towards being outlandish, unreasonable, vulnerable and dependent on their male counterpart. In this sense, females were portrayed continuously in the negative.

Interestingly, in Saarikivi's study (2012) of Finnish EFL textbooks, findings revealed that males were described as enthusiastic, powerful, glorious, great and famous whereas females were first of all beautiful, unenthusiastic, and brave. In addition, some adjectives put forward unexpected results proving that men were described as afraid, dumb, and stupid which were not used in relation to women.

2.2.5. Implications of the reviewed literature

As argued by Berkowitz, Manohar and Tinkler (2010:133): "The gender order is hierarchal in that, overall, men dominate women in terms of power and privilege". However, the forgoing literature review on gender representation has shown contrasting results between the portrayal of males and females across several English language school textbooks. While few studies found equal representation of male and female characters in all four categories reviewed above, most other researchers revealed that textbook representations favour men more than women, proving that textbooks tend to underrepresent, exclude and depict females in stereotypical gender roles. Obviously, these varying results prove that these studies are differentiated by context. In some contexts the patriarchal order still dominates representation. This does not mean that this is true of every context - hence the findings from studies that suggest more 'balanced' or equitable representation.

Interestingly, scholarship shows there is dearth of research on the representation of gender in the English language school textbooks used in both Nigeria and South Africa. Moreover, there is neither any existing cross-cultural study, nor research that has employed a critical multimodal literacy framework to explore gender representation in the English language textbooks used in South African and Nigerian schools.

This present study is set with the objectives to quantitatively examine gender marked categories, and qualitatively uncover the normalised hegemonic views about gender represented in the linguistic and visual modes of school textbooks used in South Africa and Nigeria context.

2.3. THEORETICAL FRAMEWORK.

The theoretical framework that underlies this study is the critical multimodal literacy framework. In the heart of this theoretical orientation critical literacy and multimodality lie centrally embedded. I will briefly explain these concepts, and discuss the relevant theoretical underpinnings which I adapt to map out my proposed framework of analysis.

2.3.1. Critical literacy (CL)

Literacy has been universally viewed and socially institutionalised as strictly neutral technical skills – particularly, a discrete set of individual cognitive skills prerequisite for reading and writing. This autonomous skill based model has been challenged over the years, first by Paolo Freire (1972) who defined literacy as a process of *conscientização*, or conscientisation, and subsequently by other critical theorists (Brandt, 2001, 2009; Hagood, 2002; Janks, 2010; Lankshear & McLaren, 1993a; Lewis, Enciso, & Moje, 2007a; Moje & Luke, 2009; Luke, 2018), who argue that literacy is not neutral, but a social practice inherently intertwined with the issues of politics, power relation, identity and agency. They propose that literacy should be viewed from a socio-political dimension with a critical lens, to interrogate and uncover how language has been used to construct our lived reality in order to take social action for justice and transformation. From this perspective, literacy is conceived as a political battleground (Bishop, 2014), where social, political, economic, and other power structures consistently produce effects that favour dominant groups or discourses, at the expense of marginalized groups, who may become critically conscious of their subjectivity, and take up oppositional discourses to challenge, reconstruct or negotiate meaningfully their possibility, constraint, socio-historical culture and worldview. This socio-political dimension to literacy has gained ground, leading to the influential critical literacy movements which have since been conceptualised as a theoretical, ideological, and pedagogical constructs (Cadeiro-Kaplan, 2002).

CL scholars refute mainstream literacy practices that emphasise the neutrality of texts. They maintain that texts are informed by authorial bias which works to position readers (Janks, 2010), arguing that since texts are constructed, they can be deconstructed. Janks (2010) in line with other theorists, claims that the word critical preceding literacy, signals a focus on power relations, by interrogating the ways in which language or texts function to naturalize, reproduce, legitimize, and

perpetuate domination (Janks, 2010). Critical literacy goes beyond one's ability to read and write. It is about learning to 'read the word and the world' by understanding the social and historical factors that influence social justice and injustices, empowerment and disempowerment, dominant voices and structured silences (Bishop 2014; Freire, 1972). The major focus of critical literacy is to examine the meanings and practices of texts, politics underlying the creation of the text, as well as identify their social and material effects (Fajardo, 2015; Janks, 2010, 2017).

In fact, Janks and others who work within this critical perspective, advocate for critical language awareness and critical reading/text analysis. Critical reading entails being inclined to take a position in response to a text which may include questioning its very basis to reveal whose voices are heard and whose are silenced? Who is privileged and who is marginalized? What does the author want us to think? How does the author use specific language to promote his or her beliefs? (Janks, 2010; McLaughlin & DeVoogd, 2004). Critical text analysis advocates reading closely or against texts to investigate how language is deeply and inescapably bound up with (re)producing and maintaining unequal arrangements of power (Lankshear ,1994).

This makes critical literacy powerfully useful in this study because it enables me take a critical stance to question and uncover socially normalised assumptions about gender embedded in textbooks to socialise students into patriarchal gendered ideologies that privileges a particular gender over the other. Since authors have social and political influence over textbooks contents (Blake, 2016), applying criticality in analysing the textbooks will not only help me discover authors' beliefs and underlying ideas or messages which are fundamentally shaped by the socio-political interest the authors hold at the time of text publication (Beck, 2005), but will also enable me to uncover how readers are being manipulated to accept these perceptions peddled through language, images, layout, and other textual features (Alford, 2001). Critical text analysis thus, becomes a useful means of exposing implicit ideologies and dominant power structures in texts which naturally appear unnoticed, therefore passively accepted as the norm, if texts are taken at face value (Burnett & Merchant, 2011).

2.3.2 Multimodality

Over the past decades, textbooks have benefitted from advances in technology. Technology not only made visible the once obscured multimodal features of communication, but dislodged the historical prominent, or logocentric status of written language and verbal text as the only meaningful or reliable mode for public communication. Language is far from being the single homogenous system of communication which we all have been taught to believe (Kress, 2000).

Generally, understanding of multimodality becomes clearer when one takes into consideration traditional sign languages, gestures, music and songs, including our contemporary visually saturated world. The concept of multimodality refers to the practice of meaning-making which involves the purposeful integration of semiotic resources including, but by no means restricted to, writing, images, speech, gestures, drawing and sound (Emmison & Smith, 2000; Kress, 2003; New London Group, 1996; Van Leeuwen & Jewitt, 2001). It conceives communication as a combination of multiple modes of representation and expression within text designs. In this sense, text refers to communicative acts beyond but including writing (Rowsell & Collier, 2017), and other multimodal literacy practices in the 21st century (Mills, 2010; Walsh, 2011).

Scholars working within the field of multimodality as a domain of inquiry into multimodal phenomenon or discourses, recognise that representation and communication rely on various multiple modes or semiotic resources as sign systems with affordances for meaning making. Modes such as gesture, sound, image, colour, or layout, for example, are conceived as sets of organized resources that are socially and culturally constructed – each to a greater or lesser level of articulation in different social groups – to make meaning and to express and shape values, ideologies, and power relations (Adami, 2016). In essence, a multimodal approach to text analysis takes into account the multiple modes of meaning including visual, linguistic, audio, gestural and technical modes that are employed for meaning construction (Periasamy 2014).

Taking into consideration, the heterogeneity of contemporary textbooks which have become increasingly multimodal, and the nature of this present study, multimodal analysis is instrumental. Since, a multimodal research methodology focuses on analysing the complex ways images, gesture, interaction with objects, gaze, body posture, written text, spoken dialogues and object interact to produce meaning (Jewitt, 2008), this theoretical perspective will enable me scrutinise the multiple modes employed in the textbooks, and the meanings orchestrated by them about males and females in relation to each other.

In addition, there is an increasing interest in bridging critical literacy analysis and multimodal texts analysis (Doloughan, 2011; McIntyre, 2008; Nørgaard, 2010; Page & Herman, 2010; Toolan, 2010). Thus, this current study expands on bridging critical literary and multimodal analyses, by focusing on power and its operation in multiple signifying modes used to represent gender in school textbooks. Uniquely, the English language textbooks used in South African and Nigerian schools.

2.3.3. Mapping the perspective towards a framework

Multimodality and critical literacy though two different paradigms share similar goals. Both theoretical frameworks seek to question construction, communication, meaning making and effects of text. Several studies have been conducted using multimodality and critical literacy frameworks in different disciplines interested in social and cultural representation in text. When separately used, each framework may not provide as in-depth an analysis of gender representation (which is a key focus in this study) as they do when they are paired.

Critical literacy emphasises criticality, but relies on language, as a single mode for its practices, whereas multimodality focuses on multiplicity of modes and their meaning making potentials. This study examines gender representation in multiple modes, particularly but not limited to linguistic and visual modes, therefore it combines critical literacy and multimodality, for a critical multimodal literacy framework. Critical multimodal literacy is the integration of multiple modes for meaning making which offers the possibility to critically assess and uncover the overt or covert meaning of gender embedded in school textbooks. However, research reveals that neither critical literacy nor multimodality follow a unified theoretical perspective (Behrman, 2006; Pandya & Avila, 2014).

To this effect, I propose a critical multimodal framework, a critical hybrid analytical model, which involves interweaving a variety of theoretical perspectives to frame a more comprehensive, holistic and unified analytical framework (Kress & Van Leeuwen, 2006). Primarily, the idea is to draw on specific theoretical approaches found in scholarship to develop a systematic approach for textbook analysis. A multidimensional model that best reveals the socially constructed notions of gender in school textbooks, aimed at socialising students into a societal common-sense ideology about males and females which reproduces gender stereotypes.

In this regard, I will draw on Hartman and Judd (1978), and Porreca's (1984) content analysis framework: visibility, firstness, occupational roles, and character traits. Porreca's (1984) content analysis framework appears to be a more comprehensive and systematic approach than the others (Harashima, 2005). These categories (visibility, firstness, occupational roles, and character traits) enable me to numerically evaluate equity of gender representation in both textbooks. Also, I adapt Kress and Van Leeuwen's (2006) grammar of visual images for an in-depth analysis of textbooks under study.

I will briefly explain each theoretical paradigm and how I adapt each perspective in my proposed framework.

2.3.4. Content Analysis

Content analysis is a quantitative research technique used for counting frequencies (Franzosi, 2008). It is a well-established method for assessing gender representation and has been widely used in previous textbook research (Harvey 2009; Johansson & Malmsjo 2009; Mineshima 2008; Porecca 1984). I adapt Hartman and Judd's (1978) firstness and Porecca's (1984) omission in the text as visibility, occupational visibility as roles and activities assigned, and adjectives as character traits in my analytical model. Foregrounding these categories in my model means retaining rather than changing them. To this end, I adopt *Visibility* to examine the frequency of appearance of males and females in both the linguistic and visual modes; *firstness* to evaluate the order of mentioning males or females; *roles assigned* to investigate the occupational roles and activities assigned to each gender, and *Character traits* to examine the words used to describe the behavioural pattern of males and females.

Although this corpus approach is time saving due to the possibility of calculating frequency of occurrences, with concern for balanced samples and representation, and findings safely generalised (Baker 2010), it is not sufficient for this present study. As stated earlier, my research is not limited to frequency counts, rather this study is much more interested in exploring and gaining deeper insights into the underlying ways gender has been represented in the textbooks. Employing an interpretative approach affords me the opportunity to read the images and decode the signs encoded in them. Thus, I adapt Kress and Van Leeuwen's (2006) grammar for reading visual images, in order to achieve this aim.

2.3.5 Reading images: grammar of visual images (Kress & Van Leeuwen, 2006)

In their book on visual grammar, Kress and Van Leeuwen (2006) posit that images like linguistic text, have their own grammar which is not dependent on verbal text. They refute the universal meaning and grammar perception, arguing that since images are composed or produced by combining various semiotic resources socially situated in particular cultural, social and historical context, there should be a compositional pattern or structure for interpreting the meanings encoded in images by the sign makers. Adapting a social semiotic theory of representation, Kress and van Leeuwen (2006) argue that grammar plays a significant role in interpreting the structural meaning, or experience encoded in visual images by examining how the depicted elements, people, places or things are combined into coherent wholes.

Grounded in Micheal Halliday's (1978) grammar of systemic functional linguistics, Kress and Van Leeuwen's (2006) visual grammar lends three analytical dimension to reading images – representational, interactional and compositional dimensions. The representational meaning represents aspect of the experiential world in some kind of a process (Halliday, 1985; Kress & Van Leeuwen, 2006). There are two processes at the representational dimension; conceptual and narrative processes. The conceptual processes represent ideas in images, whereas the narrative processes represent participants in unfolding actions or events. The difference between the two processes is that while the conceptual processes depict static ideas, the narrative processes represent two or more participants connected with vectors that depict them doing something to or for each other (Kress & Van Leeuwen, 2006).

The interactional dimension is concerned with the interaction between the represented participants and their viewers. Kress and Van Leeuwen (2006) identify contact, social distance and attitude as the three categories that express the interactive metafunction. Contact is the presence or absence of gaze from the represented participant which could be an offer or demand; social distance is the angle or size of frame in which an image is depicted that determines the social distance between the represented participant and its viewers; attitude is realised through camera angle, facial expression, body postures and gestures which work together to convey emotion (Huang, 2014).

The compositional function is the arrangement and layout of elements within an image. It focuses on how the representational and interactive elements are made to relate to each other, the way they are integrated into a meaningful whole" (Kress & Van Leeuwen (2006). According to Kress and Van Leeuwen (2006), information value, salience and framing are three systems related to the layout of an image. Information value highlights the value attributed to the different positions the elements are placed in relation to one another in a visual image; the notion of salience considers how the elements of a visual image have been composed to draw viewers' eye, interest and attention (Kress & Van Leeuwen, 2006); framing refers to the border lines and the space that connects or disconnects the elements of an image.

Kress and Van Leeuwen (2006) argue that these three metafunctional approaches to visual images can be applied to various modes of representation. They claim that visual images and other semiotic codes have their own meaning potentials and are not dependent on written text always. In this sense, semiotic modes can sometimes express individual meaning especially but not limited to monomodal text, but in most cases the different modes intertwine to provide a shared meaning. Rather than distinguish between mode and non-mode or isolate each mode in terms of their unique elements, Kress and Van Leeuwen's (2006) model accommodates visual images,

linguistic text and other modes to explain overall meanings, maintaining that what makes a mode mode-like is its availability in a social-cultural group or context.

This present study adopts a multimodal approach, for this reason my proposed framework needs to have the grammar to discover underlying meanings behind gender representation encoded in the multimodally designed contents of the textbooks in this study. Since multimodal communication is inevitably social and ideological (Djonov & Zhao, 2013), this framework affords me the opportunity to effectively scrutinise, uncover and unpack the implicit social and cultural gendered ideologies which legitimize social structures, embedded in the linguistic and visual modes of textbooks to socialize students into "conscious and unconscious production of gender in all social interactions and relationships" (West & Zimmerman, 1987, p. 112).

In sum, my proposed critical hybrid analytical framework foregrounds the three metafunctions of visual grammar with the exception of information value and framing, which appear to lie outside the focus of this study. In this way, the three metafunctions enable a detailed analysis and understanding of how gender has been represented through multiple modes. I adapt the representational function to examine how females have been represented in relation to males within an image. This function enables me scrutinise the represented participants, process of the representation, represented circumstances and experiences; the interactional metafunction to examine the multiple modes in visual images and how they interact to communicate implicit or explicit meanings about gender. I deconstruct gaze, social distance and attitude to discover how they have been used to position viewers to relate with the represented participants in relation to power; the compositional function, particularly salience, to analyse the depicted context, examining the meaning systems that lies behind the event or situation depicted in the visual images as a whole.

Integrating this three dimension of visual grammar propounded by Kress and Van Leeuwen (2006), Hartman and Judd (1978), and Porreca's (1984) framework for content analysis into my critical hybrid analytical model offers a holistic, systematic and comprehensive analytical tool relevant for unravelling naturalised gender bias implicitly represented in the multimodal textbooks of analysis in this study. It provides a multifaceted approach for critically analysing the dynamics of social power structures and cultural ideology about males and females encoded in the images and languages used in textbooks. According to Janks (2010), theorists working with power perceive language, and other symbolic forms, as powerful means of maintaining and reproducing relations of domination.

The centrality of examining social power relations and positioning in this model will help uncover how men and women fight out their social and political battles at the level of signs, meanings and

representation (Eagleton, 1991). Taking a stand against literal appreciation of images, I apply criticality to the textbooks to examine: how both gender have been represented; which gender is included/excluded? Over/under represented? What roles are assigned to which gender and why? How the linguistic mode is used to construct each gender. Whether the language used is derogatory, stereotypical or neutral? How are the visual images positioned for the teachers' and learners' inspection in terms of framing, gaze and colours? And what meanings do they connote outside the frames, in terms of naturalised sociocultural codes and conventions? How do the modes interact to express or challenge social conventions? (Sahragard & Davatgarzadeh, 2010). What do these gender representations mean for a teacher that lacks knowledge of critical literacy pedagogy? Table 2.1 sets out in detail the protocol of my critical hybrid analytical model as discussed above.

Table 2.1 Outline of critical hybrid analytical model

Quantitative Analysis	Linguistic and visual Mode	Visibility (Frequency of each gender)
		Firstness (Frequency of paired gendered terms)
		Roles assigned (Occupational roles and activities)
		Character Traits (Descriptive adjectives used for each gender)
Qualitative analysis Multimodal contents	Colour	Representational meaning (Narrative/conceptual processes)
		Interactional meaning (Contact, social distance, attitude)
		Compositional meaning (salience)

Although this framework is yet to be validated, the critical hybrid analytical model can be a beneficial tool for a critical literacy class discussion on gender representation and negotiation, as it

affords students the space and agency to interrogate the version of the world presented in the selected text (Janks, 2010). It also enables teachers to critically assess the constructed knowledge about gender replicated in the textbooks they use in their pedagogical practices, reflect on their personal gender capital (Huppatz & Goodwin, 2013), and how it impacts their pedagogy. This translates into creating gender awareness, which can lead to an improved multimodal representation of gender in school textbooks.

2.4 CONCLUSION

This chapter reviewed the relevant literature on gender representation in school textbooks. Also, it presented the proposed critical multimodal literacy framework, a critical hybrid analytical model, which offers a multidimensional approach to multimodal analysis. The critical hybrid analytical model draws on Hartman and Judd (1978), and Porreca's (1984) content analysis categories, and Kress and Van Leeuwen (1996) to frame an analytical model employed in this study. The robustness of this model is in its holistic and multiple exploratory approach in analysing multimodal discourses. In the next chapter I will discuss the research methodology, research design, and text selection. Also, in the data analysis procedure, I will explain in detail how I intend to use this framework.

CHAPTER 3

METHODOLOGY

3.0 INTRODUCTION

The purpose of this study is to examine the representation of gender in a selection of English language school textbooks used in South Africa and Nigeria. This chapter outlines the overall strategy and structural design employed to investigate the research questions central to the problem of study as follows: the research design describes the method and mode of inquiry employed; the text selection explains the '*corpuses*' under study; the data collection procedure details the method of collecting data from the multimodally designed content of the textbooks. In addition, ethical consideration and the limitations of this study are discussed.

3.1 RESEARCH DESIGN

Creswell (2012) argues that research design is the specific procedure involved in a research process such as data collection, data analysis, and report writing. According to him, the nature of the research problem, the questions posed to address the problem and the accompanying relevant literature review; helps the researcher to choose a particular research design and the relevant procedure namely data collection methods, instruments or protocols, data analysis and interpretation. As alluded to earlier, a critical interpretative mixed method research design is utilized in this study.

Prior to mobilising these multiple modes of inquiry, it was pertinent to ask a number of questions, as suggested by McKim (2017). Will a mixed methods design add more value to my study than a single method? Will this method generate appropriate knowledge that will address the research questions of this study? To what degree will this method ensure that the findings of this study are reliable and credible? What is the implication of using a mixed methods research design for this study? To justify my choice for a critical interpretative mixed methods design, I briefly capture the meaning of both research methods and explain the implication of using a mixed methods research design in this study.

A mixed methods research (MMR) design is a research paradigm that involves integrating the quantitative and qualitative approaches in a single study or program of inquiry, at one or more stages of the research process (Creswell, 2012; Sengupta, 2017). The two main factors that provide a standard for researchers to determine whether their research problem is better suited for either a quantitative or qualitative study are 'explanation and exploration' (Creswell, 2012). The

quantitative mode of inquiry is considered appropriate when there is a possibility of generating a quantifiable measure of variables, explaining the relations amongst the variables, and the sample constituting a representation of the general population (Creswell, 2012); whereas the qualitative method is best suited when the variable is unknown and requires an exploration to obtain a detailed description of the phenomenon of study (Creswell, 2012). While the age-old, but slowly fading paradigm war between the quantitative and qualitative research fraternities still exists in academia (Sengupta, 2017), some researchers have embraced and recommend a combination of both methods to enrich a study (McKim, 2017).

Creswell (2012) argues that the quantitative and qualitative studies are positioned along a continuum rather than as opposites, emphasising that the choice of research design should be based on matching the approach to the research problem. This research aims to quantify as well as explore the representation of males and females in school textbooks, hence a fusion of quantitative and qualitative research approaches seems fundamental and appropriate. The ultimate purpose of intentionally synthesizing the quantitative, and rigorous qualitative paradigm is to draw on the strengths of both to complement the weaknesses of the other.

The MMR can be configured using different structures, however since I am interested in the critical analysis of the portrayal of males and females in school textbooks, I employ a qualitatively driven MMR rooted in a critical interpretative design, where the qualitative data confirms and complements the quantitative survey data (Creswell et al, 2006; Maroun, 2012). The critical interpretative paradigm is a blend of critical and interpretative perspectives in a qualitative inquiry. The interpretative approach is utilized to gain a detailed understanding of how social reality has been constructed, while the critical approach highlights the power relations and ideology surrounding social practices.

The present study utilized the quantitative method to categorically observe the portrayal of male and female characters in the linguistic and visual modes of the '*corpuses'* under study. This provided the baseline data for numerical analysis that ensured valuable quantitative results of the complex phenomenon of study. On the other hand, the qualitative aspect allowed space for a detailed critical analysis of gender as represented in the multimodally designed textbooks. In this way, each approach plays an indispensable role in garnering insightful and complementary dataset for studying gender as a single phenomenon – where one method may provide specific answers to which the other method might not necessarily yield answers. For instance, the quantitative method is generally useful in quantifying the frequency of male and female appearances to determine the character mostly featured in the textbooks, however it neither has the ability to deconstruct the covert construction of gender nor give in-depth explanation of the processes used for such representation which the qualitative component essentially maximises. Integrating both aspects of

dataset provides a broader understanding of, and underlying meaning behind gender representation in the school textbooks selected for this study.

Furthermore, drawing inferences from the views of Bryman (2006) and Greene et al (1989) on the implication for conducting a mixed methods research, I can safely assert that corroborating data from the quantitative and qualitative research methods significantly adds value to this study through triangulation, providing better understanding and objective support to counterbalance the issue of bias; enhanced reliability and validity of study outcome; completeness which provides a complementary and comprehensive delineation of gender representation; offsetting weaknesses of one method and providing stronger inferences that adds to the credibility of the study; addressing different research questions that broadens the understanding of gender representation in school textbooks.

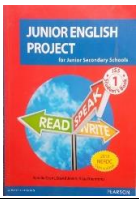
3.2 TEXTBOOK SELECTION

In line with the nature and scope of this study, data was generated from two selected English language school textbooks. I examined one textbook each from South Africa and Nigeria. The basic criteria for the textbook selection from both countries includes: Government approved English language textbooks widely used by different schools in both context; quality multimodally designed textbooks by trusted and prominent leading publishers; last revised edition that reflects the recent (Curriculum and Assessment Policy Statement (CAPS) - South Africa; and Nigerian Educational research (NERDC) - Nigeria) curriculum as at the time of this study. Using current curriculum based textbooks from both countries highlights the gender perspectives transmitted to young learners through the curriculum and educational system. As maintained by Horner (2000) schools mediate and legitimate the social and cultural reproduction of dominant gender relations in society (Giroux, 1983), and textbooks play an essential role in the gender socialization of young learners (Lee & Collins 2008).

I have chosen to analyse Grade 7 and Junior secondary school (JSS 1) textbooks because this is a crucial stage in learners' lives. At this educational level learners who have successfully completed their primary education move on to secondary or high school where their career perspectives and worldviews are moulded. Again, this grade level informs my pedagogical practices as a teacher. My choice for South Africa and Nigeria stems from each country's national agenda and constitutional provisions which support equitable gender in schools and in work settings. Furthermore, both countries are signatories to international laws and organisations that advocate for gender equality. Hence, I investigate English language school textbooks used in both countries to ascertain if they reflect equitable gender perspectives.

In terms of the textbooks selected, table 3.1 below, gives a brief overview of the names of the textbooks, their authors, publication dates and number of pages contained in each text. However, for more detailed information on the structural contents and features of the two textbooks selected for this study refer to Appendix 1.

Table 3.1 Textbooks selected for data analysis

Country	Textbooks	Cover Page	Author	Publication date	Publishers	Pages
Nigeria	Junior English Project (JSS 1)		Neville Grant, David Jowitt, Silas Nnamonu,	First published 2014	Pearson Education limited	168
South Africa	Solutions for All (English home language) learner's book 7.		G. Leggat S. Kerr	First published 2013	Macmillian Education, Southern Africa	270

3.3 DATA COLLECTION AND ANALYSIS PROCEDURE

As alluded to earlier, this current research adopts an interpretative research approach anchored by a critical multimodal literacy framework. For in-depth analysis of gender representation in this theoretical perspective, I propose an analytical framework which I have discussed extensively in Chapter Two. Consequently, the critical hybrid analytical approach to critical multimodal literacy is used to analyse the selected textbooks. My critical hybrid analytical framework includes both the quantitative and qualitative methods in a complementary way.

The data analysis is initially quantitative in that I begin by numerically surveying the representation of males and females in the linguistic and visual modes of the textbooks in terms of visibility, roles assigned including occupational roles and activities, gender firstness as well as character traits. Thereafter, I employed a qualitative approach to explore how females and males are represented in the visual mode of the textbooks.

I adapt Hartman and Judd (1978), and Porreca's (1984) content analysis categories – visibility, firstness, roles assigned, and character traits – as themes for the quantitative data. For the

qualitative analysis I adapt Kress and van Leeuwen's (2006) visual grammar to critically scrutinise the represented gender in the multimodal contents of the textbooks. This enables me to unearth the socially constructed norms, or preserved patriarchal ideology about gender covertly embedded in the multiple modes used for representing males and females. In this way, I move beyond the quantitative analysis that only allows the collection of numerical data, to an in-depth qualitative analysis of the representational and compositional aspects of gender represented in the textbooks; thereby gaining deeper understanding of the underlying issues of power relations, positioning and subjectivities that cannot be quantified.

In line with my methodology, this study is interested in quantifying the representation of gender in school textbooks but more importantly, its major focus is on uncovering the traditional ideology underlying the representation of females and males in relation to each other comparatively between the two textbooks, hence the data collection and analysis involves two major procedures – the quantitative and qualitative analysis. For the first procedure, I quantitatively counted and tabulated the frequency of occurrences of all gender marked names in the linguistic mode, and the appearances of females and males in the visual mode of each textbook to examine visibility; frequency, range and types of occupational roles and activities each gender performs in the linguistic and visual modes; frequency and appearances of paired gendered nouns and pronouns in the textbooks to ascertain the pattern of 'firstness'; and adjectives used to describe the male and female characters to determine the character traits ascribed to each gender.

In my analysis, I counted all gendered characters as they appeared in the linguistic and visual modes of the textbooks. Recurring characters were counted as many times as they appeared or are mentioned, in order to ascertain the prominence accorded to each gender. Pertaining to the linguistic mode, names of characters were counted based on gender. The characters were identified as male or female based on the names or surnames used in the linguistic mode. However, gender can be difficult to determine based on names because there are gender neutral names that are suitable for both males and females. As Brugeilles and Cromer (2009b, p. 33) recommend, "textbook researchers should never depend on their own intuition or gender stereotypes when determining the sex of characters". Hence, I considered the appearance of each name in relation to the context it was used, checking specifically for the use of titles and pronouns related to each particular gender. Obviously, this is applicable only in the linguistic mode.

For the visual mode, I counted the number of male and female character appearances within the images. Each gender is identified through the appearances or features present in the visual mode such as hair length, clothing etc. However, all non-human non-gendered characters, and characters whose gender were not clearly identified through names or appearances in the visual

images, were excluded from this study. For instance, I excluded illustration of crowds where images appear incomplete, small or blurry and not clearly identifiable in terms of gender.

The second data analysis procedure in this study involves the qualitative interpretative analysis. According to Bell (2001), a detailed analysis should be added to quantitative data to verify the quantitative results, to investigate typical examples in depth, or to support the content analysis findings. Since a detailed and in-depth analysis is the essence of qualitative research design a large scale analysis is beyond the scope of this study. Hence, a limited portion of the multimodal discourses of the textbooks were critically analysed. Consequently, I analyse selected units to examine typical examples of the representation of gender in the multimodally designed contents of the textbooks in this study. Also, due to time and spatial limitations, one chapter was randomly selected from each textbook.

The chapters were selected in relation to multimodal content that includes one gender (either a male or female participant) or both genders (both male and female participants). I found this necessary in order to investigate how images are embedded in textbooks to represent gender and how these representations are designed for pedagogical purposes. For this reason, it is necessary to analyse not only the images and immediate verbal text but also the ways in which the textbook pedagogises the texts it provides for working on, i.e. what kinds of activities and exercises accompany and draw on the multimodal texts in question? Thus, Chapter 9 captioned *"Crime never pays" (p.73-78)* in *Junior English Project* textbook*,* and Chapter 2 themed *"Going for gold" (p.14-25)* in *Solutions for all* textbook, provided the relevant multimodal data for this study. The selected chapters were scrutinized using the critical hybrid analytical framework.

As previously outlined I adapt Kress and van Leeuwen's (2006) three metafunctional approach to reading images in my critical hybrid analytical model, to critically scrutinise and examine the represented females and males. This aids me in identifying the socially constructed norms, or preserved patriarchal ideology on gender covertly embedded in the multiple modes used for the represented gender in relation to power and positioning. At the representational function, I examine the representation of participant(s) and the process in which they are represented. In other words, how participants are represented as active or passive in an event within the image. To interpret the interactional mode, I analyse the gaze and social distance of the represented participants, uncovering the sociocultural meanings of gender encoded in them in relation to power and positioning. In other words, I deconstruct the meaning constructed in the images and how such constructions position viewers to relate with the image. In the compositional dimension, I focus on how the images have been structured or composed in terms of what has been foregrounded, or relegated to the background accordingly, considering the possible meanings such composition

were constructed to convey. The adapted analytical procedure created for this study is outlined in *table 3.2.*

3.2 Extended critical hybrid analytical model procedure

Quantitative Approach: Numerical analysis of gender representation in the Linguistic/visual modes of selected textbooks	**Visibility:** • What is the frequency of occurrence of male and female gender marked names in the linguistic mode of the textbooks? • What is the frequency of appearance of females and males in the visual mode of the textbooks?
	Roles assigned: • What is the frequency of occupational roles assigned to males and females in the linguistic and visual modes of the textbooks? • Types of occupational roles assigned to males and females in the linguistic and visual modes of the textbooks? • Types of activities assigned to males and females in the linguistic and visual modes?
	Firstness: • What is the order of appearance of paired gendered nouns and pronouns presented in the linguistic mode of the textbooks?
	Character Traits: • What character traits do males and females exhibit in the linguistic and visual modes of the textbooks?
Qualitative Approach: In-depth critical multimodal analysis	**Representational function:** • Who is represented in the image (male/female)? • What activity is unfolding within the image? • In what way is the participant represented (active/passive, actor, goal)? • In what process is the participant represented?
	Interactional function: • What is the gaze of the represented participant and how does it position the viewer? (Gaze away, gaze at viewers, gaze within the image)

	• What is the social distance of the represented participant and what relation does it establish between the viewer and the participant? • How is colour used to position the represented participant?
	Compositional function: • What things are in the image? • What element in the image catches the viewer's eye? • What is foregrounded and what are the background details in the image?

Adopting this multidimensional analytical procedure to analyse gender representation in school textbooks not only provides account of the gender variables involved in this study and their related issues, but also allows for an in-depth critical analysis that reveals hidden gendered ideologies lodged in the multimodal contents of school textbooks which reproduce unequal gender positioning by means of power relations. It is pertinent to state that my proposed analytical model offers a multidimensional approach for analysis, hence can be applied to all images and multimodal discourses.

3.4 ETHICAL CONSIDERATION

This study does not use human participants, as such ethical consideration is not necessarily a concern. The school textbooks as the data set for this study are in the public domain, hence are easily accessible in South Africa and Nigeria. However, the authors of the textbooks, including other sources of information and material used in this study have been duly acknowledged and referenced.

3.5 CONCLUSION

In this chapter I presented the methodology and research designs utilised in this study. The method of text selection and data analysis procedure were also discussed. In the next chapter, I will present and critically interpret the findings of this present study.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF RESEARCH FINDINGS

4.0 INTRODUCTION

This chapter focuses on presenting and critically analysing the data from this study using my proposed critical hybrid analytical framework discussed in Chapter Two. This study involves a mixed methods design hence, the data is analysed in two sections. This chapter presents and analyses the first section of the data, specifically the quantitative data. The qualitative data will be analysed as the second section in the next chapter.

4.1 QUANTITATIVE DATA PRESENTATION AND ANALYSIS

The first research question is: How is gender represented in both the linguistic and visual modes of two English language textbooks used in Nigerian and South African schools? This question is designed to quantitatively analyse how males and females are represented. I explore this question under four main categories:

- Frequency of visibility
- Frequency and pattern of firstness
- Frequency and types of roles assigned to each gender (both occupational roles and activities)
- Character traits assigned to females and males

4.1.1 Visibility

Visibility is one of the major gender-bias manifestations in textbooks, also referred to as omission (Amini & Birjandi, 2012). Gender visibility is the relative frequency of male and female appearances or omissions (Ghalib, 2017). Textbooks may either feature a balanced or a biased representation of a particular gender in visual images or linguistic text, thereby favouring gender equality or inequality.

I quantitatively analysed gender visibility by counting the appearances of gendered images in the visual mode, and gender-marked terms in the linguistic contents of the textbooks. *Table 4.1* shows the number of males and females represented in the textbooks of study.

Table 4.1 Gender visibility of males and females in the visual and linguistic modes of textbooks of study

Textbooks	Visual Mode		Linguistic Mode		Total no of		
	Total no of		Total no of		females	males	Males & females
	Females	Males	Females	Males			
Junior English Project.	96	177	226	611	322	788	1,110
Solution for All.	104	122	181	283	285	405	690

As shown in *table 4.1*, the representations of males and females are not numerically equal in either of the two English language textbooks. There is an overwhelming number of males represented in both the linguistic and visual modes of both textbooks.

In *Junior English Project*, visibility of males is 177 and females 96 in the visual mode. With regards to the linguistic mode females were represented 226 times, while males were featured 611 times. Similarly, out of the 690 characters represented in *Solutions for all* textbook, 122 were males and 104 were females in the visual mode, whereas in the linguistic mode, males were represented 283 times and females appeared in 181 places. Obviously, males are more visible in both textbooks, signalling gender discrimination and bias against females. A textbook is rid of gender biases and stereotypes if the number of females and males are equal, which is rarely the case in the textbooks under study. These findings echo previous studies (Amini & Birjandi, 2012; Gharbavi & Mousavi, 2012; Iduma, 2014; Lee & Chin, 2019; Lee & Collins, 2009, 2010; Marefat & Marzban, 2014; Mckinney, 2005; Mustapha, 2014) showing that females are less visible and underrepresented, whereas males are over represented in both the linguistic and visual modes. Generally, when a particular gender is made visible and given preference over the other, the preferred gender will have an advantage over the other (Brusokaite, 2013).

A general evaluation of the linguistic and visual modes of both textbooks show that in *Junior English Project*, females were represented in 322 appearances, while males were represented in 788 appearances. On the other hand, in *Solutions for all*, the total number of female appearances were 285 whereas that of males were 405. This shows interesting country-specific findings that suggest different degrees of gender visibility in the Nigerian and South African textbooks.

In spite of both countries' overrepresentation of males that rendered females less visible in the textbooks, findings reveal that the South African textbook *Solutions for all* shows a smaller difference between the number of males and females represented. This could be attributed to the avoidance of gendered names to the use of neutral terms in the textbook. Thus, it can be concluded that the South African textbook exhibits a somewhat more balanced representation of gender visibility in comparison with the Nigerian textbook although males continue to predominate.

4.1.2 Gender Firstness

Another aspect of gender representation which forms the second component of my analytical framework is firstness. Firstness refers to the linguistic feature where one particular gender is often mentioned or placed first (Pillay & Maistry 2013). Usually, this involves ordering the speakers and appearances of gendered nouns or pronouns when they come as a pair in a given text. To investigate gender firstness, the linguistic mode of the textbooks under study was scrutinised.

The present study reveals that when proper nouns, pronouns or sex attributes appear together, the masculine terms are usually mentioned first, for instance, father and mother, he and she, uncle and aunt, etc. However, there are few instances where the feminine terms appeared first such as she and he, aunt and uncle, girls and boys, etc. *See table 4.2* for distribution of gender firstness in the two textbooks.

Table 4.2 Firstness in *Junior English Project and Solution for All*

Junior English Project				**Solution for All**			
Male firstness	**Frequency**	**Female firstness**	**Frequency**	**Male firstness**	**Frequency**	**Female firstness**	**Frequency**
Uncle and aunt	1	Aunt and son	1	Actor and actress	1	Girls and boys	1
Housemaster/housemistress	1						
Grandfather and grandmother	1	Aunt and uncle	1	Boys and girls	2	She and he	1
He and her	1						
Boys and girls	1	Girls and boys	1	Brother and sister	9	Ladies and gentlemen	1
Brother and sister	2						
Sir and madam	2	Mother and son	1	Men and women	10		
Father and mother	3						
His and her(s)	3	She and he	3	He and her	29		
Men and women	3						
Mr and Mrs	3	Female names first (e.g. Bunmi and Ade)	3				
Him and her	4						
Male name before female (e.g. Romeo and Juliet)	8						
He and she	27						
Total	**60**		**10**	**Total**	51		3

The above table reveals a notable gap between the frequency of females and males firstness in both textbooks. This implies that when gendered nouns or pronouns are paired with regards to sex, males are mentioned first in comparison to females. In *Junior English Project* textbook, males were mentioned first 60 times while females were mentioned first only 10 times. Likewise in *Solutions for all*, females were mentioned first in only 3 instances while males were referred to first 51 times.

Apparently, female firstness is numerically insignificant when compared to the frequency of male firstness. This observable phenomenon in both the Nigerian and South African textbooks suggests that these textbooks are in favour of males, and as such have placed them as more important and prominent than females. Regrettably, this is similar to existing scholarship on gender firstness (Amini & Birjandi 2012; Bahman & Rahimi, 2010; Musty, 2015, Tarrayo, 2014; Healy, 2009) that revealed what appears to be automatic firstness for male characters. These findings are reflective of the subordinate and secondary position females have been traditionally designated, and the inherent perception of male supremacy (Lee & Collins, 2010).

4.1.3. Roles Assigned

The third strand of my critical hybrid analytical model is roles assigned. It details the distribution of the occupational roles and activities assigned to each gender. I examined and recorded the types of occupational roles and activities assigned to each gender in the linguistic and visual modes of the two textbooks. *Table 4.3* summarises the distribution and frequency of male occupational roles, while *table 4.4* shows the distribution and frequency of female occupational roles.

Table 4.3 Occupational roles in both textbooks for males only

Junior English Project				Solution for All			
Linguistic mode	**Frequency**	**Visual mode**	**Frequency**	**Linguistic mode**	**Frequency**	**Visual mode**	**Frequency**
Prime minister	1	Chief	1	Judge	1	Athlete	1
Politician	1	Chairman.	1	Chief	1	Chef	1
Flag-bearer	1	Driver	1	Chairman	1	News - presenter	1
Train-driver	1	Hunter.	1	Teacher	1		
Railway-worker	1	Bishop	1	Footballer	1	Learner	8
Soldier	1	Commentator.	1	Athlete	1		
Housemaster	1	Farmer	2	Soldier.	1		
School-prefect.	1	Mechanic.	27	Doctor	1		
Professor	1	Student	32	Chef	1		
Computer installer.	1	Teacher		Leader	1		
Butcher	1			Actor	1		
Manager	1			Clown	2		
Businessman	1			Commando.	2		
Carpenter	1			Paralympian	2		
Mechanics	1			Fisherman	2		
Hunter	1			Professor	3		
Sergeant	1			Businessman.	4		
Inspector	1			Spokesman	5		
Farmer	1			Author	6		
Agric ext officer	1			Poet	10		
God	1						
Pastor	1						
Bishop	1						
Commentator	1						
Referee	1						
Train driver	1						
Footballer	2						
King	2						
Chairman	2						
Driver	2						
Army	2						
Contractor	2						
Doctor	2						
Musician	3						
Chief	3						
Trader	3						
Reverend	3						
Teacher	6						
Policeman	9						
Author	27						
Famous people/ Legend	42						
41		**10**		**20**		**5**	

Table 4.4 Occupational roles in both textbooks for females only.

Junior English Project				Solution for All			
Linguistic mode	**Frequency**	**Visual mode**	**Frequency**	**Linguistic mode**	**Frequency**	**Visual mode**	**Frequency**
Queen	1	TV -personality	1	Seller	1	Athlete	1
News reader	1	Trader	1	Actress	1	Tennis player	1
House mistress	1	Cook	1	News announcer	1	Netball player	1

Midwives	1	Dress maker	1	Poet	5	News - presenter	1
Health worker	1	Teacher	3	Author	6	Census officer	1
Palm oil seller	1	Nurse	4			Teacher	2
Dress maker	1	Student	23			Learner	10
Secretary	1						
Author	2						
Police	2						
Poet	2						
Nurse	2						
Teacher	5						
TV personality	6						
14		**7**		**5**		**7**	

Considering the data in *tables 4.3 and 4.4,* males are represented in a wider range of occupational roles than the females in the visual and linguistic modes of both textbooks. The findings in this study reaffirm the trend found in earlier studies (Amini & Birjandi, 2012; Bahiyah Dato' Hj. Abdul Hamid, et al., 2008; Barton & Sakwa, 2012; Gharbavi & Mousavi, 2012a; Lee & Collins, 2008, 2010) that females are still portrayed in fewer range of occupations while the males are depicted engaging in a greater variety of occupations.

The overall results shows that males were represented in 42 diverse occupational roles in the linguistic mode and 10 in the visual mode, whereas females were represented in 14 different occupational roles in the linguistic mode and 7 in the visual mode. In the linguistic mode of *Solutions for all*, males were represented in 20 different types of occupational roles, while females were represented in 5 types of occupation. For the visual mode, females were depicted in 7 different occupational roles and males in 5 diverse occupational roles. This reveals that females were depicted in more occupational roles than the males in the visual mode, though minimally. Notably, when females are visible they are usually insignificant in terms of percentage or inconspicuous (Faeiz et al, 2011). However, this positive move suggests that the authors of *Solutions for all* have put into consideration the range of occupational roles assigned to males and females.

In addition, both genders were represented more frequently in traditional stereotypical roles that perpetuate patriarchal ideology of the supposedly ideal occupations suitable for females and males, which echoes robust literature that males and females are often represented in traditional

gender roles (Bataineh, 2017; Brusokaitė, 2013; Hamdan, 2010; Iduma, 2014; Lee and Collins, 2008, 2009, & 2010). Females appeared as secretaries, nurses, and teachers as observed by Bahiyah Dato' Hj. Abdul Hamid et al. (2008), while males were represented as politicians, doctors, managers and businessman. This confirms that the construct of the female businessperson is diminished in textbooks as though the wor(l)d of business is men's space and it is their attributes (Brusokaitė, 2013; Mustedanagic 2010; Skliar 2007). *(See table 4.3 and 4.4.)*

Also, males monopolised occupations that required physical strength *(see table 4.3 and 4.4).* A good example in *Junior English Project* is an anonymous Igbo poem titled *"In praise of the farmer"*

"…you uproot the trees with bare hands,
You are the hero who does not care that to fight is to die,
The sun and the rain are the same
To you when the soil must be tilled…"
"… Show us now that you are still the man
That you have ever been" (P. 53)

The fact on *line 5 and 6* of the poem above indicates that females are not strong enough to be farmers. Clearly, this reinforces the naturalised assumption that only males are fit for occupations that demand physical strength such as hunting, farming amongst others. Interestingly, Brusokaitė, (2013) reckons that farming is the most common occupation in African countries, arguing that in spite of the existence of female farmers the textbooks used in Africa do not reflect this reality.

Also, males are still represented in challenging roles that keep them away from home such as soldier, warrior, commando, electrician, mechanic, train driver, pilot, and president, whereas females are solely portrayed in occupations that extend their stereotypical roles of nurturing, service and support, such as teachers, airhostesses, costume designers, and nurses. For instance one of the comprehension text in *Junior English project* reads:

- "My father is a train driver. He works for the Nigeria Railway Corporation. He is away from home quite often… My mother is a nurse. She works in a local hospital not far from home… my aunt is married to a soldier, uncle Olu, but he is often away from home…" (Junior English project, P. 2).

In the above text, the male characters are often far away from home whereas the females are limited to the home. This is similar to findings from Lee and Chin (2019), and Lee and Collin's (2008, 2010) studies that females are frequently portrayed as mothers whose major duties are to

nurture children and engage in domestic duties such as household chores. This is a clear case of indoor for females and outdoor for males *(refer to table 4.5 for indoor and outdoor activities).*

Also, in *Junior English Project (P. 91),* a poem written to reference the different roles of females in life (wife, mother, worker), likened these roles to beads on a string *(see Appendix 6, L. 5).* Just as beads are fixed to particular positions on a string, so are these socially constructed patriarchal gender roles fixed and tacitly accepted as the norm for females. Hence, females are positioned to take up dominant discourses that perpetuate their ongoing subjugation. However, the poet advocates for freedom, demanding to have control over her roles in life. This stance is further reinforced in the same textbook in a text titled *"Bride Price" (p. 84),* where a female is married off without her consent and her dowry negotiated with sticks as though she is being traded *(Junior English Project, P. 84).* This unconsciously reduced the value of females to mere object (Manalo, 2018).

It is worth noting that neither poem is specifically designed for *Junior English Textbook*. *"In praise of a farmer"* is an anonymous traditional Igbo poem. While *"Holding my beads"* is a poem by a Guyanese poet, Nicole Grace, "*Bride Price*" is from Chinua Achebe's *Things Fall Apart*. Notwithstanding, designers of *Junior English Project* are held responsible for the gendered representations in these texts because of their choices to include them in the English language school textbook without any pedagogical effort that allows students to disrupt such stereotypes. Producers and authors make choices, consciously or subconsciously on which ideologies to promote (Janks et al. 2014) in their textbooks.

Surprisingly, these forms of patriarchal representation were not observed in the South African textbook irrespective of both textbooks being produced and used in the same continent, Africa. For instance in the South African textbook, there were neither representation of marriage or marital rites for young learners whose primary focus at this educational level ought to be on their studies rather than marriage, nor were there any unnecessary praise of gendered occupational roles that reinforces hierarchal power relations.

Furthermore, males are represented in high status and professional roles when compared to their female counterparts. Males are represented as doctors, professors, presidents, amongst other roles. This is in line with Tao's findings (2008) that males are illustrated with respectable professions. Currently, there is an increasing number of female presidents, and females working alongside their male counterparts in various prestigious leadership positions across the globe. Although, there is a political gap in terms of female presidents or prime ministers in South Africa and in Nigeria, there is an increasing presence of females in the political spheres, medical and legal professions including the overall labour force. In addition, some texts now draw upon a 'gender equality discourse', which emphasise the idea that women have the ability to do same jobs

as men (Sunderland, 2004, in Castaneda-Pena 2008). However, this reality is obscured in this textbook (*see table 4.3 and 4.4*). Females were rather represented in less prestigious roles that restrict their potentials. This suggests that the gender politics of this textbook is not up-to-date with social realities.

Also, I observed that females were depicted as famous television cook models in the Nigerian textbook (*Junior English Project* 1, P. 94), yet none held the role of a chef. However, males were depicted as chefs in the South African textbook *"The celebrity chef who visited our school, told us how he became a chef"* (*Solution for all*, P. 215). I find this representation problematic. A chef is professionally trained to work in professional settings either as a cook or head of a cooking team in a restaurant or hotel, whereas cooks are untrained and cook in domestic settings. Technically, cooks are considered inferior titles than chefs. While a chef's duty ends in the kitchen with culinary cuisines, cooks can undertake other household duties besides preparing the family meals. Assigning females the role of a cook invariably positions, as well as reinforces the ideology that females are best suited for occupations in domestic settings (Manalo, 2018).

Remarkably, females were also represented in jobs that are not lower status stereotypical female roles, such as police officer *(Junior English Project, p.79, 160),* poets and authors *(Junior English Project, p 8, 110; Solution for all, p. 25, 61, 77).* This can be interpreted as a reflection of increased awareness of gender inequality and a move to redress it by authors of both textbooks.

In terms of the activities assigned to each gender I systematically examined the linguistic and visual modes of the textbooks and tabulated the different types of activities the male and female characters engaged in *(See tables 4.5 and 4.6).*

Table 4.5 Activity of males and females in *Junior English Project*

Types of Activity	Linguistic mode		Visual mode	
	Males	Females	Males	Females

Buying/Shopping	0	1	0	0
Reading/Studying	1	1	0	0
Talking with friends	1	2	0	0
Going to market/Church	0	3	0	0
Football	1	0	1	0
Watch TV	1	1	0	0
Fishing	1	0	1	0
House chores	0	1	0	1
Running	1	0	0	0
Ironing/Sewing	0	2	0	1
Talks of marriage	1	5	1	1
Picnic	1	1	1	1
Washing cars	1	0	0	0
Use a computer	1	0	0	0
Partying	1	0	0	0
Driving	0	1	0	0
Volley ball	2	3	0	0
Raps/Listen to music	2	1	1	0
Go to school	2	2	0	0
Riding a motor(bike)bicycle	2	0	0	0
Baking/Cooking	2	0	0	0
Looking after babies/Children	2	0	0	0

Table 4.6 Activity of males and females in *Solutions for All*

Types of Activity	Linguistic mode		Visual mode	
	Males	Females	Males	Females
Helps mother/house chores	0	0	0	1
Table tennis	0	0	0	1
Buying/shopping	0	3	0	0
Swimming	0	1	1	0
Mending	0	0	1	0
Chatting	0	0	2	2
Play with(dogs) pets	0	1	1	1
Skipping	0	1	0	0
Cleaning	0	0	0	2
Cooking/baking	0	2	0	1
Climb Kilimanjaro	0	1	0	0
Caring for the poor	0	0	1	0
Going to the movie	1	0	0	0
Reading/writing/drawing	1	0	1	2
Partying	1	1	0	0
Surfing	1	3	0	1
Climb trees	1	1	1	0
Camping expedition	1	0	1	0

Music band	1	1	1	1
Play drum	1	1	1	0
Dancing	2	1	1	1
Running/race	2	0	1	0
Chop wood	2	0	0	0
Soccer	6	0	1	0

As shown in *tables 4.5 and 4.6*, both genders were significantly represented in either outdoor, indoor or domestic activities. However, the males were represented more than the females with minimal difference either in the linguistic or in the visual modes of the textbooks. This affirms findings from existing studies that male characters are represented in greater variety of activities more than their female counterparts (Bahiyah Dato' Hj. Abdul Hamid et al., 2008). Nonetheless, both genders engaged in various indoor activities such as, listening to music, reading, writing, watching TV, or movies. Likewise, both genders were depicted in domestic roles such as, helping mum, doing the house chores, and cleaning.

In *Junior English Project,* females were represented performing 4 different indoor activities and 7 outdoor activities, whereas males were represented in 7 indoor activities and 8 outdoor activities. While the numbers seem to suggest that females now participate more in active outdoor activities than in indoor roles, the activities they perform in the different domains do not. For instance, females were indoors ironing, sewing, reading and watching TV, and outdoors shopping, going to the market, attending church, talking with friends and playing volleyball; while males were outdoor fishing, playing football, volleyball, running, riding a bicycle, etc. This invariably show males in more active outdoor activities than their female counterparts, thereby reinforcing the ideology that outdoors are best suited for the active lives of males. This concurs with the findings of Lee (2014a), Enayat and Tajeddin (2010) that males perform active roles and are illustrated as more sporty than females (Lee & Collins, 2008, 2010; Levine & O'Sullivan, 2010). Nonetheless, males were also represented baking and cooking, which in fact not only defies expected stereotypical gender activities but counters several studies where only females were depicted engaging in household chores (Amini & Birjandi, 2012; Bahiyah Dato' Hj. Abdul Hamid et al., 2008)*(see table 4.5 and 4.6*). This seeming contradiction suggests a positive move towards more balanced roles and activities for both genders.

In similar pattern, males are represented in 3 indoor activities reading, mending, chopping wood, and 10 outdoor activities, playing soccer, going to the movies, climbing trees, and going on camping expeditions in *Solutions for all*. On the other hand, females are represented in 4 indoor activities cooking, baking, cleaning, and reading, and 11 outdoor activities, taking care of the poor,

shopping, chatting with friends, amongst other things. But I also found that in this textbook, females are represented in active outdoor activities such as climbing trees, climbing Kilimanjaro, surfing, playing with pets, and partying etc. This seems to contrast with the portrayal of females *in Junior English Project* and kicks against negative stereotypes associated with gender roles and activities. This does not mean that *Solutions for all* textbook represents gender equally but the designers seem to show somewhat more gender sensitivity than those of *Junior English Project*.

Notwithstanding, there are instances of explicit bias against females in *Solution for all*. A good example is a text from "*Ring around the moon*" by Maretha Maartens and De Jager Haum in 1987 (p. 136). This text is part of theme 9 captioned "*Yesterday's history, tomorrow's mystery"*:

"And none of these girls leave this farm yard till I get back, you girls stay right here around the house, you hear? … The men went off to commando (Solution for All, p. 136)

In this particular text, females are represented as if they are meant for the home and require permission to go out, which echoes the findings of earlier studies that a woman's place is relegated to the home (Lee, 2014a, 2018). Arguably, this text is old and the authors of *Solution for all* did not write it. But the question is why did they choose this text? And what of 'yesterday's history' is this text meant to teach the students? More so, what did the designers of *Solution for all* do with this text in terms of pedagogy? The text designers merely asked face value questions that reinforced the content of the text, thereby reproducing the history of yesterday that subjugate females.

To sum up on the representation of gender in this category, findings show that textbooks from South Africa and Nigeria have a similar tendency to portray males and females in traditional occupational roles, and activities, but the South African textbook adopt a gender balanced approach more than the Nigerian textbook. Nonetheless, there are few instances in the Nigerian textbook which reveals that efforts are being made to think outside the stereotypical gendered box about roles or activities males and females can partake in. These instances can serve as useful resources for a critically literate teacher in her pedagogy. As argued by Mills & Mustapha (2015:4). "If a text appears to be sexist, readers have the option of either simply accepting that message or developing a critique and an alternative reading – a different way of making sense of the text".

4.1.4 Character traits

Character traits is the last category in my critical hybrid analytical model for quantitative analysis. To analyse character traits, I scrutinised the textbooks for adjectives used to describe each gender. Porecca (1984) observed that adjectives used to describe females could fall under 'emotionality or state of mind, physical appearance, environmentally descriptive and physical state or condition'

(pg. 718). The sample at hand reveals that the adjectives used to describe both males and females across the two textbooks fall within the aforementioned categories. In essence, females and males are represented exhibiting different character traits. *Tables 4.7, 4.8, 4.9 and 4.10* illustrate the character traits exhibited by each gender across the two textbooks.

Table 4.7 Character traits of males and females in *Junior English Project*

Male	Frequency		Female	Frequency	
	Linguistic Mode	Visual Mode		Linguistic Mode	Visual Mode
Not strong	1	0	Naughty	1	0
Easy to please	1	0	Rich	1	0
Irritated	1	2	Talkative	1	2
Good/smart	1	0	Immature	1	0
Bad	1	0	Pretentious	1	0
Troublesome	1	1	Selfish	1	0
Fighting	1	0	Careless	1	0
Bully	1	0	Discontented	1	0
Opportunist	1	0	Talks quietly	1	0
Powerful	1	0	Pleasure seeking	1	0
Good-looking	1	0	Sensitive	1	0
Intimidated	1	0	Clever	1	0
Tired	1	0	Arrogant	1	0
Honest	1	0	Shouting	1	0
Principled	1	0	Unhappy	1	0
Unprincipled	1	0	Remorseful	1	0
Foolish	1	0	Short woman	1	0
Strong/brave	2	0	Kind/Just	2	0
Unjust/crook	2	0	Nagging	2	1
Tall	2	0	Shouts for help	2	0
Armed robbery	3	0			
Sad/Annoyed	5	0			

Table 4.8 Character traits assigned to both gender *Junior English Project*

Character Traits	Linguistic mode		Visual mode	
	Female	Male	Female	Male
Hardworking (P.4,55,49, 61)	1	3	0	0
Unpatriotic (P.151, 153)	2	0	0	0
Armed robbery (P.37,74, 158)	3	0	0	1
Wanted (P.41,43)	2	2	0	0

Table 4.9 Character traits of females and males in *Solution for All*

Female	Frequency		Males	Frequency	
	Linguistic Mode	Visual Mode		Linguistic Mode	Visual Mode
Caring	1	0	Handsome	1	0
Smiles	1	0	Fighting	1	0
Graceful	1	0	Strong	1	0
weeping	1	0	Genius	1	0
Happy	1	0	Shout loud	1	0
Well behaved	1	0	Brilliant	1	0
Dependent	1	0	Proud	1	0
Careful	1	0	Talkative	1	0
Distressed	1	0	Dominate	1	0
Unhappy	2	0	Fast	2	1
Seeking help	2	0	Poor/Pitiable	2	0
			Mad/Brute	2	2
			Bully	3	1
			Brave	3	0

Table 4.10 Character Traits assigned to both gender in *Solution for All*

Character Traits (Both Gender)	Linguistic mode		Visual mode	
	Female	Male	Female	Male
Helpful (P. 210)	1	1	1	1
Scared (P. 61, 145, 231)	1	1	0	1

A careful look at the preceding tables reveals that males and females exhibit both negative and positive personality traits. This is similar to Kobia (2009) who found in her study of Kenyan textbooks that character traits assigned to males and females are equally divided. In this study the negative or positive adjectives used to describe males in a particular unit were also used for females in a different unit. For instance, in *Junior English Project* at different instances, both genders were represented as hardworking, armed robbers, wanted, unpatriotic *(p. 4, 15, 37, 41, 151; see tables 4.7 and 4.8 above),* whereas both gender were represented as helpful and scared in *Solution for all* (*P.210, 61, 145, 231; refer to table 4.7 and 4.8).* This is not to conclude that there is a balance in the representation of character traits in the textbook.

Evaluating the results from both textbooks reveal that in *Junior English Project,* males are represented in 10 positive, and 16 negative character traits, whereas females are represented in 6

positive, and 16 negative personality traits. On the other hand, in *Solutions for all*, females are represented in 5 negative, and 6 positive character traits; whereas males are represented in 9 negative, and 7 positive character traits. This shows that in *Junior English Project*, both gender were represented more negatively than positively. However, males were represented more frequently with positive character traits than their female counterparts. In *Solution for all*, males were represented more positively and negatively in comparison to their female counterparts. Nonetheless, when the results are compared in relation to both genders, the males were represented using more positive character traits than the females in both textbooks *(see table 4.7, 4.8, 4.9 and 4.10).* These findings support some earlier investigation on character traits (Cahl, 2016; Kobia, 2009; Mustapha, 2012) that males are presented with more positive character traits than the females.

Sample from both textbooks shows that there is still the stereotypical conception of males as brave, bullies, brilliant and strong, and females as dependent, caring, kind, nagging, helpless and always dependent on the male *(refer to table 4.7, 4.8, 4.9 and 4.10).* These traits reproduce hierarchical relations that position males as powerful, and subordinate females to the biblical weaker vessels, unable to defend themselves. As described by Mustapha (2012), attributes ascribed to gender may reflect the social reality or can be very close to the real life of people at a given time. By implication, the personality traits assigned to males and females in the textbooks suggest the character perception towards both gender in Nigerian and South African context.

4.2 CONCLUSION

In this chapter I presented and critically analysed the findings of the quantitative data generated from the two textbooks under study. Comparatively, findings on how males and females are represented reveal similar trends between the Nigerian and South African textbooks. Although, varying nuances exist in representation, both textbooks still maintain stereotypical gender order.

In terms of visibility, males were over represented, hence more visible than females both in the linguistic and visual modes of the textbooks. However, the South African textbook shows a more balanced representation in comparison to the Nigerian textbook. Similarly, in cases of paired gender nouns or pronouns, males were usually mentioned first.

Across the two textbooks, males and females were assigned more traditional occupational roles; males were portrayed in more active and challenging jobs; whereas females were represented in jobs that extend care, nurture and support. However, males were overrepresented in diverse range of occupational roles, including prestigious and professional roles – more so than their female

counterparts. For activities, while females engaged more in domestic or indoor activities with an insignificant number of outdoor activity participation, males were depicted in outdoor activities. Despite the limited efforts made to disrupt the stereotypical traditional gender roles or activities, each effort is blurred when underlying meanings embedded in written text were revealed.

Finally, though both genders were depicted with various character traits, males were represented positively as ‘strong or brave’, and sometimes, they negatively steal, bully or fight their way through. On the other hand, the females were positively portrayed as caring, well behaved and negatively represented as passive, helpless and dependent on males. In the next chapter, I present the qualitative data and critically engage in a multimodal analysis.

CHAPTER FIVE

PRESENTATION AND CRITICAL ANALYSIS OF QUALITATIVE DATA

5.0 INTRODUCTION

In this chapter I present the qualitative data and critically analyse the multimodal representation of gender in the two textbooks under study to provide answers to the second question of this study namely:

> What gender representation is found in the multimodally designed contents of the textbooks in relation to power and positioning?

As stated in Chapter 3 the scope of qualitative data analysed in this study is limited to selected units from the textbooks to examine how both genders are represented. One unit was selected from each textbook. Thus, Chapter 9 entitled *"Crime never pays" (p.73-78) in Junior English Project,* and Chapter 2 themed *"Going for gold" (p.14-25)* in *Solution for all,* provided the relevant multimodal data for this study. The selected chapters were scrutinized using the critical hybrid analytical framework. The selected chapters are analysed in *5.1 and 5.2* respectively.

5.1 Critical Multimodal Analysis of Junior English Project "Crime never pays" (Ch. 9 p.73-78)

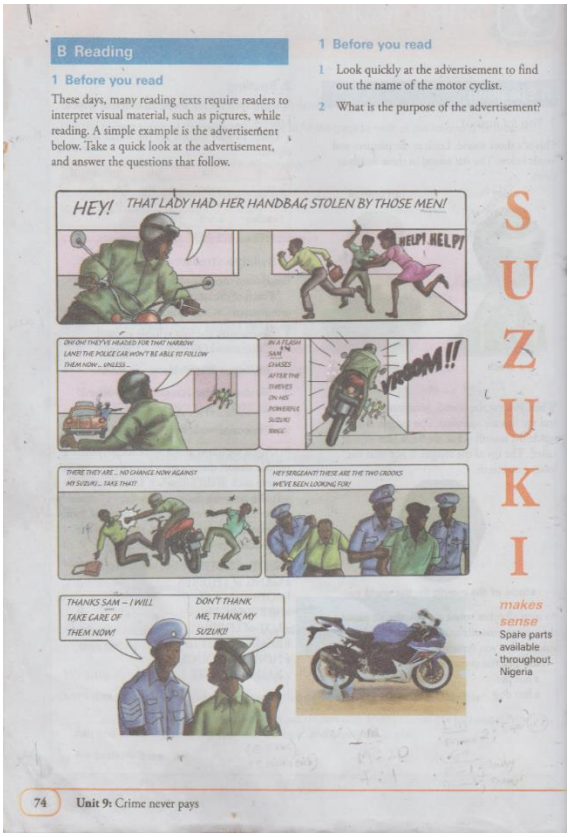


Figure 5.1 Image 1

Figure *5.1 (p.74)* is an advert in form of a comic strip meant to teach students to read and interpret visual materials, such as pictures and illustrations. This representation is a robbery scene. The narrative opens up with an unknown female being robbed of her hand bag by two male thieves. However, a nearby male who witnesses the robbery heroically races after the robbers on his power bike and recovers the stolen bag ahead of the police officers. From the instructions, students are asked to read the advertisement and answer the questions that follow.

A close examination of this text reveals that the image is made up of seven different frames, representing eight human participants'; seven males and a female in six different frames whereas the seventh frame depicts a photograph of a power bike. This complements my findings on the quantitative data *(refer to table 4.1)* and affirms previous studies that male characters usually outnumber their female counterparts in visual illustrations (Lee & Chin, 2019).

This representation involves the conceptual and narrative processes. While the power bike shows a symbolic conceptual representation, the vectors from the human participants' body motions and gestures depict them in a speech and mental process narrative pattern, with unfolding events across time and space. According to Kress and Van Leeuwen (1996) symbolic conceptual patterns present concepts of who or what depicted images represent, which enable viewers to determine its symbolic value. On the other hand, a speech and mental process narrative pattern is "the oblique

protrusions of the 'thought and dialogue balloon' that connects drawings of speakers or thinkers to their speech or thought" (Kress & van Leeuwen, 2006, p.68). The speech and mental process uses special vectors to connect and present various people with different opinions and actions.

In the first frame, two men snatch the handbag of an unknown female, who tries to chase after them while yelling. One of the men runs off with the bag, while the other tries to hit the woman to keep her away. Meanwhile, a man depicted in the foreground is seen on a bike watching the incident. The background provides little to no information or detail about time, setting or context of event. While this image might have been designed specifically for the purpose of teaching advertising, a closer analysis of this multimodal text in terms of gender representation reveals that the authors of *Junior English Project* build on several modes to portray males and females in certain traditional value systems or discourses that reproduce different personality traits, status, and hierarchal power relations stereotyped according to gender. This is evidenced in how the males and females are represented differently in the activities and roles they each play in the narrative.

Particularly, I find the depiction of the female as a victim of robbery problematic. This portrayal positions females as careless and vulnerable; easily cheated, robbed, exploited or beaten by males. It invariably supports discursive practices that describe females as helpless. The woman was verbally and visually depicted as weak. Her shout for help intensifies this construct. This representation corroborates with previous studies that found females represented as calm and quiet and are more likely to become victims of danger, accidents and theft (Faeiz et al, 2011; Lee & Chin, 2019; Skliar, 2007). According to Lee and Chin (2019) such representations offer socially sanctioned models of behaviour that may lower girls' self-esteem and strengthen gender bias.

In the second frame, two police officers are represented close to a car. The body gesture and vector from the raised hand of one of the policeman pointing towards the robbers, and the colour of the wall in frame 2, which looks exactly the same as in frame 1 shows that the policemen also witnessed the robbery. Information from the linguistic and visual modes of the text, reveal that the man on the bike is able to make out that the police officers are unable to chase the robbers because their car cannot get through the narrow path the robbers headed into. This portrays the male as sensible and smart; positioning him as someone with valuable ability to weigh situations and know the right time to act. In other words, the male is depicted as clever, optimistic, concerned about others and responsible whereas the female is weak and passive (Faeiz et al, 2011; Haddad, 2009).

Although the story is focused on the female's stolen handbag, she is depicted only once, making her minimally visible and peripheral in the story. In contrast, the man on the bike is given prominence and significance as the central character. This is in line with a more recent study that

when both males and females appear in a text, there is a stronger tendency for the writers to present males as the central characters (Lee & Chin, 2019). The man whose name is given in frame 3, is also foregrounded in each frame, positioning him as the salient character. Lee and Chin (2019) observed that male characters are more frequently identified by their name or occupation and females by their relationships with others (Lee & Chin, 2019). The use of medium close–up shot brings him into proximity with the viewers' drawing their attention to him, thereby strengthening his prominence and status. In this way, sequence and size are employed as meaning making modes that contribute to the representation of males as more significant and prominent than females. This means that females' experiences are treated as trivial and unworthy of consideration (Brusokaitė, 2013).They are continuously represented in a way that limits their social worth (Lee & Chin, 2019).

Furthermore, the speech frame on the wall and action of the man in the third frame work together to show the man chasing after the robbers on his Suzuki bike. The lines extending from the man on his bike and the sound word written in upper case font, depict the sound of the bike as it zooms off in high gear after the robbers. In this case, symbol as a mode is used to signify meanings. This suggests the male as informed risk taker ready to take action. Thus, males are positioned as powerful, confident and determined, able to take control over certain situations. Contrastingly, the visual mode in frame 1, shows the female participant chasing after the robbers which portrays her as an actor. However, her absence in subsequent frames both linguistically and visually implies that she is irrelevant even though the story is ostensibly about an incident that happened to her. This positions her as a passive actor in comparison to the active male character, who was initially depicted as a passer-by but suddenly takes charge and dominates the story. This implies that females are unhelpful, and lack perseverance or the determination to forge on in difficult situations, which reinforces the stereotypical thinking that men are brave, strong, heroic and adventurous and women are less agile, more helpless and should stay away from danger (Lee & chin, 2019).

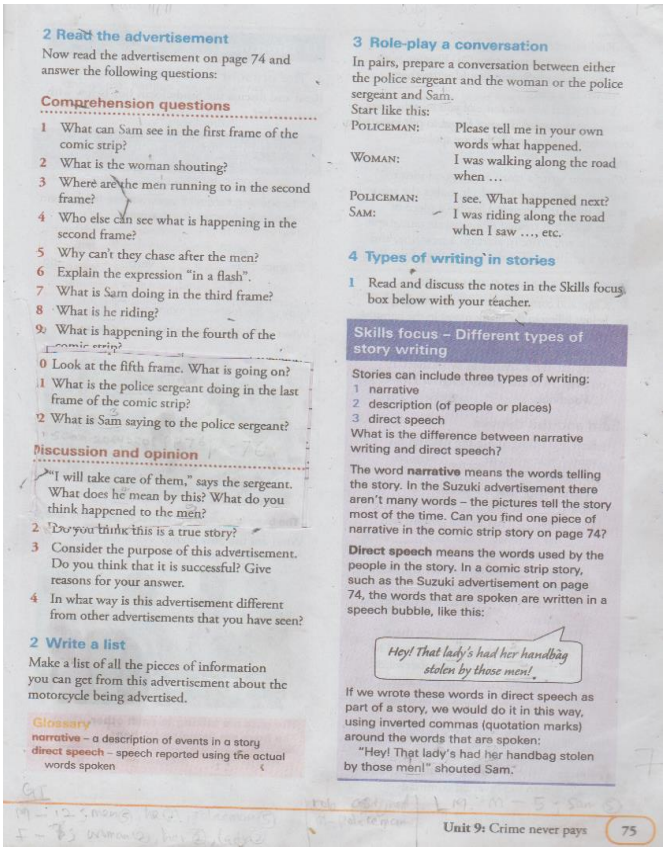
In frame 4, the image is enhanced. Enhancement refers to augmenting an image through a change in time and space to move the narrative forward (Heung, 2014). This idea is supported by the change of background colour from pink to grey, and the change of events. The man on the bike is shown to have caught up with the thieves and to be hitting both of them while still seated on his bike. The sharp lines around his hand represent the intensity of his explosive blow which effectively throws the robbers off balance. In this case, the male is positioned as strong, daring and powerful. This stance is reinforced by the evidence from the speech frame in the fifth panel, where the police acknowledged that they have been looking for this same robbers for some time.

In other words, while the police officers have failed in catching these robbers, the bike man has singlehandedly caught them. This finding reinforces existing studies that males are more

independent, problem solvers, risk takers and willing to take up new challenges (Faeiz et al, 2011). In frame 6, the police officer thanks Sam the bike man, promising to take care of the robbers. Sam attributes his heroic success to his Suzuki bike which is depicted in frame 7. The symbolic representation of the power bike which is socially constructed as the norm in males' community, connotes masculine bravery, power and speed. In this context, males are positioned as commonly found in literature as rugged, adept and powerful more than the females.

I argue that perhaps the designers of this text may have consciously or unconsciously constructed this image employing a normalised genderless strategy, the hidden messages behind this text maintains discursive regularities which may socialise students into patriarchal stereotypes and normative ideologies about gender. It is not certain if this image was constructed for pedagogical purposes of including an advertisement in the textbook, or whether it is an authentic advertisement for Suzuki motor cycle, but one thing is certain, the authors of this textbook have not made any attempt to help students to become critically aware of, and challenge the power relations and positioning set up in this representation. Even though this text is meant to help learners to interpret visual images, there are no questions on the gender stereotypes pedalled to leaners through this image. Some of the questions are

- What is Sam doing in the third frame?
- What is the woman shouting? *(See figure 5.2 for further comprehension questions preceding figure 5.1).*



2 Read the advertisement

Now read the advertisement on page 74 and answer the following questions:

Comprehension questions

1 What can Sam see in the first frame of the comic strip?
2 What is the woman shouting?
3 Where are the men running to in the second frame?
4 Who else can see what is happening in the second frame?
5 Why can't they chase after the men?
6 Explain the expression "in a flash".
7 What is Sam doing in the third frame?
8 What is he riding?
9 What is happening in the fourth of the comic strip?
10 Look at the fifth frame. What is going on?
11 What is the police sergeant doing in the last frame of the comic strip?
12 What is Sam saying to the police sergeant?

Discussion and opinion

1 "I will take care of them," says the sergeant. What does he mean by this? What do you think happened to the men?
2 Do you think this is a true story?
3 Consider the purpose of this advertisement. Do you think that it is successful? Give reasons for your answer.
4 In what way is this advertisement different from other advertisements that you have seen?

2 Write a list

Make a list of all the pieces of information you can get from this advertisment about the motorcycle being advertised.

Glossary
narrative – a description of events in a story
direct speech – speech reported using the actual words spoken

3 Role-play a conversation

In pairs, prepare a conversation between either the police sergeant and the woman or the police sergeant and Sam.
Start like this:

POLICEMAN: Please tell me in your own words what happened.
WOMAN: I was walking along the road when …
POLICEMAN: I see. What happened next?
SAM: I was riding along the road when I saw …, etc.

4 Types of writing in stories

1 Read and discuss the notes in the Skills focus box below with your teacher.

Skills focus – Different types of story writing

Stories can include three types of writing:
1 narrative
2 description (of people or places)
3 direct speech
What is the difference between narrative writing and direct speech?

The word **narrative** means the words telling the story. In the Suzuki advertisement there aren't many words – the pictures tell the story most of the time. Can you find one piece of narrative in the comic strip story on page 74?

Direct speech means the words used by the people in the story. In a comic strip story, such as the Suzuki advertisement on page 74, the words that are spoken are written in a speech bubble, like this:

Hey! That lady's had her handbag stolen by those men!

If we wrote these words in direct speech as part of a story, we would do it in this way, using inverted commas (quotation marks) around the words that are spoken:
"Hey! That lady's had her handbag stolen by those men!" shouted Sam.

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Figure 5.2: Sample of questions

What about using questions such as:

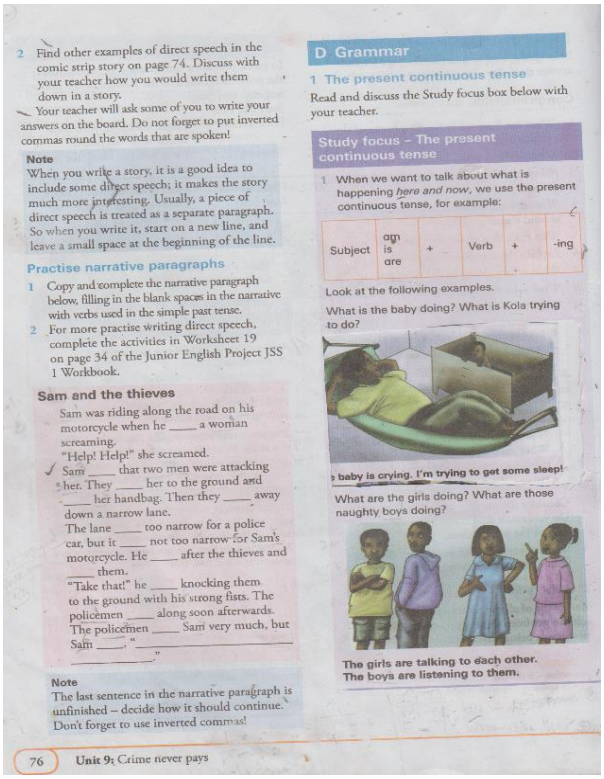
- Why do you think the woman doesn't have a name even though the story is about her?
- Why is she depicted only once?
- Why doesn't she reappear even after her handbag has been recovered?

Such questions can disrupt rather than perpetuate the male dominated world view constructed in this text. Similarly, the questions on the discussion and opinion section *(refer to figure 5.2)* are designed to ensure students' understanding of the text. However, I find question 4 quite interesting:

- In what way is this advertisement different from other advertisements that you have seen?

A critical minded teacher will turn this single question into a critical gender deconstruction tool which will afford the students the opportunity to critically analyse and fight the gender norms constructed in this multimodal text as they read it. Most likely, a teacher with a critical perspective could aid students to notice, question and disrupt this patriarchal gender construction, but the

average teacher with no background knowledge of critical literacy is likely to work the students through this text and unconsciously reinforce the gendered Ideologies presented in it.



2 Find other examples of direct speech in the comic strip story on page 74. Discuss with your teacher how you would write them down in a story.
Your teacher will ask some of you to write your answers on the board. Do not forget to put inverted commas round the words that are spoken!

Note
When you write a story, it is a good idea to include some direct speech; it makes the story much more interesting. Usually, a piece of direct speech is treated as a separate paragraph. So when you write it, start on a new line, and leave a small space at the beginning of the line.

Practise narrative paragraphs

1 Copy and complete the narrative paragraph below, filling in the blank spaces in the narrative with verbs used in the simple past tense.
2 For more practise writing direct speech, complete the activities in Worksheet 19 on page 34 of the Junior English Project JSS 1 Workbook.

Sam and the thieves

Sam was riding along the road on his motorcycle when he ____ a woman screaming.
"Help! Help!" she screamed.
Sam ____ that two men were attacking her. They ____ her to the ground and ____ her handbag. Then they ____ away down a narrow lane.
The lane ____ too narrow for a police car, but it ____ not too narrow for Sam's motorcycle. He ____ after the thieves and ____ them.
"Take that!" he ____ knocking them to the ground with his strong fists. The policemen ____ along soon afterwards.
The policemen ____ Sam very much, but Sam ____, "_____ _____ _____."

Note
The last sentence in the narrative paragraph is unfinished – decide how it should continue. Don't forget to use inverted commas!

D Grammar

1 The present continuous tense

Read and discuss the Study focus box below with your teacher.

Study focus – The present continuous tense

1 When we want to talk about what is happening *here and now*, we use the present continuous tense, for example:

Subject	am / is / are	+	Verb	+	-ing

Look at the following examples.

What is the baby doing? What is Kola trying to do?

baby is crying. I'm trying to get some sleep!

What are the girls doing? What are those naughty boys doing?

The girls are talking to each other.
The boys are listening to them.

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Figure 5.3 Image 2 (boy and baby); image 3 (boys and girls): Sample of accompanying text

A close examination of the sections accompanying this text *(refer to figure 5.2)* section 2 on "write a list"; section three on "*role play";* section four on *"types of writing"* particularly, the *"practice narrative paragraphs"* on page 76 *(See figure 5.3 above),* show that they were all reworked by the text designers to emphasise the roles of both genders in the narrative.

Broadly, it takes a lot of bravery for a victim to immediately challenge two robbers. The represented woman made attempts to defend herself at the very instance she is robbed. She is not lying helplessly on the ground screaming *"Help! Help!"* However, her heroic act is neither mentioned nor acknowledged but subsumed by the male character who is positioned as powerful and modelled to the students as an exceptional hero worthy of admiration and emulation. Thus, authors of this textbook position students to accept the kinds of power relations portrayed in this textbook without questioning. Subsequently, the authors of *Junior English Project* foreground the differences between females and males by representing them in activities, actions and roles that reproduce

patriarchal gendered expectations. For instance, what gender ideas or assumptions are students positioned to internalise in *figure 5.3 image 2* and *3 above*, and *figure 5.4 image 4* below?

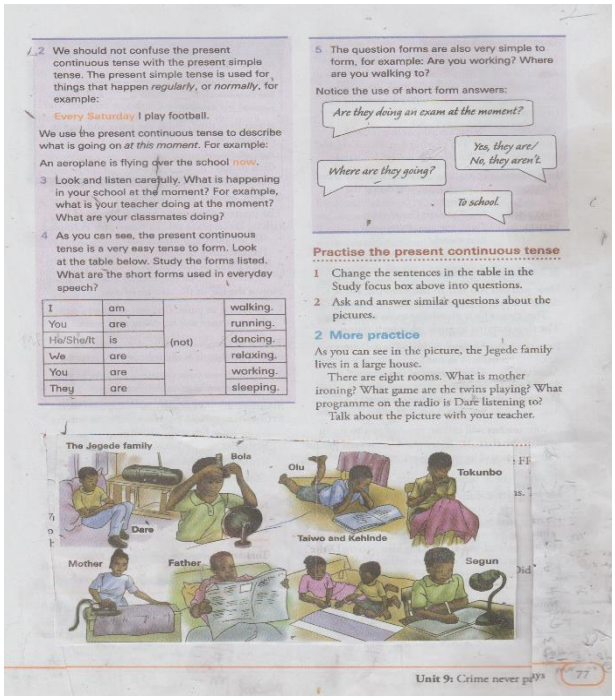


Figure 5.4 Image 4 Stereotypical gender roles

Figure 5.3 image 2 represents two participants in a room, a boy and a baby in a narrative process. The baby is seen in its cradle while the boy is represented lying down on a hammock bed. Impressively, this image seems to represent a male looking after a baby, which challenges patriarchal gender roles that assign child care to females alone. At a glance one might conclude that textbooks are becoming gender sensitive. However, interpreting this image with its accompanying text shows otherwise:

- "What is the baby doing? What is Kola trying to do?
- The baby is crying. I'm trying to get some sleep!" *(Refer to figure 5.3 image 2, p. 76).*

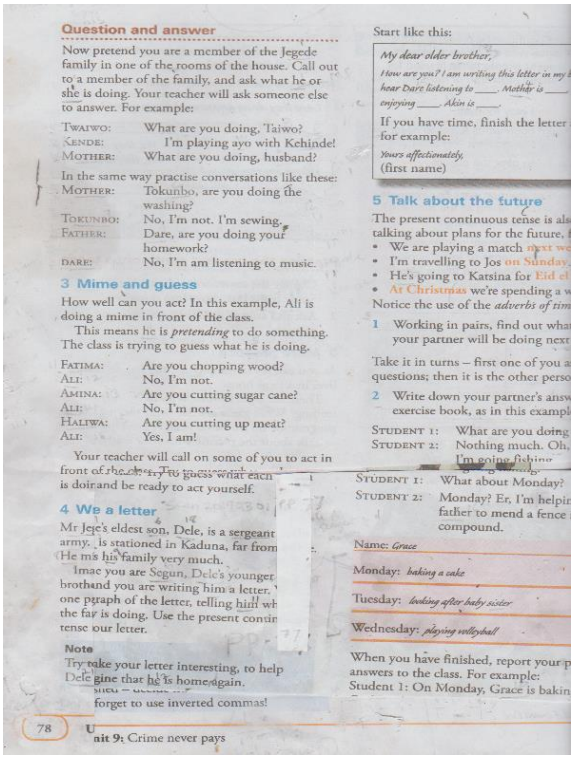
This means that Kola's presence in the room was not to look after the baby, but to get some sleep. In this case, the relationship between the word and image interact to produce meanings from the whole context of the text, changing the overall impression depicted in the images. Indeed, the linguistic text brings to light that the baby is not relaxing in its cradle. It is either kneeling or standing, making attempts to get the attention and care of the boy, who obviously seems relaxed knowing that taking care of the baby is not part of his duty. These findings align with those of

previous studies showing that women are mainly presented in traditional occupations involving nurturing (Lee & Collins, 2009, Lee & Chin, 2019). Since the authors did not include critical questions to enable students deconstruct gender in the multimodally designed content of *Junior English Project,* this sort of stereotypical representation ends up being reinforded, as such traditional ideology that fixedly superimpose caring of babies to females are subconsciously sustained.

Similarly, in *figure 5.4 image 4*, females and males are represented differently in relation to gender roles. This image represents the Jegede's family. Vectors from the participants' body gestures show them in a narrative process. The linguistic and visual modes reveal that the Jegede's is a nuclear family of ten made up of a father, mother, and their eight children. Based on the context of this image, the represented participants consist of five males and five females. While the eldest son, Dele, is a sergeant stationed in Kaduna *(See figure 5.5),* the rest of the family is visually represented in different rooms engaged in various indoor activities. Each participant is represented as an active actor working towards a goal. There are eight rooms, demarcated through colours but linked together to portray the family as a unit. None of the participants made eye contact with the viewers' which suggests that viewers are positioned to look at them and their activities.

The activities the participants are engaged in draw viewers' attention. However, a close examination of these activities reveal that males and females have been represented in relational familial roles, thus stratifying this seeming united family into stereotypical gender role patterns that maintain the status quo that females are homemakers. The males relax and listen to music, read books or newspapers. While the younger females play indoor games, the older ones needle, iron, and care for their physical appearance. This confines females to domestic household chores (Amini, 2012; Mustapha & Mills 2015).

The authors maintain their pattern of face-value questions that merely emphasise and help students rehearse traditional gender roles instead of challenging them *(See figure 5.5 below for questions).*



Question and answer

Now pretend you are a member of the Jegede family in one of the rooms of the house. Call out to a member of the family, and ask what he or she is doing. Your teacher will ask someone else to answer. For example:

TWAIWO: What are you doing, Taiwo?
KENDE: I'm playing ayo with Kehinde!
MOTHER: What are you doing, husband?

In the same way practise conversations like these:

MOTHER: Tokunbo, are you doing the washing?
TOKUNBO: No, I'm not. I'm sewing.
FATHER: Dare, are you doing your homework?
DARE: No, I'm am listening to music.

3 Mime and guess

How well can you act? In this example, Ali is doing a mime in front of the class.

This means he is *pretending* to do something. The class is trying to guess what he is doing.

FATIMA: Are you chopping wood?
ALI: No, I'm not.
AMINA: Are you cutting sugar cane?
ALI: No, I'm not.
HALIWA: Are you cutting up meat?
ALI: Yes, I am!

Your teacher will call on some of you to act in front of the class. Try to guess what each is doing and be ready to act yourself.

4 We a letter

Mr Jeje's eldest son, Dele, is a sergeant army. is stationed in Kaduna, far from He mis his family very much.

Imae you are Segun, Dele's younger brothand you are writing him a letter. one ptaph of the letter, telling him wh the far is doing. Use the present contin tense our letter.

Note

Try take your letter interesting, to help Dele gine that he is home again.
forget to use inverted commas!

Start like this:

My dear older brother,
How are you? I am writing this letter in my
hear Dare listening to ____. Mother is ____
enjoying ____. Akin is ____.

If you have time, finish the letter for example:

Yours affectionately,
(first name)

5 Talk about the future

The present continuous tense is als talking about plans for the future,
- We are playing a match next we
- I'm travelling to Jos on Sunday
- He's going to Katsina for Eid el
- At Christmas we're spending a w

Notice the use of the *adverbs of tim*

1 Working in pairs, find out wha your partner will be doing next

Take it in turns – first one of you a questions; then it is the other perso

2 Write down your partner's answ exercise book, as in this exampl

STUDENT 1: What are you doing
STUDENT 2: Nothing much. Oh, I'm going fishing.
STUDENT 1: What about Monday?
STUDENT 2: Monday? Er, I'm helpin father to mend a fence compound.

Name: *Grace*
Monday: *baking a cake*
Tuesday: *looking after baby sister*
Wednesday: *playing volleyball*

When you have finished, report your p answers to the class. For example:
Student 1: On Monday, Grace is bakin

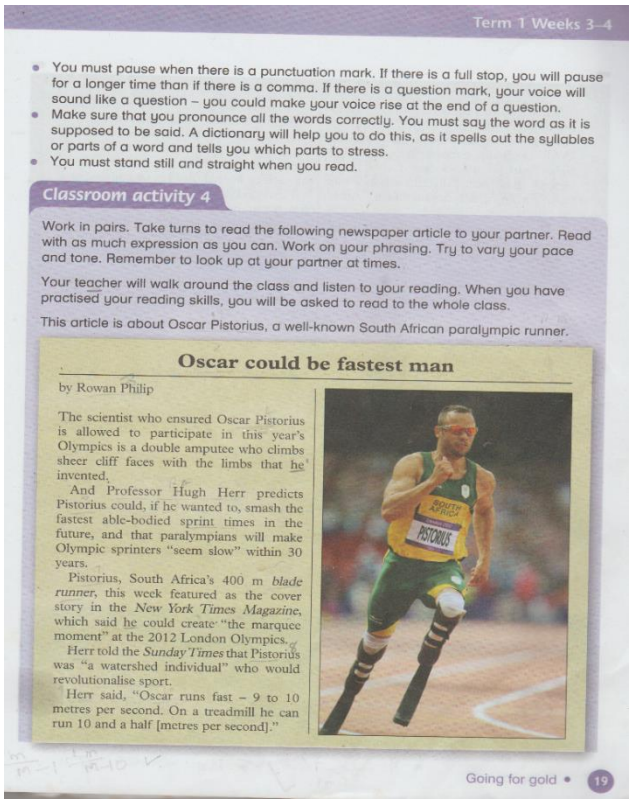
78 Unit 9: Crime never pays

Figure 5.5 Sample of question for image 4

All the texts attached to this grammar activity are specifically designed to teach language proficiency without considering the potential meanings and social impact of the language use itself. Learners may internalise the ideal gender roles socially constructed as the norm for males and females. Worst still, these types of texts position teachers without criticality to become agents that unconsciously reproduce patriarchal norms and structures amongst learners. However, a critical language teacher can turn the mime and guess practice into a more gender neutral balance game, by making each student take turns to act out each role and activity.

Finally in this chapter is image *3 figure 5.3* above that represents four participants, two boys and two girls in a narrative action process positioning all four as active actors. However, vectors from the females' facial gestures and body language position them as more active than the males. Based on the interaction between the linguistic and visual modes, the boys are represented listening to the girls' conversation. Traditionally, girls are socially constructed as gossips and talkative. Thus, this is one of the few images in *Junior English Project* that shatters the norm. It challenges and plays with the idea of gender stereotypes which appears valuable. Pedagogically, this could be used to dismantle ingrained ideology about gendered personality traits.

5.1.2 Critical Multimodal analysis of *solution for all*: Theme 2 "going for gold"



Term 1 Weeks 3–4

- You must pause when there is a punctuation mark. If there is a full stop, you will pause for a longer time than if there is a comma. If there is a question mark, your voice will sound like a question – you could make your voice rise at the end of a question.
- Make sure that you pronounce all the words correctly. You must say the word as it is supposed to be said. A dictionary will help you to do this, as it spells out the syllables or parts of a word and tells you which parts to stress.
- You must stand still and straight when you read.

Classroom activity 4

Work in pairs. Take turns to read the following newspaper article to your partner. Read with as much expression as you can. Work on your phrasing. Try to vary your pace and tone. Remember to look up at your partner at times.

Your teacher will walk around the class and listen to your reading. When you have practised your reading skills, you will be asked to read to the whole class.

This article is about Oscar Pistorius, a well-known South African paralympic runner.

Oscar could be fastest man

by Rowan Philip

The scientist who ensured Oscar Pistorius is allowed to participate in this year's Olympics is a double amputee who climbs sheer cliff faces with the limbs that he invented.

And Professor Hugh Herr predicts Pistorius could, if he wanted to, smash the fastest able-bodied sprint times in the future, and that paralympians will make Olympic sprinters "seem slow" within 30 years.

Pistorius, South Africa's 400 m *blade runner*, this week featured as the cover story in the *New York Times Magazine*, which said he could create "the marquee moment" at the 2012 London Olympics.

Herr told the *Sunday Times* that Pistorius was "a watershed individual" who would revolutionalise sport.

Herr said, "Oscar runs fast – 9 to 10 metres per second. On a treadmill he can run 10 and a half [metres per second]."

Going for gold • 19

Figure 5.6 image 5

According to *page 19* in *Solution for all* English language textbook, *figure 5.6* is a newspaper "*article about Oscar Pistorius, a well-known South African Paralympic runner*". The text which is presented as a classroom activity, was adapted from *The Sunday Times*. The students are instructed to work in pairs and take turns in reading the story.

The multimodal text represents two male participants, a professor and an iconic athlete. Professor Herr a double amputee, who climbs sheer cliff faces with his limbs is made an active actor in the linguistic mode, whereas in the visual mode, Pistorius is represented clad in his uniform running on the track using his prosthetic legs. Vectors from his hands, legs and body posture depict him as an active actor in a narrative action process working towards a goal. In this case, the materiality of his uniform adds meaning to this representation as it symbolises his social occupational role as a runner. The blurred background without details emphasises the represented participant as the central character and main focus of the image. This stance is also reinforced through the composition of the image, where Oscar is centrally positioned, running actively. Although he is shot

using a long shot which connotes a social distance between him and the viewers, Oscar is portrayed as a salient character, hence draws the viewers' attention. The fact that Pistorius is wearing sun glasses and making no eye contact with the viewers', accentuates the idea that his focus is not just on his goal, but he is a prominent figure that requires the viewers' attention. His custom jersey with bold print of his name contributes to this prominence.

Basically, this text is focused on two disabled men who have been represented as heroes, particularly Pistorius, who despite his physical disability has been able to attain a heroic status far beyond that of able-bodied athletes. The linguistic and visual modes draw on Pistorius and Professor Herr's story to predict a better future and hope for paralympians. This idea is supported by the information on *page 20* that quotes Professor Herr saying "*there will be a day when artificial limbs will allow a person to run much faster than a person with biological limbs".* Including this text in the textbook is quite encouraging to both disabled and able bodied students. This indicates that *Solution for all* textbook captures diverse social discourses and categories. However, since this study aims at looking at how gender is represented, I will look at this text from a gendered perspective.

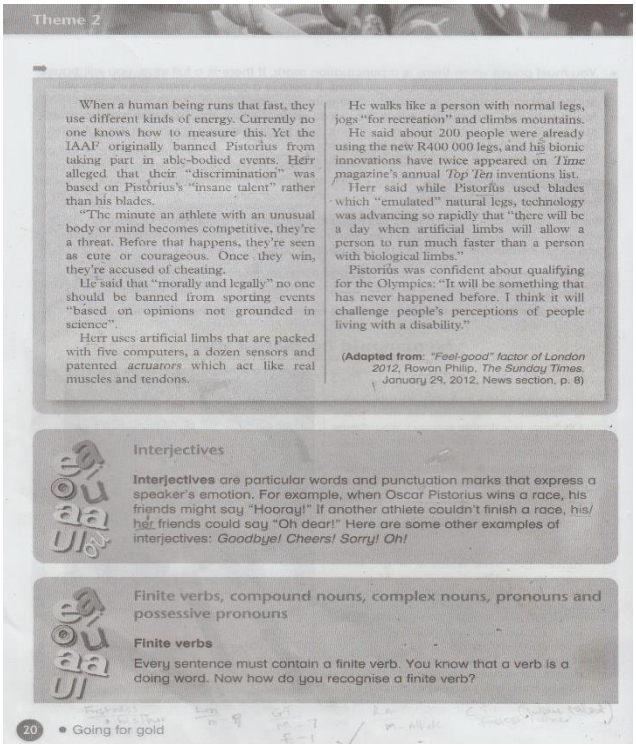
Obviously, this multimodal text is about Oscar Pistorius hence it bears his name, giving prominence and visibility to the male participant. At the beginning of the text, another male participant is mentioned in the linguistic mode. His presence is acknowledged throughout the text through naming. This leads to the question, are there no female paralympians in South Africa? Why are they not mentioned to at least create gender fairness and balance which will help the students realise that even disabled females can become successful and attain a heroine status? The authors of *Solution for all* textbook may have adapted this text with an explicit focus on Pistorious rather than on gender issues. But the question remains, what was the original text? What has been changed? Why did they change it? To suit whom? I may not have answers to these questions, however I argue that since the authors of this textbook adapted this Newspaper article, they had a choice to include successful paralympians and amputees from both genders, but instead they chose to represent only males. This implies that this text builds on male dominated discourses that over represent males, making females less visible. This is a clear indication of omission (Fairclough, 2003).

Similarly, the title *"Oscar could be the fastest man"* is foregrounded throughout the text by representing his capabilities, aspiration and achievements. Thus, Oscar is represented as a daring, determined and powerful athlete with exceptional skills and qualities beyond the ordinary. In addition, Professor Herr's description of Oscar as *"a watershed individual"* who would *"revolutionise sport"* contributes to his positioning as not only a hero but as an individual with socio-economic power to change the world of sports at large. According to him:

> "When *a human being runs that fast, they use different kinds of energy. Currently, no one knows how to measure this. Yet the IAAF originally banned Pistorius from taking part in able-bodied events… their discrimination was based on Pistorius's insane talent" rather than his blades (p.20; refer to figure 5.6 above).*

Likewise, Professor Herr's capabilities, bionic innovation and status are acknowledged throughout the text, positioning him as intelligent, prestigious and successful. In addition, his occupation as an inventor, a scientist and Professor reiterates the traditional ideology or assumption found in earlier studies that high status and professional roles are reserved for males (Kim, 2012; Mineshima; 2008; Tao, 2008). The fact that both participants have been featured in the newspaper positions them as capable, socially significant and prominent. Apparently, it appears this text is dominated by prominent and successful male figures with inspiring personality represented in a naturalised way. This sort of normalised gender representation reinforces subtle forms of bias against both able bodied and disabled females. Unless explicitly taught otherwise, learners are likely to unthinkingly conform to these prevailing gender career bias and worldview (Merrick, 2012). This raises interesting questions about how designers of this text have designed pedagogical questions that allows students disrupt this social power structures and relations.

Surprisingly, the designers of *Solution for all* did not include specific questions on this text, not even face value questions that help students memorise the content of the text while reinforcing stereotypes. The accompanying questions are on punctuation marks and finite verbs. I find this textual silence problematic because it denies the students the opportunity to interrogate the biases pedalled in the textbook, confining them to the content in the ideological box handed down to them by text designer. On the other hand, I find the examples in the interjectives quite illuminating *(refer to figure 5.7).*


Theme 2

When a human being runs that fast, they use different kinds of energy. Currently no one knows how to measure this. Yet the IAAF originally banned Pistorius from taking part in able-bodied events. Herr alleged that their "discrimination" was based on Pistorius's "insane talent" rather than his blades.

"The minute an athlete with an unusual body or mind becomes competitive, they're a threat. Before that happens, they're seen as cute or courageous. Once they win, they're accused of cheating.

He said that "morally and legally" no one should be banned from sporting events "based on opinions not grounded in science".

Herr uses artificial limbs that are packed with five computers, a dozen sensors and patented *actuators* which act like real muscles and tendons.

He walks like a person with normal legs, jogs "for recreation" and climbs mountains.

He said about 200 people were already using the new R400 000 legs, and his bionic innovations have twice appeared on *Time* magazine's annual *Top Ten* inventions list.

Herr said while Pistorius used blades which "emulated" natural legs, technology was advancing so rapidly that "there will be a day when artificial limbs will allow a person to run much faster than a person with biological limbs."

Pistorius was confident about qualifying for the Olympics: "It will be something that has never happened before. I think it will challenge people's perceptions of people living with a disability."

(Adapted from: *"Feel-good" factor of London 2012*, Rowan Philip, *The Sunday Times*, January 29, 2012, News section, p. 8)

Interjectives

Interjectives are particular words and punctuation marks that express a speaker's emotion. For example, when Oscar Pistorius wins a race, his friends might say "Hooray!" If another athlete couldn't finish a race, his/her friends could say "Oh dear!" Here are some other examples of interjectives: *Goodbye! Cheers! Sorry! Oh!*

Finite verbs, compound nouns, complex nouns, pronouns and possessive pronouns

Finite verbs

Every sentence must contain a finite verb. You know that a verb is a doing word. Now how do you recognise a finite verb?

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Figure 5.7: Section on Interjectives

When Oscar Pistorius wins a race, his friends might say "Hooray" if another athlete couldn't finish a race, his/her friends could say "oh dear!"

This points to my earlier statement that the designers of *Solution for all* made a conscious effort to present a favourable male gender perspective of paralympians and athletes. This is also visible in the first image used to introduce the theme of this chapter. *(See figure 5.7 image 6 below.)*

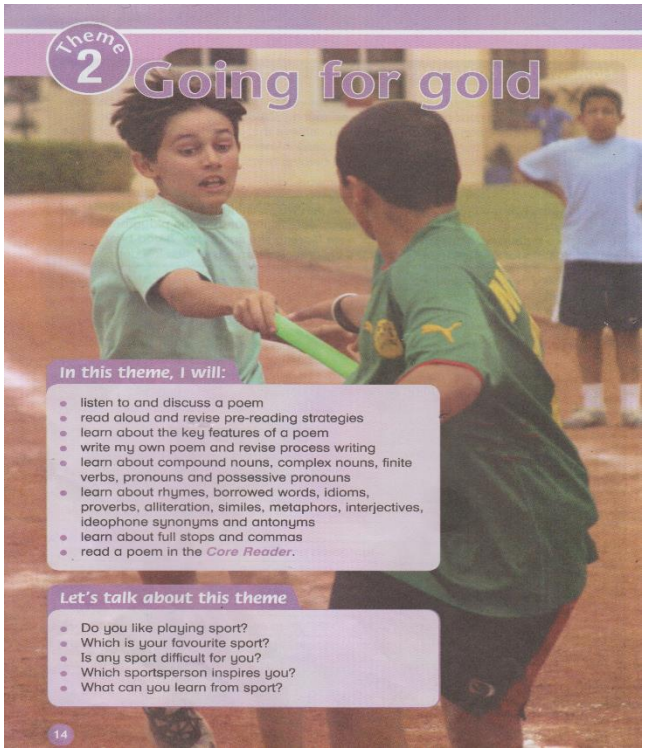


Figure 5.8 Image 6 Sample of the introductory page

This introductory page represents three male participants. Background details from this image show two participants running on a track while one stands with arms akimbo watching the relay race. Vectors from the participants' limbs show them in a bidirectional action process where the two participants are both actors and goals. The foregrounded participants are represented as active and central characters in the image. The use of lighting to highlight the background in the image gives it a natural ambience.

In terms of gender, this image reinforces male firstness, female omission or invisibility which echoes Saarikivi (2012) that women are underrepresented in terms of visibility. It contributes to the ideology and dominating representation found in earlier studies that males are more fit than females in active outdoor activities (Tao, 2008).

In addition, this image contributes to the norm that the world of successful sports or athletes is male dominated. One might argue that *figure 5.6* is particularly for Pistorius. But what about this text? Why are there no females? It seems to connect to the idea that the authors of *Solution for all* textbook adopts a male gender perspective that could socialise students into the ideology that athletics is for males.

Linking this to the statement in the interjectives *(See figure 5.7)* suggests that the authors of this textbook are aware of female athletes, but chose to position Pistorious as a successful athlete. The

use of his/her implicitly reinforces the idea that associates females to "bad sport!" (*See line 7 figure 5.9 below).*

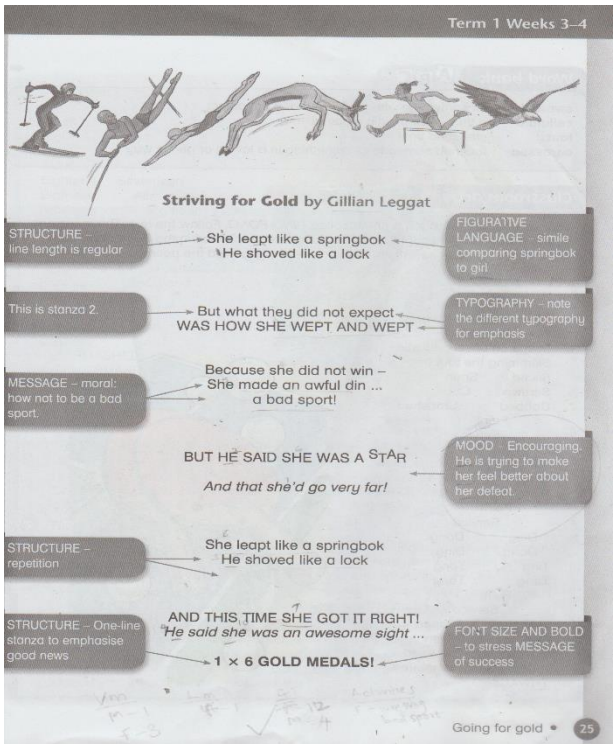


Figure 5.9 Image 7 "S*triving for gold"* (p.25) by Gillian Leggat

The illustration in this multimodal text represents four human participants, 3 females and 1 male. Vectors from the participants' hands and body motions show them in a narrative action process with each participant actively engaged in different sporting activities. The inclusion of female athletes seems like a conscious move towards gender equality in the world of sports. However, I problematize the written text as stereotypical towards female athletes.

The first stanza presents male and female athletes recognising the degree of their fastness. However in the second stanza, the female is represented as weeping. Her emotional investment in the sport is read as hysteria and bad sportsmanship which opposes the reality that all humans are emotional beings with tear ducts. This reproduces the traditional stereotype of females as emotional beings which supports Blumberg (2007) that women are seen as caring, emotional and maternal in contrast to men who are active, aiming at goals and working.

In stanza three, females are explicitly portrayed as poor in sport. This reinforces my earlier argument that the authors of this textbook have specifically chosen to position males at the forefront in the sports world, while relegating females at the background. If not, why have they chosen this particular text? Out of millions of available texts why have they chosen a poem that represents a female athlete in a poor light?

The interpreting frame for stanza four, adds to this stance. The male athlete is represented as taking control over the situation as he tries to build the female's confidence, encouraging her and making her feel good, thereby giving the male athlete prominence. Once again, males are positioned as powerful and successful. In the last stanza, she finally gets it right after she has been in contact with the successful male athlete. This text is interestingly deceptive. At face value, it tells the story of a strong, female athlete, but just under the surface there are issues. This contrastive portrayal shows that the female athlete would not have succeeded without the encouragement and perhaps verbal coaching from the male athlete. This simply ties the success of the female athlete to a male. In other words the 'star' sportswoman only strives for gold when supported by a man. This invariably leaves women in the shadow of men (Brusokaitė, 2013), and implies that females need the support of males to be successful in sports.

In their usual pattern the authors of this textbook made no attempt that could enable learners to challenge the text. Learners are therefore positioned to accept the value system encoded in this text.

5.2 CONCLUSION

This chapter presented and analysed the qualitative data in this study. The findings revealed that the authors of both textbooks under study employed multiple modes to represent the female and male genders differently. Both genders were represented in the typical traditional roles in the visual illustrations and in covert messages lurking behind the textbooks which perpetuate stereotype and bias. This indicates that both genders have been represented in ways that continue to position males at the apex of power, whereas females are pigeonholed into deep seated problematic views that render them less powerful.

CHAPTER SIX

CONCLUSION

6.0 INTRODUCTION

In this chapter, I discuss the major findings of this study moving from the quantitative to the qualitative analysis and synthesising my arguments to relevant literature. First, I give a brief overview of the study. Next I discuss my findings and their significance. Then, the pedagogical implications are discussed, followed by the limitations of the study and suggestions for future studies.

6.1 OVERVIEW OF STUDY

The major aim of this study was to employ a critical multimodal literacy framework to investigate the representation of gender in two English language school textbooks used in South Africa and Nigeria. Two latest revised and widely used textbooks were chosen from each country to scrutinise how males and females have been represented in the multimodally designed contents of the textbooks. Drawing on Hartman and Judd (1978), and Porreca's (1984) content analysis categories, and adapting Kress and Van Leeuwen's (2006) visual grammar, this study developed a multidimensional analytical framework for analysing the multimodal discourses of textbooks. Using this analytical framework, gender representation was examined in terms of visibility, firstness, roles assigned, and character traits. In addition, the multimodal contents of the textbooks were analysed to evaluate how it pedagogises the represented gender. The results from the two textbooks were comparatively presented to establish the degree of gender bias embedded in them.

6.2 DISCUSSION OF FINDINGS

Results from the two textbooks in this study confirm previous studies that stereotypical gender representation and bias still exists in school textbooks. The first research question in this study examined how gender has been represented in the two textbooks in terms of visibility, firstness, occupational roles and activities, as well as character traits. As demonstrated in earlier studies by Gharbavi and Mousavi, (2012), Lee, (2014b), Nafal and Qawar, (2015), Vettorel and Lopriore, (2013), this study also found underrepresentation of females in categories such as visibility, firstness, occupational roles, activities and character traits. Both textbooks appear to be male centred which suggests discrimination and bias towards females. However, the degree of bias and

stereotype found in both textbooks slightly varies. Broadly, analysis of visibility showed that males were numerically overrepresented in the linguistic and visual modes of the two textbooks making females less visible. The differences in the representation of visibility suggests that the South African textbook exhibits a somewhat more balanced representation of gender visibility in comparison with the Nigerian textbook although males continue to predominate.

With regards to firstness, findings showed that when paired gender nouns or pronouns were mentioned in the linguistic mode of both textbooks, males were predominantly mentioned first. Female firstness was numerically insignificant when compared to the frequency of male firstness. This parallels with existing literature on firstness that when gendered male and female terms appear together, the male terms usually precede the female terms (Amini & Birjandi 2012; Bahman & Rahimi, 2010; Musty, 2015, Tarrayo, 2014; Healy, 2009). This observable phenomenon in both the Nigerian and South African textbooks clearly indicates that these textbooks favour males. This prevailing norm of always placing males ahead of females positions males as first while relegating females to the second place. It invariably proves, as found in scholarship, that males are superior to females (Durrani, 2008; Azhar, Khalid & Mehmood (2014).

Pertaining to occupational roles**,** males were represented in a wider range of occupations including high status, high paying jobs and professional roles more than females in both the visual and linguistic modes of both textbooks. Again, both gender were represented more in traditional stereotypical roles that perpetuate patriarchal ideology of the supposedly ideal occupation suitable for females and males. Males were represented in challenging roles that keep them away from home and occupations that demand physical strength, whereas females were solely portrayed in occupations that extend their stereotypical roles of nurturing, service and support. However, it is worth noting that in the South African textbook females were depicted in more occupational roles slightly more than males in the visual mode. Overall, the results of this study supports the findings often found in literature that occupations for females are traditional and limited, while males are represented in broad range of occupational roles including high paying jobs (Barton & Sakwa, 2012; Kobia, 2009; Lee & Collins, 2009; Mineshima, 2008; Musty, 2015). Stereotypical representations of males and females in familial gender roles creates false perception of roles which could deter both gender from taking-up particular occupations. Nonetheless, I found in my study few instances where females are portrayed as police officer, author and legend which could be seen as a positive and ongoing steps to achieving equitable gender representation.

Regarding activities, both genders were represented in various indoor, and outdoor activities in the linguistic and visual modes of the textbooks. However, males and females were represented mostly in traditional gendered roles that reinforce the ideology that males are best suited for outdoor and females for indoor activities. As observed both genders were also constructed in

gender neutral roles that kicked against stereotypes, for instance in *Junior English Project*, males were presented as baking and cooking, while in *Solution for all*, females were climbing Kilimanjaro, partying, and surfing. This implies that both textbooks are making conscious attempts to think outside the stereotypical gendered box about fixed roles or activities for males and females. Hence, findings from this study supports most researchers who found that males and females are predominantly represented in stereotypical occupational roles and activities (Amini & Birjandi, 2012; Bahman & Rahimi, 2010; Barton & Sakwa, 2012; Ghorbani, 2009; Hamdan, 2010; Hartman & Judd, 1978; Mose, 2013; Tutar, 2008). Interestingly, it also affirms few other studies that found both males and females represented in activities that push back against stereotyped gender responsibilities (Demir, & Yavuz, 2017).

For Character traits, males and females were represented in both negative and positive personality traits in the two textbooks. Both genders were represented negatively in the *Junior English Project* but the males were represented more positively than the females. Likewise in *Solution for all,* males were represented more positively and negatively than the females. Overall, males were represented in more positive personality traits than females. This findings align with previous studies in both context that males are represented with more positive traits than the females (Cahl, 2016; Iduma, 2014; Mustapha, 2014).

The second question of this study investigated how males and females are represented in the integrated multimodal contents of the English language school textbooks used in South Africa and Nigeria in relation to power and positioning. The multimodal analysis highlights that in both textbooks males and females were represented differently in terms of discourses. The linguistic and visual modes of the textbooks worked together to covertly present an imbalanced, biased and insensitive representation that perpetuate ideological value systems about gender. Worse still, text designers and authors of these textbooks made no effort to include pedagogical questions that could allow students interrogate and dismantle such gendered perspectives that maintain patriarchal discursive practices embedded in their English language school textbooks. Hence, learners are positioned to absorb these gendered discourses handed down to them like an instructional manual.

The selected multimodal chapter analysed in Junior English Project, depicts a comic strip crime narrative where two thieves attack a woman and rob her of handbag. While the story is about her, she is depicted only once, and is neither given a name nor voice in either the linguistic or visual modes of the textbook. This reaffirms the claim that there is generally a lack of balance in representations of gender in terms of who is represented and how they are represented (Sturken & Cartwright, 2009). It also reaffirms the findings of Barton and Sakwa (2012) that even when

females are represented, they are often denied a voice. The female is represented as passive, helpless, and irrelevant, whereas the male who went after the thieves, single-handedly beat them up and retrieved the bag is depicted as brave, strong, and powerful. These findings corroborate earlier studies showing that female attributes are passive and modest while those for males are bold, brave, and truthful (Islam & Asadullah, 2018; Jin, Ling, Tong, Ling, & Tarmizi, 2013; Mirza, 2004). Such representation of males as brave and females as weak, position males as brave, daring, and assertive, endowed with rare potential for risk taking and females as "passive, inactive, emotional, dependent, submissive, imitative, nurturing, and emotional" (Crisp & Hiller, 2011, p. 203) without the ability to handle or take control of stressful situations.

Furthermore, in this textbook males and females were represented in familial gender roles and activities. Males were represented relaxing reading newspapers, studying and listening to music while females engaged in household chores such as ironing, stitching clothes etc. The few instances where males were visually depicted in traditionally female roles seems positive, however the accompanying linguistic text undercuts this stance. This is similar to other studies where only females were depicted engaging in household chores (Amini & Birjandi, 2012; Bahiyah Dato' Hj. Abdul Hamid et al., 2008). Such biased representation may adversely affect the identity formation process of the learners (Ullah & Haque, 2016), especially females who may fail to realize their potential (Amerian & Esmaili, 2015). According to Renner (1997), this form of representation, besides entrenching stereotypes about gender roles, also disempowers women by not allowing them to contribute meaningfully to national development.

In *Solution for all*, a famous South African male blade runner Oscar Pistorius was represented as an athlete with incredible potential to change the world of sport, thereby positioning males as sporty. The only inclusion of females in sports explicitly associates the female participants' performance with bad sports. Although, the female athlete later won after an initial loss, her success is linked to the male who encouraged and motivated her to strive for the gold. In essence, the male is represented as a successful athlete in addition to being the major reason for the female's athletic success which highlights previous studies that males are represented as active and sporty more than their female counterparts (Lee & Collins, 2008; Levine & O'Sullivan, 2010). Clearly, this shows that gender representation is neither neutral nor equal. It aligns with patriarchal ideology that construct males and females differently from each other. These essentialist discourses that build on social differences between males and females not only position them as separate species (Ellemers, 2018), but also create gender inequality and bias (Alba, 2018).

The possible reasons for these findings could be writers' unexamined ideologies. Textbooks reflect the systems of power, cultural ideology or gendered perspective of the authors. It could also be

linked to the cultural discourses and ideological norms of particular society or context in terms of religion or patriarchal norms that regulate how males and females should behave and their expected gender roles, thereby restricting females from the public spheres. Yaqin (2002) argues that books reflect the fixed views of a given social culture with respect to gender roles and contain definite gender characteristics patterns, all of which have an important influence on children and cause them to consciously or unconsciously imitate and learn from them (p. 14).

6.3 PEDAGOGICAL IMPLICATION

The critical multimodal analysis of gender representation in the English language textbooks used in Nigerian and South African Schools for J.S.S 1 and grade 7 respectively, show gender bias and stereotypical patterns of representation of females in comparison to males, both in the linguistic and visual modes of the textbooks. This means that irrespective of both countries' participation in the global outcry against gender inequality through various educational policies for gender sensitization, the traditional patriarchal ideology of gender continues to undermine the gender perspective of fairness, balance and equity. By implication, it is imperative for teachers to unpack the issues of gender representation in teaching through English language textbooks, which are common sources of gender socialisation.

Notably, textbooks are not perfect (Sheldon, 1987). Even consciously non-sexist textbooks cannot guarantee non-sexist teaching (Sunderland, 1994, 2001). According to Mills and Mustapha (2015:4) "If a text appears to be sexist, readers have the option of either simply accepting that message or developing a critique and an alternative reading – a different way of making sense of the text". This raises concern about how teachers adapt their pedagogy to assist learners in considering the dual gender representation and discourses remarkably (in)visible in language textbooks. Most students are unaware of the power relations covertly lurking behind the verbal and visual layers of textbooks, hence they unconsciously rehearse and assimilate such ideologies as the truth, thereby reinforcing gender disparity.

Freire (1985) maintains that the liberation of the oppressed is possible by inculcating critical pedagogy that necessitates praxis, reflection and action. Thus, it becomes imperative for teachers to help students develop a critical lens to explicitly evaluate the multimodal content of textbooks accessible to them in the classroom. In this way, they can question the wo(r)ld constructed in these textbooks based on power, prejudice, bias, discrimination or stereotypes in relation to their own realities.

Many teachers avoid engaging with gender stereotypes in the classroom, claiming that gender issues are political and should be left outside the classroom or for gender activists (teachers), while many others insist that language learning is the main focus of their pedagogy and not on how males and females are presented. However, Hartman and Judd (1978, 391) advise teachers to take a social stance rather than leave their 'social and political ideologies outside the classroom'.

Similarly, Sunderland et al. (2001, 254), encourage teachers to explicitly discuss gender biased roles that are portrayed in textbooks rather than accept them without comment. This includes developing critical language awareness in learners, meticulously using gender balanced terms, illustrations and change of roles, explicit discussion on gender bias or roles amongst male and female learners. In addition, teachers can lead the learners to adopt an encompassing analytical framework such as the multidimensional framework formulated in this study to analyse, discuss and challenge sexist or stereotypical representation in textbooks.

The findings of this study also implicates authors and text designers. Textbook designers should pay more attention in their writing. Efforts should be made to design gender neutral and sensitive materials that will not only highlight bias but include critical questions to challenge it.

6.4 LIMITATION OF STUDY

This study is limited because

- It only looked at two textbooks therefore the findings cannot be generalised to all or even most textbooks in each of these countries.
- It focused on gender as the only identity category.
- It only focused on the analysis of textbooks and did not look at how these textbooks are being used in the classroom by teachers and learners in terms of critical gender awareness.

6.5 SIGNIFICANCE OF STUDY

This study should be viewed as part of the global project on creating gender awareness and promoting gender equality through educational materials, such as textbooks. In this light, this study can be seen as a significant contribution not only to the scholarship on gender representation in school textbooks, but also in helping learners and teachers to develop the critical lens which would help them disrupt hegemonic views about gender that reproduces inequalities and stereotypes, thereby taking appropriate measures to redress it.

Another important significance of this study is the proposal of the critical hybrid analytical framework anchored on critical multimodal literacy. This study validates and highlights the benefit of this multidimensional analytical model which quantified as well as provided space for an in-depth analysis of how the female and male characters have been represented; uncovering the hidden messages in these representations in terms of power and positioning.

6.6 SUGGESTION FOR FUTURE STUDIES

Future researchers may consider

- Studying gender representation with larger samples from school textbooks used in both countries.
- Investigating teachers' pedagogical practices with these textbooks to ascertain the level of their gender awareness.
- Exploring students' critical gender awareness and the ability to deconstruct gender representation in their school textbook using the multidimensional framework created in this study.
- Investigating other identity or social categories intersecting with gender such as class, nationality, race, and sexuality highlighting bias, discrimination and prejudice against these groups in textbooks.

6.7 CONCLUSION

This study sought to employ a critical multimodal analysis to investigate the representation of gender in two English language school textbooks used in South Africa and Nigeria. Findings reveal that textbooks from both countries contain considerable elements of gender bias, however the South African textbook appears to be slightly more gender balanced than the Nigerian textbook used in this study. Noticeably, efforts are being made by authors of these textbooks to redress gender bias but these appear insignificant and slow. Therefore, it is important that more effort be put in place to change not just the policy that regulates textbooks publications, but also the mind-set of the text designers.

Furthermore, as Sunderland (2000) posits, textbook publishers are not the sole facilitators of change, teachers play a crucial role in leading change from the ground up. Hence, it is of utmost importance that teachers adopt critical multimodal literacy pedagogy that will equip and motivate students to challenge and disrupt traditional patriarchal gender norms.

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APPENDICES

APPENDIX 1

Detailed information about the two selected textbooks under study

- Junior English Project for Junior Secondary Schools (JSS), Students book 1, by Neville Grant, David Jowitt, Silas Nnamonu, first published in 2014 by Pearson Education Ltd. It contains seventeen units or chapters matched according to the scheme of work which addresses the new curriculum introduced in Nigerian schools in 2013. Basically, each chapter is structured in similar patterns and organised round a theme that explores interesting areas of human interest raising awareness of the global and local issues identified in the syllabus. The book claims to use an integrative approach that presents a comprehensive and systematic treatment of language and skills to reinforce listening, speaking, pronunciation, reading, writing, vocabulary, grammar, and literature.

- *Solutions for all*, English Home Language Grade 7 Learners book, by G. Leggat and S. Kerr was first published in 2013 by Macmillian Education South Africa. The textbook is in line with the new curriculum and assessment policy statement (CAPS) for Home Language. The contents of this textbook contains eighteen themes spread across the four terms that covers the academic session for grade 7. Each theme has been organised to assist students to establish prior knowledge, and learn new facts about a topic while developing the basic skills of listening and speaking, reading and viewing, writing and presenting, language structures and convention. The textbook also provides activities and homework for practising new concepts and skills.

APPENDIX 2

Read a poem

Grace Nichols is a Guyanese poet. Read this poem aloud:

Unforgiving as the course of justice

in erasable as my scars and fate

I am here

A woman … with all my lives

strung out like beads before me.

It isn't privilege or pity

that I seek

It isn't reverence or safety

quick happiness or purity but

The power to be what I am

a woman

charting my own futures

a woman

holding my beads in my hand.

Grace Nichols