

Faculté de philosophie, arts et lettres

Gender representations and gender model depiction in EFL textbooks

Analysis of pedagogical material used in secondary schools in the FWB

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1. Introduction

Gender representations (henceforward referred to as GRs) is a concept that is formed by two terms: *gender* and *representations*. Whereas the meaning of the term *representation* is quite common and defined as “the description or portrayal of someone or something in a particular way” (Oxford Dictionary), providing a clear definition of *gender* can be slightly more difficult. As opposed to the common meaning of *representation*, many more definitions of *gender* can be found and can refer to various conceptualizations according to the context in which the term is used. Many authors, be they well-known or not, have contributed to theories related to this concept of *gender* considered in various fields. Simone de Beauvoir was, for instance, one of the first to claim a “sex/gender distinction” (Heinämaa, 1997: 22) and Judith Butler explained that gender is “not forced on us but freely chosen” (Heinämaa, 1997: 23). Actually, the concept of *gender* is particularly complex because its meaning depends on the field in which it is used. For example, its sociological definition slightly differs from its psychological one. In this research project, *gender* is considered as a *social construction* and, therefore, as a concept that is different from one social organization (i.e. a society or a group of people living together) to another.

The presence of GRs in pedagogical material has already been studied in many ways, in other languages than English, for example, in a study on Russian textbooks made by Rifkin (1998), or in other socio-political contexts. See, for instance, a study of the GRs’ perceptions by learners using English as Foreign Language (henceforward referred to as EFL) grammar textbooks in Poland by Lewandowski (2014) or another similar study in Saudi Arabia by Sulaimani (2017).

The interest towards *gender studies* has also received increased attention over the last decade. Many studies regarding *gender* are conducted in different countries, contexts and fields. Whilst much has been written on *gender* and GRs, very little material can be found in the field of didactics and especially in the Belgian context. What this dissertation is trying to address is whether GRs can be spotted in the pedagogical materials that are used or have been used during the past few years in Belgian secondary schools within the Fédération Wallonie-Bruxelles (henceforward referred to as FWB).

The first part of this thesis presents a scientific and theoretical background of the findings of the different fields of research related to this study. This theoretical part aims to present the different concepts that are useful in the following parts. It is followed by a methodological part that precedes the second main part of this thesis, which is focussing on the analysis of different

textbooks recently or currently used for EFL purposes in Belgium. The practical part of the thesis is meant to identify whether the selected pedagogical material conveys GRs or not. The individual analysis of several textbooks is followed by a contrastive analysis of various editions. The comparison of several editions aims to see whether there has been an evolution over the past few decades regarding the presence of GRs in the pedagogical material provided to teenagers in the FWB. Eventually, the results of a survey based on a questionnaire created especially for this research project are presented in the last part of this thesis, which is the application part. The survey and its questionnaire aim to observe the different reactions of (future) teachers facing the presence of GRs in pedagogical material.

Observing such reactions is important as the presence of GRs in pedagogical material could play a role in spreading preconceived ideas and could potentially impact the youngest population of a society. In other words, this master dissertation intends to fill a gap in the study of the presence and perception of GRs in the field of foreign language didactics in the FWB.

2. Theoretical part

2.1. Rationale

Two fields of research are central in the framework of the present dissertation: language didactics and gender studies. Their respective background is shortly presented hereafter. Then, the interactions between the two fields are also commented. Additionally, the concept of pedagogical material is explained and detailed in the next section. Further, biases and taboos available at school related to the preferred gender model depiction are highlighted. Lastly, the role of teachers, who are impacted by elements cited in the preceding sections, and their importance are highlighted.

2.1.1. Language didactics

The term *didactics* is borrowed from Ancient Greek. One of the first authors to use this term was John Amos Comenius in his book *Didactica Magna* or *Great Didactics* in English, written in 1638 but published in Latin in 1657, delayed because of some doubts the author had about his theory (Erdmann, 2009: 2). Based on Comenius' *Didactica Magna*, republished in 1992, the term *didactics* could be translated into English as *the art of teaching*. Furthermore, in his writings, Comenius takes risks in his time by stating, here, in French: “je prends le risque de promettre une Grande Didactique, c'est-à-dire un art universel de tout enseigner à tous (...).”

(Jonnaert et al, 2008: 39), which could be translated into English as a promise made by Comenius to make use of a *universal act of teaching* to teach everyone about everything. According to Elisabeth Erdmann (2009), once professor, doctor and member of the Chair of Teaching of History at the Friedrich-Alexander-University in Nuremberg, in the years that followed the publication of the first edition of the *Didactica Magna*, “didactics became one of the central terms in educational theory. Today general didactics are understood as a branch of Pedagogy.” (Erdmann, 2009: 2). What is interesting here is the slight difference between the vision of didactics by Comenius and by Erdmann. Whereas Comenius sees didactics as one universal art of teaching, Erdmann speaks of didactics in the plural and says that didactics are seen as part of one pedagogical branch, which would mean that there are several kinds of didactics today. Of course, these are only two authors among many others, one from the past and one from the present days, however, this shows that even the term didactics, which seems, at first sight clearer than *gender*, can have several meanings according to the time and period when it is studied. However, in this thesis, the term *didactics* will be used as an equivalent to terms like *field of education* or *field of teaching*.

The interest towards research projects in the field of didactics is growing every year. In many contexts, countries and languages, didactics has been a field of interest for centuries. Many factors can be taken into account when looking at the multiplicity of studies that have been conducted in the field of didactics: the studied country or geographic zone, the chosen time frame (e.g. longitudinal, cross-sectional, etc.), the studied population, the focus on a particular level of education (e.g. pre-school, primary or secondary school, university level, etc.), the political, religious and social context in which the study takes place, the subject of the research (e.g. fully-focused on didactics, related to sociological subjects like gender, etc.) and many more features can be considered to situate a research project. Moreover, education is always impacted by the political and social context of the society in which it is considered and those contexts are constantly evolving in most societies. Therefore, the interest in the field of didactics can be seen as growing every year, in regard to the political and social concerns it is interacting with. In other words, the interests in didactics have been evolving through time and can often be seen as related to political and social concerns.

In the French-speaking context, Marlot and Chabanne (2016) are describing the interactions between didactics and the social sciences in one of their publications. This paper shows that the field of didactics clearly interacts with its social environment and the concerns of the studied society. Moreover, in this publication, they are also describing the scholar as:

“both an engineer and a researcher working on situations and objects, using broad and complex ‘cultural’ and ‘social’ approaches. He/she is not only a designer of instruction devices and processes but he/she has to take into account individual’s activities inside and outside educational instructions, from a multicontextual point of view.” (Marlot & Chabanne, 2016: 9).

In other words, they are describing the researcher in the field of didactics as imbedded into a cultural and social context, forced to evolve in a wide field of research and needing to cope with a large number of features in his work. Consequently, the scholar needs to consider not only what happens in the educational system itself (school, university, programs, etc.) but what is happening outside this domain to complete the settings. According to those authors, both inside and outside-school contexts matter: the scholar or researcher needs to consider institutional/school activities but also non-school activities (10). Moreover, according to the same authors, the scholar’s focus is inevitably extended by the multitude of contexts, for instance political, in which this particular researcher and his work are embedded (11). Accordingly, Jeannot-Fourcaud, Delcroix & Poggi (2014), who also published in French on this subject, mention that the educational context’s identification, description and consideration are of importance (9-11). This echoes the importance given to the spatio-linguistic context that motivates this research project, namely studying the specificity of a pedagogical material regarding a sociological matter, *gender*, and its conceptualisations, in the context of Belgian secondary school and more specifically in the FWB.

2.1.2. Gender studies

There have been numerous attempts to define gender and gender studies. As mentioned above, many well-known authors like Simone de Beauvoir or Judith Butler have been studying the concept of gender. The main scientific resource on gender that will serve as basis for this dissertation is Bereni et al.’s book entitled *Introduction aux études de genre* published in French in 2012. In their publication, authors are stating that gender studies must be considered in four ways: “gender as a social construction (1), as a relationship process (2), as a power relation (3) and as imbedded into other power relations (4).” (Personal Translation. Bereni et al, 2012: 7). These four dimensions are defined and explained hereafter.

The first dimension of gender, as a social construction, is used to “blow the essentialist vision of the difference between sexes” (Personal Translation. 2012: 7). This echoes the sociological definition of gender that has been mentioned in the introductory section. In this introduction, gender has been considered as a *social construction*, the adjective *social* meaning that gender

is different from one social organization to another. This means, for instance, that the Belgian conception of gender will be different from the American one, but also from the Russian or Chinese ones. According to the authors, this vision of *gender* allows to supersede essentialism¹ and the essentialist vision of the difference between sexes (Personal Translation. 2012: 7). According to Bereni et al., essentialism supports the association of some features with men and women based on their biological differences (Personal Translation. 2012: 7). An already-mentioned important figure that represents the opposite movement to this vision, which is called the anti-essentialist movement, is Simone de Beauvoir. As explained by Heinämaa (1997: 22), de Beauvoir was a pioneer in the way she claimed a “sex/gender distinction”. With her famous words “one is not born a woman but becomes one” (Heinämaa, 1997: 22), in her book entitled *Le Deuxième Sexe*, or *The Second Sex* in English, published in 1949, de Beauvoir became one of the most prominent figures of the feminist movement of her time but also of the feminist history as a whole. The ideas of de Beauvoir are still at the centre of theories today. For instance, in the following extract:

“there is no femininity or masculinity essence, but throughout life, learning of expected social behaviours from a woman or a man happen. In other words, systematic differences between men and women are not coming from biological determinism but from a social construction” (Personal Translation. Bereni et al., 2012: 8).

This echoes the first consideration of the concept of gender as a social construction and not as something that is forced on people based on biological features, from the very moment of birth, or sometimes, from the moment parents know the biological sex of their new-born.

The second gender dimension is gender as a relationship process. As mentioned above in the description of the first dimension, gender is, first of all, a social construction and therefore, Bereni et al. consider a second mission of gender studies as “promoting a relational approach to sexes because features associated with each sex are socially constructed in a relationship of opposition” (Personal Translation. Bereni et al., 2012: 8). Bereni et al. thus also consider the symbolic dimensions of gender. According to them, gender reflects inequalities between sexes but also a structural way of thinking in which the feminine/masculine dichotomy is highlighted (Personal Translation. 2012: 8). This dichotomy also “underpins multiple secondary fundamental dichotomies which vary according to the society in which they are considered” (Personal Translation. 2012: 8). Examples of such dichotomies are emotions/reason,

¹ « The view that categories of people, such as women and men, or heterosexuals and gay people, or members of ethnic groups, have intrinsically different and characteristic natures or dispositions. » (Oxford Dictionary).

sensitivity/rationality, tradition/modernity or repetition/innovation (Personal Translation. 2012: 8). This highlights that, when studying gender, more elements than just the difference between woman and man and their relationship are considered – which gives a deeper and symbolic dimension to this concept.

The third consideration of the concept is gender as a power relation. Gender studies show that “both sexes are socially ‘different’ but are also situated in a hierarchical system” (Personal Translation. Bereni et al., 2012: 9). Many authors, like Christine Delphy, use the term *patriarchy* in gender studies to refer, for example, to the unequal distribution of resources between sexes in a majority of societies (Personal Translation. Bereni et al., 2012: 9). However, according to Bereni et al., “gender reflects not only a domination relation between two sexes but also the creation of a limit between those two, a dualization which is in itself oppressive” (Personal Translation. 2012: 9). The consequences of this dualization are multiple and one of those is the oppression and repression of non-conform people, as for *queer* people. Queer can be defined as “describing or relating to a sexual identity or gender identity that is different from traditional ideas about sex and gender, for example if somebody is non-binary, bisexual or transgender” (Oxford Dictionary). Judith Butler is one of the pioneers who, in her publication *Gender Trouble* (1990), defends the *queer theory* as a non-conformity to the norm. In this third dimension of the concept of gender, it is considered as a power relation but also as corresponding to a certain norm. This gives a normative dimension to the gender system which means that gender identities are fixed and can be seen as corresponding to one of the two categories, either masculine or feminine. Not only does this dimension forget the queer individuals as mentioned hereabove, but it also suppresses any possibility to consider gender, not as a binary system, but as a non-binary one as it is illustrated in the definition of the term *queer*. This non-binary definition and consideration of gender is developed in a further section (see section 2.1.5).

Finally, the fourth way of considering gender according to Bereni et al. is as embedded into other power relations and therefore gender is considered “at the intersection between several power relations” (Personal Translation. Bereni et al., 2012: 9). According to the authors, this means that sex categories are heterogeneous and crossed by other considerations like social class, age, race or sexual orientation (Personal Translation. 2012: 9). This can be seen as going back to the concept of *intersectionality*, mentioned by Crenshaw, defined and illustrated as:

“a metaphor for understanding the way that multiple forms of inequality or disadvantage sometimes compound themselves and they create obstacles that often are not understood within conventional ways of thinking, about anti-racism or feminism (...) African American girls are

six times more likely to be suspended than white girls, that is probably a race and a gender problem. It is not just a race problem, not just a gender problem. So, I encourage people to think about how the convergence of race stereotypes or gender stereotypes might actually play out in the classroom – between teacher and students, between students and other students, between students and administrators – and commit themselves to understanding that as a way of intervening and providing equal educational opportunity for all students regardless of their identity.” (Crenshaw, 2017).

This definition and explanation given by Crenshaw to illustrate this concept of *intersectionality* is embedded into an educational context. The author refers to children as students potentially living with several inequalities in the classroom. She considers gender but also other concepts, such as race, to highlight that one individual is defined by several features and this can lead this individual to an accumulation of inequalities and discriminations. Working on gender stereotypes within textbooks, it echoes the fact that gender is only one site of potential discrimination and that other dimensions such as race and social class cannot be forgotten by teachers, educational researchers or pedagogical material editors.

These four considerations of gender and their place in gender studies lead Bereni et al. to a global definition of gender as: “a system of hierarchical dual categorisation between sexes (men/women) and between values and representations associated to them (masculine/feminine)” (Personal Translation. 2012: 10). However, in the context of this thesis, this definition will not be the one used to define the concept of gender. This definition actually suppresses the possibility of a non-binary system, as mentioned above with the *queer* concept and the theory formulated by Butler. These four dimensions of the concept are nevertheless interesting for this study in the way they are showing that gender is a construction and in interaction with other concepts like race or social class. Nonetheless, for this research process, a fifth consideration must be added. Gender is considered as a social construction but also as a non-binary system in which the normative consideration feminine/masculine coexists with a non-binary model. This consideration is very recent and at the centre of many discussions and debates. This study is analysing not only if gender representations are observable in pedagogical material but also if those are standing for a normative consideration of gender, a binary system, or if non-binary systems have their place in pedagogical material.

2.1.3. Gender and didactics

As highlighted above, two fields, didactics and gender studies, are included in this thesis. However, mixing both fields in one study is not really common. The following paragraphs show an historical background of research projects conducted in the field mixing both didactics and gender studies.

Several researchers have different hypotheses related to the time when gender aspects were addressed in didactics. In the abstract of her publication about the presence of GRs in EFL textbooks in basic education in Mexico, Aguilar shows that “research on language and gender began in 1970s with a broad interest, particularly from feminist researchers” (2021: 1). Accordingly, Lewandowski mentions that “the problems of gender depiction in educational materials (...) has attracted increased interest since 1970s” (2014: 61). Furthermore, Sulaimani mentions “extensive research into gender representation in foreign language textbooks” (2017: 44) at the same period of time. Many more authors confirm this turn in the interests in the 1970s and 1980s. Other authors mention an earlier start. Lee (2016) explains that interests in this field go back to after the Second World War and, more specifically for her study, to the wish of the Japanese government “to promote a ‘gender-equal’ society” (379). Furthermore, several authors also mention a “turn of the millennium” (Lewandowski, 2014: 62) and reveal that the following decades were the site of numerous studies regarding the presence of GRs in educational material and the “complex interaction of gender with diverse issues such as power, politics, work and identity” (Sulaimani, 2017: 44).

There are also several hypotheses regarding the question of the place in the world where studies mixing both didactics and gender studies can be found. One could think that questions about gender would only raise in modern, western and industrialized countries but by looking at several studies, the geographical situation of those show that this is a field of interest in a much larger part of the world. Rifkin (1998) and Lewandowski (2014), who respectively are members of the University of Wisconsin-Madison in the United States of America and of the Institute of linguistics at the Adam Mickiewicz University in Poland, provide a western perspective on the subject. Similarly, Ziliacus, Paulsrud & Holm (2017) studied “how students’ cultural identities are discursively constructed in the Finnish and Swedish national curricula for the compulsory school” (166), including a part on the influence of gender identities on pupils. However, studies are also conducted in other parts of the world: in Asia, for example in Japan, where Lee (2016, 2019) studied GRs in Japanese EFL textbooks and questioned the role of EFL textbooks in the pursuit of a gender-equal society in Japan, or in Saudi Arabia, where Sulaimani

(2017) studied and questioned the presence of GRs in EFL textbooks in this part of Middle East. Moreover, Sulaimani also mentions that gender studies and education, in particular language education, are “under-researched sites in developing countries in Eastern Europe, Africa, and Islamic countries” (45) but the author also mentions that it has become a field of interest there, central to several studies in the last decade, when she mentions that studies investigating GRs in pedagogical material have been published in the Middle East (45). Similar research projects can be found in Latin American countries, for example in Mexico, where Aguilar (2021) investigates GRs in EFL textbooks used in basic education. African countries also have interests in this matter. For instance, several studies can be found in Uganda. Barton & Namatende-Sakwa (2012) study the global representation of gender in English textbooks used in Ugandan schools. The authors refer to another author, Sunderland (2000), when they state that “textbooks published for use in developing countries, however, appear to have received far less attention in spite of the teaching of English being widespread and gender and educational opportunities much debated (Sunderland, 2000).” (175). A few years later, in her article *The construction of gender in Ugandan English textbooks: A focus on gendered discourses* (2018), Namatende-Sakwa, one of the two authors of the previously-cited article, restates, based on Sunderland (2000) again, that teaching material “published for developing countries, specifically Africa (...) have received far less attention in spite of the widespread teaching of English, coupled with pervasive debate regarding gender and education (Sunderland, 2000)” (609).

A third and last question of interest is related to the reason why authors decide to study and to conduct research in this field mixing both education and gender studies.

According to Lee, who studied GRs in EFL textbooks used in Japan, a reason to explain the increase of interest during the last decade of the 20th century in this field could be “attributed to the impact of the economic downturn since the 1990s” (2016: 381). In another publication, the same author attributes this to a pressure at an international level to adopt gender-equality norms in Japan (Lee, 2019: 205). Another mention of political reasons underlying such studies is found in Ziliacus, Paulsrud & Holm’s study (2017) which is centred around the Finnish and Swedish curricula. In their studies, they make a concrete distinction between both curricula but the reason why the studies were conducted remains political. Not only was the intention of the governments of those countries political when they took some measures regarding teaching but the intention of the authors in their study is also tainted with political messages. For instance, they state:

“Throughout the Finnish curriculum (Finnish National Board of Education, 2014) an integration of a gender sensitive approach to teaching is promoted. Gender equality is highlighted as a central part of the mission of the comprehensive school, with goals to ‘equally encourage girls and boys in the study of different subjects and increase knowledge and understanding of gender diversity’ (16)” (175).

This extract renders clearly that the integration of gender was not only important for the authorities, represented in the cited Finnish National Board of Education, but it was also important for the authors based on the mention of it in their study. Moreover, in their section centred on Sweden and the Swedish way of teaching, they also mention similar political motivations which can be felt in the authors following words:

“In a similar vein, the Swedish national curriculum (Swedish National Agency for Education, 2015) advocates that students should be allowed ‘to explore and develop their ability and their interests independently of gender affiliation’ (8). Gender equality is specifically mentioned in eight of the 20 course syllabi.” (175).

In other words, in their study around Sweden and Finland, Ziliacus, Paulsrud & Holm (2017) clearly mention the political motivation of the authorities to impose the inclusion of several ways of teaching, with “a sensitive approach” (175), asking teachers to encourage pupils equally, regardless of their gender, and to encourage them to have interests “independently of their gender affiliation” (175).

In another context and country, Sulaimani (2017) also evokes political reasons and justifies her study with words that are coloured with political messages. For instance, regarding the political context of her country, in which she conducts her research around GRs in EFL textbooks, she states:

“Though steady steps have been taken to empower the position of women through the educational reform process in the educational system of Saudi Arabia, yet, gender stereotypes persist. Many scholars argue that gender stereotypes linger because of the discourse around women, especially in the educational setting (...).” (44).

In this extract, she describes the global condition of women in Saudi Arabia and the progress that has been made the past few years, even if gender stereotypes are still found. This is especially true in the educational domain. Consequently, she justifies her study by stating that students are influenced by the content of the pedagogical material they are using every day. This is particularly highlighted when she says: “It is assumed that students subconsciously learn behavioural practices from the stereotypical pictures presented in the selected educational materials.” (44).

A second reason that is given as motivation to do some research in this domain mixing didactics and gender studies is the fact that gender, and preconceived ideas on gender identities, are really up-to-date subjects and this, in association with language, raises the interest of numerous researchers. To illustrate this, Aguilar (2021) justifies the need for this type of study by saying that: “the relationship between gender and language is of increasing interest to many scholars and researchers due to their bi-directional relationship. That is, according to Aydinoğlu (2014: 233) ‘gender is reflected by language and language helps to shape gender’.” (2021: 1). According to this author, and the other author she is citing, it seems that gender and languages are two domains which can be studied in parallel.

Another reason that is often given to justify or situate a study conducted in educational domain and centred on gender is that it is based on assumptions and biases, with the goal of verifying and maybe counterbalancing these biases. In their study about GRs in English textbooks in Uganda, Barton & Namatende-Sakwa (2012) explain the reason why they conduct their study by stating that it is based on one assumption about gender in particular:

“Gender bias often manifests itself in English as a Second Language (ESL) textbooks with an over-representation of males (...) and with women often being caricatured and assigned stereotypical roles and reactions.” (175).

In the same way, Lee (2016) justifies her research project about GRs in English textbooks used in Japan when she says: “The present study is based on the assumption (...) that gender role portrayals in teaching materials affect how learners think, feel and behave with regard to the two genders.” (382). Both authors seem to agree that their study is based on the presence of preconceived ideas about gender in pedagogical material. Lee (2016) mentions that the presence of GRs impacts pupils and this younger part of the population acts according to what they see in their schoolbooks. This is highlighted in the following extract:

“Within the determinant of the environment, people learn and reproduce behaviour through observation. If there exists any gender stereotyping in school textbooks that portrays men and women in different subcultures, this will be imitated and followed by school children” (382).

In this extract, she even agrees with another already mentioned author from another part of the world, namely Sulaimani (2017), who assumes that “students subconsciously learn behavioural practices from the stereotypical pictures” (44) appearing in the pedagogical material they are using on a daily basis.

According to most of the authors mentioned hereabove, it seems that a political layer is found in many research projects and that the cultural and political environments matter and must be considered in every study and analysis. Depending on the context in which the chosen

pedagogical material is studied, the reason why this material is analysed by the researcher can be political but the reasons why the material is used or some teaching methods are promoted can be political too. In addition, it seems that authors find the combination language/gender particularly suited for research projects. Finally, it seems that many studies are justified by their authors by, most of the time, their foundation on the presence of a gender bias in particular. Many authors tend to do some research based on assumptions about GRs, but also gender identities and stereotypes. These authors seem to try to observe this bias in their study. They try to explain its origins and potentially to counterbalance it with other ideas and findings. However, it seems important to mention that the list of reasons that is compiled here to justify and explain the existence of research projects in the domain mixing both didactics and gender is not exhaustive but only based on a sample of recently published and online available studies identified as part of this blended domain.

2.1.4. Pedagogical material

So far, the fields of didactics and gender have been historically and semantically defined but the concrete matter of research focussing on EFL textbooks has not been discussed. In this section, the focus will be on what is exactly meant by *pedagogical material*. This part of a research project is less theoretical and more practical but really matters. As already mentioned by authors like Lee (2016) or Sulaimani (2017), the content of this pedagogical material can impact young and impressionable pupils who will afterwards repeat what they saw or read, for example related to gender and gender identities, in their everyday life. This content can have an impact on several life-domains of pupils and this is a matter that raises interests of researchers, as it is observable in Barton & Namatende-Sakwa (2012): “The impact of textbooks on the development of learners both cognitively and behaviourally has been widely researched” (175). Next to this obvious potential impact and transmission of preconceived ideas to young pupils, the following paragraphs are describing the different criteria that can be used to define and choose the pedagogical material on which a study is based.

When conducting sociological research in the field of didactics, for instance, about the presence of GRs, choosing and analysing pedagogical material is a complex task. First, the scope of what *pedagogical material* actually covers must be agreed on. Some researchers are focusing on only one textbook within series (Sulaimani, 2017), on several textbooks (Rifkin, 1998) or on grammar books (Lewandowski, 2014). The type of material is one criterion but within one pedagogical resource, different elements can be specified too. For example, while

Rifkin (1998) focuses his research project on sound criteria, Sulaimani (2017) only considers listening conversations. There is consequently a second criteria that underlies the first one, namely the type of competence or exercise that is focussed on within the pedagogical resource at the centre of the study. However, it is important to mention that some authors decide to analyse the resources entirely and do not focus on one type of exercise or competence.

Then, next to the type of material and the type of exercise or skill, the question of the publication date is often raised when it comes to the presence of GRs within resources. For instance, researchers often ask themselves whether more recent textbooks are showing less gender stereotypes than older ones. The answer varies from one author to the other. Lewandowski, for example, concludes that “constructed sentences in the old EFL grammar textbooks mirror commonly shared associations and stereotypes to a greater extent than those in recent publications” (2014: 66). Other authors are less categorical regarding the date of a publication. For instance, according to Rifkin, even though gender equity is more common in more recent textbooks, they do not necessarily score better than older ones in terms of GRs (1998: 232).

In addition to those three first criteria, it also seems that the conclusions given by researchers after their analysis of pedagogical material are often teacher-specific. In some parts of the world, teachers can be opposed to the presence of GRs in pedagogical material. However, they may have no other choice but to use what they have at their disposal to teach their students. As mentioned by Rifkin (1998: 231): “instructors’ concerns regarding GRs may in fact be overridden by a simple need to have materials available for student use.”. This means that teachers, even though they may not agree with the presence of GRs in textbooks, have no choice but to use the material available and/or authorized in the society or school system they are working. Moreover, teachers themselves may also play a part in the transfer of ideas via the choice of material used in class that may or not convey some ideologies and stereotypes, as it is visible in the following extract: “teachers needed to address some topics that highlight their concerns, reluctances, impediments or motivations to engage themselves into teaching sex equality” (Personal translation. Le Saux-Pérault, 2020: 174-175). In other words, teachers may sometimes make choices in order to intentionally highlight and convey personal ideologies and preconceived ideas to their pupils. The role of the teacher, obviously very important in this matter, is the focus of an upcoming section (see 2.1.6).

Finally, the action of teaching is always embedded in a local political and cultural context. For example, in her research project about GRs in EFL textbooks used in Saudi Arabia, Sulaimani argues that “gender and language in education has under-researched sites in

developing countries in Eastern Europe, Africa and Islamic countries” (2017: 45). She also concludes by saying: “reinforcing the gender biasness through learning material could contribute to slowing down or setting back the process of establishing equalities among people.” (2017: 50). In other words, in some political and cultural contexts, learning material can be one of the resources used to delay the progress in terms of equality within societies in which, for example, gender norms have been rooted for centuries.

These five criteria (type of material, type of competence/exercise, date of publication, way of teaching and political/cultural context) reflect that each society has its own culture and its own way of teaching learners. Education is sometimes constrained by some culture-specific norms and rules. Consequently, many authors claim that this makes EFL pedagogical material interesting to study because it could be the site of transfers of ideologies and stereotypes, for example GRs, to a still young and impressionable population.

2.1.5. Biases and taboos at school: the place given to the “non-binary”

In the preceding sections, underlying biases, political messages and preconceived ideas potentially available in pedagogical material are identified as impacting pupils in a way or another. This potentially problematic content can result in debates, within and outside the classroom, but also in questions from young pupils confronted to ideas and models that can make them insecure about themselves at a time when they are still in the middle of the construction of their identity and personality. This impact on pupils can last for a long time and concern several domains of their life, as it is highlighted in Lee’s following words:

“Repeated exposure to the written texts and visual images, consciously and subconsciously, will result in students’ internalisation of the textbook authors’ gender perceptions. Any gender bias present in textbooks can create life-long egregious impacts on young learners at their impressionable age, including recall and comprehension of material (...), academic and career choices (...), understanding of social equality, and development of social values, behaviour and self-esteem (...).” (2016: 382)

In her article, Lee mentions life-long consequences of textbooks’ content on this impressionable part of the population. According to her, it can affect not only their life at school at the moment they are confronted with this content, but also their (future) professional career, values, emotions and feelings about others but also about themselves.

Furthermore, another problematic content that is highlighted and questioned by many authors recently is the presence of GRs in textbooks but with an underlying sexism. Dahmardeh

& Kim (2020) have, for example, published a study entitled *Gender representation in Iranian English language coursebooks: Is sexism still alive?*. In this study, those two authors analyse the presence of GRs in Iranian coursebooks but they also ask a further question around sexism and imply that sexism may be perceptible in those textbooks. They underline a lack of balance concerning GRs in currently used in Iran English coursebooks (19). Moreover, they conclude their study by stating that it is not different from the majority of studies in the same domain and they say that: “examples of gender parity are hard to find” (19). To support what they conclude, they use an extract from another publication by Florent & Walter (1989: 182) which highlights the place given to sexism in the 21st century societies: “sexism is so deeply engrained in our culture, our language, and our subconscious that it is difficult for us to avoid it in the production of language-teaching materials and the coursebooks analysed here are no exception” (19). This echoes another type of sexism illustrated by Lee and related to language use in pedagogical material. According to her, inequalities, related to gender in this case, can be observed in the language use in the pedagogical resources (2016: 383). She identifies what she calls *linguistic sexism* as a reference to “the use of words, phrases or expressions in such a way that they present an unbalanced portrayal of women and men, which encompasses trivialising, diminishing or excluding either gender, usually females.” (383). It seems that the answer to the question raised by Dahmardeh & Kim (2020) in the title of their publication is clear: according to several authors, sexism is actually observable in different forms in currently used pedagogical material.

Next to sexism, another bias seems to be observable in pedagogical resources. Some authors, like Ziliacus, Paulsrud & Holm (2017) denounce the essentialism around gender model in school textbooks as already mentioned in previous sections. They compared previously used and currently used Swedish curriculum and conclude that:

“The earlier Swedish curriculum (1994) focused mainly on the possible limitations of gender roles, while the current Swedish curriculum instead discourages discrimination based on gender identity, including ‘transgender identity or its expression’ (7). Hence, both national curricula espouse a non-essentialist view of gender identity.” (175).

According to them, there seem to be an evolution in time regarding the gender model in the Swedish curriculum. They clearly state that the currently used curriculum goes against discriminations and includes non-binary gender model since it recognizes transgender identities. This gives space for another type of bias often highlighted in pedagogical resources, namely the absence of a non-binary gender model in pedagogical material. The model, when there is one, that is presented to young pupils to illustrate gender is most of the time a binary model, basically showing an opposition between male and female. In this traditional model,

there is no place for transgender or non-binary identities. Apparently, the model used in Sweden currently includes the possibility of other gender types than male or female but it does not seem to be the case in other countries. In many political and/or cultural contexts, the non-binary model and by extension the allusion that transgender and non-binary identities can exist – which is linked to the consideration of an LGBTQIA+ group in the society – is rejected or leads to many discussions. A concrete example of this that leads to many debates is at the centre of the study by Blackburn, Clark & Martino (2016). In their editorial, they introduce an investigation regarding the inclusion of LGBT-themed literary texts in the classroom. They advocate the need for this type of texts in pedagogical material when they say:

“Reading and discussing LGBT-themed literature can assist teachers of young children, young adults, in between and beyond, in considering how to enter into these complicated conversations about sexual identity, gender expression, gender creativity, and gender independence.” (801).

In this extract, they highlight the possibility for children and pupils to discover new subjects and inform themselves about gender identities but also sexual identities. Blackburn, Clark & Martino (2016) engage in a movement promoting “queer and trans theorizing about the pedagogical potential of LGBT-themed texts for envisaging gender and sexuality justice in your own classrooms.” (805). This movement and the presence of similar content in pedagogical material is often recognized by other authors, and sometimes by parents, as misleading and having nothing to do at school. Helmer (2016) goes further with this idea of cultural or familial context which can influence teenagers, who are influenced a second time by the content of some books they are using at school. To illustrate this idea, in her article centred on the introduction of queer counter-narratives readings in class, Helmer (2016) mentions that:

“School climate research could consider the impact of a LGBTQ-expansive curriculum that is embedded in a QL [queer literature] framework on improving the learning conditions and experiences for youth with norm-disruptive sexualities and genders or family structures, and on shifting homophobic or heterosexist attitudes of heterosexual students.” (914).

This extract makes clear that the norm pupils are confronted with can sometimes be contradictory for them compared to what they think, hear or see at home or even also to what they feel. The message that could be seen in the conclusions of Helmer (2016) but also in the article by Blackburn, Clark & Martino (2016) is that school should be a place where *gender friendly* material (e.g. books, texts, readings, textbooks, exercises, ...) are provided to pupils. In other words, material in which all genders can recognize themselves and can be used without identification problems. In this way, no normative positioning would be showed and every single pupil would be at ease and would not be disturbed in their already intense period of

identity construction. As a matter of fact, Moore (2019) also underlines this idea in the following extract: “The ways in which heteronormative discourses permeate second or foreign language (S/FL) classrooms can often be damaging to non-heteronormative, or queer students.” (428). This also highlights the role of the discourse pronounced in second language (SL) and foreign language (FL) classrooms, and therefore, the role played by teachers, which is further developed in the following section (see 2.1.6).

A last bias that is quite recent in the classrooms and that depends on grammar rules is the use of the pronoun *they* instead of *he* or *she* to mark *gender fluidity* and *neutrality*. This seems important to mention nowadays since debates also raise in other countries regarding use of similar pronouns in other languages (e.g. *iel* in French). The use of *they* is a source of debate within classrooms but also outside of it, in many other domains. In her paper focussing on prescriptive grammar and in particular the androcentrism observable within it, Bodine (1975) reveals that before prescriptive grammar movement began in English language, the pronoun *they* was also accepted as singular (129). Nowadays, *they* re-begins to be used as both singular and plural pronoun but it is still at the centre of many discussions. According to the same author, the reason why prescriptive grammarians decided to go against *they* as singular pronoun was “socially motivated” (Bodine, 1975: 129). Following the prescriptive norms, Bodine says that “if the definition of ‘they’ as exclusively plural is accepted, then ‘they’ fails to agree with a singular, sex-indefinite antecedent by one feature - that of number.” (133). With these extracts the author highlight, maybe without meaning it, that norms are guiding society and when someone decide to go against it, it results in debates. Whether considering prescriptive grammarians asking for the suppression of the singular norm or considering the part of population currently asking the reinsertion of the older norm, both considerations are criticized by the opponent. Whether or not teachers should accept to use *they* in class with their pupils, if some pupils specifically request them to do so, is also causing many discussions.

2.1.6. Roles of teachers

One could question the role of teachers in these above-mentioned debates. Many authors and articles are researching and describing attitudes teachers should show in the classroom. In the context of foreign language teaching (henceforward referred to as FLT), Baggett (2020) introduces a concept called “critical pedagogy” (34) and defines it as a need for teacher to reconsider the goals of FLT but also “the hidden (and often not-so-hidden) biases about language, social class, power, and equity that underlie language use (Reagan & Osborn, 2002: 30)” (34).

Baggett defines this idea a bit more in the following extract: “Critical pedagogies, broadly, teach students about the ways that systems of power work to oppress and privilege along raced, classed, gendered, linguistic, and other identities and group memberships.” (34). In other words, Baggett suggests that readers, and here more specifically teachers, should also pay attention to the way they are teaching and not only to the content of their lesson. The first role of teachers would accordingly be being a critical pedagogue.

It appears that some teachers are not considering their pupils as unique and different from each other. “Kids are kids” (Baggett, 2020: 35) and the so-called “one-size-fits-all approach” (35) are illustrating this idea. The behaviour of teachers is an essential factor in the classroom. Some authors agree to say that teachers should pay equally attention to every single pupil. Otherwise, consequences on pupils and their feelings could be disastrous. To illustrate that, Baggett mentions several consequences of this behaviours on the youngest:

“(…) that may marginalize students of color, students of low socio-economic status, students who identify as LGBTQ, students who are differently abled, students who are ethnolinguistically diverse, and students at the intersections of these identities. These teaching behaviors might manifest in decision-making about, for example, instructional strategies, curricular materials, and approaches to discipline and punishment in public school classrooms.” (35-36).

The author makes it clear with those examples that the behaviours of teachers can impact pupils in multiple ways. Not only would this behaviour impact gender identities but also other features like race, social class, etc. In these lines, Baggett can also be seen as highlighting, maybe unintentionally, Crenshaw’s concept of *intersectionality* when she shows readers that pupils are “at the intersections of these identities” (36). In other words, they are accumulating several identities. This echoes a method that is well-known by people familiar with didactics, namely differentiation. Here, differentiation could be seen as not only focussing on the content of the lesson, but also in the way teachers treat and teach pupils, considering their identity (or identities), personality and feelings.

Furthermore, another role of teacher could be to raise awareness among their pupils that what they see in books at school but also elsewhere can be criticized and not passively digested. This idea is illustrated in a study by Canale and Furtado (2021) in which they underline the importance of the non-passivity of pupils:

“In this paper, we discuss some of these issues by exploring how teachers and students interact with the English as a Foreign Language (EFL) textbook in the classroom and how far from being

passive recipients of its discourse they negotiate what the textbook tells, shows and presents as taken-for-granted social reality.” (58)

According to those authors, it seems important to mention that sometimes pupils are already aware that they can criticize what they see and not remain “a passive recipient” (2021: 58), facing the content of pedagogical material without thinking further. However, some pupils may not be aware of that possibility and this is precisely another role of teachers to tell and teach them how to react critically in front of a source. Nevertheless, some teachers deny this right to pupils and decide not to teach them how to develop a critical eye. Those teachers “present them with restricted discourses of gender in material and in lesson contents (Sauntson, 2020)” (Canale & Furtado, 2021: 68). This behaviour limits the opportunities for pupils to question the content and it imposes theories on them (69). The authors go even further in their explanation of this behaviour and say: “by this, we mean that it limits their possibility to negotiate (representations of) social reality by agentively accepting, questioning, contesting or even refuting it.” (69). This highlights another role of teachers, namely helping pupils to build and adopt a critical eye when they are confronted to any type of resource, within and outside the classroom.

It appears that teachers have a much bigger role to play than simply teaching. Surprising? Not really. Sunderland et al. (2000) make this idea concrete in the conclusion of their publication entitled *From Bias “In the text” to “Teacher talk around the Text”* in which they study and research teacher discourse and gender representations in textbooks. The authors hope at the end of their publication that they have been able to prove their point. Regarding the role of teachers, they state:

“rather than looking ‘in the text’ for bias, (...), a more relevant and fruitful focus in terms of both language learning and gender identity may be the *mediation* of gender representation in textbook texts by teachers, through their discourse on those texts.” (283).

In other words, Sunderland et al. (2000) show that teachers should act as mediator and help pupils to decode texts and material in order for them to understand biases in the text and make their own opinion on the matter. Teachers should not, according to the authors, be obsessed with finding biases in the texts but rather to work with this material, seeing this as an opportunity to address a more societal matter than what the *pure content* of the course would allow to address.

Another publication illustrates this idea but here centred on literature classrooms, namely Goethals, Ringoir & Van Remoortel (2020). The authors give an example of a course where

teachers can play a role in the way they are guiding pupils, here dealing with literary and fictional texts. In the conclusions, they state:

“By addressing the theme explicitly, they can help the pupils improve their gender awareness and acknowledge gender biases affecting their expected roles in society and at schools, and their subsequent learning outcomes in an educational environment.” (30).

This quote highlights the importance given to *mediation* mentioned earlier (Sunderland et al., 2000: 283). Teachers and their methods to deal with material seem to be of crucial importance for pupils both at the time they are following the lesson but also in their future. One of the roles of teachers seems, according to Goethals, Ringoir & Van Remoortel (2020) to make pupils aware of gender biases. Therefore, according to the authors, it seems that they need to acknowledge those biases to be able to deal with it in front of their pupils. Not easy for some teachers who could maybe not share the vision of their colleagues and be reluctant to acknowledge and deal with gender biases in their classrooms with pupils. A matter of interest, one could argue. However, the importance of *mediation* seems to be clear, both for the present of pupils as teenagers, but also for their future as adults and members of the society.

2.2. Research gap and hypotheses

The context for this research project is an analysis of several EFL textbooks that are currently or have been recently used in the FWB. This project aims to examine whether the pedagogical material currently or recently used in Belgian classrooms is conveying GRs and hence potential preconceived ideas possibly impacting young learners. The second layer of this analysis is dedicated to the observation of the gender model (binary and/or non-binary) within those textbooks. Moreover, particular attention is paid to the date of publication of the textbooks. The third layer of this research project aims to verify whether older textbooks are conveying more or less GRs than recent ones, and consequently, whether there has been a progression in time regarding gender equity and conveyed gender models within pedagogical material. Here is a synthetical presentation of the research questions (RQs) that will be answered at the end of this research project:

- RQ1: Are EFL textbooks currently or recently used in FWB conveying GRs and potential preconceived ideas which could impact the younger population confronted to it in classrooms?
- RQ2: What is/are the gender model(s) conveyed in EFL textbooks currently or recently used in FWB (binary and/or non-binary)?

- RQ3: Was there an evolution in time in terms of gender equity in EFL textbooks (conveyed by the presence or absence of GRs and the gender model(s) presented) in comparison with older textbooks?

Given recent findings concerning transfers of ideologies to young populations via textbooks (Lewandowski, 2014: 68; Rifkin, 1998: 218), EFL textbooks used in Belgium are more likely to be no exception and therefore to convey a few GRs but also a traditional binary gender model. In other words, the presence of GRs and the preference for a binary gender model in textbooks used by Belgian French-speaking pupils is expected at the end of this study. Moreover, recent findings have shown that in some contexts, more recent textbooks are showing less gender stereotypes than older ones (Lewandowski, 2014: 70) while other studies are stating that more recent material does not always mean more equity in terms of GRs (Rifkin, 1998: 232). This research project aims to verify which of these two possibilities can be applied to the Belgian context. Consequently, if more recent textbooks convey less GRs than older ones, an additional purpose of this research project is to try and explain this progression and evolution in terms of gender equity in pedagogical material over the past few years.

Concretely, this research project aims to analyse a list of several EFL textbooks approved by the FWB, published in the same editions and with different dates of publication. The presence of GRs and the conveyed gender model(s) in the entire textbooks are the main focus. Both textual data and visual data that are used to illustrate the content of the textbooks are analysed. The goal is to observe whether the *critical pedagogy* of Baggett (2020: 34) is necessary and can also be applied to resources used in Belgium.

The second part of the research project concerns the potential impacts on future and young teachers using this material with pupils. This requires the use of some interesting cases of GRs chosen among the findings of the first part of the study. The aim of this part is to test the impacts that the presence of GRs can have on teachers and future teachers. This second step consists concretely into showing those examples of textual and/or visual GRs to participants. This part of the study is done by means of a questionnaire created for this thesis to observe their reactions and maybe observe differences according to different criteria. These are explained in detail in the section dedicated to the methodology used for the survey (see section 5). This survey aims to see whether young teachers or master students in didactics show some differences in terms of reaction to GRs, in comparison to people without any training in pedagogy, and therefore whether they are aware or not of the presence of this type of preconceived ideas in pedagogical material. In other words, the results of the questionnaire aim to show if teachers can spontaneously react to GRs in their material, if they need to be guided to conceive observations

and, finally, if they can provide alternatives to replace the material they judged problematic. The ultimate aim of these interviews is to see whether teachers are aware that they should act as *critical pedagogues* (Baggett, 2020: 34) by using their critical eye in order to protect pupils from preconceived ideas and by helping them to develop their own critical eye.

3. Methodological part

As indicated before, some studies only focus on some parts of pedagogical material. Researchers can choose to focus only on some competences, chapters, exercises, etc. Every single research analysis starts with the same question: what to look for in textbooks? To find an answer to this question, a long process of reflection is necessary. The final methodology presented hereunder has been developed through several steps that form a complex reflection process.

The first method that has been considered for this research project is a replication of Sunderland's six dimensions method mentioned by Lewandowski (2014: 61-62) in his previously cited publication:

“According to Sunderland (1994: 55–56), gender stereotyping in textbooks can be found on the following six dimensions:

1. Invisibility – female characters are (sometimes statistically significantly) outnumbered by males.
2. Occupational stereotyping – men are shown as employed in a wider range of occupations than women. Males also happen to work in more prestigious jobs than females.
3. Relationship stereotyping – women are more frequently defined in relation to men than vice versa and more often depicted in domestic settings.
4. Personal characteristic stereotyping – related to sex-trait stereotypes. (...) For example, in educational materials, female characters are portrayed as emotionally unstable and overly emotional whereas males tend to be stereotyped as goal-oriented, independent, and rational thinking individuals.
5. Disempowering discourse roles for female characters – women speak less than men (especially in public settings); when they do speak, their opinions tend to be ignored and dismissed.
6. Degradation – probably the most blatant form of sexism: women are made worthless and intellectually inferior to men more than the other way round (e.g. when they are the butt of jokes).”.

Those six dimensions are considered to be a very good foundation for the methodology. However, this dissertation aims not only to replicate and verify if Sunderland's six dimensions can be found in the chosen pedagogical material. Therefore, these six dimensions have been adapted as follows to correlate with other previously mentioned theories and concepts:

1. The first dimension, namely *invisibility* has been kept as such but regrouped with the fifth dimension or what Lewandowski calls "women speak less than men" (62). The goal here is to observe whether there are often fewer female characters than male characters in activities, in both written and visual data. For example, when authors need to give an example, they most likely use a sentence with a male subject.
2. *Occupational stereotyping* keeps its name in this study but englobes a larger range of elements than in Lewandowski depiction of Sunderland's dimension. What is focussed on here is more widely the representation of occupations for male and female characters in both written and visual data. This includes occupations and activities stereotyped and coupled to a particular gender (e.g. jobs, sports, housework tasks, hobbies, etc.)
3. *Relationship stereotyping* has been kept as such in the same terms as "women are more frequently defined in relation to men than vice versa and more often depicted in domestic settings." (Lewandowski, 2014: 62).
4. *Personal characteristic stereotyping* relates to what Lewandowski calls "sex-trait stereotypes" (62) has been kept as such too. The above-mentioned examples given by the author were judged as particularly clear. Another previously cited author shares this vision, namely Sulaimani (2017). Regarding her analysis of some textbooks and their content, she states: "women are typically depicted as passive, dependent, generally weak, and physically attractive, but men as active, independent and strong." (2017: 44). Therefore, this dimension also gives the opportunity to focus on the tempers and their stereotypical association with genders.
5. The fifth dimension namely, *degradation* and what Lewandowski describes as "women are made worthless and intellectually inferior to men more than the other way round" (62) has been kept as such. The goal here is also to see if an already-explained concept, namely Lee's *linguistic sexism* (2016: 383) will be observable in the analysed textbooks. An example of linguistic sexism given by Lee is the *male-as-norm* ideology which, in the words of this author, "renders women invisible or makes them feel exclusive. Examples include the generic use of masculine pronoun he, the word man and the morpheme – man (e.g. postman, foreman, (...)) to encompass humankind." (383). Particular attention is given to Lee's *linguistic sexism* in the analysis of the textbooks in

the way pronouns are used, above all in written data (e.g. guidelines, examples, etc.). This goes back to the publications and authors already mentioned in section 2.1.5., as for Bodine (1975: 129), with the recent possible usage of *they* as singular pronoun guaranteeing more gender neutrality.

Next to this, although Sunderland's six dimensions seem to be very interesting to verify the presence of GRs and categorize the different kinds of GRs in the analysis afterwards, in this list of dimensions, there is a lack of room for gender model(s) consideration and depiction. This is why a sixth dimension has been added to the list of five dimensions considered in the context of this research. As a result, the added dimension analysed in this research project is:

6. *(Only) binary gender model depiction* – only two genders are considered, male and female genders. The goal is, as already explained, to see if there has been an evolution in the way gender model(s) are depicted and to see if a binary model is still currently used as the norm. The goal is, with this dimension to verify what was mentioned above, namely whether *gender friendly* pedagogical material is currently and recently used in FWB (see section 2.1.5.).

Eventually, it seems important to mention a last dimension. The seventh dimension considered in this analysis is:

7. *(No) room for debate and construction based on written or visual data containing GRs.* As already mentioned in section 2.1.4, the role of teachers dealing with pedagogical material containing problematic and stereotypical data is really important. However, in Rifkin's words: "instructors' concerns regarding GRs may in fact be overridden by a simple need to have materials available for student use." (1998: 231). In other words, teachers have sometimes no choice but to use the material available in the school or education system in which they are working, even though they may not agree with the presence of this problematic content, (e.g. GRs) in the textbooks they are using with pupils. This is why it seems important in this research to observe whether room is given to debate, construction, discussion, adaptation, argumentation, etc. For example, a debate could be imagined after a reading comprehension containing written or visual GRs. This goes back to Baggett's *critical pedagogy* (2020: 34), already mentioned in section 2.1.6, and the way teachers are supposed to be actors of what they teach. They should pay attention to the way they teach and not only to the content of their lessons. Another part of the teacher's role is here illustrated as having a critical eye and acting as Baggett's *critical pedagogue* (2020: 34) in front of pupils when using the pedagogical material.

To summarize, the seven dimensions that are used in the analysis of this research project are:

1. Invisibility
2. Occupational stereotyping
3. Relationship stereotyping
4. Personal characteristic stereotyping or, so-called sex-trait stereotypes
5. Degradation
6. (Only) binary gender model depiction
7. (No) room for debate and construction based on written or visual data containing GRs

Concretely, this study analyses textbooks that are part of one edition group, namely Cambridge editions. An analysis of every textbook with a different date of publication from the first page to the last one published by these editions would have been very time-consuming and maybe too general. Therefore, this thesis starts by a thorough analysis of two textbooks published by Cambridge, *English in Mind - Student's Book 2* and 3 (henceforward referred to as EIM2 and EIM3). The decision was made to start the analysis with these two textbooks because of a teaching practice done during the process of the research project. In fact, those two textbooks were discovered as being a good starting point for this analysis during the preparation of the lesson for the groups of pupils assigned for this teaching practice. It also seems interesting to base this research project on familiar pedagogical material. Moreover, the teaching practice represents a direct access to pupils' reactions when they are confronted to GRs. Some spontaneous comments from pupils have, therefore, also been noted and these are mentioned further in the practical part of this thesis.

Going back to the core methodology, the presence of GRs and the conveyed gender model(s) in the two entire textbooks represent the first step of the analysis. The focus is put on both written or textual data (i.e. sentences, texts, exercises, dialogues, titles, guidelines, instructions, examples, etc.) and visual data (i.e. pictures, drawings, symbols, schemes, caricatures, etc.) used to illustrate the content of the activities in both textbooks.

After the deep analysis of EIM2 and EIM3, another section in the analysis is dedicated to the analysis of an older edition, *The New Cambridge English Course: Student's Book 2* and 3 (henceforward referred to as NCEC2 and NCEC3). In order to compare the two editions and see whether there was an evolution in time regarding the presence of GRs and the gender model(s) depiction, the same method as the one applied for EIM2 and EIM3 has been used for the analysis of both NCEC2 and NCEC3.

4. Practical part

The analysis of the four different textbooks makes clear that attributing one of the seven chosen dimensions to a problematic element found in the pedagogical material is a subjective task. It seems important to say that another researcher could have had another vision on the material and could have attributed different dimensions to different elements. Furthermore, before going deeper into the analysis, it is also important to specify that some elements have been judged to be in-between different dimensions. In the next sections of the practical part, the elements that are judged as meeting at least one of the seven dimensions are presented. When an element has been analysed as in-between several dimensions, this element is placed in the category corresponding to the dimension that is judged as the most striking dimension by the researcher. However, the element is mentioned as *complex* and the other dimensions considered are also detailed. Moreover, all the elements cited are accompanied by a scanned version of the material in order to illustrate the analysis properly. Finally, the analysis is divided into four parts corresponding to the four textbooks. Each part starts with a table summarizing the main findings concerning each textbook, for example the number of occurrences per dimension and the percentage that the number of occurrences for one dimension represents in comparison to the total of occurrences that are found for the whole textbook in the seven dimensions.

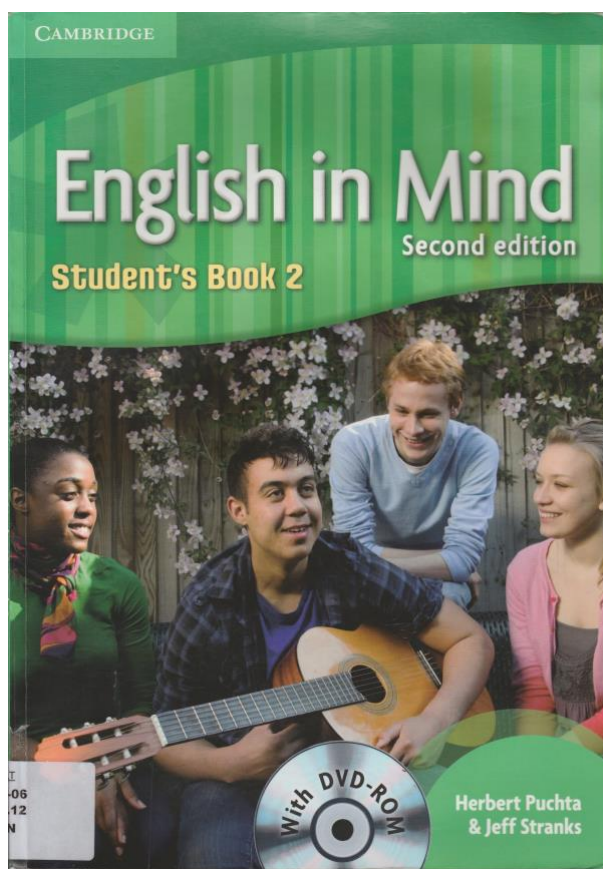
4.1. Analysis of various textbooks of the Cambridge editions

As already mentioned, the two first chosen editions are the Cambridge editions and more specifically the *English in Mind – Student's book 2* and 3 republished respectively in 2012 and 2013. Those two textbooks have been discovered and used during a teaching practice realized during the academic year during which this master thesis has been done and published. This teaching practice is part of the program of the Master in Modern Languages with a specialization in Didactics at UCLouvain.

4.1.1. English in Mind – Student's book 2 (EIM2)

EIM2 is the first textbook that is analysed in this practical part and also the first textbook which serves as basis for the already-mentioned teaching practice. Next to a thorough analysis of the textbook, the analysis hereafter is also based on observations made during the teaching practice and some comments made by pupils during lessons which meet the purposes of this

research project are mentioned. Each dimension is analysed individually and the elements that are judged as *complex* are detailed in terms of the dimensions they are judged to be concerned with.



EIM2, 2012 (cover)

All four textbooks have their own table presenting the main results in terms of figures and percentages. However, it is important to explain the content of those tables before going further into the analysis.

As shown in table 1 available hereunder, the table count three columns. The first one is dedicated to the reference of the dimension considered. The second column is the one in which the number of occurrences can be found. The third column present the percentage that the number of occurrences of the concerned dimension represent in comparison to the total number of occurrences that are observed throughout the textbook. Next to columns, a specific line is also of importance, the last one, which is presenting the total of occurrences of the seven dimensions.

Finally, one last element that is important to explain regarding the tables is the colours. Green corresponds to results that are situated between 1 and 10 percent of the occurrences, orange for the results between 11 and 20 percent and red for the results representing above 21 percent of

occurrences. Next to figures that can be particularly meaningful for some readers and make it easier to understand some results, those references to colours are used in a further section, namely section 4.3., in which a comparative analysis of the results of the four textbooks is presented. The explanations related to columns, lines, percentages, figures and colours mentioned for table 1 are also effective in tables 2, 3 and 4, which are respectively presenting the results of the analyses of EIM3, NCEC2 and NCEC3. Moreover, before being presented as it is in the following section, the complete analysis of each textbook has been built on the basis of other *work tables* which are available in the appendix.

Dimensions in EIM2	Number	Availability per dimension
1	4	7,6%
2	13	24,5%
3	7	13,2%
4	10	18,9%
5	4	7,6%
6	12	22,6%
7	3	5,6%
TOTAL of occurrences	53	100%

Table 1 – Results of the analysis of *English in Mind – Students’ Book 2* (EIM2)

Going back to the first textbook, the analysis of EIM2 starts with dimension 1, namely the *indivisibility* of women or, in other words, “women speak less than men” (Lewandowski, 2014: 62).

- **Dimension 1 – Invisibility**

As shown in table 1, this first dimension has not been often observed in the course of the analysis with only four occurrences of *invisibility* among a total of 57 occurrences. The elements are analysed in the paragraphs hereafter following the order of the pages. Not all four occurrences will be analysed in this section. The reason for this is that some occurrences of dimension 1 have been found in so-called complex elements that are analysed in the section corresponding to the most striking dimension among all dimensions that have been assigned to this element.

The first occurrence of dimension 1 was found in Chapter 1 called *Great Idea*, one of the main themes is related to inventors and the creation of new machines, electronic devices,

medicines, etc. On page 15, a reading exercise is based on a text presenting only male inventors. This text is available hereunder. Female inventors, who could also have been cited, are completely invisible. The absence of female inventors could give the idea that being an inventor is an activity or a job that is strictly dedicated to men.

7 Read

a Try to answer the following questions. Then read through the text quickly to find the answers.

- 1 What did the Wright brothers invent?
- 2 Do inventions always come from older people?

Be an inventor!



The biggest secret about inventing is that anybody can do it! Perhaps this sounds crazy, but it's true. Maybe you have the wrong idea about inventing, so read on to discover the truth.

Wrong idea number 1:
An invention has to be something completely new.

Well, inventing means creating something 'new', but the idea could come from something that already exists. The Wright brothers, for example, got the idea for building a 'flying machine' from watching birds.

Wrong idea number 2:
Inventors are born, not made.

There are a lot of factors that make innovation possible. Take Mozart, for example. He was born with a unique talent for musical composition. But other factors were also important for his creativity. His father was a music teacher, and Mozart practised for hours every day, from the time he was in kindergarten.

Thomas Edison said that being an inventor was '99% hard work and 1% inspiration'!

Very successful creators

don't give up when they get something wrong. As one inventor said, 'A failure is the right answer to the wrong question!'

Wrong idea number 3:
Inventors are always old people.

Don't believe that you can't invent something when you are young. Here are two examples of young inventors:

Louis Braille went blind when he was a child. When he was 15, he invented a system of reading and writing for blind people that is still used in most countries today.

As a young man, George Nissen was watching trapeze artists in a circus. He watched how they fell into the safety net and then bounced back up again. This gave him an idea and he invented the trampoline.

EIM2, 2012: 15 (ex. 7a)

The rest of the pages of this chapter, for example exercise 1 on page 12, is presenting other inventors, some of whom are women but they remain largely outnumbered by men in this chapter.

1 Great idea!

* Past continuous
 * Past continuous vs. past simple *when* and *while*
 * Vocabulary: *get*

1 Read and listen

a Match the words in the box with the pictures. Write 1–8 in the boxes.

1	chewing gum
2	remote control
3	roller skates
4	diesel engine
5	mouse trap
6	cooker
7	dishwasher
8	windscreen wipers

b Read the texts. What do you think each person invented? Choose from the objects in Exercise 1a.

c ▶ **CD1 TS** Listen to the complete stories and check your answers.

d ▶ **CD1 TS** Listen again and answer the questions.

- 1 What happened when Thomas put a piece of rubber in his mouth?
- 2 What did James Henry Atkinson do with his idea?
- 3 Who bought Josephine Cochran's invention first?
- 4 Why did the Dutchman get impatient?

What did they invent?

In 1903, Mary Anderson and a friend were driving to New York. It was raining heavily and they had to open the windows of their car and put their heads out to see better. Suddenly Mary had an idea.

In 1869, Thomas Adams was trying to produce rubber out of the juice he got from Mexican sapodilla trees. He wanted to produce toys, rain boots and bicycle tyres. The experiment didn't work. While he was thinking about this, he took a piece of the rubber he was working with and put it in his mouth.

In 1897, British inventor James Henry Atkinson was looking at the family's supply of potatoes, which they kept in a room under their house. He noticed that mice had eaten some of the potatoes so he invented something that he called 'Little Nipper' to stop them.

In 1886, Josephine Cochran was standing in her kitchen in Illinois, USA. The family lunch was finished. There was a mountain of dishes in front of Mrs Cochran and she got quite angry, thinking that she had to do this job every day. 'If nobody else is going to invent a machine for this, I'll do it myself,' she thought.

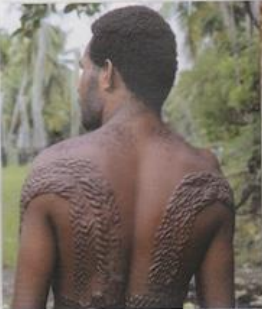
In the early years of the eighteenth century, in the middle of the summer, an unknown Dutchman was looking at one of the many canals in Holland. He was thinking that he often travelled along the frozen canals on ice skates in the winter. He got a little impatient.

'I don't want to wait for winter!' he thought.

EIM2, 2012: 12 (ex. 1b)

The next occurrence of dimension 1 has been observed during the teaching practice. Moreover, pupils have had a reaction that was interesting to explain in this thesis. The element that was problematic for them and that can be seen as an occurrence of dimension 1 is part of chapter 5, entitled *Growing Up*. This chapter was the subject of teaching practice completed in a class of fourth year secondary school pupils, aged between 15 and 17 years old and having four hours of English in their schedule. Chapter 5 is globally based on one main theme, which

is *becoming an adult*, but in different types of societies all around the world. On page 40, the introductory activity mixing both listening and reading comprehension is presented. This activity is presenting the way young boys are becoming adults, the related traditions in Papua New Guinea and the change of life endured by young boys after a special ceremony that gives them access to “adult responsibilities” (40). This text is only mentioning what boys are supposed to do to get access to adulthood. Girls and women are invisible here, this is why this activity can be seen as an occurrence of *invisibility*. Furthermore, pupils’ reactions are interesting to mention. Some of them asked spontaneously questions about girls, for example: “What about girls?” or “How do girls become women then?”. Some other pupils also mentioned that it was a bit astonishing that there was no place for boys to fail in this text with other questions like “What if they fail?”. This text raised a lot of questions for pupils. Moreover, exercise c. introduces a discussion and is, therefore, a good example of dimension 7 because room is provided in the textbook for a construction activity after this text.



Where boys become crocodile men

When does a teenager become an adult? In many countries, it happens on your 18th birthday, but in some parts of the world, you have to do something special to enter the world of adults.

On the island of Papua New Guinea, the Niowra tribe lives near the Sepik River, which is full of crocodiles. The people believe that crocodiles made the Earth and its people. When it is time for teenage boys to become men, a ‘crocodile ceremony’ takes place.

The boys are taken to a hut called ‘The Crocodile Nest’. The hut is full of crocodile teeth and skulls. The boys are told to think of their crocodile ‘fathers and mothers’ to help them to be strong and brave. Then they are beaten several times a day for six weeks and bamboo is used to make cuts on their chests and their backs. The boys play the drums together during their time in the hut – this helps them to feel that they are not alone. The Niowra believe that this ceremony makes the boys stronger and braver, so that they can survive in the dangerous forest. They also say that the boys don’t feel the pain if they believe in their crocodile ‘fathers and mothers’. And the amazing thing is that some of the boys sleep through the most painful parts of the ceremony!

When the ceremony is over, there is singing and dancing and the crocodile men are given adult responsibilities in the village.

1 Read and listen

a Where is the man in the picture from? What do you think he has got on his back? Read the text quickly and check your ideas.

b ▶ **CD 125** Read the text again and listen. Answer the questions.

- What is special about the place where the Niowra tribe lives?
- What do the Niowra believe?
- What is ‘The Crocodile Nest’ and why do the boys go there?
- What do the boys do during the ceremony?
- How does a boy’s life change after the ceremony?

c Do you know of any ceremonies for teenagers to become adults in other countries? Are there any in your country?




EIM2, 2012: 40 (ex. 1)

Next to dimension 1, the availability of dimension 7, but also of dimensions 2 and 4, respectively, *occupational stereotyping* and *personal characteristic stereotyping*, turn this activity into a *complex element* in this study. On the one hand, dimension 2 can be seen in the way the text is making a description of the typical activity done by men in the forest. On the other hand, dimension 4 can be seen in the way men are represented based on characteristics like being active, independent and strong in which *sex-trait stereotyping* can be seen. Nonetheless, dimension 1 remains the central dimension observable in this complex element.

In the following pages, other exercises are linked to the text on page 40. For example, on page 42, where pupils are supposed to put the pictures in the right order. These pictures are linked to the ceremony mentioned in the text on page 40. The activity is presented as follows:



EIM2, 2012: 42 (ex. 3a)

These pictures illustrate two dimensions. On the one hand, dimension 1 since women are still invisible in this visual material. On the other hand, it also illustrates dimension 4 in the way the personal characteristics of the male character are depicted. On the pictures, the man, just like it was presented in words in the text of page 40, is represented as active, strong and independent, acquiring his status of man during the ceremony. While this ceremony and tradition is typical of another type of society, it could have been interesting to have more room for discussion based on those pictures but also on the other activities linked to the matter. During the teaching practice, some spontaneous reactions from pupils lead to a small debate and comparison with Belgium. However, without the approval and implication of both teacher and pupils in this discussion, the textbook is not really suggesting to go further in that direction. Therefore, the *absence of room for debate and construction*, which corresponds to dimension 7, can also be observed in this *complex element*.

Some other elements that are not cited here but that are examples of the dimension 1 are mentioned in the section dedicated to another dimension. The reason for this is that dimension 1 is not judged as the most striking when the activity is identified as a *complex element*.

- **Dimension 2 – Occupational stereotyping**

Going back to table 1, the results for this second dimension are clearly higher than for *invisibility*. Among all occurrences found in EIM2, nearly a quarter are occurrences of dimension 2. As already mentioned, dimension 2 relates to *occupational stereotyping* with a focus on the representation of occupations and activities associated to a particular gender, such as jobs, sports, housework tasks and hobbies. Not all occurrences of *occupational stereotyping* are analysed in this section, some of which being identified as part of a *complex element*.

The first occurrence of dimension 2 can be observed on page 4. On this page, which is the introductory page of the *Welcome section A* in EIM2, two exercises are problematic. Those two elements are not problematic on their own but it is the presence of both elements on the same page that leads to a problematic situation in which dimension 2 can be observed. First, in exercise 1, which is an activity combining reading and listening comprehension, a young boy named Jack is writing into a diary. In the text, he is writing about his ambition for the future and mentions that his parents do not share his ambition: he would like to be a rock star while his parents would like him to become a doctor or a pilot. These two jobs, which are not problematic at first sight, are often associated with male characters. Jack's parents are not wondering about him doing another job like nurse or flight attendant. The only presence of these two suggestions by the parents is not enough to analyse this exercise as being a site of dimension 2 and *occupational stereotyping*. However, as already mentioned, it is the presence of another exercise on the same page, namely exercise 3, that is problematic. In exercise 3, a young girl named Sally is also writing but in another format. She is writing a letter to a friend named Jessica while she is on vacation. Whereas Jack in exercise 1 is anxious about his future and shows an active state of mind, Sally is on vacation with a more passive state of mind. The presence of both texts on the same page creates an imbalance between genders. Moreover, to contrast with the fact that readers can easily imagine Sally on vacation in a nice hotel near a beach, the textbook also provides an illustration of Jack who is sitting at his desk. It represents the male character as being seriously wondering about his future while the female character in exercise 3 is on vacation and clearly states that she does not have to work at the end of her letter. To illustrate this analysis, both exercises are available hereunder.

1 Read and listen

a ▶ **CD 11** Read and listen to Jack's diary entry. What is he worried about?



March 29th

Dear Diary,

I'm writing this in my room – it's almost midnight and I have to get up early tomorrow, but I can't sleep. I have to think about my future! Every day, my parents ask me, 'What do you want to be when you grow up?' The problem is: I don't know! My mum always says, 'Be a doctor!' But she doesn't understand – to be a doctor, you have to study for a long, long time and that's not my idea of fun. Also I'm really bad at Biology at school. My dad says, 'Be a pilot!' Is he crazy? He knows I hate flying!

Well, I've got some ideas, of course. I really want to be a rock star. You don't have to be very clever, so it's the perfect job for me. I like listening to music, too. I don't play any instruments and I sing really badly – but there are lots of rock stars like that.

Now I'm getting tired and my fingers are hurting, too. So I'm going to bed. I can think about my future in bed. I get my best ideas when I'm lying down.

Or perhaps one more computer game? Decisions, decisions, decisions!

EIM2, 2012: 4 (ex. 1)

3 Present continuous

Complete the email with the correct form of the present continuous.



From: jess.chambers@mail.net
To: sally<sjgp135@freepost.net>
subject: holiday!

Hi Sally!

It's me – Jessica. I ¹ 'm writing (write) to you from Portugal! We're on holiday here. We ² (stay) in a nice hotel near the beach. I ³ (have) a really good time. It's a beautiful day today – the sun ⁴ (shine) and my brother and sister ⁵ (play) on the beach. Me? I ⁶ (sit) in my room and I ⁷ (not do) any work! What ⁸ you (do)? Write and tell me!

Love
Jessica

EIM2, 2012: 4 (ex. 3)

Another similar imbalance is found on page 21. At the bottom right of the page, pupils using this textbook are confronted with a speaking exercise, exercise 8. An illustration of the presence of dimension 2 is not especially visible in the guidelines but more in the examples given at the end of the exercise. Two examples are given to pupils to highlight the type of sentences that they are supposed to produce during this speaking activity. The two examples that are given after the two yellow rectangles are creating an imbalance between genders. While the first example is showing a male subject as doing sports and being better at tennis than a famous player, the second sentence is presenting a female subject as being the person that is working the hardest in the class. The exercise is available hereunder.

8 Speak

a Think of five famous people, or people in your class, and compare how they do things. Start each sentence with 'He' or 'She'. Use the verbs and adjectives in the box.

play	speak	work	sing
dance	run	write	learn
act ... [your ideas]			

good	hard	bad	clear
fluent	quick	... [your ideas]	

He plays tennis better than Rafael Nadal.
She works harder than anyone else in the class.

EIM2, 2012: 21 (ex. 8a)

Those two sentence-examples apart from each other are not problematic. It is, like for the example on page 4, the presence of the two elements on the same page and in the same exercise that is giving this impression of inequality between genders. Additionally, next to dimension 2, this exercise also illustrates the preference given to the binary gender model and could be used as an example of dimension 6, with a *binary gender model depiction*. In the guidelines, pupils are indeed forced to start their sentences with the pronouns *he* or *she*, which are clearly placing them in front of choice based on a binary gender model. Both dimensions could give and/or reinforce preconceived ideas for the young population using this textbook.

This last exercise and its guideline have been chosen by the researcher to be part of the questionnaire which is presented in the application part of this thesis (see section 5). Therefore, the exercise, its guideline and its examples are not further analysed here. The analysis of the reactions of participants confronted to the exercise is completing the analysis of this element.

Throughout the book, some jobs are also observed as typically associated with a gender or another. To illustrate, women are typically often associated with the role of the teacher in sentences and dialogues. Many examples of this phenomenon can be found in EIM2. One of these examples can be found at the beginning of the book, on page 10 in exercise 2, which is a dialogue focusing on the first conditional. In this dialogue between two teenagers, the teacher is presented, like in many other exercises, as a woman.

2 First conditional

Read the conversation and complete the sentences. Put the verbs in brackets into the correct form.

A: Let's go into town.

B: No, I've got to do this homework. If I ¹ go (go) into town, I won't finish (not finish) it today.

A: So what?

B: Well, if I ² (not finish) it today, I (not give) it to the teacher tomorrow.

A: I see – and if you ³ (not give) it to her, she (be) angry with you.

B: That's right.

A: Well, I ⁴ (be) angry with you if you (not come) into town with me.

B: Oh, no! Look – if I ⁵ (come) with you, ... you (help) me later with the homework?

A: OK – it's a deal!

EIM2, 2012: 10 (ex. 2)

Then, next to jobs that are more often associated with one specific gender, hobbies are also often associated with one gender in particular. An illustration of this can be seen in exercise 6c on page 57. This exercise is a *fill-in-the-gap* activity in which pupils are supposed to complete the sentence by choosing the right article, the third sentence is a good example of *occupational stereotyping* in the form of a hobby. Here, a man is associated with a hobby concerning old cars.

C Complete the sentences with *a*, *an*, *the* or *–* (no article).

1 I really like bicycles! I've got two: green one and grey one. I got green bike as a birthday present when I was 12. I bought grey bike with my own money.

2 I read newspaper story about new plane yesterday. plane can carry 3,000 people, but story didn't say when they will finish making it.

3 My father drives old car. He loves it! It was made in 1960, and it looks really beautiful. Every week he gets phone calls from people who want to buy it. Last week he had phone call from woman in London. My father didn't know woman, but she offered him £10,000 for car!

4 Last night I had dream. My dream was about dogs – lots of them! There was dog that tried to bite me and I ran away. Some people say that dreams tell you things about yourself. Perhaps this dream means that I'm afraid of dogs!

EIM2, 2012: 57 (ex. 6c)

Citing all examples of association of a particular gender with a type of job or hobby would have been very time consuming, this is the reason why only one example per association was given.

Next to textual elements, there are also visual elements such as illustrations that can be analysed as occurrences of *occupational stereotyping*. Multiple examples of illustrations showing arbitrary associations of a particular gender with some jobs, housework tasks and sports can be found throughout the textbook. The first example is also part of the questionnaire within the further developed application part of this thesis (see section 5). The stereotyped illustrations are part of a vocabulary exercise in which pupils have to couple a picture representing a job with the name of this job.



EIM2, 2012: 5 (ex.7)

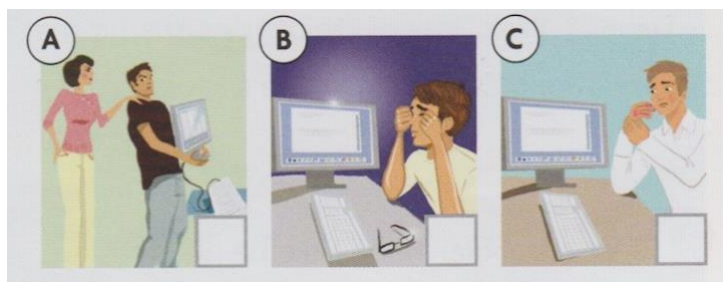
In those pictures, it seems that all the jobs that are related to the domain of *care* and working for other people (e.g. being a doctor on picture 1, a vet on picture 4, a flight attendant on picture 5, a teacher on picture 6 or a shop assistant on picture 10) are exclusively represented by female characters. Moreover, by taking a closer look at picture 7, readers can observe that the assistant who is helping the dentist is also a female character. The other jobs represented are jobs that can be dangerous, requiring strength and other characteristics and responsibilities than *caring* for someone (e.g. being an architect on picture 2, a lawyer on picture 3, a firefighter on picture 8 and a pilot on picture 9). All these jobs are represented by male characters. These pictures illustrate in a visual way what can be meant by the presence of *occupational stereotyping* in pedagogical material.

The next visual element is also part of the questionnaire created for the application part of this thesis (see section 5). In the questionnaire, not only were the illustrations considered but the entire exercise 9 on page 35. For this activity, pupils are supposed to use present simple perfect with *just* and *yet* in order to create a sentence that matches the picture and the two words or expressions that are given to them above the pictures (see section 5 for the complete version of this exercise). The first type of *occupational stereotyping* that can be seen in the pictures is related to jobs. On picture 1, the postman, as it is stated in the name, is a man, while the woman is at home during the day. Whereas this picture is not giving enough information to be sure that she is not working from home, it could simply be interpreted as a woman who is not working. This potential *housewife* representation can also be seen on picture 4 where a woman seems a bit disappointed while she is looking at all the dishes she has to wash. Moreover, on pictures 1, 2 and 4, women are represented in domestic settings which is an illustration of dimension 3. This makes this activity a *complex element* within this analysis. Next to women in domestic settings, a man is also represented in domestic settings on picture 5. However, this man seems to have made the table dirty while cooking, which could reinforce the stereotype that men cannot cook without ruining the kitchen. Next to jobs, hobbies are also represented in those pictures and represent the second type of *occupational stereotyping* available here. On picture 3, a boy is cycling and on picture 6, two boys are playing football. These two sports are often associated and stereotyped as typical of male characters.



EIM2, 2012: 35 (ex. 9)

Another example of *occupational stereotyping* is illustrated on page 91 with exercise 7. Some activities are reflecting the idea that some work domains are more often associated with a particular gender. This example is showing three pictures in which three men are working with a computer. It could be interpreted as suggesting that computer science and technologies are work domains in which a majority of men are working and typically represented by male characters.



EIM2, 2012: 91 (ex. 7)

The last example that is analysed to illustrate this dimension in EIM2 can be found on page 98. Exercise 4b is making use of pictures as part of a vocabulary exercise. This element can be judged as *complex* since three different dimensions can be found in these pictures. The most striking is dimension 2, *occupational stereotyping*, which can be observed in the hobby associated with the two boys playing football on picture A, but also in the different jobs illustrated and stereotyped. On picture B, the ambulance crew which can be assimilated to firefighters is only composed of male characters. On picture D, the man who is calling an ambulance is only composed of male characters. On picture D, the man who is calling an ambulance is wearing a suit and he looks like he is going to or coming from work.



EIM2, 2012: 98 (ex. 4b)

Next to dimension 2, *personal characteristic stereotyping* or dimension 4, is also observable in these illustrations. The little girl, who is falling from her bike (picture C), is represented as passively undergoing the violent hit of the ball (picture F), with as reaction to fall and cry (picture D). The complete sequence of pictures shows the girl as weak, passive and dependent on the help of other people like the man who is calling an ambulance (picture D) and the ambulance crew (picture B). Moreover, the two boys who are playing football and hit the girl with the ball are represented as careless, independent and strong, even mocking her (picture E). The tempers, which are the central characteristic of dimension 4, are represented clearly on these pictures as being in opposition. The temper associated with the female character could be defined with passivity and weakness, while the temper associated with, not only the two young boys, but also the ambulance crew and the man calling the ambulance, could be defined with proactivity and strength. This is a good example of the way those tempers are often seen as typical of one gender instead of another.

- **Dimension 3 – Relationship stereotyping**

As a reminder, it is important to see *relationship stereotyping* as a situation in which women are represented in relation to men and often in domestic settings. At least seven examples of *relationship stereotyping* have been identified in EIM2. This dimension is part of the dimensions that are the least available in this textbook. Globally, this dimension is visible in the way women are often represented in relation to other people, especially through motherhood, and in domestic settings in both textual and visual data. Only three examples are detailed here because the other examples are *complex elements*, site of different dimensions.

The first two examples are textual examples. Both sentences are exposing women in the role of a mother and in domestic settings. In both exercise 4 on page 5 and exercise 4b on page 76, women are represented as cooking in domestic settings and are depicted as mothers by the speaker. Moreover, in the second example, the speaker is insisting on the fact that the mother has been busy for a long time with the preparation of the food, which extends the time she is represented in domestic settings. Both examples are available hereunder.

Andy: Do you want to go to the cinema with me?
I ²go / am going every Friday.
Sophie: Well, I don't know. I can only go after eight
o'clock. We always ³have / are having dinner at 7.30.
My mum ⁴cooks / is cooking dinner now.

EIM2, 2012: 5 (ex. 4)

5 My mother's making sandwiches – she's
cut / been cutting bread all morning.

EIM2, 2012: 76 (ex. 4b)

Relationship stereotyping can also be found on page 107 where exercise 10b is a dialogue between two female teenagers. The dialogue is reflecting a typical conversation between two teenage girls who are talking about a boy and feelings. However, this dialogue can also be seen as another example of dimension 3 in the way the female character is depicted in relation to the male character. She is defined by this relation in the context of the dialogue.

b Complete the dialogue with expressions 1–6 from Exercise 10a.

Dana: Hi Sally. Can I ¹ have a word with you?

Sally: Sure. What about?

Dana: Well, ² _____ my friend Jamie really likes you.

Sally: Oh really? How do you know?

Dana: Well, I was talking to him yesterday and he ³ _____, 'Oh Sally's really nice' – you know.

Sally: So what? Boys always say things like that. ⁴ _____ when they talk about football. They just talk, talk, talk. ⁵ _____ you know that, Dana?

Dana: Oh, careful – here he comes!

Jamie: Hi Sally. Hi Dana. ⁶ _____ ?

Dana: Nothing, Jamie! We're just talking.

Sally: Yes – about how you like me.

Jamie: Oh, Dana. You told her!

EIM2, 2012: 107 (ex. 10b)

A last example that is illustrating the same as the preceding one can be found on page 108 and more precisely in exercise 13. In this activity, the reading comprehension is based on an e-mail written by a teenager called Jack to another young person, Sarah. In his email, Jack is apologizing to Sarah because he came too late on their date and she had already left. Again, like in the preceding example, the way the email is written can give the impression to the reader that the female character is depicted in relation to the male character and that this relation is the only element that can be used to define her as a character. Moreover, this activity is also a *complex element* since dimension 6 can also be observed in the *binary gender model depiction* that is visible in the guideline of exercise d. This type of guideline, presenting only two options in terms of gender by means of *him/her*, could have an impact on any pupil that would not be at ease with a binary gender model depiction.

13 Write

a Read the email that Jack wrote to a friend, Sarah. Find three reasons why he was late.

b Read the email again. What words does Jack use to:

- 1 apologise?
- 2 invite Sarah to the party?

c You arranged to go on a date with a friend. You agreed to meet at your favourite café at 6.30, but when you arrived at 7.30 your friend had already left. Why were you late? Write down some reasons (they must be different from Jack's!).

d Write an email to your friend. Apologise for not meeting him/her, and tell him/her what happened. Use Jack's email to help you.

Dear Sarah

I'm writing because I want to apologise about last Sunday.

I'm really sorry. I know we said 8.30, and I would've got there on time if everything hadn't gone wrong! I didn't get there until nine o'clock because my watch broke and I didn't know what time it was. So you see, I would've arrived on time if my watch hadn't broken.

Then I had to walk because I'd missed the bus. And – believe it or not! – I fell over a cat and my trousers got dirty, so I had to go home and change. Then I decided to catch another bus, but it was late. I would have phoned you but my brother had taken my mobile – sorry again!

Anyway, I hope you aren't too angry with me. Can we go out another day? Would you like to come with me to Mehmet's party next Saturday? Please say yes!

Hope I hear from you soon,

Jack

EIM2, 2012: 108 (ex. 13)

• *Dimension 4 – Personal characteristic stereotyping*

A lot of occurrences of *personal characteristic stereotyping* can be found in EIM2. However, at least half of those occurrences are found in *complex elements*, sites of more than one dimension. Dimension 4 seems, therefore, to be often analysed in association with other dimensions. In order to identify this dimension, also called *sex-trait stereotypes*, the researcher should focus on the way the tempers of the different characters are depicted. For example, *sex-trait stereotypes*, is often visible in the way female characters are depicted as passive, dependent, weak and physically attractive, whereas male characters are associated with personal characteristics like being active, independent and strong. Given the high number of occurrences of dimension 4, the choice has been made not to present all examples in this section. Therefore, some examples of occurrences of dimension 4 have been chosen and are presented in the following paragraphs.

The first example can be found in exercise 1 on page 10. This activity is a combination of both reading and listening comprehensions and is centred around a dialogue between two young boys named Sam and William. The two teenagers are speaking about a girl, named Emily. The girl is not with them while they speak, therefore she stands in a passive position in this dialogue, while the two boys are actively taking part in the conversation. Then, next to this first opposition, Emily is also depicted by Sam as “attractive, but unkind” (10). This sentence is problematic and is the site of *personal characteristic stereotyping*. The female character is indeed depicted on the basis of her physical attractiveness. This dialogue is illustrating the

objectification of women as characterized by their physical appearance and the absence of the female character makes her a passive character in this dialogue. Thus, this exercise represents *personal characteristic stereotyping* in many ways.

1 Read and listen

a ▶ **CD1 T4** Read and listen to the conversation. What is William going to do next week, and why?

William: Guess what? Next week, I'm going to start diving lessons! You know – scuba-diving.

Sam: Really? That's fantastic! But I'm surprised – have you ever done anything like this before?

William: No, never. And that's the problem. My life's really boring. I'm really boring. Well, that's what Emily Jones said yesterday.

Sam: Well, Emily Jones is a really unkind person. Attractive, but unkind. Just a minute – are you doing this because of her?

William: Er, I'm not sure. Sort of. Maybe.

Sam: Well, yes.

Sam: You're mad! You shouldn't do things just to impress other people. Especially Emily Jones!



William: I know – but I like her. I've never taken a risk in my life. And if I don't take any risks, I'll never get what I want.

Sam: OK. So tell me – if you go diving, will you enjoy it?

William: Probably not. To be honest, I'm really frightened! And ... well, the truth is, I can't swim!

Sam: William, do you know what? You should be who you are – a friendly, honest, nervous guy! Forget Emily Jones and forget diving. Come on, let's go and get a pizza.

EIM2, 2012: 10 (ex. 1)

The next example that is analysed in this section is exercise 6d on page 105. In this exercise, which is a *fill-in-the-gap* exercise based on verbs in a grammar section of the chapter, the fifth sentence can be seen as an example of dimension 4. In this sentence, the subject is a female character. This sentence illustrates a common gender stereotype based, again, on the passive position of the woman and the active depiction of the man. The sentence could be seen as not problematic at first sight. However, it could be interpreted by some readers as reflecting the idea that women are not active in their relation with men, for example by asking men on a date. The concept of the *gentleman* asking the woman out seems to be still common in this textbook. In other words, the passivity of the woman in this sentence and the way she undergoes the consequence of the (absence of) action done by the man is problematic. It places her as passive and dependent on the male character and his actions.

5 Sarah (go) to the cinema with Paul on Friday if he (ask) her.

EIM2, 2012: 105 (ex. 6d)

Next to *simple* occurrences of dimension 4, there are also a lot of occurrences of this dimension that are identified as available in *complex elements*. The first *complex element* in which dimension 4 is available is situated in the section entitled *Welcome section B* on page 6. On this page, exercise 1 is a reading and listening activity centred around an email that a teenager named Thomas is writing to his friend, Olivia. This text can be seen as the site of dimension 4 in the way the different tempers associated with a particular gender are depicted. Whereas the father and the waiter are depicted as active, independent, and even a bit aggressive regarding the father, the mother seems to be calm and more passive than him. She is the character that the waiter was addressing a bit rudely but she is not the one reacting. The reaction of the father, even if it could be seen as justified by the behaviour of the waiter, places the mother in a weak and passive position. Moreover, *relationship stereotyping* which corresponds to dimension 3, can also be seen in the way the female character is again presented as being in relationship with other characters. First, as a mother for Thomas and then as a wife of his father. This could reinforce some gender stereotypes regarding tempers and family relationships. This exercise is therefore a good example of several types of stereotypes and dimensions which are turning it into a *complex element*. The complete activity is available hereunder.

1

Read and listen

a

Read the text. Why was their visit to the restaurant an 'unforgettable experience'?

Hi Olivia,

You can't imagine what happened last night. Dad took us out to a famous restaurant, but there weren't many people there last night. 'An unforgettable experience,' their website says. Well, it certainly was unforgettable! We ordered the 'exotic surprise' and thought it was going to be wonderful, but it was the most awful meal I've ever had! The first course was chicken and chips! The chicken was bad, but the chips were worse. Yuck! Then they gave us 'picnic-style special ham with strawberries'. When the waiter brought it, we saw little ham sandwiches hiding under some salad. And you can't believe what happened next. The waiter tried to put the plates on the table, but he dropped one. And then the worst thing happened! He picked the sandwich up from the floor, put it back on the plate and gave it to Mum. Mum asked him to throw the sandwich away. 'Aren't you hungry?' the waiter asked. My dad got really angry and told him off. But he only laughed! I tried the dessert. Ice cream. No comment! (But I didn't eat much.)

Next time we'll take you to the same restaurant! Just kidding ;-))

Yours,

Thomas

PS: The picnic-style special ham with strawberries didn't have any strawberries!!!



EIM2, 2012: 6 (ex. 1)

The next example of dimension 4 is available in an activity in which at least three other dimensions can be identified. On page 71, exercise 7 is based on a letter in order to focus on a grammar construction. This letter is written by a female character named Lisa to her friend, Mandy. In this letter, Lisa is asking her friend for help. In the first paragraph, the teenager is describing the reaction of both her parents regarding her work at school and her future career. Dimension 4 is observable in the way Lisa seems to be weak and passive, confronted to her parents. Her father, on the contrary, is angry which reflects that he is both active and strong. Another male character is mentioned when her mother mentions her brother who seems to be hardworking and strong too. In other words, the opposition of passivity and weakness with proactivity and strength, attributed respectively to the female and male characters, is again observable in this activity. The complete activity is presented as follows:

7 Grammar
 * *must/mustn't vs. don't have to*

a Read Lisa's letter to a problem page and the replies. What's her problem? Which reply do you like most? Why?

Dear Lisa

You *mustn't* think that your parents are wrong and you're right. Remember that you're younger than they are and they want the best for you. So you *must* listen to your parents and try harder.

Mandy

Dear Lisa

Please remember that your future is very important. You *don't have to* do everything your parents tell you to do, and you *mustn't* worry too much about Maths – you *don't have to* be good at everything! Talk to your parents again and try not to get angry.

Mandy

Problem page

Dear Mandy

I get bad grades at school, especially in Maths. My dad says I *must* try harder, because he wants me to go to university. He thinks I'm lazy, but it's not true, I work really hard! I've tried to talk to my mother – but she says I have to work as hard as my brother does. But my brother doesn't have to study hard and he always gets excellent grades. It's not fair!

The only thing I like is Art. My teacher says I'm the best student she's had for years. When I told my dad, all he said was, 'You *mustn't* waste your time on Art and you *must* work harder!' Please help me – I don't know what to do!

Lisa, Birmingham

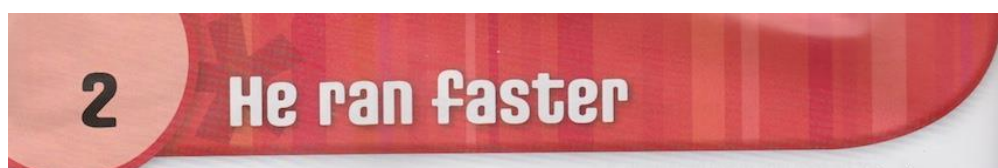
EIM2, 2012: 71 (ex. 7a)

Next to dimension 4, *occupational stereotyping* can also be seen in the way the father does not agree with the art career the daughter is imagining. Moreover, he describes her interest in art as a waste of time, which makes her look like intellectually inferior and could be seen as a reflection of dimension 5, namely *degradation*. Finally, the last dimension that is observable here is dimension 7 in the way there is *room for debate and construction*. The opinion of pupils is asked at the end of the guideline. However, the implication of the teacher is necessary in order to guarantee a justification of the answer. Otherwise, pupils could lose an opportunity to develop their critical mind by simply justifying their choice without a deep reading of the material. This exercise highlights once again the importance of the role of the teacher when

using pedagogical material such as textbooks. Moreover, the subject of the letter, which is *the future career*, is probably a sensitive subject for some pupils who are not sure yet of their future plans. The presence of GRs in this activity and the sensitivity of its subject makes the role of the teacher even more important.

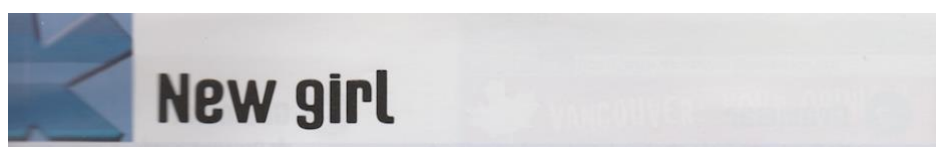
- **Dimension 5 – Degradation**

This dimension displays different characteristics. *Degradation* can be observed in cases of *linguistic sexism*. As a reminder, this concept is defined by Lee as “the use of words, phrases or expressions in such a way that they present an unbalanced portrayal of women and men, which encompasses trivialising, diminishing or excluding either gender, usually females.” (2016: 383). Another name for *linguistic sexism* is the *male-as-norm ideology* (383), which the generic use of the masculine pronouns by default illustrates. An example of this ideology can be found on page 18, which is the introductory page of chapter 2. This part of the textbook is dedicated to sports, hobbies and introduces comparatives and superlatives. Here, the title of the chapter is formulated with the pronoun *he* which can be seen as an example of generic use.



EIM2, 2012: 18

Titles seem to be the typical site of *degradation* in EIM2. Three other examples of titles that are at least the site of dimension 5 or seen as a *complex element* are analysed hereafter. The first title can be found on page 36. On this page, a dialogue between multiple teenagers highlights the arrival of a new pupil at their school. The question can arise regarding the need to specify that it is a girl since there are pictures on the page on which it is visible. This title could have simply been mentioning, “new student” or “new at school”. Here, it sounds as an incredible fact, an exception.



EIM2, 2012: 36

Some readers would not analyse this title as problematic in the way it has just been presented. However, next to this specification of the gender, another problem is that the gender

specification *girl* can be found in other examples of titles in this textbook. The first other example is found above exercise 9 on page 72. This activity is centred around a reading comprehension based on the story of a young female character who is going to join university at a very young age, 15 years old. The fact that someone joins university at such a young age is already impressive but the same question as before can be raised here: why does the textbook specify that this young person is a girl? Does the fact that she is a female character make her arrival at university even more impressive? The title is an element within a text that is, most of the time, insisting on important information. The presence of *girl* in the title makes it sound as if her performance, as a girl, was not normal. Moreover, she is presented in the article as *the youngest black female* person to arrive at university. This could be a good opportunity for the teacher to raise pupils' awareness on the concept of *intersectionality* (Crenshaw, 2017) because of the presentation and insistence of the text on the facts that the girl is both *black* and *female*. The absence of a speaking activity after exercise 9 makes it impossible to ask pupils' opinion without going out of the textbook, which would be an initiative of the teacher. Therefore, dimension 7 can also be identified in this activity. Explaining a sociological concept like *intersectionality* can be done in simple terms and this could raise awareness of pupils on sociological matters. However, the teacher must also be informed on the matter. Concepts like *intersectionality* are recent and still becoming more and more known. The absence of a speaking activity on such a sociological concept in a textbook published in 2012 and conceptualized for teenagers is not really astonishing. Hence, the importance of the role of the teacher and the *critical pedagogy* mentioned by Baggett (2020: 34) that can be paraphrased here as the need for teachers to be aware that not only the content of their lesson matters but also the way they are teaching it and adapting it to their pupils.



EIM2, 2012: 72 (ex. 9)

The last example of a title that has been judged as problematic because of the gender specification in its formulation can be found on page 90. This page has been chosen to be part of the questionnaire which is presented in section 5. Here, the gender specification *girl* is also accompanied by a specific design with little stars, which could be seen as a reference to the text available on the same page (see section 5 for the complete version of this exercise). Indeed, in this article, young female characters are presented as often “creating glitters” (90) on the internet. The specification of the female gender makes the title sounds as if the presence of women on the internet was something new or not normal. Without going into much details and in order to keep the focus on this activity for the results of the application in section 5, the content of the text is not further analysed here.



EIM2, 2012: 90 (ex. 5)

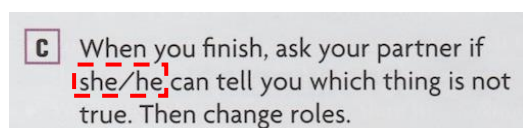
Regarding the three last titles, in other words, it is not only the presence of those title above one exercise that makes them problematic but the abundance of examples of titles in which the female gender is specified, as if it was expressing something new and/or impressive. Moreover, no equivalent examples regarding the gender specification *boy* or any other masculine specification have been found in EIM2.

- ***Dimension 6 – (Only) binary gender model depiction***

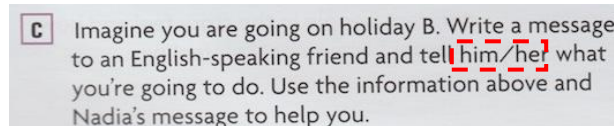
In the course of the analysis of EIM2, two principal sources of examples to illustrate dimension 6 have been identified: guidelines and illustrations. However, some counter-examples have also been found. Therefore, the analysis of the sixth dimension is divided into three parts: examples of binary gender model depiction found in textual data, in visual data and counter-examples.

First, the analysis of this dimension is centred around the examples that are found in textual data and more specifically in guidelines. Most of the guidelines are formulated without room for a non-binary depiction of a gender model. The formulation often places pupils in front of a binary choice in which the teenagers have to choose between, for example, *he* or *she*, according to what suits their identity or their classmates' identity. This can become problematic for

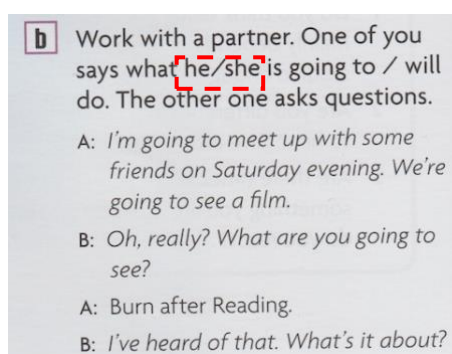
teenagers who are still constructing their gender identity, for those who are identifying themselves as part of a non-binary gender model or for pupils who could misattribute a gender identity to a classmate. Some examples of binary-gendered guidelines found in EIM2 are available hereunder. The following pictures have been edited in order to highlight the mentioned elements.



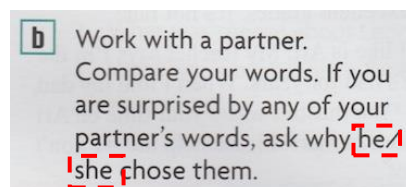
EIM2, 2012: 62 (ex. 6c)



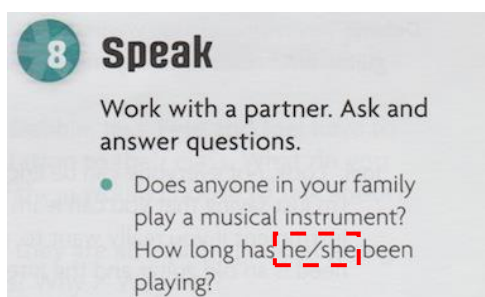
EIM2, 2012: 66 (ex. 12c)



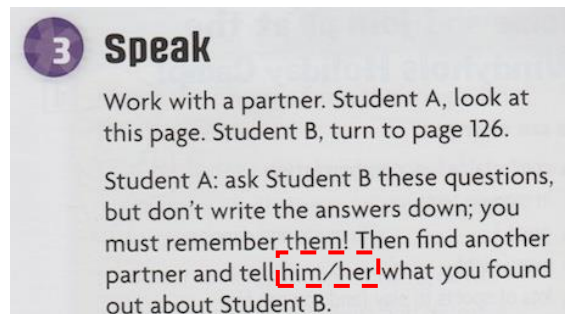
EIM2, 2012: 66 (ex. 13b)



EIM2, 2012: 72 (ex. 9b)

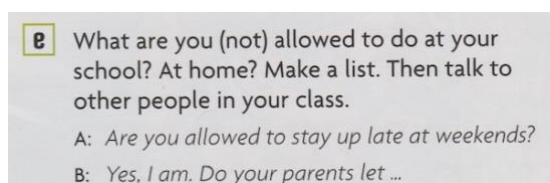


EIM2, 2012: 77 (ex. 8)

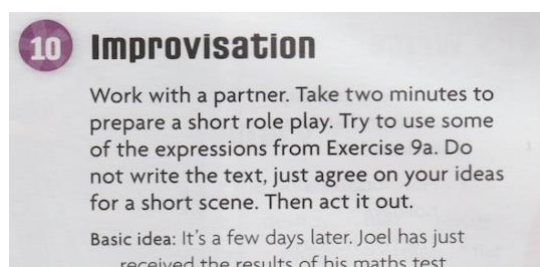


EIM2, 2012: 103 (ex. 3)

However, next to examples of binary-gendered guidelines, counter-examples can also be found. This means that authors of this textbook have also managed to formulate guidelines without binary gender model depictions. Some non-gendered guidelines are formulated as follows:



EIM2, 2012: 43 (ex. 5e)



EIM2, 2012: 65 (ex. 10)

6 Speak

★ What's your strongest intelligence?

a Do you remember things best by seeing, feeling or hearing? Try a fun test. Listen to your teacher's instructions.

b In which of the tests did you get the best result? If you remembered most numbers in test one, it means you probably have a good visual memory. If you scored well in test two, you probably remember things best if you've heard them. If you did well in test three perhaps you learn best when you feel or do things.

c Tell a partner how you learn best.

EIM2, 2012: 70 (ex. 6c)

The last type of elements in which examples of dimension 6 can be found is the visual data, in other words, illustrations. The most striking form of binary gender-depiction in illustration is the pink/blue binary categorization used for respectively female and male characters. Some examples of visual data found in EIM2 are available hereunder.



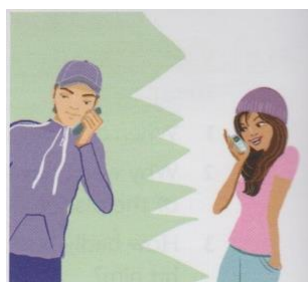
EIM2, 2012: 42 (ex. 4a)



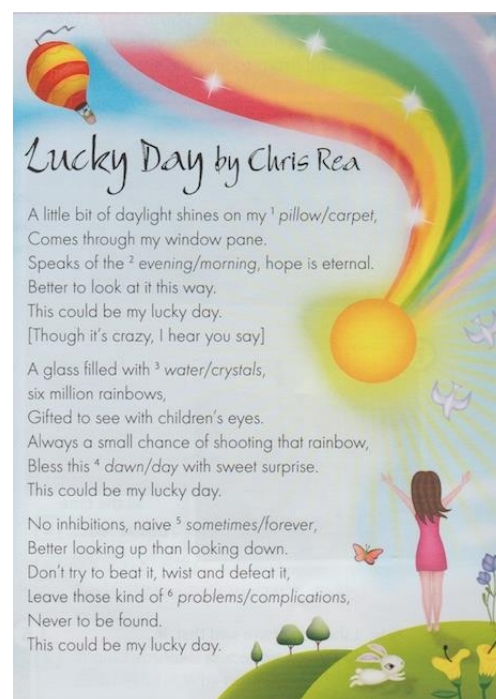
EIM2, 2012: 48



EIM2, 2012: 61 (ex. 2b)



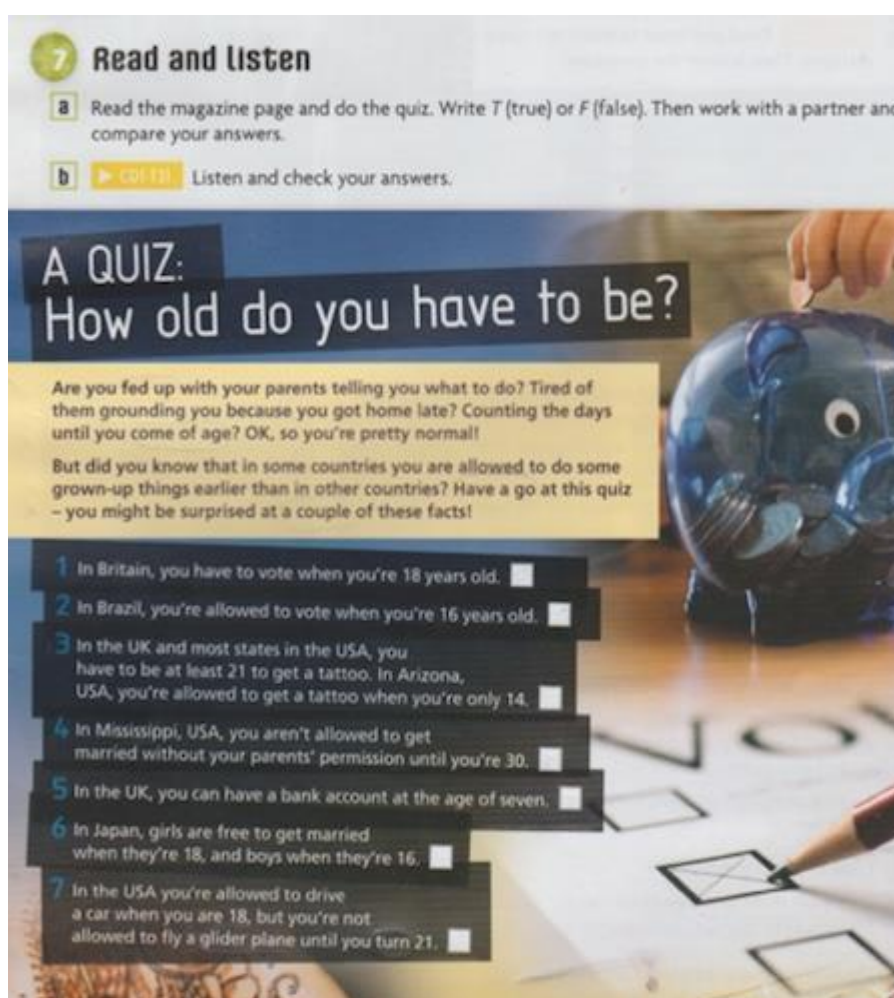
EIM2, 2012: 104



EIM2, 2012: 105

- *Dimension 7 – (No) room for debate and construction*

Next to the first six dimensions that have already been analysed in the preceding pages, the seventh dimension is not focusing on a problematic activity but on what is provided (or not) in the textbook after this activity. The goal is to see whether problematic content is followed by a speaking activity, a debate or any type of construction that would push pupils towards reflection and the development of their critical eye. While several activities are followed by this type of construction, some are not. The first example that is analysed is presented as followed in EIM2:



EIM2, 2012: 44 (ex. 1)

The lack of construction is here observed after an exercise in which a debate or at least a discussion with pupils could typically be interesting. In the quiz presented in exercise 7b, several traditions regarding, for example, the right to vote, to drink alcohol or to get married in different countries are depicted. Some age limits are different from the rules in force in Belgium. Therefore, an argumentative activity in which pupils would be asked to give their opinion could have been interesting here. Moreover, this activity has produced spontaneous

reactions among pupils during the already-mentioned teaching practice realized during the process of this research project. Some reactions regarding, for example, sentence 6, which is “In Japan, girls are free to get married when they’re 18, and boys when they’re 16” (44) have been noted. To illustrate, some pupils have said that this rule was sexist, not cool and not equal. These reactions are highlighting the fact that such a political matter is a good opportunity for pupils to produce an opinion and for the teacher to get them to practice their speaking skills.

Another example of the *lack of construction* can be found on the next page which is page 45 (available hereunder). Exercise 9 is, since it is presented in the same chapter as the preceding example, about traditions in other countries. Here, the tradition that is depicted is the passage between childhood and adulthood, in other words, becoming an adult in Japan. Both traditions regarding the ceremony attended by boys and girls are depicted. Again, here, with such a political and debatable subject, a construction activity based on a discussion, a debate or even a comparison with the Belgian system could have been interesting.

9 Write

a Eri has written an article for her English school magazine about a Japanese ceremony. What is the ceremony for? Read her article to find the answer.

b Match the questions with the paragraphs. Write A, B and C in the boxes.

- 1 What is *Seijin no Hi*? ☐
- 2 What happens during the ceremony? ☐
- 3 How do the girls prepare for the ceremony? ☐

c Write a magazine article about how you celebrate a special day in your country. Use Eri's article to help you.

Seijin no Hi

Coming of Age in Japan

A In Japan, young people come of age when they are 20. This event is celebrated in most areas of Japan with a special ceremony, called *Seijin no Hi* or Coming of Age. On this important day in January, young people who are from the same area and were all in the same school year, go together to their local town hall, where the ceremony is held.

B The day often starts early for the girls, because they have to dress up for the ceremony. They wear a traditional Japanese dress (or kimono). These are extremely expensive, so most girls have to hire or borrow one. Because the dress is very difficult to put on, some girls go to a special place where other women help them. They sometimes spend up to three hours getting dressed and doing their hair and make-up. Most boys wear suits, but some wear a traditional Japanese kimono for men.

C When they are ready, the young people are photographed with their families. All the girls and boys then go to the local town hall or government office, where more photos are taken. In the hall, they listen to long speeches and sometimes sing songs. They are then given a special certificate or present from the local government. The boys and girls, now men and women, then go outside, where many more photos are taken. Finally, they leave and go out to celebrate together.

EIM2, 2012: 45 (ex. 9)

The last example that is analysed here as an occurrence of dimension 7 is found on page 87, on which exercise 10 is presented. This exercise, just like the two first examples, could be seen

as a good basis for a speaking activity. Here, the construction activity is available but in a form that could have left more room for the expression of opinions, either spoken or written, instead of a writing activity that is not meant for the writer to give an opinion. Exercise 10a is a reading exercise based on a text which is revealing a lot about Marie Skłodowska-Curie, starting with her full name. The exercise is short but the text is quite interesting and gives the possibility to learn a lot about this scientist. Then, exercise 10b is the construction activity that is suggested by the authors of the textbook. Whereas it could have been interesting to do, as already mentioned, a speaking activity of any kind to get the reactions of the teenagers on the first text, the activity is based on a small amount of information about another scientist with which pupils are supposed to write a text similar to the first one about Marie Skłodowska-Curie. This activity, composed of both exercise 10a and 10b, is available hereunder.

10 Write

a Read the text about Marie Skłodowska-Curie. How did she become famous?

Marie Skłodowska-Curie was born in Poland in 1867. Her father was a Physics teacher, and she used to enjoy Physics at school. Marie went to Paris in 1891 and met a scientist called Pierre Curie in 1892. They got married in 1895. Together, Pierre and Marie discovered radium – an element that is very important for nuclear science. Marie Skłodowska-Curie was the first person to use the word ‘radioactive’.

In 1903, Marie became the first woman to win a Nobel Prize – she shared it with Pierre. Then, in 1904, Pierre became a member of the ‘Académie Française’. Women weren’t allowed to become members, so Marie was never accepted by them.

Pierre died in an accident in 1906, but Marie went on working until her death in 1934.

b Write a short article about someone famous in science or medicine. You can use these notes about Alexander Fleming, or choose someone else if you want.



Alexander Fleming

born 1881 (Scotland) / died 1955 / became professor of medicine 1928

Specialised in antiseptics

1928: discovered penicillin

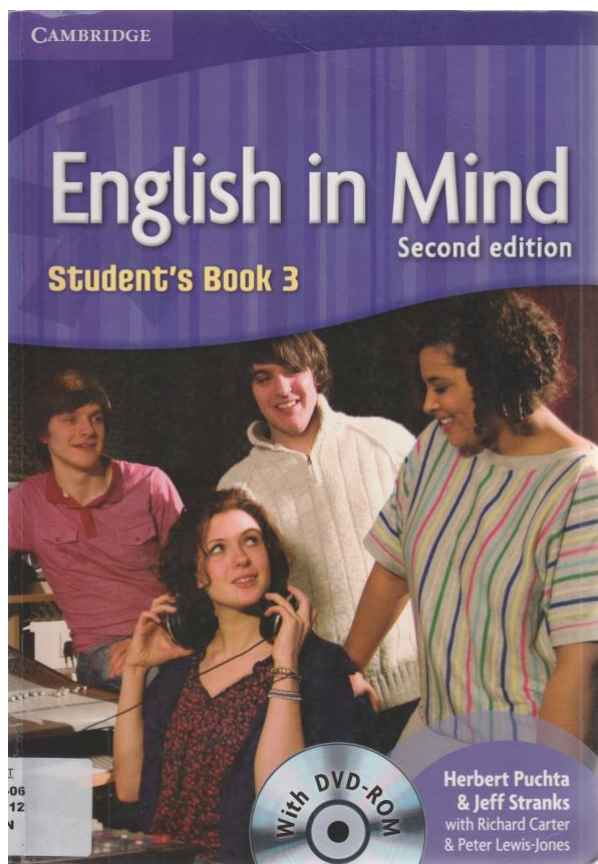
1945: won Nobel Prize with two other scientists (Florey & Chain)

EIM2, 2012: 87 (ex. 10)

In other words, what is mostly disappointing with the occurrences of dimension 7 is that the lack of room is often seen after activities that could serve as a good basis for a political, sociological or cultural debate, discussion or expression of opinions. Here again, the role of teacher, who must sometimes be able to be Baggett’s *critical pedagogue* (2020: 34), is essential. Sometimes, the teacher is the one who can decide, for the better, to create *room for construction* after an activity, while the textbook that is used is not providing any or providing another type of activity that would, in the eye of the teacher, not especially bring benefits to pupils.

4.1.2. English in Mind– Student's book 3 (EIM3)

The second textbook that is analysed in this section is EIM3. According to the Council of Europe levels, while EIM2 is meant for a level between A2 and B1, EIM3 is meant for a B1+ level.



EIM3, 2013 (cover)

EIM3 is the second textbook that is analysed in this practical part and also the other textbook that was used during the already-mentioned teaching practice. This textbook has been used with a group of fifth year secondary school pupils. Therefore, the analysis hereafter is also based on observations made during the teaching practice and some comments made by pupils during lessons that can be useful to this research project are also mentioned.

In the course of the analysis of EIM3, occurrences of only three dimensions have been found: dimensions 2 which is known as *occupational stereotyping*, dimension 4 which is *personal characteristic stereotyping* and dimension 6 which corresponds to *(only) binary gender model depiction*. Before entering the analysis of the occurrences of those three dimensions it seems also important to mention that *complex elements*, analysed as the site of multiple dimensions, have also been found during the analysis of this second textbook. Table 2 is available hereunder, and, like table 1 did for EIM2, it is presenting the main results in terms of figures and percentages for the analysis of EIM3.

Dimensions in EIM 3	Number	Availability per dimension
1	0	0%
2	10	47,6%
3	0	0%
4	3	14,3%
5	0	0%
6	8	38,1%
7	0	0%
TOTAL of occurrences	21	100%

Table 2 – Results of the analysis of *English in Mind – Students' Book 3* (EIM3)

- *Dimension 1 – Invisibility*

No occurrence of this dimension has been found during the analysis of this textbook.

- *Dimension 2 – Occupational stereotyping*

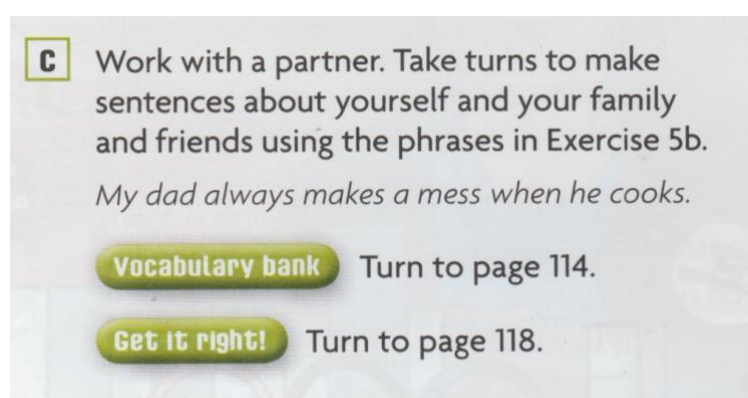
Occurrences of dimension 2 are numerous and represent nearly half of all the occurrences of dimensions that have been found in EIM3. *Occupational stereotyping* has been observed in three different ways: in textual data, in visual data and in combination with other dimensions in *complex elements*. First, examples of dimension 2 can be found in textual data. This is the case for exercise 2 on page 10 in which two sentences can be seen as creating an occurrence of *occupational stereotyping*. This exercise is available hereunder and the picture has been edited in order to highlight the elements mentioned.

1	I <u>used to walk</u> to school when I was a kid, but now I <u>go</u> by bike.
2	My father <u>works</u> in a bank, but now he <u>works</u> for a car hire company.
3	That shop <u>was</u> terrible, but two years ago it <u>was</u> really nice things.
4	We <u>went</u> to Spain for our holidays now, but we <u>are</u> going to Italy.
5	I <u>wasn't</u> a good singer any more, but I <u>was</u> the best singer in my school.
6	My mum <u>loved</u> that magazine every week, but now she <u>loves</u> it's boring.
7	I <u>was</u> living in a flat, but now I really <u>want</u> to live in a house.
8	People <u>smoke</u> in restaurants in Britain, but now they <u>smoke</u> outside to smoke.

EIM3, 2013: 10 (ex. 2)

In this exercise, it is not the individual presence of sentences 2 and 6 that is problematic but the fact that both sentences are available in the same exercise. In sentence 2, the father is presented as working in a bank while in sentence 6, which is the only other sentence mentioning a parent as the subject of a sentence in this exercise, the mother is depicted as reading the same magazine every week even if she recognizes that it is boring. In other words, while the father is depicted as having what can be seen as a serious job in a bank, the mother is depicted as doing something boring every week. This creates an imbalance between the picture given to the father and the one given to the mother. Both sentences on their own are, as it has already been explained, not problematic. It is the presence of both in the same exercise, without any other sentence containing the same kind of subject, that is problematic and creating a difference in terms of picture between the two parents.

Another example of textual data in which *occupational stereotyping* is observable and related, this time, to housework tasks, has been found on page 48. This example has also been chosen to be part of the questionnaire used for the application part of this research project (see section 5). In this activity, which is a speaking activity, the example chosen in order to clarify the exercise is the problematic element. The sentence chosen is depicting a male character, and more specifically a father, as usually not being able to cook without ruining the kitchen. This sentence illustrates the stereotype and preconceived idea that women are most of the time represented in domestic area doing housework task and shows men as clumsy, not being able to help with the housework tasks without making a mess. The activity, which is further detailed in section 5, is presented as follows:



EIM3, 2013: 48 (ex. 4)

Next to textual data, visual data has also been analysed as a source of occurrences of dimension 2. Different illustrations throughout the book can be seen as problematic because they are reflecting *occupational stereotyping*. Some examples of this are presented hereunder.



EIM3, 2013: 11 (ex. 3)

On this first series of pictures presented on page 11 of EIM3, the first *occupational stereotyping* example can be observed by taking a look at the first line of three pictures. On picture 1, 2 and 3, it is always a female character who is taking care of children. *Care* is therefore, once again, associated with the female gender. On the first picture, teenagers seem to be in a library. Libraries are often associated with schools and the person who is working there is a woman. The second picture shows a woman in domestic settings taking care of a little boy by preparing a meal for him. Moreover, the fact that this woman is represented in domestic settings and taking care of a child makes this picture also the site of dimension 3, *relationship stereotyping*. The analysis of the third and last picture on this first line is the same as for the first two, namely that the woman is the person taking care of the children. *Occupational stereotyping* is thus visible here in the way women are often associated with activities that are related to *care*. Next to this, picture 4, on which only boys are represented as playing football, is also illustrating *occupational stereotyping* but related to sport. Football or soccer is indeed a sport that is often represented as being exclusively played by male characters.

On page 26, visual data presenting *occupational stereotyping* can also be found. The activity is based on a list of fields of work that pupils have to match with pictures. Some fields, like *education* and *health care*, are represented by pictures E and G, which are showing a female character as typically working in the domains of *care*. Other fields, like *public service* or *IT and media*, are associated, respectively with pictures D and C, which are showing male characters.

The assumption can be made that those pictures have probably been specifically chosen by the authors of EIM3 in order to facilitate the association of the field with the picture. Therefore, the choice of picture is based on *occupational stereotyping*.



EIM3, 2013: 26 (ex. 1)

One last visual example of *occupational stereotyping* can be found on page 51 on which a picture is used to illustrate exercise 12 and is showing only male workers on a place that looks like a construction area. No female worker is represented in the group of workers on the left of the picture. This illustrates that the domain of construction work and the associated construction workers are often stereotyped as being part of an exclusively masculine domain.



EIM3, 2013: 51 (ex. 12)

All these examples spread preconceived ideas that can be impacting young pupils confronted to those exercises in this textbook. The importance of the teacher is here implicit. Being the *critical pedagogue* that Baggett (2020: 34) describes is also being available to answer questions raised by pupils about material that they feel uncomfortable with.

Some counter-examples regarding *occupational stereotyping* can also be found in EIM3. On page 109, exercise 1 is not insisting on occupations but on articles. Pupils have to *fill-in-the-gap* with the correct article. However, one of the sentences, namely the third one, is illustrating the fact that counter-examples regarding dimension 2 are also available in this textbook. The sentence is formulated as follows:

3 Helen is engineer and her brother is
..... teacher.

EIM3, 2013: 109 (ex. 1)

In this sentence, the female character is an engineer, whereas her brother is working in the domain of *care* as a teacher. This deconstruction of stereotype is positive.

- ***Dimension 3 – Relationship stereotyping***

No occurrence of this dimension has been found during the analysis of this textbook.

- ***Dimension 4 – Personal characteristic stereotyping***

As already mentioned in the analysis of EIM2, dimension 4 can be identified in the way the tempers of the different characters are depicted in activities. For example, *sex-trait stereotypes*, is often visible in the way female characters are depicted as passive and dependent, whereas male characters are associated with being active, strong and sometimes more aggressive. This aggressiveness that is often associated with male characters is also visible in the way men or boys are often associated with a violent behaviour. For example, multiple representations of male characters as criminals or perpetrating violent actions can be found in EIM3. Based on those examples, it seems that male characters are often stereotyped as being more prompt to violence and crime. To illustrate this idea, exercise 5 on page 61 shows both textual and visual examples of this stereotyped association of male characters with this type of violent behaviour. The activity is available hereunder.

5 Listening and vocabulary

* Crimes

a ▶ CD2 T7 Match the words with the pictures. Then listen, check and repeat.

- | | |
|-------------|------------------|
| 1 burglary | 4 shoplifting |
| 2 joyriding | 5 pick-pocketing |
| 3 arson | 6 vandalism |

b ▶ CD2 T8 Listen to the radio show and tick (✓) the crimes in Exercise 1a that are mentioned.

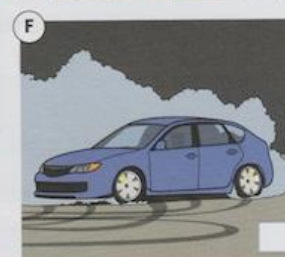
c ▶ CD2 T8 Listen again and complete the table with the words in the box.

burglary excitement money
shoplifting arson clothes

	Crime	Reason
Dan		money
Kerry		
Alex		

d ▶ CD2 T8 Work with a partner and answer the questions. Then listen again and check.

- | | |
|--|---|
| 1 Where did Dan first steal from? | 4 What does Kerry do now? |
| 2 What did Dan have to do as a punishment? | 5 What did Alex burn down? |
| 3 What did Kerry's mum make her do? | 6 How did Alex feel when the shed exploded? |



EIM3, 2013: 62 (ex. 5)

First, the pictures on the right of the page are showing examples of criminals doing various illegal actions, for example burglary, arson, shoplifting, vandalism or pick-pocketing. On the five first pictures, all criminals are represented as male characters. Only picture F, which is supposedly representing joyriding, is not precisely showing the criminal that drives the car. According to those pictures, crime is stereotyped a typical domain in which men are more often visible. Moreover, on picture D, a woman is the person that the pickpocket has targeted. This woman stands as a victim of this man, which reinforce the tendency, following *sex-trait stereotyping*, to represent women as passive and weak.

Next to the visual data available on page 62, the textual data, and more precisely the content of the exercise also shows *personal characteristic stereotyping*. In that sense, exercise 5c contains a table that pupils are supposed to fill with a crime and the reason for doing this crime. The names of the people that are considered as criminals are all masculine or gender-neutral name, which can be both associated with male or female people. This reinforce the idea that male characters are more often associated and stereotyped as criminals than female characters.

Other similar examples can be found on page 115, on which two illustrations show, once again, that crime is mostly represented by male characters in this textbook. The two illustrations are the following:



EIM3, 2013: 115

The first picture shows a mugger and the second picture represents a thief in a jewellery. Both criminals are male characters. Moreover, the victim of the mugger on the first picture is, once again, a female character which is represented as passively undergoing the action of the man who just took her handbag.

To conclude, it seems that a violent temper is often associated with male characters in EIM3 and that the status of passive victim is mostly associated with female characters. This reinforces *personal characteristics stereotyping* and the presence of dimension 4 in this textbook. This presence shows that preconceived ideas, for example concerning criminals, can be available in pedagogical material.

- **Dimension 5 – Degradation**

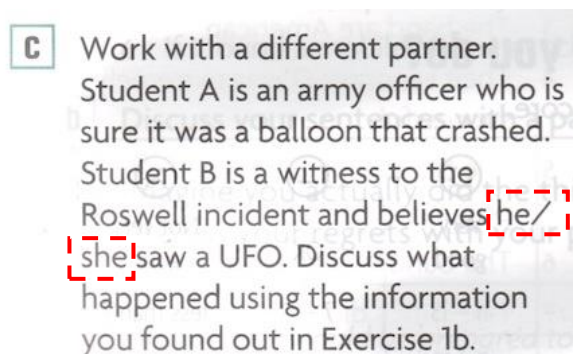
No occurrence of this dimension has been found during the analysis of this textbook.

- **Dimension 6 – (Only) binary gender model depiction**

The analysis of EIM3, similarly to EIM2, has left two principal sources of examples to illustrate dimension 6: guidelines and illustrations. Regarding the binary-gendered guidelines, some counter-examples have also been found. Therefore, the analysis of dimension 6 in EIM3, like in EIM2, is analysed into three parts: examples of *binary gender model depiction* found in guidelines, in illustrations and counter-examples.

First, the analysis of this dimension is centred around the examples that are found in guidelines. Most of the guidelines are formulated in a way that leave no room for a non-binary depiction of a gender model. The formulation often places the pupil in front of a binary choice in which the teenager has to choose between, for example, *he/she* or *him/her*, according to what

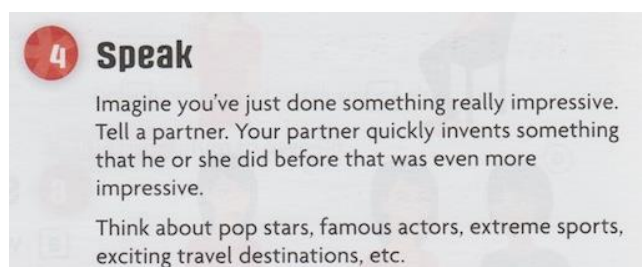
suits the situation in which this young person is situated. Thus, the choice depends on the perceptions of the pupil. As already mentioned in the analysis of EIM2, this can lead to an uncomfortable situation for a pupil who would identify with a non-binary gender model and it could even lead to the misattribution of a particular gender to a classmate by another teenager or by the teacher. An example of a binary-gendered guideline that has been found in EIM3 is available hereunder. The following picture has been edited in order to highlight the elements mentioned.



EIM3, 2013: 68 (ex. 1c)

In this guideline, pupils have to make a choice between *he* and *she* according to their situation. Assuming the gender of teenagers or putting them in a situation in which they have to make choices regarding gender is dangerous since it can lead to a misattribution and/or uncomfortable feelings. Therefore, the arbitrary use of binary-gendered guidelines would better not be preferred regarding the fact that the attribution of gender is a central question since the past few decades.

Counter-examples can also be found regarding guidelines. Two examples are presented hereunder, they have been taken respectively from page 13 and page 14 of EIM3. Those two guidelines are formulated without any binary-gender depiction, which shows that it is possible to create guidelines without binary gender categorization.



EIM3, 2013: 13 (ex. 4)



EIM3, 2013: 14 (ex. 6)

Next to guidelines, illustrations and more specifically the blue/pink binary attribution of colour to respectively male and female characters is visible in EIM3. A lot of examples of pictures and drawings have been found in the course of the analysis, some of which are presented as follows:



EIM3, 2013: 6 (ex. 2a)



EIM3, 2013: 7 (ex. 2a)



EIM3, 2013: 33 (ex. 2e)



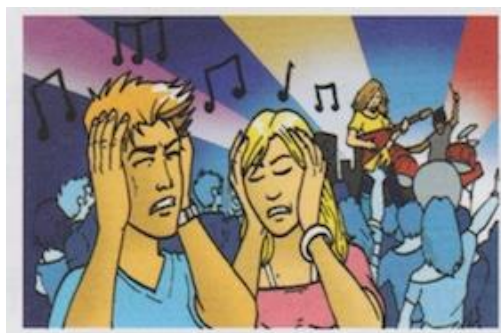
EIM2, 2013: 89 (ex. 3)



EIM3, 2013: 69 (ex. 2c)



EIM3, 2013: 82 (ex. 1)



EIM3, 2013: 115

One last interesting illustration of the presence of GRs in the form of dimension 6 has been found at the end of the book, on page 117. This example is an illustration that is particularly interesting since it is not only the site of dimension 6 but also of dimension 2, which turns this illustration into a *complex element* presented as follows:



EIM3, 2013: 117

This illustration is representing the idea that gender can be assigned to anything, also robots. Two robots are represented on the picture, the pink – female-looking robot is a nurse, whereas the blue – male-looking robot, is a doctor. Next to the attribution of colours as another example of the binary attribution of blue and pink respectively to male and female genders, which is an illustration of dimension 6, dimension 2 is also visible here. *Occupational stereotyping* is indeed also visible in the fact that the illustrator has chosen to use a male-looking robot for the doctor and a female-looking robot for the nurse, following the preconceived idea and stereotype of female nurses are typically working for male doctors. In this textbook, it seems therefore that gender can be assumed and represented on a stereotyped and binary manner for anything on earth, even for robots.

- ***Dimension 7 – (No) room for debate and construction***

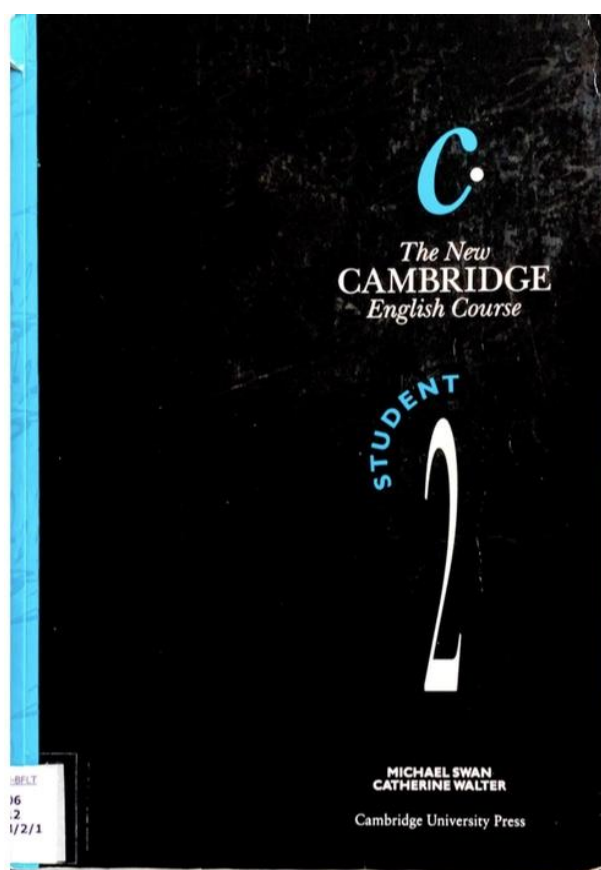
No occurrence of this dimension has been found during the analysis of this textbook.

4.2. Analysis of older textbooks of the Cambridge editions

The New Cambridge English Course – Student's Book 2 and 3 (NCEC2 & NCEC3) are analysed in this section in order to continue the analysis of textbooks from the Cambridge editions but also and mostly to answer the third research question at the basis of this project. As a reminder, the third research question is the following:

- RQ3: Was there an evolution in time in terms of gender equity in EFL textbooks (conveyed by the presence or absence of GRs and the gender model(s) presented) in comparison with older textbooks?

4.2.1. The New Cambridge English Course - Student's Book 2 (NCEC2)



NCEC2, 1991 (cover)

The analysis of NCEC2 and NCEC3 is based on the same structure as the analysis of EIM2 and EIM3. Therefore, each dimension is also analysed separately and *complex elements* are analysed in the section corresponding to the most striking or dominant dimension they are identified to be occurrences of. The main results in terms of figures found during the analysis of NCEC2 are available below in table 3.

Dimensions in NCEC2	Number	Availability per dimension
1	0	0%
2	4	10,3%
3	5	12,8%
4	4	10,3%
5	7	17,8%
6	18	46,2%
7	1	2,6%
TOTAL of occurrences	39	100%

Table 3 – Results of the analysis of *The New Cambridge English Course – Students' Book 2* (NCEC2)

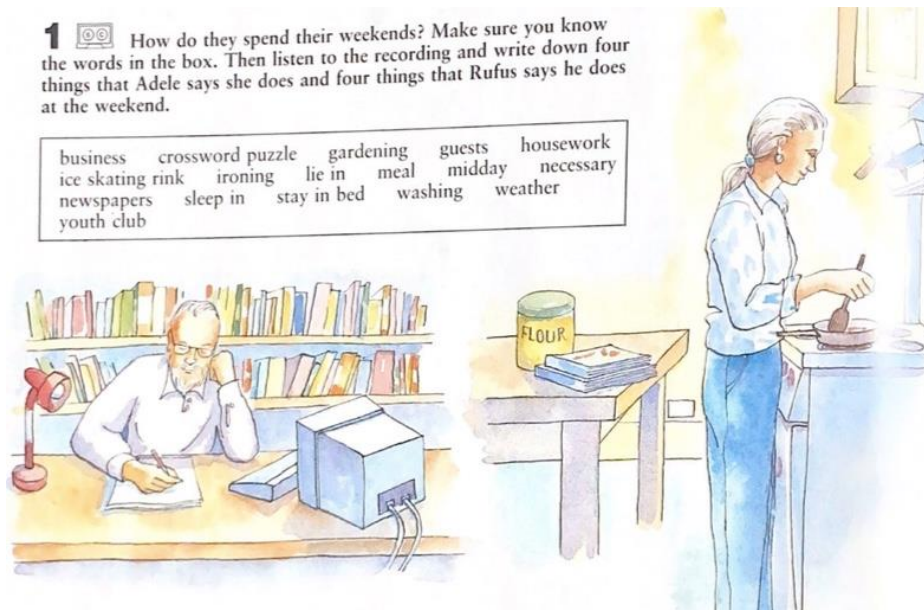
- *Dimension 1 – Invisibility*

No occurrence of this dimension has been found during the analysis of this textbook.

- *Dimension 2 – Occupational stereotyping*

As already explained in the analysis of the two preceding textbooks, *occupational stereotyping* can be identified in the way jobs, hobbies, sports or even housework tasks are arbitrarily and often associated with a particular gender. During the analysis of NCEC2, jobs and housework tasks are the two themes for which the most examples of stereotypes have been found.

The first example is mixing both housework tasks and jobs. On page 12, a drawing is used to illustrate exercise 1. This drawing is divided into two parts. The first part, on the left, shows a male character working at a desk in a room that looks like an office or a library. The second part, on the right side, is dedicated to another environment that looks like a kitchen and in which a female character is cooking. This drawing illustrates the common stereotype of the woman who is cooking while a man, possibly her husband, is working at his desk. Moreover, the woman is also represented in domestic settings which could also be interpreted as a representation of dimension 3 and could turn this drawing into a *complex element*.



NCEC2, 1991: 12 (ex. 1)

Visual data seem to be a particularly good source of examples related to dimension 2. Another example of *occupational stereotyping* is found on page 44. While the left part of the picture shows a male taxi driver, the right part represents a female character, teaching in front of a classroom. This drawing is illustrating here again that jobs associated with the domain of *care*, which is the case for education, are mostly associated with women.



NCEC2, 1991: 44

- **Dimension 3 – Relationship stereotyping**

Occurrences of this dimension can be found in multiple data types in NCEC2. First, an example of textual data is presented below.

1 Read the conversation. The word *to* should go in some of the numbered gaps. Which ones?

JAN: Hello, Kate. What's the matter?
 KATE: Hello, Jan. Oh dear. I'm going out with Tony tonight, and I haven't got anything ¹ wear.
 JAN: What about your blue dress? That's lovely.
 KATE: That old thing? No. It makes me ² look like a sack of potatoes.
 JAN: Well, why don't you ³ borrow something of mine?
 KATE: Could I really ⁴ ?
 JAN: Yes, of course. Would you like ⁵ ?
 KATE: Well, I'd love ⁶ . If you really don't ⁷ mind.
 JAN: What about that green silk thing?
 KATE: Green silk?
 JAN: Yes, you know. The dress I wore to Andy's birthday party.

KATE: Oh, yes. I remember.
 JAN: You'd ⁸ look great in that.
 KATE: Oooh!
 JAN: And I'll ⁹ lend you my new shoes to go with it.
 KATE: My feet are bigger than yours.
 JAN: I don't ¹⁰ think they are, Kate. Anyway, try the shoes and see. What about a jacket? Have you got one that will ¹¹ do?
 KATE: Not really.
 JAN: Well, have one of mine.
 KATE: Oh, Jan. I feel bad, borrowing all your things.
 JAN: That's all right. What are friends for? I'll ¹² borrow something of yours one of these days.
 KATE: Well, thanks a million, Jan. I'd better ¹³ get moving. Tony's coming in half an hour.
 JAN: OK. Wait a second. I'll ¹⁴ go and get the dress. Shall I ¹⁵ iron it for you?
 KATE: Oh, Jan, . . .

NCEC2, 1991: 36 (ex. 1)

This activity is based on a dialogue between two female characters. Their conversation is centred around the fact that one of them, Kate, is going on a date with a male character, Tony, and she does not know what to wear. Dimension 3 is visible here in the way that Kate is depicted in relation to a male character, Tony. Moreover, this element is also *complex* because dimension 4 can also be observed here. Kate is depicted as weak, unsure of what she is doing, stressed out and a bit passive when involved in a date. There is no depiction of Tony but the dialogue mentions the fact that he is on his way and that she still has thirty minutes to get ready. This situation makes Tony active since he is the one in movement. Going back to dimension 3, the situation of the woman in domestic settings is less clear here, even if readers can doubt the fact that she would get ready for this occasion elsewhere than in a domestic environment.

However, other examples of women represented in domestic settings have been found throughout the textbook. Other occurrences of dimension 3 can therefore be seen in the following pictures, all representing female characters in domestic settings and sometimes in relation to a man:



NCEC2, 1991: 43 (ex. 1)



NCEC2, 1991: 108 (ex. 1)



NCEC2, 1991: 51 (ex. 5)

- **Dimension 4 – Personal characteristic stereotyping**

Examples of *sex-trait stereotypes* have also been found during the analysis of NCEC2. It is mostly visual data that can be seen as a good source of occurrences of dimension 4 in this textbook. On pages 18 and 19, an illustration of this dimension can be found. On this illustration, female characters are represented in everyday life clothes while male characters are represented wearing a suit or a soldier's uniform, which implies, that men are working while it is not explicit for women based on their clothes. This places women in a passive position while men are active.



NCEC2, 1991: 18-19

The next example also shows the way women are represented as the typically weak and passive characters. On the pictures found on pages 26 and 27, a woman, who was in a plane crash, is represented as the typical *woman in distress*, weak, passive, dependent of the help she seeks to receive and yet, still physically attractive since she is wearing a short pink dress. These criteria are at the centre of dimension 4 regarding the stereotyped depiction of female characters. Therefore, these pictures are a good example of *personal characteristic stereotyping*.



NCEC2, 1991: 26-27

• Dimension 5 – Degradation

As a reminder, it is important to say that the fifth dimension can be identified in the use of the pronouns. Lee's *linguistic sexism* and *male-as-norm ideology* (2016: 383) have been mentioned in previous sections and can be summarized as the generic use of the third person singular pronoun *he*, preferred to the female equivalent *she*. Moreover, the absence of a third person singular gender-neutral pronoun, for example *they* which begins to be commonly used in some countries like in the United States of America and can be seen as the equivalent of *iel* in French, is also a criterion to identify the occurrences as examples of dimension 5. Examples mixing both the fact that *he* is the only or first third person singular pronoun cited and the absence of a third person singular gender-neutral pronoun are presented hereunder. The following pictures have been edited to highlight the mentioned elements.

Be
I am (I'm) you are (you're) he/she/it is (he's/she's/it's) we are (we're) you are (you're) they are (they're)
am I? are you? is he/she/it? are we? are you? are they?
I am not (I'm not) you are not (you're not / you aren't) he/she/it is not (he's not etc. / she isn't etc.) we are not (we're not / we aren't) they are not (they're not / they aren't)

NCEC2, 1991: 11

Simple Present tense		
I start you start he/she/it starts we start you start they start	do I start? do you start? does he/she/it start? do we start? do you start? do they start?	I do not (don't) start you do not (don't) start he/she/it does not (doesn't) start we do not (don't) start you do not (don't) start they do not (don't) start

NCEC2, 1991: 13

Past Progressive tense		
I was trying you were trying he/she/it was trying we were trying you were trying they were trying	was I trying? were you trying? was he/trying? etc. were we trying? were you trying? were they trying?	I was not (wasn't) trying you were not (weren't) trying he was not (wasn't) trying etc we were not (weren't) trying you were not (weren't) trying they were not (weren't) trying

NCEC2, 1991: 29

Simple Present tense	
I work you <u>work</u> <u>he/she/it</u> works we work you work they work	do I work? do <u>you</u> <u>work</u> ? does <u>he/she/it</u> work? Does your father work? ~~(Does work your father?)~~ do we work? do you work? do they work?
I do not (don't) work you <u>do not</u> (don't) work <u>he/she/it</u> does not (doesn't) work we do not (don't) work you do not (don't) work they do not (don't) work	

NCEC2, 1991: 20

Structures used to talk about the future
Will + infinitive without to I will (I'll) arrive you will (you'll) arrive he/she/it will (he'll etc.) arrive we will (we'll) arrive you will (you'll) arrive they will (they'll) arrive
will I arrive? will you arrive? etc.
I will not (won't) arrive you will not (won't) arrive etc.

NCEC2, 1991: 74

An equivalent example can be seen in the absence of a gender-neutral option regarding possessive determiners and pronouns. As it was visible in previous examples with *they* only used as a plural, no place is given to, for example, *theirs* as a gender neutral-option for the third person singular. Examples of this have been found on page 39 and page 42 and are available hereunder. The following pictures have been edited to highlight the mentioned elements.

Possessive determiners and pronouns

DETERMINER	PRONOUN
my	mine
your	yours
his	his
her	hers
its	—
our	ours
your	yours
their	theirs

NCEC2, 1991: 39

6 Complete the table.

I	me	my	mine
you	.....	.....	.....
he	him	.....	.....
she	.....	her	.....
it	.....	.....	—
we	.....	.....	.....
you	.....	.....	.....
they	.....	.....	.....

NCEC2, 1991: 42

• **Dimension 6 – (Only) binary gender model depiction**

As already mentioned in the analysis of the two previous textbooks, guidelines are often the site of dimension 6, and more specifically, it is often in guidelines that the binary gender model is the most striking. Those gendered guidelines leave pupils with a choice they have to make between only two options, which can lead to misattribution of gender and anxiety when struggling with gender identity questions. Various examples of guidelines have been found in NCEC2 and are available hereunder. The following pictures have been edited to highlight the mentioned elements.

3 Interview the teacher. Find out as much as possible about **him/her**.

4 Work in pairs. Interview your partner and find out as much as possible about **him/her**.

NCEC2, 1991: 9 (ex. 3, 4 & 5)

SPEAKING

1 Work in pairs. Look at your partner carefully for one minute. Then close your eyes (or turn your back) and say what **he or she** looks like, and what **he or she** is wearing. Examples:

'He's got dark brown hair.'

'She's wearing a light green blouse and black trousers.'

NCEC2, 1991: 23 (ex. 1)

SPEAKING

1 Interview another student. Find out as much as you can about **his/her** family, or home, or interests.

NCEC2, 1991: 25 (ex. 1)

4 Work with a partner. Turn to the page your teacher tells you. DON'T show your picture to your partner; just talk to him or her. How are the two pictures alike? How are they different? Try to use structures and expressions from Exercises 2 and 3.

6 Now each of you should write two paragraphs comparing yourselves. Don't mention your names. Use this frame:

This person and I have got several things in common. For instance, ... and ... She/He ... , and ...

On the other hand, we are quite different from each other in some ways ...

When you have finished, give your comparisons to the teacher. Try and guess which pairs have written which comparisons.

NCEC2, 1991: 31 (ex. 4 & 6)

2 Ask the teacher about his/her school, how he/she liked it, what he/she did there, etc. Find out as much as you can.

NCEC2, 1991: 43 (ex. 2)

2 Work in pairs. One of you is a shop assistant; the other is a customer. Prepare a conversation. During the conversation there is a problem, and one of you calls the Manager. When you are ready, act your conversation for the teacher (he/she will be the Manager).

NCEC2, 1991: 61 (ex. 2)

SPEAKING

1 The yes/no game. Work in groups. One person has to answer questions for one minute; the others ask him or her as many questions as possible. The person who answers must not say yes or no.

NCEC2, 1991: 77 (ex. 1)

SPEAKING

1 You have two minutes to talk to the teacher. You must try to make him/her agree to do one of the following things:

- buy a horse
- give you £1,000
- change his/her job
- go to the North Pole
- learn another language
- buy you an ice cream

2 Talk to another student or the teacher, and tell his or her fortune. You must talk for at least one minute.

NCEC2, 1991: 77 (ex. 1)

7 'Twenty questions'. One student thinks of something. The student doesn't tell the others what it is; he/she only tells them that it is 'animal', 'vegetable', 'mineral' or 'abstract'. (For example: a leather handbag is animal, a newspaper is vegetable, a glass is mineral and an idea is abstract.) The other students must find out what the thing is by asking questions (maximum 20); the only answers allowed are Yes and No. Useful questions:

NCEC2, 1991: 89 (ex. 7)

4 Watch everything the teacher does. Then work in groups and try to remember everything he/she did: while he/she was standing up; while he/she was sitting down; while he/she was walking round.

NCEC2, 1991: 95 (ex. 4)

6 Watch the teacher carefully and try to remember everything that he or she does. Then answer the teacher's questions. Examples:

'What did I do after I stood up?'
'You put your jacket on.'
'Whose dictionary did I pick up?'
'Mine.'



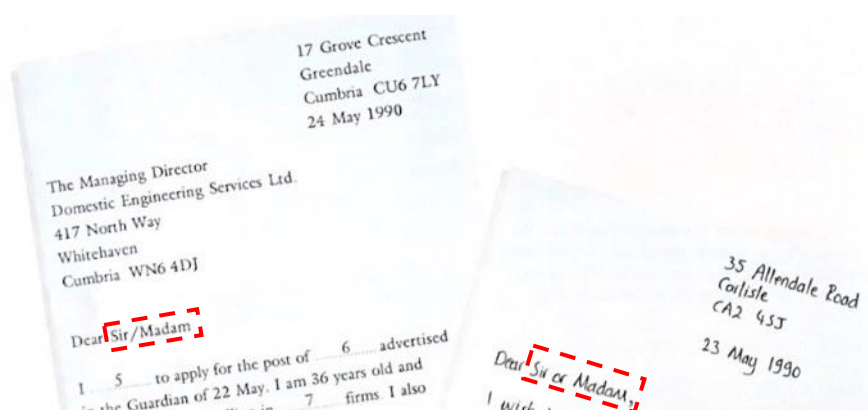
SPEAKING

1 Imagine that a friend or relation of yours has disappeared. You are at the police station, reporting the disappearance to a policeman or policewoman (the teacher). Give a description of the person (clothes, appearance, age, profession, personality), and say when you last saw him or her.

NCEC2, 1991: 97 (ex. 1)

NCEC2, 1991: 109 (ex. 6)

Other forms of binary gender depiction have been found. Those examples are not relying on the traditional opposition of *he* and *she* but on other terms like *Sir* and *Madam* or *Mr* and *Ms*. Here again, no gender-neutral possibility is given to pupils using this textbook. Illustrations of these other findings are available hereunder. The following pictures have been edited in order to highlight the mentioned elements.



NCEC2, 1991: 54 (ex. 1)

4 Choose some words from the box.

Dear Sir/Madam,
I to for the of Sales
..... in the Guardian of 22 May. I
..... 36 years and have of
selling in firms. I also have in
marketing. I look to hearing from you.
Yours ,

NCEC2, 1991: 61 (ex. 4)

Dear Mr
Dear Ms
Yours sincerely
Please come for an interview on at a.m.
Thank you for your letter of May.
Please confirm your acceptance as soon as possible.
Thank you for coming for an interview yesterday.
We regret that we are unable to offer you the post.
We are pleased to offer you the position of Sales Manager,
starting on 1 August, at a salary of £25,000 a year.

NCEC2, 1991: 55 (ex. 2)

• **Dimension 7 – (No) room for debate and construction**

The lack of room for construction after an activity that is containing preconceived ideas and stereotypes identified as being part of at least one of the dimensions has also been observed in NCEC2. A concrete example of such a problematic activity can be found in page 25 on which exercise 6 is the site of at least two dimensions and is not followed by any exercise that could encourage construction (e.g. debate, conversation, opinion asking). The exercise is presented hereunder.

6 Read this and write down the missing words.

14 Peace Avenue
Saunton
Tuesday

Dear Tony,

Thanks a lot 1 your letter. I was sorry to hear you'd been ill, and I hope you 2 (get / 're getting) better now. We're OK. Ann's very well; I 3 (have / 'm having) a bit of trouble with my leg these days, but nothing serious.

The kids are in good shape. Jane's growing up fast, and I must say she 4 (gets / 's getting) very pretty. She 5 (goes / 's going) out almost every night – with a different boyfriend each time, as far as I can see. Billy 6 (does / 's doing) well at school now – much better 7 last year – and I think he should be OK in his exams. He 8 (wants / 's wanting) to get into university to do agriculture. We'll see.

Ann's mum 9 (stays / 's staying) with us for a week. She and I 10 (don't like / aren't liking) each other much, as you 11 (know / 're knowing), but we haven't had any trouble so far. She 12 (talks / 's talking) about people behind their backs all the time, which 13 (makes / is making) me pretty angry, but there isn't much I can do about it.

What are your plans? I 14 (come / 'm coming) to Ireland on business in July. Any chance of seeing you? If not, let's make it in the autumn. I 15 (come / 'm coming) over about six times a year, so it shouldn't be too difficult to fix something.

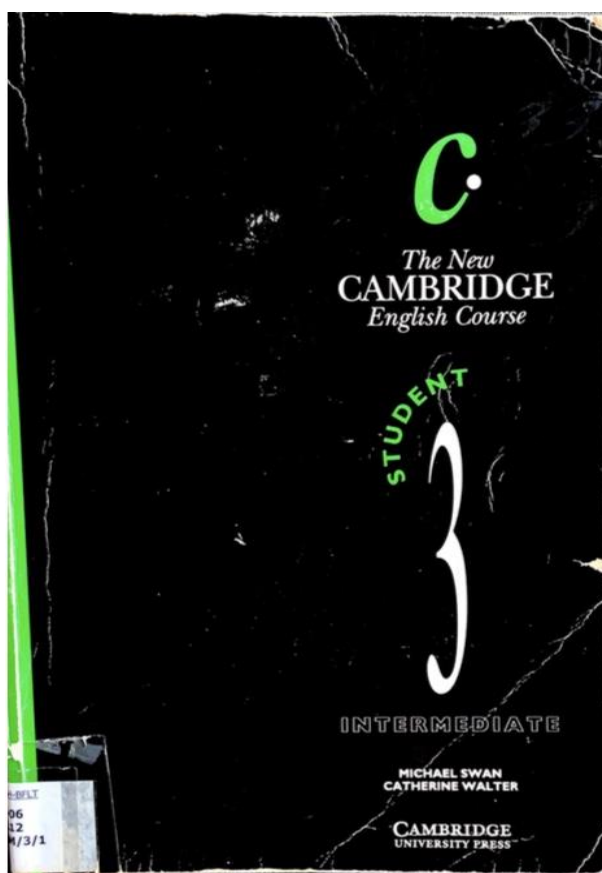
All the best. Don't work too hard, and keep smiling.

Yours,
Mike

NCEC2, 1991: 25 (ex. 6)

In this activity, Mike, a male character writing to a friend, is depicting his daughter as being physically attractive and going out every night with a different boy, whereas his son is depicted as working for school. This first polarity between the depiction of daughter and son is a good example of dimension 4. The depictions of the tempers are completely opposed to each other, putting the female character in an inferior position regarding her activities and intelligence. Moreover, Mike is also depicting his daughter in relation to men, which illustrates dimension 3. The last element here is the depiction of the grandma, the second female character in this letter, which is, like the daughter, not described on the basis of positive qualities. Mike is saying that she is talking about everyone behind their back, whereas he can himself be seen as hypocritical by writing this letter to his friend. In other words, many elements are problematic in the content of this text and it could have been a good opportunity to develop the critical eye of pupils by means of productive skills, for example a speaking exercise. After this *fill-in-the-gap* exercise, nothing is foreseen in the textbook to go further with pupils. The role of the teacher is here once again important as the person responsible of the decision to go beyond the textbook in order to deal with problematic material in a created activity.

4.2.2. The New Cambridge English Course – Student's Book 3 (NCEC3)



NCEC3, 1992 (cover)

The last textbook in this analysis is NCEC3 which is the fourth textbook analysed during this project and the second of the older textbooks analysed in order to answer RQ3. The main results found during the analysis of NCEC3 are expressed by means of figures in table 4.

Dimensions in NCEC3	Number	Availability per dimension
1	0	0%
2	5	16,7%
3	0	0%
4	6	20%
5	0	0%
6	17	56,6%
7	2	6,7%
TOTAL of occurrences	30	100%

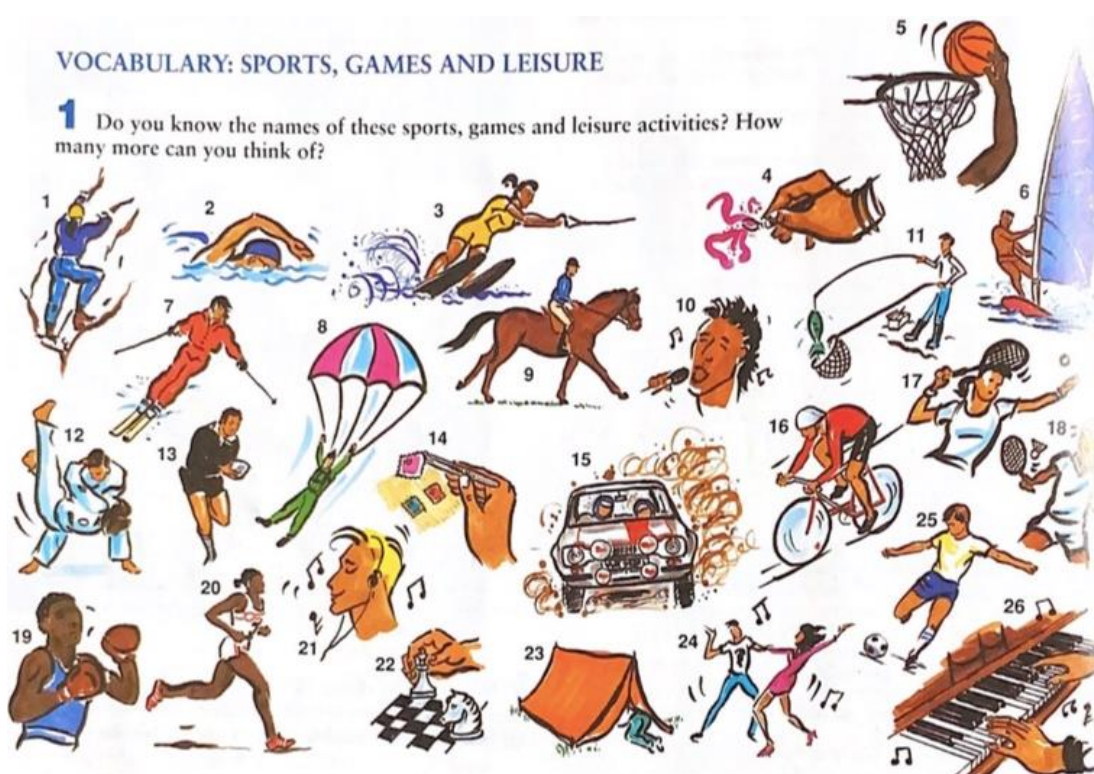
Table 4 – Results of the analysis of *The New Cambridge English Course – Students' Book 3* (NCEC3)

- *Dimension 1 – Invisibility*

No occurrence of this dimension has been found during the analysis of this textbook.

- *Dimension 2 – Occupational stereotyping*

Some examples of *occupational stereotyping*, mostly in visual data, have been found during the analysis of NCEC3. The first example concerns sports. On the one hand, sports like football, rugby, boxing, cycling or motorsports are associated with male characters. On the other hand, dance is represented by two dancers, a female and a male character, wearing respectively pink and blue clothes. In other words, some sports are arbitrarily represented by men while others are associated with female characters. Moreover, the pink/blue association with respectively the female and the male dancers makes this example also the site of dimension 6. Plus, the fact that the female dancers is not depicted alone but in relation to the male dancer could also be seen as an example of dimension 3. This example is therefore considered as a *complex element* in this analysis. The activity can be found on page 16 and is presented as follows in NCEC3:



NCEC3, 1992: 16 (ex. 1)

Another example of *occupational stereotyping* related to jobs can be found on page 25. The activity which is available hereunder, is based on three caricatures representing each a woman in a particular situation.



NCEC3, 1992: 25

The first female character is eating while reading a book about *how to eat while reading*, the second female character is represented as a flight attendant and the last one is represented as having prepared a bath for someone else. Those three activities are arbitrarily associated with female characters while male characters could also read this book, be a flight attendant or

prepare a bath for someone else. Moreover, the fact that the first and third female characters are represented in domestic settings also makes this activity a good example of dimension 3.

In the next activity, other types of jobs are exclusively represented by male characters. Jobs like firefighter or police officer are represented in textual data by the generic use of synonyms, for example *policeman* and *firemen*. Equivalent non-gendered words exist, like firefighter, police officer, law enforcement, etc. The generic use of those gendered words is both a representation of dimension 2, in the way it is arbitrarily associating male characters with this type of jobs, and of dimension 5, in the way the generic use of those terms is a good example of Lee's already-mentioned *male-as-norm ideology* (2016: 383). This activity, which is a *complex element*, is available as follows in the textbook:



Helicopter pilot saves swimmers

A quick-thinking helicopter pilot saved 3 swimmers from shark attacks yesterday.

A quick-thinking van driver saved 11 people trapped in a blazing house in Birkenhead early today.

After a few minutes they were frightened away, and the swimmers were able to get back safely to the beach.

After shouting for help, the man jumped from a top-floor window with his clothes on fire.

But a policeman had seen him fall.

Firemen who were fighting the fire on a balcony below heard his shouts and realised what was happening.

Four adults and seven children were trapped in the bedroom above.

He brought his helicopter down until he was just over the water, and hovered above the sharks.

Policeman saves boy on motorway

He dashed across the motorway and grabbed the five-year-old to safety from under the wheels of a vehicle that was almost upon them.

He was seriously injured and lay helpless in the fast lane with traffic hurtling towards him.

Last night 22-year-old Mr Luke Savage, of Moreton Grove, Chester, was recovering in hospital.

Little John Parker faced death when he fell from a car as it sped down a busy motorway.

Mrs Anne Redman of Newbury was driving past a house in Beaufort Road when she saw the ground floor on fire.

Mrs Redman backed her van across the pavement, smashed through the front fence, and drove up to the front of the house.

Quick-thinking van driver

Police Constable Peter O'Donnell, careless of his own life, leapt from a moving patrol car.

Swimmer Marion Jacobs said afterwards, 'He saved our lives. If he hadn't come when he did, the sharks would have had us.'

The trapped occupants were able to jump to safety via the roof of the van.

They leaned out and grabbed him by the legs as he hurtled past.

Three firemen caught a man in mid-air yesterday as he leapt from a blazing house.

While he was flying off the Australian coast near Sydney, the pilot saw sharks approaching the swimmers.

Yesterday John, of The Close, Newleigh, Herts, was in hospital with head and leg injuries, but was described as 'satisfactory'.

Firemen catch a man in mid-air

NCEC3, 1992: 56 (ex. 1)

- *Dimension 3 – Relationship stereotyping*

No occurrence of this dimension has been found during the analysis of this textbook.

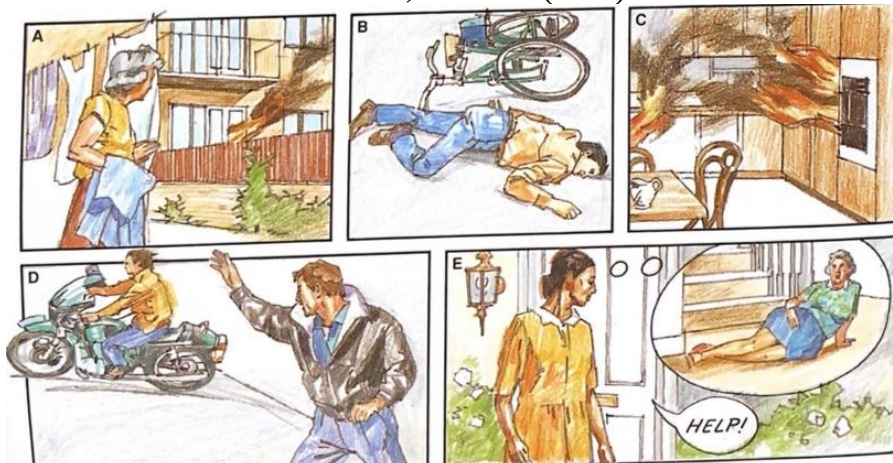
- *Dimension 4 – Personal characteristic stereotyping*

The tempers arbitrarily associated with female and male characters can serve as a basis to determine the presence or absence of dimension 4. One example is found on page 28 in which exercises 1 and 2 are making use of pictures in order to represent dangerous situations or crimes.

The pictures are the following:



NCEC3, 1992: 28 (ex. 1)



NCEC3, 1992: 28 (ex. 2)

On multiple illustrations like pictures D and G in exercise 1 and pictures A and E in exercise 2, female characters are depicted as weak and passive, witnessing or enduring a dangerous event. The male character is, on the opposite, always depicted as the *saviour* (e.g. picture G in exercise 1) or the *bad guy* (e.g. picture D, exercise 2), which is giving the impression that male characters are more active and stronger than women.

The next example has been difficult to situate into categories. The element has been judged problematic at first sight and its presence in pedagogical material can be questioned. This exercise is found at the end of the textbook, in a section entitled *Nice woman, 42*, a title that is already raising questions concerning the context of the research in the educational domain. This type of title would normally be found in newspapers and it is the idea that the authors seem to have in mind. The activity is based on the development of the *scanning technique* which is known by many teachers as reading a text quickly in order to understand the main ideas but without going into details. This technique is important and interesting to learn for young pupils. The problem here does not stand in the exercise itself but on the type of textual data chosen by the authors. The picture available hereunder shows small ads from newspapers' columns. Without going into details, these ads are a good illustration of dimension 4 in the way women are represented as weak, in need of a men, passively waiting for someone to answer them. No ad is depicting a man. This text does not give a good image of women to the young population using this type of pedagogical material in class. The technique of *scanning* could have been learnt in this chapter based on another type of material.

SKILLS FOCUS **Nice woman, 42**

NCEC3, 1992: 100



NCEC3, 1992: 100

One last questionable activity regarding dimension 4 that has been found in NCEC3 is exercise 1 on page 102 and the illustration that is used next to it. In this activity, a dialogue between a female and a male character gives the same impressions as in other examples previously cited, namely that the woman is weaker, passive and depicted based on her attractiveness, whereas the male character seems mentally stronger and is active since he is asking her multiple questions. Moreover, the activity can also be seen as a *complex element* based on the pink colour used for the woman's dress while the man is wearing a suit of a darker colour. This visual element could therefore be seen as the site of dimension 6.

1  **Formal and informal language. Read the dialogue and listen to the recording. Can you write down some of the differences?**

HE: That's really a beautiful dress.
 SHE: Thank you. I'm glad you like it.
 HE: Would you like some more wine?
 SHE: I beg your pardon?
 HE: Would you like some more wine?
 SHE: Oh, er, no thank you. But perhaps you could bring me a little orange juice?
 HE: Yes, of course.
 * * *
 HE: Here you are.
 SHE: Thank you.
 HE: Would you like to dance?
 SHE: Well, I'd love to, but I'm afraid I don't know how to tango.
 HE: Actually, I think this is a waltz.
 SHE: I see. I'm afraid I don't know how to waltz, either.
 HE: Oh, do let me teach you. It's very easy.

swearing; grammar
it; speaking practice.



NCEC3, 1992: 102

- **Dimension 5 – Degradation**

No occurrence of this dimension has been found during the analysis of this textbook.

- **Dimension 6 – (Only) binary gender model depiction**

Next to previously cited *complex elements* in which dimension 6 has been observed and as mentioned in the analyses of the preceding dimensions, occurrences of this dimension are also found in guidelines. Some of them put pupils in front of a binary choice which they have to adapt, according to their gender identity or the gender identity of, most of the time, a classmate they have to work with for the exercise. This can, for example, lead to uncomfortable feelings or to a misattribution of gender. The analysis of NCEC3 also shows a lot of examples of guidelines in which those binary choices can be observed. Some examples are presented

hereunder and the following pictures have been edited in order to highlight the elements illustrating the presence of the mentioned binary-choice.

9 Discussion. Look at the following statements. Try to find two with which you agree strongly, and two with which you disagree strongly. Find somebody who has a different opinion from you about one of your four statements, and spend five minutes trying to change his/her view.

NCEC3, 1992: 25 (ex. 9)

SPEAKING

15 Work with another student. One of you is a shop manager and the other has come to complain about something he/she bought in the shop. You will have a few minutes to prepare before having a conversation.

NCEC3, 1992: 71 (ex. 15)

3 Three wishes. Imagine that your fairy godmother appears and gives you three wishes. You can wish for anything you like (except for more wishes). Write your wishes. Now work with someone else. Write down what you think he/she has wished for. Then exchange wishes and see if you were right. Useful structures:

I want ...
I would like ...
I wish I was/had/could ...
I thought you would wish for ...
I'm surprised you want ...

NCEC3, 1992: 46 (ex. 3)

5 Imagine an accident – you were the only witness besides the driver(s). Or remember a real accident you have witnessed or been involved in. Write a very simple report of the accident, like the one in Exercise 4. Read it to another student: he or she must try to draw what happened.

NCEC3, 1992: 86 (ex. 5)

SPEAKING

15 Choose one of these tasks.

1. Describe a place you know to another student so that she/he can draw a simple sketch of it.
2. Look back at the map in Exercise 1: give another student directions to a place; see if the student can tell you where you have led him/her.

NCEC3, 1992: 93 (ex. 15)

1 Look at the tables and examples and try to see how each tense is used. Can you make a rule for the Past Progressive?

SIMPLE PAST TENSE

I left, you left, he/she left etc.
did I leave? etc.
I did not leave etc.

PAST PROGRESSIVE TENSE

I was leaving, you were leaving etc.
was I leaving? etc.
I was not leaving etc.

NCEC3, 1992: 117 (ex. 1)

- **Dimension 7 – (No) room for debate and construction**

Dimension 7 or more exactly the absence of a construction exercise can be observed in some of the exercises available in NCEC3. In exercise 2 on page 124, there is indeed *no room for debate and construction* after an activity that could be used as a basis to develop the critical eye of pupils. In this activity, which is based on reported speech, the words attributed to the male character can be interpreted as giving a wrong message to teenagers. Indeed, in his words, the man is suggesting, for example, that the female character will become “much nicer after a drink” (124) while she keeps refusing his proposals because she is tired of her day. The way the use of alcohol is presented as a manner for him to make the female character more receptive to his proposals gives an ambiguous message to readers that could be misinterpreted by young pupils. The activity is presented as follows:

2 Reported statements and thoughts. What did they say?

1. She said ‘I’m tired.’
2. He said ‘We’ve only just started talking.’
3. She thought ‘He’s really boring.’
4. She said ‘It’s getting late.’
5. He said ‘It’s still early.’
6. She said ‘I started work at six o’clock.’
7. He said ‘It’s time to relax.’
8. She said ‘I have a very busy week.’
9. He thought ‘She’ll be much nicer after a drink.’
10. She thought ‘I made a mistake accepting his invitation.’
11. He said ‘You’ll feel much better after a drink.’
12. She thought ‘One drink will be all right.’
13. She said ‘I’ll just have one before I go.’

NCEC3, 1992: 124 (ex. 2)

After such an activity, it could be interesting to hold a discussion or a debate with pupils to see whether they are aware that this kind of discourse is problematic. However, nothing is provided by the textbook and the teacher is the one responsible to suggest such an activity. Therefore, the teacher needs to go beyond the textbook in order to create an activity based on this exercise that would provide the construction that lacks after this activity.

However, the absence of construction is sometimes counter-balanced by other activities providing a debate based on problematic material containing occurrences of at least one dimension. It is the case of exercise 11 on page 113, which is available hereunder. Caricatures representing stereotyped pictures are presented and pupils have to react to them.

11 Look at the cartoons and talk about your reactions. Which ones do you find funny? Which ones don't make you laugh? Are there any that you don't understand? Discuss your reactions with other students.



NCEC3, 1992: 113 (ex. 11)

For example, the last caricature is representing the committee on women's rights which is only constituted of men. This picture is a caricature but is also containing GRs and making pupils aware of that at a young age is important. The presence of a construction activity based on data that could be seen as problematic on its own is a good example of a counter-example regarding dimension 7.

4.3. Contrastive analysis and discussion of the various Cambridge editions (EIM & NCEC)

4.3.1. Contrastive analysis: EIM2, EIM3, NCEC2 & NCEC3.

Table 5 presents in a visual way a summary of the findings resulting from the analysis of the four textbooks that have been developed in the preceding sections.

Textbooks Dimensions	EIM2	EIM3	NCEC2	NCEC3
1	+	Ø	Ø	Ø
2	+++	+++	++	++
3	+	Ø	++	Ø
4	++	++	++	++
5	+	Ø	++	Ø
6	+++	+++	+++	+++
7	+	Ø	+	+

Table 5 – Comparison of the results of EIM2, EIM 3, NCEC2 and NCEC3 in terms of frequency of each dimension.

Vertically, the results of each textbook are presented in a column. Horizontally, each line represents one dimension and gives access to the results regarding the frequency of each dimension in each textbook. The table can be either read line per line to analyse a particular dimension or column per column to observe the global results of a textbook. Different symbols and colours have been chosen to make the results more visual. The following symbols are used:

- “Ø” means that no occurrence of the concerned dimension has been found in the concerned textbook based on the line and column in which the symbols is situated.
- “+” accompanied by the green colour, means that between 1 and 10 percent of all the occurrences found in this textbook are occurrences of this dimension. The green colour is also the colour that was used for the corresponding results in Table 1 to 4.
- “++” accompanied by the orange colour, means that between 11 and 20 percent of all the occurrences found in this textbook are occurrences of this dimension. The orange colour is also the colour that was used for the corresponding results in Table 1 to 4.

- “+++” accompanied by the red colour, means that more than 20 percent of all the occurrences found in this textbook are occurrences of this dimension. The red colour is also the colour that was used for the corresponding results in Table 1 to 4.

Without going into detail, regarding for example the design of the textbook which can be seen as more modern in EIM2 and EIM3 than in NCEC2 and NCEC3, this contrastive analysis is essentially based on the results presented in Table 5. The contrastive analysis is developed dimension per dimension in the following paragraphs. The comparison could have been done by using other criteria, like the already-mentioned modernity of the design, however, a complete contrastive analysis based on many more criteria would have been very time-consuming and maybe too general. Therefore, the comparison is only based on the distribution and frequency of the seven dimensions in the four textbooks.

The first dimension, namely *invisibility*, has only been found in EIM2. No occurrence of this dimension has been found in the three other textbooks. Therefore, the green colour and the “+” symbol attributed to the number of occurrences in EIM2 tell the reader that less than 10 percent of the total occurrences found in this textbook concerns this dimension. This result can be interpreted as a proof that female characters are, most of the time, not less visible than male characters in the four textbooks and that Lewandowski’s theory “women speak less than men” (2014: 62) is not verified here. A typical example of real *invisibility* would have been for authors to arbitrarily decide to give more example-sentences based on male subjects than on female subjects. Based on the results presented in Table 5, this dimension does not seem to not be really representative of the availability of GRs in pedagogical material, even for EIM2 in which it appears but only with a green result.

Occupational stereotyping, which is the second dimension in this analysis, is more visible in Table 5. However, it seems that EIM2 and EIM3 have higher results than NCEC2 and NCEC3. As a reminder, *occupational stereotyping* is considered as occurrences in which occupations (e.g. jobs, sports, hobbies, housework tasks, etc.) are arbitrarily coupled and stereotyped as related to a particular gender. Both EIM-textbooks have red results (more than 20 percent of all the occurrences found in each textbook), whereas NCEC-textbooks receive orange results (between 10 and 20 percent of all the occurrences found in each textbook). Most of the examples from the four textbooks analysed in the preceding section were related to jobs, sports and housework tasks. Thus, according to Table 5, it seems that there are more occurrences of dimension 2 in the two more recent textbooks, namely EIM2 & EIM3.

Relationship stereotyping, based on the analyses of the four textbooks, is not as rare as dimension 1 but yet, it is not the most represented dimension. In this research project, the third dimension has been kept as described by Lewandowski, namely as “women are more frequently defined in relation to men than vice versa and more often depicted in domestic settings.” (2014: 62). Occurrences of dimension 3 have only been found in EIM2 and NCEC2. Whereas EIM2 has received a green result (between 1 and 10 percent), NCEC2 has received an orange result (between 10 and 20 percent). Accordingly, if the two results are compared, it seems that dimension 3 is a bit more representative for an older textbook like NCEC2.

Dimension 4 is one of the two dimensions that have been attributed the same result at the end of the analyses of the four textbooks. *Personal characteristic stereotyping* has only received orange results, which means that the dimension concerns 10 to 20 percent of all occurrences found in each textbook. This dimension, also called “sex-trait stereotypes” (Lewandowski, 2014: 62), is based on the depiction of genders on the basis of tempers arbitrarily associated with them. In the four textbooks, the presence of a lot of occurrences of binary depiction of tempers confirms a statement made by Sulaimani: “women are typically depicted as passive, dependent, generally weak, and physically attractive, but men as active, independent and strong.” (2017: 44). Based on the results, this dimension seems consequently to be representative of the GRs that can be found in textbooks both recently or currently used in FWB.

Degradation, which is the name given to dimension 5, gets the exact same results as dimension 3, which are that occurrences have only been found in EIM2 and in NCEC2. Consequently, EIM2 receives a green result (between 1 and 10 percent) and NCEC2 receives an orange result (between 10 and 20 percent). As a reminder, the analysis for this dimension is based on the observation of already-mentioned concepts like *linguistic sexism* or *male-as-norm* ideology, both highlighted by Lee (2016: 383). The language used in pedagogical material seems to be a good source of information to verify Lee’s theory. Therefore, a thorough analysis of the use of pronouns has been done in order to see if such concepts can be observed in the four chosen textbooks. Based on the number of occurrences, it seems that dimension 5 is a bit more representative for an older textbook like NCEC2 in which Lee’s concepts are, therefore, more visible.

The sixth dimension, also called (*only*) *binary gender model depiction* in this research project, is the dimension that is used to verify whether the textbooks currently or recently used in FWB are providing *gender friendly* pedagogical material. The importance of *gender friendly* material has been highlighted recently by many previously-cited researchers (Helmer, 2016:

914; Blackburn, Clark & Martino, 2016: 801), who aim to show that *gender friendly* material is facilitating the recognition and identification for and by all genders. According to them, the norm in pedagogical material should not be an obstacle resulting into identification problems. The observation for this dimension is based on the potential preference given to a particular binary gender model depiction as it has already been found by other previously-cited researchers. Based on the results presented in Table 5, the four analysed textbooks, both recent and current ones, are showing a marked preference for a binary gender model depiction. All four textbooks get indeed a red result, which means that more than 20 percent of the occurrences found in each textbook are related to this dimension. Examples of dimension 6 are most of the time related to a binary choice that pupils have to deal with in guidelines (e.g. he/she) or related to visual binary representations of genders (e.g. pink/blue use of colours for respectively girls and boys). Therefore, it seems that dimension 6 is representative of the typical GRs that can be found, in textbooks both recently and currently used in FWB.

The last dimension has been added to the methodology in order to observe, in a more practical context, whether the importance of the role of teachers could be really determinant when they are using ready-to-use material like textbooks. *(No) room for debate and construction based on written or visual data containing GRs* is the complete name given to dimension 7. During the analyses, attention was given to not only problematic activities containing GRs that could be classified in at least one of the six preceding dimensions, but also on which type of activity is planned after the activity that appears problematic. It seems, based on the result in Table 5, that only a few examples of this dimension have been found. EIM3 is the only textbook with no occurrence of this dimension. Therefore, more occurrences of this dimension can be found in older textbooks. Moreover, only a few activities from the three concerned textbooks require from teachers to go beyond the pedagogical material in order to create, by themselves, a construction activity. Therefore, this dimension, which does not seem as representative as other dimensions, can be seen as an illustration of the fact that, even if the pedagogical material seems to be well-constructed, it is always important for a teacher to act as a *critical pedagogue* (Baggett, 2020: 34). Ready-made pedagogical material is interesting to save time, however, it is always important for teachers to remain critical, even if it means to go beyond the textbook. Teachers should not be afraid to create additional activities by themselves to guarantee a good learning environment and to avoid problematic or ambiguous content. One of the central aims of their job is to place pupils in a comfortable learning environment in order to facilitate the learning process.

4.3.2. Discussion: going back to the research questions

Three research questions (RQs) have been formulated at the beginning of the research process and can be seen as the core of this project. The analyses of the textbooks and the findings highlighted in the preceding sections can be used in order to answer those questions which, as a reminder, are the following:

- RQ1: Are EFL textbooks currently or recently used in FWB conveying GRs and potential preconceived ideas which could impact the younger population confronted to it in classrooms?
- RQ2: What is/are the gender model(s) conveyed in EFL textbooks currently or recently used in FWB (binary and/or non-binary)?
- RQ3: Was there an evolution in time in terms of gender equity in EFL textbooks (conveyed by the presence or absence of GRs and the gender model(s) presented) in comparison with older textbooks?

Firstly, RQ1 is related to the presence of GRs in the analysed textbooks. The answer could be short and positive but it seems necessary to develop this answer more than by means of a simple yes. The four analysed textbooks are indeed conveying GRs, however, some dimensions count more occurrences than others. Thus, it seems that the presence of GRs cannot be questioned but it is important to specify that not all kinds of stereotypes, or in other words, not all dimensions, have been found in each textbook. Even if the EIM-textbooks and the NCEC-textbooks have respectively the same authors, it does not mean that both textbooks, be they currently or recently used, are always presenting examples of the same dimensions.

Regarding the second part of the question and the potential impact that the examples of GRs found in the analyses can have on pupils, no clear answer can be formulated based on this research project. Even if some interesting reactions have been noted during the teaching practice, the EIM-textbooks have only been used during a few weeks and the focus was put on specific chapters. Therefore, the reactions of pupils that have been mentioned are interesting but pupils were not confronted to enough examples of problematic content in order to base an answer on their reactions. The impact on pupils can thus only be imagined based on the publications of other authors like Lee, who highlights the really lasting consequences that the confrontation with problematic content can have on these young and impressionable pupils (2016: 382).

Secondly, RQ2 is related to a particular dimension within the analysis, namely the sixth dimension, also called *(only) binary gender model depiction*. As already mentioned in the contrastive analysis, it seems clear that this dimension was really representative in all four textbooks. Based on the analysis of each textbook, it becomes clear that the preferred gender

model is binary. No example of an activity that leaves room for a non-binary gender model depiction has been found. Binary gender representations are visible in many ways: in guidelines, in the way pupils but also characters from the textbooks are categorized into two gender-categories, in the binary choice of colours pink/blue attributed arbitrarily to female and male characters and in the absence of a gender neutral third person singular form (e.g. personal pronouns or possessive determiners and pronouns). The pronoun *they*, known as the equivalent of gender neutral *iel* in French, do exist in those textbooks but is still exclusively used for the third person plural, while originally it was also used as a singular alternative, as proven by Bodine (1975: 129). The place given to *they* in recent publications is highly debated and the movement against its reinstitution as a third person singular alternative is strong, whereas it could guarantee gender fluidity and neutrality in pedagogical material but also in other types of resources.

Lastly, RQ3 concerns the evolution in time of the presence of GRs in EFL textbooks. This question can be divided into different layers of answer. The first important layer that partially answers the question is that, as already said in the answer to RQ1, both recently and currently used textbooks convey numerous examples of GRs. However, and this is the second layer of answer to RQ3, this analysis is based on specific results coming from four different textbooks and each dimension has its own answer to RQ3, since it concerns different types of GRs.

According to figures that are summarized visually in Table 5, some dimensions do confirm the theory that older textbooks do present more GRs than current ones, whereas other dimensions show that it is recent textbooks that are conveying more GRs. Moreover, some results tend to present a neutral answer in which neither older nor recent textbooks are containing more GRs than the other. The various answers can be summarized as followed:

- Concerning dimensions 3, 5 and 7 (corresponding respectively to *relationship stereotyping*, *degradation* and *(no) room for debate and construction based on written or visual data containing GRs*), the older textbooks are presenting more examples of GRs related to those three dimensions.
- Concerning dimensions 1 and 2 (corresponding respectively to *invisibility* and *occupational stereotyping*), the more recent textbooks are presenting more examples of GRs related to those two dimensions.
- Concerning dimensions 4 and 6 (corresponding respectively to *personal characteristic stereotyping* and *(only) binary gender model depiction*), neither older nor more recent textbooks are more representative than the other ones concerning the number of GRs related to those two dimensions.

Based on the number of dimensions pointing in the direction of older textbooks (three dimensions) compared to the number of dimensions pointing in the direction of more recent textbooks (two dimensions), it seems that older textbooks do contain more types of GRs than more recent ones. In the introductory section, two hypotheses were presented regarding the potential answer to RQ3. On the one hand, Lewandowski concludes his study by stating that: “constructed sentences in the old EFL grammar textbooks mirror commonly shared associations and stereotypes to a greater extent than those in recent publications” (2014: 66). On the other hand, in an older publication, Rifkin concludes with the idea that recent textbooks do not especially get better results than older ones regarding gender equity (1998: 232). In the context of this research project, the answer given to RQ3 is closer to the hypothesis formulated in the introduction that was also the result found by Lewandoswki. However, here too, the more recent textbooks, like in Rifkin’s conclusion, do not especially have a better score than older ones since only one dimension is making the difference. Consequently, it seems that the answer to RQ3 is situated at the intersection of both hypotheses and both authors’ conclusions. Therefore, it must not be forgotten that some dimensions, and some types of GRs, are more present in recent textbooks. Thus, the answer to RQ3 must not be taken strictly but must be seen in relation to all the results that have been presented for each dimension in each textbook.

The answers to the three research questions being formulated, another element that is exposed in the introductory section of this thesis remains absent: the role of teachers. Whereas the impact of GRs on pupils would have been really interesting to analyse in the context of this research project, the impact on teachers confronted to those problematic elements is also interesting to observe. Moreover, pupils are most of the time the typical object of study but in the educational domains, other actors, like teachers and their reactions can also be interesting to study. The application part of this thesis, which is also the last part of this project and which is presented in the following section, has been conducted accordingly.

5. Application

5.1. Context of research

The introductory part of this thesis already mentions some important authors and concept that are useful in this application part, therefore it is key to summarize what has already been said above before going deeper in this application part.

The teacher, as an educator, has a crucial role to play in the classroom: not only the content of the lesson is essential, but also many other criteria surroundings the lesson. Next to the teacher's attitude, pupils with their individuality and behaviours, even if living as a group, must be considered individually. This is where the “kids are kids” statement mentioned by Baggett (2020: 35) is highlighted. Not all pupils are dealing with the same insecurities and doubts, all teenagers are not the same. Therefore, and this is another idea highlighted by Baggett, teachers have to act accordingly, to adapt themselves to every single pupil in order to avoid numerous consequences on their development (35). This is where the concept of *critical pedagogue* (34) formulated by the same authors finds its roots.

However, the teacher is not the only decision-making instance in the educational domain. In some contexts, educators have no choice but to use the material available or chosen by their hierarchy. In this sense, Rifkin states: “instructors’ concerns regarding GRs may in fact be overridden by a simple need to have materials available for student use.” (1998: 331). Other studies mentioned are showing results in other countries where the political tensions or a particular belief system can be seen as the reason why some pedagogical material is preferred to another (e.g. Sulaimani, 2017). Nonetheless, in the Belgian school system, some teachers are also obliged to use a particular textbook because all teachers in the school or teaching a particular schoolyear do. Even if they do not agree with the material, some teachers also have no choice but to work with it. For young teachers, it is often not easy to find their place when they arrive in their first school. This has been observed during the previously-mentioned teaching practice. The questions that are at the core of this application part are thus whether young teachers are prepared to deal with this type of imposed material, whether they would be able to identify problematic content showing examples of GRs and whether they would be able to adapt this content.

Initially, this research project was supposed to include a survey realized among young teenagers during the teaching practice. This could not happen as planned and the survey was modified in order to meet the other outcomes mentioned hereabove. While it could have been really interesting to get the opinions of some pupils on the content of pedagogical material used

in their schools, the teacher or future teacher, in the case of master students following a master in didactics, are also of interest. The survey that was planned has therefore taken another turn and it has been decided to focus only on teachers instead of pupils.

As already mentioned, the role of teachers is crucial. Their reactions in front of a problematic material can vary: they can decide to not change the material and to work with it, they can decide to do another activity instead of the one that is judged problematic, they can keep the problematic material but also give the opportunity to pupils to give their opinions on the matter, and there are as many possible reactions as there are teachers in each school system.

However, next to interrogating young teachers, it also seems right to interrogate young people who have not completed a master in didactics in order to compare all reactions and see if the impact of the master in didactics and the training in pedagogy could be observed in the answers of the participants. A more detailed description of the participants taking part in this survey is available in the next section.

5.2. Participants

All participants have been contacted through groups created on social media and are classified into two categories. First, the “trained” participants (henceforward referred to as TPs), who hold a master in didactics or are currently studying didactics, are / will be teaching different courses, for example History, Modern Languages or Physics. Initially, only (future) EFL teachers were the target group of this survey but because of difficulties encountered to find enough participants for this small-scale study, the target group has been extended to other branches. As a result, depending on the domain of teaching, some comparison can be done. Then, the “untrained” participants (henceforward referred to as UPs), who have no background in pedagogy but are currently studying. UPs participants are master’s students in two different faculties and they have chosen another specialization than didactics.

Both TPs and UPs have a good knowledge of English and they are all able to understand the data presented in the survey on their own. All the participants are currently studying or have been recently studying in a French-speaking university in Belgium and have been to secondary school in Belgium too. In order to save time and because it is a small-scale survey, only four TPs and two UPs have been interrogated. Several characteristics of each participant are available in table 6.

Characteristics Participants	Gender identity ²	Occupation: teacher (T) or student (S)	Domain of studies	Concerned course(s) (only applicable if trained)
TP1	She/her	S	Humanities	History
TP2	He/him	S	Humanities	Modern languages
TP3	She/her	T	Humanities	Modern languages
TP4	He/him	T	Sciences	Physics
UPa	He/him	S	Sciences	/
UPb	She/her	S	Humanities	/

Table 6: information about the participants related to their gender identity, occupation, domain of studies and concerned courses they are or will be able teach.

In order to make the distinction between TPs and UPs in the tables used in this application section more visual, the lines corresponding to TPs have been colored in blue and those related to UPs have been colored in yellow.

5.3. Methods

The interviews are conducted by means of a questionnaire and are done during a face-to-face appointment when possible or during a video call. All the interviews have been recorded to be able to work on the data. The answers collected will stay anonymous and the participants have been ensured that all the video-files would be destroyed after the publication of this project.

In order to facilitate the answers and to guarantee the spontaneity of the reactions, the interviews have been conducted in French. The answers have been directly translated into English and are presented in the following sections (see transcript in the appendix).

The questionnaire is based on five potentially problematic elements found in an EFL textbooks currently used in FWB. The five elements have been collected in two of the four textbooks analysed, namely *English in Mind Students' Book 2* and 3 (EIM2 & EIM3). The

² At the beginning of each interview, participants have been asked to give a short presentation about themselves and to define the gender identity with which they feel the most comfortable with (e.g. she/her, he/him, they/them, ...). They also had the opportunity to not answer the question. However, all participants did answer the question.

choice has been made to only select elements from these two textbooks to be able to guarantee that this pedagogical material is still used currently in Belgian secondary schools. These five selected elements are available hereunder (see questionnaire in the appendix).

- One illustration (element 1)
- One full-exercise (element 2)
- One guideline (element 3)
- One sentence-example (element 4)
- One grammar exercise (element 5)

The interviews are organized in three steps. The first step is dedicated to a confrontation with the data without being aware of the subject of the research project in order to guarantee spontaneous and unbiased reactions from the participants (unguided question). The second step is preceded by a short explanation of the subject of this research project and of the research questions that are at the centre of this project. Knowing that the survey is focusing on GRs and the gender model(s) available in textbooks, the participants are confronted a second time to the same five elements and can modify their previous answer or leave it unchanged (guided question). At last, the third step consists of a last question. The participants are asked if they have alternatives to provide to the data that is judged problematic.

This survey has its own research questions (RQs) and those RQs are different from the general ones at the basis of the research project presented on page 22. In order to make a clear distinction between the RQs which serve as basis for the questionnaire and the RQs of the global project, RQs dedicated to the questionnaire have been identified with a letter (from *a* to *d*), while RQs dedicated to the global project have been identified, as it has already been explained, with numbers (from 1 to 3). Thus, this application part of the research project and this survey are based on four research questions (RQs):

- RQa: Are the (future) teachers able to see and react spontaneously to gender biased data? (non-guided question)
- RQb: After an explanation of the subject of research, are participants reacting differently in front of gender biased data within the questionnaire? (guided question)
- RQc: Are the participants giving alternatives to the data they are judging biased and problematic?
- RQd: What are the differences between the answers of the participants (between trained and untrained participants, regarding their domain of studies or gender identity)?

5.4. Questionnaire

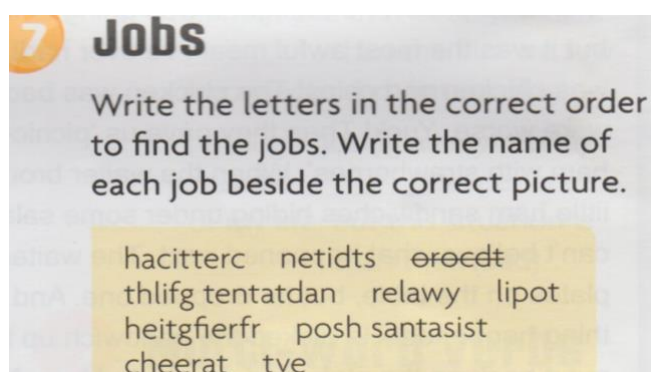
The original version of the questionnaire in French used during the interviews in order to conduct this survey is available in the appendix. However, the five elements mentioned in the previous section and which are at the basis of the questionnaire are also available in the following sections in order to facilitate the reading of the results. The transcript of the main comments made by the interviewees, as already mentioned, is also available in the appendix.

5.5. Results of the interviews

The results of the interviews are presented in a structured manner. The results related to each of the five chosen elements are presented individually hereunder and each followed by a table. The five tables (from 7 to 11) present a summary of the comments given by the interviewees, which are detailed under these tables.

5.5.1. Element 1 – an illustration

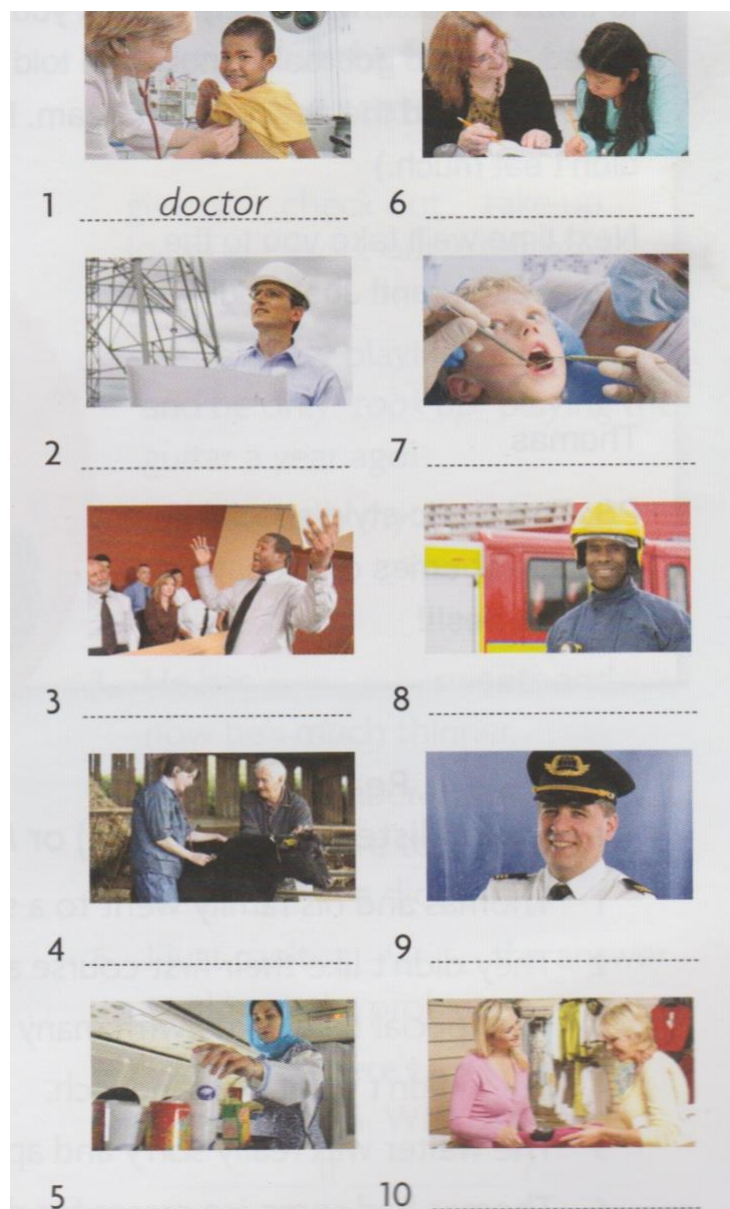
The first element is an illustration. It comes from EIM2 and it is presented at the beginning of the textbook, on page 5. This illustration is part of a vocabulary exercise in which pupils have to find the name of the job represented on each picture. In order to help them, the textbook provides a box listing the possible jobs. However, the letters of each word are not in the right order. Even if the element of interest here is the illustration, the guideline has also been presented to participants. Some of them have reacted to it and to the exercise as a whole, therefore it seems interesting to mention it. Their comments are presented in the following paragraphs. The guideline of the first element is presented as follows:



EIM2, 2012: 5 (ex. 7)

Going back to the illustrations, ten pictures are used to represent ten different jobs. The answers of the exercise are, from 1 to 10: doctor, architect, lawyer, vet, flight attendant, teacher, dentist,

firefighter, pilot and shop assistant. This activity has been analysed as, at least, being the site of dimension 2, also called *occupational stereotyping* during the analysis of EIM2. Therefore, when the choice has been made to select an illustration, this activity seemed to be an interesting possibility in order to observe the reactions of the participants. The rest of the activity and the illustrations are presented hereunder.



EIM2, 2012: 5 (ex. 7)

The already-mentioned table which is giving a summary of the reactions of the participants is available hereunder (see table 7). The results regarding the first element are commented under this table.

Reactions Participants	Step 1 spontaneous reaction to GRs (+) <u>or</u> not (-)	Step 1: comments globally positive (+) negative (-) neutral (/)	Step 2 familiar with the subject (+) <u>or</u> not (-)	Step 2: comments globally positive (+) negative (-) neutral (/)	Step 3: alternatives yes (+) no (-)
TP1	-	-	-	-	+
TP2	+	-	+	-	+
TP3	+	-	+	-	+
TP4	-	-	-	-	+
UPa	-	+	-	/	-
UPb	-	+	-	-	+

Table 7: summary of the reactions of the participants confronted to element 1 (illustrations)

This first element is one of the elements that has caused the most reactions. The answers given at each step of the interviews are detailed hereunder.

In Table 7, the first column clearly shows that most of the interviewees' reactions during the first step were not spontaneously concerning the presence of GRs in this element. Most of the answers during this first step are focusing on details of the exercise. For example, four out of six participants are formulating the opinion that some pictures are not clear. This is the case for them of picture 3, in which the lawyer is represented without his gown, which could have made the identification of the job easier for pupils. Next to this, at least three of the participants mention the diversity of skin colours as a positive characteristic for this exercise. However, some comments related to the exercise are also negative. To illustrate, the two first participants refer to the disposition of pictures in vertical order as being disturbing. The exercise is also mentioned twice as not original and not exciting.

Next to global comments regarding the exercise, two participants already mention GRs in their answer during the first step of the interview. First, TP2 mentions that the jobs attributed to both male and female characters are stereotyped. For example, according to this participant, women are more often represented with social jobs, in which they come in contact with other people. Then, and this is similar to the answer given by TP2, TP3 mentions the tendency to represent

women in jobs related to the domain of *care* whereas men are represented in jobs related to construction and responsibilities. This participant insists on the feeling that women should be taking care of men. Moreover, this participant also mentions the look of the people on the pictures: women are always looking at what they are doing or the person they are taking care of, whereas men are looking further away.

The second step of the interview is, with most of the participants, longer than the first one. This can be explained by the fact that the participants are, at this moment, aware of the subject of research. Moreover, it is important to mention that two out of six participants were already familiar with the central concepts that are at the basis of this research project. Therefore, their comments during the first step, which have been developed in the preceding paragraphs, are more detailed after the explanation related to the research project's objectives. These two participants are TP2 and TP3 and this result is illustrated in the fourth column of table 7. The four other participants have asked more explanations and more details regarding the subject of research because of their non-familiarity with this matter. However, a very large amount of data has been collected during the second step and a detailed analysis of the answers given by all six participants would have been very time consuming. Therefore, it has been decided to focus only on the main comments and ideas that are mentioned by multiple participants.

The first important result that can be observed here based on table 7 is that all the participants who gave negative comments during the first step, kept giving negative comments during the second step. However, whereas they could have been giving comments on any elements during the first step (e.g. the diversity of skin-colours mentioned above), they are more focused on gender matter during this second step.

Then, the second result that is important to mention is that all participants, except UPa, mention the presence of clichés or stereotypes in the pictures of the exercise. The five participants refer to arbitrary choices regarding the representation of jobs according to a specific gender. To illustrate, the comment made by TP1 summarizes the main idea of those five participants. This interviewee uses the possessive to consider women's jobs and men's jobs. Several participants also refer to jobs typically associated with a particular gender by means of the possessive. Moreover, UPb sees women in the picture as assisting someone, for example, a dentist on picture 7. According to those participants, the consequences on pupils could be disastrous. UPb is, for example, afraid that young female teenagers confronted with this exercise would be given the preconceived idea that they cannot be a dentist but only assisting one. The only participant who remains neutral during the second step of the interview is UPa, who mentions that it is simply representing the reality of those jobs.

During the last step of the interviews, participants have been asked if they would provide an alternative to the activity. All participants have provided various alternatives, except for the already-mentioned UPa who remains neutral in front of the exercise. Both comments related to the presence of GRs and to other elements that could be changed are detailed hereunder.

Regarding the presence of GRs in pictures, most of the participants suggest that the pictures should be replaced by other pictures. While some interviewees suggest that some pictures could be the place for a gender switch (e.g. changing the pilot into a woman or the flight attendant into a steward), other participants suggest the use of group pictures showing at least two people each time (e.g. instead of one male firefighter, a group of firefighters). According to them, those solution would guarantee a better balance of genders in those pictures. However, two participants, namely TP1 and UPa comment that this gender switch should be done with caution in order to avoid changing gender for the sake of changing gender. To illustrate this idea, the comment made by TP1 is based on the idea that placing a woman on a picture only for the sake of placing a woman is useless. This could lead to extremes according to the two lastly cited participants.

Next to changes related to the problematic presence of GRs in the exercise, other participants comment on the guideline and more especially on the fact that the letters of the different jobs are not in the right order. At least three participants find this disturbing and think it is not inclusive for all pupils (e.g. pupils with dyslexia). Globally, some participants also suggest that some pictures could also be more representative of the job (e.g. the lawyer should wear a gown). This, coupled with letters in the right order, would make the identification of the job easier for pupils, according to the majority of the participants.

5.5.2. Element 2 – a full-exercise

The second chosen element for this questionnaire is a full-exercise. It comes from EIM2 and it is presented in one of the last units, on page 90. This page is composed of a reading comprehension divided into three types of questions (from a to c), two illustrations and an article entitled *On the internet, it's girl time!*. The three different types of question have each a purpose. Question a is related to the picture on the right. It is an introductory question in order to start reading of the article. Question b is divided into four questions that can be answered after reading of the article and that are related to facts and figures cited in the article. Question c is dedicated to vocabulary and expressions available in the text. The entire page has been presented to the participants and their reactions are centred on different elements presented on this page (e.g. pictures, questions, design, title, etc.). This page had been already mentioned

during the analysis of EIM2 as showing at least an occurrence of dimension 5. This exercise could be seen as also illustrating dimension 6 and the binary gender model depiction. Therefore, the choice has been made on this exercise which can be seen as a *complex element* and which is interesting to show to the participants of the survey. The complete exercise is presented as follows on page 90:

5 Read

a Who do you think the girl in the photograph is? What do you think she has done? Read the magazine article to check your ideas.

b Answer the questions.

- 1 Why does Jenny think boys don't create web content?
- 2 In what three web-related areas are girls more active than boys?
- 3 In what ways would boys need to be different to change the numbers?
- 4 What is strange about the number of women and men in computer-related jobs?

c What do the underlined words from the text mean?

- 1 the pioneers of the internet (paragraph 1)
- 2 Girls are ahead of boys (paragraph 3)
- 3 an interactive e-zine (paragraph 5)
- 4 in the job market (paragraph 6)

On the internet, it's GIRL TIME!



Experts say that, among young internet users, it's not the boys who create most web content. The pioneers of the internet at the moment are the girls.

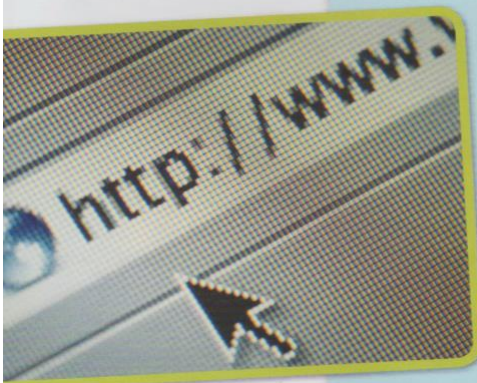
According to Jenny Baker, whose hobbies are designing icons, layouts and 'glitters', most boys just aren't patient enough for blogging, uploading photographs, and creating their own websites. Jenny posts her graphics on her own website, and believes that most boys don't often have their own sites. She thinks it's mainly girls.

And Jenny is right. A study shows that, among internet users aged 12 to 17, a lot more girls blog than boys (35 per cent of girls compared with 20 per cent of boys). A lot more girls also work on their own web pages (32 per cent of girls compared with 22 per cent of boys). Girls are also ahead of boys in working on websites for other people.

Girls also seem to be more active in creating their own web business. Some of them have their own teenage podcasts which have become very successful and sometimes the creators have their own TV shows too. When asked what they think about the study that shows girls are more active on the web, they say that they're not surprised because girls are very creative, and sometimes more creative than boys.

Other girls have started interactive e-zines with articles written for girls by girls. 'Girls from everywhere read our articles, and they ask lots of questions,' they say. 'I think girls like to help other people more.' One expert said: 'If boys were more interested in helping other people, the numbers would be different.'

But if girls are more enthusiastic about computers, why do women only have 27 per cent of computer-related jobs? Maybe this will change in the future – after all, girls like these will be in the job market before too long.



As has already been the case for element 1, the following table is giving a summary of the reactions of the participants. Results regarding this element are commented under table 8.

Reactions Participants	Step 1 spontaneous reaction to GRs (+) <u>or</u> not (-)	Step 1: comments globally positive (+) negative (-) neutral (/)	Step 2 familiar with the subject (+) <u>or</u> not (-)	Step 2: comments globally positive (+) negative (-) neutral (/)	Step 3: alternatives yes (+) no (-)
TP1	+	-	-	/	+
TP2	-	/	+	-	-
TP3	+	-	+	-	+
TP4	-	+	-	-	+
UPa	+	-	-	/	+
UPb	+	-	-	-	+

Table 8: summary of the reactions of the participants confronted to element 2 (full-exercise)

Before detailing the results of the interviews step by step, it is important to mention that element 2 is the element which the participants have commented the most. In some interviews, the reactions given for this element are representing nearly half of the time spent for the entire interview. Therefore, this element can be seen as the element that is the most disturbing for the participants.

The first step of the interview, namely the unguided question, has raised various reactions to multiple elements. Both GRs and other elements found on this page have been mentioned by the participants. It is first important to mention that the presence of GRs has triggered various emotional reactions, for example, this exercise has made TP3 angry. According to the justifications of TP3, this feeling comes from the fact that this type of exercise is still available today in textbooks. Moreover, some participants find that this activity is too gendered, too girly and too oriented towards the girl/boy comparison which is described as useless and binary. The title is also judged as really problematic, it gives the impression to TP3 that there was no room for girls on the internet before this. At least three other participants mention the idea that the activity is reducing women to glitters and creative hobbies. In other words, this activity and its gendered orientation are heavily criticized by a majority of the participants. Their reaction varies from laughing, to judging the activity as stupid and not interesting (e.g. reaction of UPb),

to being upset by the presence of this kind of clichés in pedagogical material (e.g. reaction of TP3). Several participants also mention that this type of activity should not be available today in textbooks. According to UPb, more interesting society-related subjects could have their place in pedagogical material instead of this activity. The pertinence of the subject regarding the place of women on the internet is also questioned by UPa who underlines the fact that everyone has a place on the internet nowadays. Therefore, this participant does not see this activity as useful. Next to the presence of GRs, other elements have also been mentioned as problematic. One of the main reactions is related to the subject. All participants, except TP1, have mentioned that, as pupils, they would find this exercise boring. These participants also mention the idea that they do not really get the point of this activity.

The second step of the interviews has been, as already mentioned, the longest part of all interviews. Being aware of the subject of research in the second part of the interview, participants, who already had a lot to say at first sight, have formulated more ideas. However, it is also important to mention that ideas cited during the first step have also been mentioned by other participants during the second step.

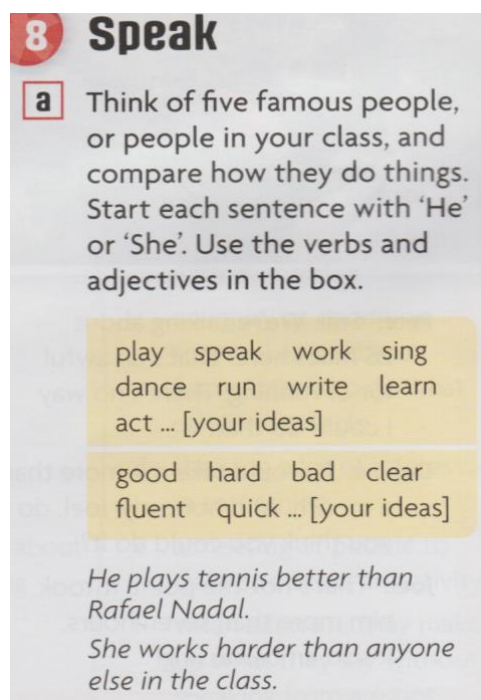
Several participants during this second step see this activity as really binary and therefore, non-binary pupils could have, according to them, identification problems (e.g. reaction of TP2) while dealing with this exercise. The title is again mentioned as problematic and the whole activity is qualified with the term *sexist* by two participants, TP2 and TP3, who are also the only two participants who are familiar with gender studies prior to this survey. Going back to the last ideas mentioned during step 1 regarding the subject of the activity, doubts regarding the probability that pupils would show interest while being confronted to this exercise are expressed by TP3. And, this interviewee goes even further by stating that the often-highlighted teenagers' lack of motivation in languages class can be explained by the use of this pedagogical material, not up-to-date and giving space to ordinary sexism.

While TP2 is neither particularly appreciating this activity, nor seeing what could be done instead, the other participants have several alternatives to suggest during the third step of the survey. The five other participants agree to say that this activity should not appear as such in textbooks. The first suggestion is made by TP3 who would, if needed, keep the page but find another text with a masculine equivalent in order to balance the orientation of the first text. After a short reflexion time, this participant also suggests another alternative by using an article centred around a non-binary teenager. However, the interviewee doubts that this kind of source with the right level of English would be found easily by the teacher. Another alternative is suggested by TP4 who would modify the article in order to use more recent statistics and facts

in the article. A last suggestion is made by both UPa and UPb in different words. Both suggest that the most important here is to show teenagers that everyone has a place on the internet. Therefore, they would not use this text and its questions mirroring a boy/girl comparison and they would use another text globally oriented on young people instead of one particular gender. UPa also makes another suggestion regarding the role of the teacher. According to this participant, the teacher should be introducing a debate after this type of exercise, what would have been seen as an example of dimension 7 in the analysis above. At last, all participants agree on a last element, the design of this page which is judged as old-fashioned and girly should also be modernized.

5.5.3. Element 3 – a guideline

The third element of this questionnaire is not an exercise but its guideline. As shown during the analysis of the different textbooks, guidelines are particularly displaying a lot of occurrences of dimension 6. As a reminder, this dimension is related to the preference given to a binary gender model depiction in the four textbooks that have been analysed. Based on this finding, it seems important to integrate an example of guideline which shows a binary gender model depiction in this survey in order to observe the reaction of the participants. This guideline comes from EIM2 and it is explaining the purpose of exercise 8 on page 21. The activity introduced is a speaking exercise based on the use of the comparison. The exercise and its guideline are presented as follows:



8 Speak

a Think of five famous people, or people in your class, and compare how they do things. Start each sentence with 'He' or 'She'. Use the verbs and adjectives in the box.

play speak work sing
dance run write learn
act ... [your ideas]

good hard bad clear
fluent quick ... [your ideas]

He plays tennis better than Rafael Nadal.
She works harder than anyone else in the class.

EIM2, 2012: 21 (ex. 8)

As has already been the case for two preceding elements, the following table is giving a summary of the reactions of the participants confronted to the third element. The results regarding this element are commented under table 9.

Reactions Participants	Step 1 spontaneous reaction to GRs (+) <u>or</u> not (-)	Step 1: comments globally positive (+) negative (-) neutral (/)	Step 2 familiar with the subject (+) <u>or</u> not (-)	Step 2: comments globally positive (+) negative (-) neutral (/)	Step 3: alternatives yes (+) no (-)
TP1	+	-	-	-	+
TP2	-	-	+	-	+
TP3	+	-	+	-	+
TP4	-	-	-	-	-
UPa	-	/	-	/	-
UPb	+	+	-	/	-

Table 9: summary of the reactions of the participants confronted to element 3 (guideline)

This element has globally initiated less reactions than the preceding one. During the first step of the interviews, various comments have been made, some are related to the presence of GRs. Several participants have highlighted the examples as being problematic because the male character is doing sports whereas the female character is represented as working hard for school. This is mentioned as cliché by TP1 and TP3 but also by UPb. The rest of the comments made by the participants during this step are globally positive and related to the fact that the guideline, the exercise and the examples are clear.

The second step of the interviews has been marked by other comments related to the presence of GRs in the activity but also more globally on the activity as a whole. Next to the fact that this exercise is qualified as basic and not exciting by TP3 and TP4, TP1 is disturbed by the fact that the example with a male subject is presented before the example with a female subject. This illustrates the preference given to male subjects according to this respondent. However, the examples are not disturbing both UPa and UPb who find them neutral, with no gender problem. At the end of this second step, not a lot of comments seem to be directed to the guideline, which was initially the element of interest here. However, the comments given on the examples and the insistence of some participants on it seems important to highlight here.

Finally, the last step of the interviews has been marked by several suggestions in order to transform this activity. Two types of reaction can be identified in this last step.

First, TP1, TP2 and TP3 would change this exercise for several reasons. The first reason would be that the guideline is not clear enough according to both TP1 and TP2. Then, the second element that could be changed to make the exercise clearer would be the presentation of the verbs and adjectives that could be transformed into two separate tables. The third suggestion comes from TP1, TP2 and TP3 and is related to the guideline too. These three participants are persuaded that comparing classmates with famous people is not a good idea and could lead to attacks or jokes. They imply that teenagers are in a period of their life when they can be really sensitive and susceptible, therefore, this type of guideline should not encourage them to compare classmates with famous people. This would inevitably lead to situation in which one of the teenagers could be emotionally hurt according to those three participants. A last suggestion and reason why this exercise should be modified has been given by TP2 who mentions that he is not an expert in the matter but he thinks that the use of a gender-neutral pronoun equivalent to *he* and *she* could be interesting in order to guarantee inclusivity. He does not mention *they* but it is clearly the idea that he has in mind based on his explanations.

The second type of reaction identified in this last step is highlighted in the comments given by TP4 and both UPs. All three interviewees would not change this exercise because, according to them, the example and the guidelines are clear. They also do not see what could be done in replacement of this activity (e.g. reaction of TP4).

5.5.4. Element 4 – a sentence-example

The next element in this questionnaire is not an activity but the example that is used to clarify the exercise. This element has already been mentioned in the analysis of EIM3 as the site of *occupational stereotyping* related to housework tasks. This sentence-example illustrates indeed the stereotype that men in a domestic area are clumsy, not being able to help with the housework tasks without making a mess. This element is interesting to show in a questionnaire like the one used in this survey in order to get the impression of the participants on the matter. The sentence-example comes from EIM3 and it is illustrating the purpose of exercise 4c on page 48. The activity introduced is a speaking activity. The exercise and the sentence-example are presented hereunder. Then, as it has already been the case for preceding elements, the exercise is followed by a table presenting a summary of the reactions of the participants confronted to this fourth element. The results regarding this sentence-example are commented under table 10.

C Work with a partner. Take turns to make sentences about yourself and your family and friends using the phrases in Exercise 5b.

My dad always makes a mess when he cooks.

Vocabulary bank Turn to page 114.

Get it right! Turn to page 118.

EIM3, 2013: 48 (ex. 4c)

Reactions Participants	Step 1 spontaneous reaction to GRs (+) <u>or</u> not (-)	Step 1: comments globally positive (+) negative (-) neutral (/)	Step 2 familiar with the subject (+) <u>or</u> not (-)	Step 2: comments globally positive (+) negative (-) neutral (/)	Step 3: alternatives yes (+) no (-)
TP1	+	-	-	/	+
TP2	+	/	+	/	+
TP3	+	-	+	-	+
TP4	-	/	-	-	+
UPa	-	/	-	-	+
UPb	+	/	-	-	-

Table 10: summary of the reactions of the participants confronted to element 4 (sentence-example)

During the course of the first step, spontaneous reactions to the presence of GRs have been expressed by the participants. According to the three first TPs and to UPb, this example is representing a stereotype in the way that it presents the male character as unable to cook without making a mess in the kitchen. This cliché about men is disturbing for these participants at first sight. However, according to TP2 and TP3, this sentence could also simply be interpreted in another way, namely as a simple example without any interpretation regarding the father. Moreover, this element and the cliché it contains is mentioned as less disturbing and funnier than the preceding ones by at least two of the participants (e.g. reaction of UPb, who sees an explanation for this reaction in the fact that she identifies herself as woman). Among these four participants, only one identifies himself as a man. The two other male participants show a

neutral reaction during this first step. They state that this example is correctly specifying what needs to be done.

As has already been the case for other elements, the reactions observed during the second step are, for some participants, different from their initial reaction. For example, while they were not disturbed by this sentence-example at the beginning, TP4 and UPa, who are both identifying themselves as men, show a more marked reaction after the presentation of the subject of research. According to them, this sentence is not representative of male characters and is representing a cliché about them. The four other participants, who already had a reaction towards gender stereotypes during the first step, maintain their reaction about what they also call a cliché. At least two female participants insist again on the fact that this element is funnier and therefore maybe less disturbing than the preceding one (e.g. reactions of TP1 and UPb).

Regarding the suggestions during the last step of the interviews, only one participant has mentioned that no modification should be made, namely UPb. All the other participants have at least suggested one small modification in order to make the exercise better. The most cited suggestion concerns the example. Most of the participants would modify it and different suggestions are made. First, TP3 would add another example dedicated to the mother or leave the choice to pupils (e.g. dad/mom/sister/brother). However, after a short reflexion, this participant recognizes that it remains a solution marked by a binary gender model depiction. Therefore, she suggests to add, if it exists, another pronoun that would be neutral regarding gender. She knows that *they* exist but she is not sure that it is available in grammars. According to her, this could be a solution, even if it would probably not be accepted in all schools because of, for example, religious reasons. Next to the example, TP1 would modify the guideline in order to guarantee the creation of more neutral sentences than the example. In addition to this TP3 suggests to add an exercise d in order to develop the critical eye of pupils. At last, both TP4 and UPa suggest to simply replace the sentence-example by a sentence that would be less cliché. TP4 gives a concrete example and would replace the sentence by *my dad always does the washing up when he cooks*. Otherwise, according to him, the initial sentence suggests that the father always cooks without cleaning afterwards. That could be, according to the same participant, interpreted as the idea that he leaves the cleaning for the mother.

In other words, plenty of suggestions have been made by the participants regarding this sentence-example. Some solutions are more developed than others, the fact that this element is the penultimate of the questionnaire can maybe also explain why the explanations given by the participants to justify their suggestions are longer than for the preceding ones.

5.5.5. Element 5 – a grammar exercise

The last element of this questionnaire is a grammar exercise. This element, and more specifically its illustrations, have already been mentioned in the analysis of EIM2 as the site of *occupational stereotyping* related to jobs and hobbies but also of *relationship stereotyping* related to the representations of female characters in domestic settings. This element has therefore been described as a *complex element* in the analysis of EIM2. The choice has been made to choose a grammar exercise as last element in order to observe the reaction of the participants confronted to this type of resource. It can be found on page 35 in EIM2.

This last element is no exception to the structure of the presentation of the results, therefore, table 11 is giving a summary of the reactions of the participants confronted to this grammar exercise. Their answers regarding this element are developed under this table. The full grammar-exercise is presented hereunder in two parts. In the textbook, the pictures are placed under exercise b.

9 Grammar

★ **Present perfect simple with just**

a Look at the example. Then complete the rule.

I've just read Ken's post.

RULE: We can use with the present perfect simple to say that an action happened a very short time ago. Put *just* between and the

b Use the words to make a sentence about each picture. Use the present perfect simple with *just* and *yet*.

- get a letter / open
She's just got a letter, but she hasn't opened it yet.
- go to bed / switch off light
- buy new bike / ride
- eat dinner / do the washing-up
- make some fruit juice / drink
- score goal / win



EIM2, 2012: 35 (ex. 9)

Reactions Participants	Step 1	Step 1:	Step 2	Step 2:	Step 3:
	spontaneous reaction to GRs (+) <u>or</u> not (-)	comments globally positive (+) negative (-) neutral (/)	familiar with the subject (+) <u>or</u> not (-)	comments globally positive (+) negative (-) neutral (/)	alternatives yes (+) no (-)
TP1	+	-	-	-	+
TP2	+	-	+	+	-
TP3	+	-	+	-	+
TP4	-	+	-	-	+
UPa	-	+	-	/	+
UPb	-	/	-	/	+

Table 11: summary of the reactions of the participants confronted to element 5 (grammar exercise)

This last element has triggered two types of reactions during the first step of the interviews. On the one hand, some participants do not react to GRs that can be seen in this exercise but only to the structure of the exercise, especially the theory that is placed before the exercise, which is judged helpful. This is the opinion shared by TP4 and both UPs. On the other hand, the other participants are more critical regarding the presence of GRs, especially in the pictures. The pictures that have generated the most comments are picture 4, on which a female character is doing the washing up, and picture 6, on which two male characters are represented on what looks like a football field. These two pictures and the stereotypes they convey have been heavily criticized by TP1, TP2 and TP3. A particularly interesting comment has been made by TP3, who insists on the look of the woman on picture 4 when she sees the rest of the dishes she still has to wash on her own. According to this interviewee, she seems very sad and disappointed. This element has also been commented in the analysis of EIM2 as good example of dimension 3 during the analysis because of the way this woman is represented in domestic settings, busy with a housework task. It seems that some participants do share this interpretation regarding, at least, picture 4.

During the second step of the interviews, a lot of opinions expressed during the first step have been repeated. Some participants do insist again on the good structure of the exercise, based first on theory then on application with illustration to also make it visual (e.g. reaction of TP2). Furthermore, pictures 4 and 6 remain the most problematic pictures for most of the

participants. However, some participants moderate their answer a bit more. First, some of them, like TP1, do recognize that picture 4 is disturbing but are not shocked by the fact that it appears in a textbook. At least two participants mention that they have always seen such pictures in textbooks, therefore, it is less disturbing than other exercises in the questionnaire. The fact that participants are used to the presence of these pictures in pedagogical material and that they are not finding it annoying is interesting to highlight. This fact has been mentioned by TP1 who states that the fact of seeing this kind of pictures in textbooks created for teenagers and not finding it annoying anymore is a problem, especially for future teachers. At last, two male participants, namely TP2 and TP4, have insisted on, according to them, a good choice made by the author to place a woman as working at the bike shop on picture 3. This is a good idea and it a positive picture for the female character according to them. Both participants highlighting this are male interviewees.

As has already been the case for the other elements, different suggestions have been made by participants in order to transform the exercise into something they would feel more comfortable to work with. Only TP2 would do this exercise with his pupils without making any modification. The first suggestion is presented by UPb and is a bit more radical. She suggests removing all the pictures because the exercise is doable without the pictures. The second suggestion is a bit more moderate in the way that only a few pictures should be removed. This has been mentioned by TP1 and TP4, who would give the priority to the removal of pictures 4 and 6. Then, pictures could be replaced by another version, for example, picture 6 could be showing a football team composed of men and women (e.g. suggestion made by TP4). The last suggestions are related to the modernity and the design of this textbook. According to TP3 and UPa, changes like receiving a text message instead of a letter on picture 1 and the modernization of the pictures could make this exercise better.

5.5.6. Interpretation of the results: back to the research questions

The results of the interviews and the main reactions of the interviewees have been presented in the preceding sections. Based on those findings, an answer to the four RQs at the basis of this application part can be formulated. However, it is important to know that this survey is small-scale, with only six participants and that the answers to the four RQs could be seen as subjective by some readers because based on the low number of interviewees. The four RQs at the basis of this survey are repeated hereunder.

- RQa: Are the (future) teachers able to see and react spontaneously to gender biased data? (non-guided question)
- RQb: After an explanation of the subject of research, are participants reacting differently in front of gender biased data within the questionnaire? (guided question)
- RQc: Are the participants giving alternatives to the data they are judging biased and problematic?
- RQd: What are the differences between the answers of the participants (between trained and untrained participants, regarding their domain of studies or gender identity)?

The first research question is related to spontaneous reactions of participants when confronted with an element that has been analysed as containing GRs. The answer to this question can be found based on the results presented in the second columns of tables 7 to 11. Except for table 7, which shows that only two participants react spontaneously during the first step, the four other tables show that at least three to four participants have a spontaneous reaction to GRs. However, what is asked in RQa is whether (future) teacher are showing spontaneous reactions. Based on the same tables, it seems that at least two to three out of the four TPs do show a spontaneous reaction when they are confronted to an element containing GRs. There is only one TP who never reacts spontaneously, namely TP4, who is already teaching. Therefore, the answer to RQa cannot be positive but can be expressed by means of a tendency. There is, indeed, a lot of cases where (future) teachers, do react more spontaneously to the presence of GRs.

The answer to RQb, related to the second step of the interview, can be found on the basis of the comparison of the third and fifth columns within each table, from table 7 to table 11. Based on those results, it seems that two tendencies can be highlighted. When participants give globally negative or neutral comments during the first step, these comments remain globally negative or neutral during the second step. However, when participants do have positive comments during the first step, those do not remain positive in the second step but become either negative or neutral. Only one counter-example of this, namely of a positive comment that remains positive during the second step, has been found within the five tables. It concerns the comments given by TP2 for the last element, the grammar exercise. Based on those tendencies and results, the answer to RQb can be affirmative: participants do react differently in the context of a guided-question, or in other words, when they are aware of the subject of research. There are, indeed, more critical comments during the second step than during the first step. This was also visible in the preceding sections when the opinions and comments of the participants have been detailed. This result can highlight the importance of the first step as being a non-guided

question. Not giving information on the research subject in order to get unbiased answers from the participants seems to be a fruitful methodological choice.

Regarding RQc, the answer can be formulated on the basis of the last column of each table from table 7 to table 11. Next to the detailed explanations presented in the preceding sections, a quick look at the signs represented in these columns makes clear that most of the time, a majority of the participants do have suggestions in order to transform the element into, according to them, a better version. However, it is also important to mention that the suggestions made during the third step of the interviews are not always related to the presence of GRs. For example, the guideline, while not being the object of interest in an element, if judged problematic by the participants, can also be the site of suggestions. Most of the comments made on the form and purposes of the exercises, even if not related to the subject of this study, and the arguments given by the participants to justify their suggestions, are detailed. Moreover, a lot of comments related to the pedagogy of the exercises are, therefore, interesting to observe and highlight the quality of the training given to (future) teachers in Belgium. However, a last important piece of information that needs to be underlined is related to a comment mentioned in the detailed analysis of the grammar exercise (element 5). During the interviews, several TPs have mentioned that they were used to be confronted with GRs as pupils (e.g. the picture that shows a woman washing the dishes used as illustration in element 5) and, that it was not surprising them either currently, as (future) teachers. Some participants mention an impression of being used to see this type of stereotypes in pedagogical material, which they do not find annoying anymore. However, none of the participants who mention this impression seems to feel comfortable enough to explain their feeling and absence of reaction. This comment leaves food for thoughts regarding the way teachers can sometimes remain passive when confronted to material containing stereotypes or preconceived ideas. The lack of time or the lack of a possibility to work with other pedagogical resources could be seen as an explanation for their reaction.

Finally, the answer to RQd is more complex than for the three preceding questions because of the different angles that can be taken in order to compare the participants based on their characteristics presented in table 6. The three characteristics that are used to answer this question are: their pedagogical training and the absence of training, their domain of studies and their gender identity.

The first sub-question that is answered in this section is therefore whether TPs and UPs give different answers and reactions. Some differences can indeed be observed between the answers given by TPs and UPs. Firstly, based on their vocabulary and expressions used during the

interview, the UPs seem to look to the exercise by using the eyes of their sixteen years old self, building their comments on their personal experience a bit more than TPs. However, being trained does not make the participants better at answering the questions. A tendency to rely on their acquired knowledge could be seen in the way some answers formulated by TPs are constructed. For example, TP2, who states a familiarity with the subject of research after being exposed to it, confounds two central concepts in this study, *sexism* and *gender stereotype*. These two concepts, which are detailed in the introductory part of this master thesis, are not interchangeable. However, this participant seems to use these as synonyms. Therefore, being familiar with the subject of research does not make anyone an expert of this matter. Secondly, as it has already been mentioned in the answer to RQa, there is more examples of elements for which TPs have been reacting spontaneously to the presence of GRs during the first step of the interviews than UPs. Thirdly, the UPs seem to be more prone to remain neutral in front of an exercise. Sometimes, it feels as if they have nothing to say when confronted to an element. Finally, TPs have shown a deeper curiosity regarding pupils and their potential reactions to the material presented in the questionnaire. This can be illustrated by the comments given by TP2 during the second step of her interview regarding the second element, the full-exercise. This participant clearly states that she would appreciate to see the reactions of pupils confronted to this exercise. She states that pupils' lack of motivation is often highlighted but she partially justifies this lack by the type of material they have to work with at school. According to her, the material is really old-fashioned regarding its subjects and design. She doubts that teenagers nowadays could identify themselves with this type of content. The modernity of the textbooks is not the subject of this research, however, her argumentation regarding the link between pupils' lack of motivation and the lack of modernity in the textbook seems interesting to mention. It highlights that (future) teachers are also trained to be critical in front of material they are supposed to use. This is reassuring after TPs' comments related to them being used to the presence of stereotypes in textbooks mentioned in the answer given to the preceding research question. The *critical pedagogue* conceptualized by Baggett (2020: 34) seems therefore to be observable here in the critical reaction formulated by TP2.

The second sub-question that is answered in this section is whether the domain of studies of the participants is impacting their reactions and resulting into differences between their answers. This question, based on this small-scale survey and its six participants, can be answered affirmatively. Table 6 shows that TP4 and UPa have been / are both studying in the scientific domain whereas the four other participants have been / are all studying in the domain of humanities. A quick look to tables 7 to 11 makes clear that both participants with a scientific

background often have the same type of answers and reactions to elements, whereas there is more diversity in the answers given by (former) humanities' students.

The third and last sub-question that is answered in this section is whether the participants' gender identity is impacting their reactions. As already mentioned, the participants are asked, at the beginning of each interview, with which gender identity they want and feel comfortable to be identified with. They were given different options in French, which can be seen as equivalents of, for example, *he/him*, *she/her* or *they/them*. Three participants identify themselves as women and have therefore chosen the *she/her identity*, while the three other participants identify themselves as men and have, consequently, chosen the *he/him identity*. Based on a look at the different tables, the answer to this sub-question cannot be easily found. However, based on the content of the interviews and the detailed comments given by participants, some slight differences in their reactions have been observed. A concrete example of an element that was more disturbing for male participants is the sentence-example (element 4). When male participants react to the presence of this sentence, the tone of their voice is different and sounds more emotional, than when they react to other elements. The same type of reactions is observable in female participants' reactions when confronted to the second element, which is the full-exercise. Angry feelings have been clearly formulated by a couple of female interviewees regarding the presence of this element in pedagogical material. Moreover, some female participants are aware that they react differently when they are confronted to GRs concerning male characters and female characters. They are less shocked and annoyed by the presence of the sentence-example (element 3) concerning GRs related to men, than by the presence of the full-exercise (element 2) which triggers emotional reactions. They think that being a woman makes them less sensitive to the presence of the sentence-example (e.g. reaction to element 4 by UPb during the second step of her interview) since it only concerns men. The answer to this sub-question related to gender can therefore be answered positively, not in the content of their answers, but in the different emotional reactions it triggers in the participants depending on their gender identity. Female participants formulate more arguments and show more feelings when they are confronted to GRs related to female characters and male participants show the same type of reactions concerning GRs related to male characters. However, it does not mean that the participants do not comment and react on the presence of GRs when it is not related to their own gender identity.

The answers given to the three sub-questions in the preceding paragraphs are creating a multifaced answer to RQd. This question can therefore not be answered with a simple positive or negative response but must be seen as the sum of the answers given to its three sub-questions.

6. Conclusion

The aims of this master thesis and research-project is to observe the presence of GRs in EFL textbooks used in Belgian secondary schools within the FWB, to highlight whether a particular gender model depiction is preferred in pedagogical material nowadays and to observe whether there is an evolution in time regarding the presence of GRs in EFL textbooks. This study shows that GRs are still observable in currently used EFL textbooks. Then, the global preference for a binary gender model depiction and the absence of room for the use of a third person singular gender-neutral pronoun have been highlighted. In other words, the use of the pronoun *they* suggested by Bodine (1975) as a singular gender-neutral alternative, for example in guidelines addressing teenagers, is not observed in the pedagogical material analysed in this study. The absence of a gender-neutral option in EFL textbooks is deplored since teenagers are at a period of their life in which they are still in the middle of their construction. Their gender identity is also, most of the time, questioned and can be unsustainable within this period of their life. Finally, examples of GRs have been found in both recently and currently used textbooks. A first tendency shows that older textbooks, namely NCEC2 and NCEC3, are containing more GRs than recent ones. However, a second tendency related to more recent textbooks, namely EIM2 and EIM3, shows that these textbooks do not particularly score better in terms of the presence of GRs in their respective content.

Next to the practical analysis of EFL textbooks, a survey has been conducted by means of a questionnaire especially aimed at (future) teachers in order to observe their reactions when they are confronted to material containing GRs. This survey shows that the participants who received a training in pedagogy do react more spontaneously and a bit more to activities containing GRs than participants without a background in pedagogy. The results also show that participants can sometimes be biased by their own background (e.g. domain of study or gender identity) in their reaction to the presence of stereotypes in pedagogical activities.

Both the analysis of the pedagogical material presented in the practical part and the interviews presented in the application part show that being careful with the choice of the textbook used with teenagers is essential since every single activity can potentially contain ideas that they could find disturbing. However, it is also important to understand that next to being what Baggett describes as a *critical pedagogue*, teachers remain human beings with their own background, knowledge and ideologies. First, as a teacher, it is therefore essential to continue learning during the entire career in order to be aware of the current issues. Then, it remains crucial to have a critical eye when the choice of the material comes. However, sometimes the

chosen material still contains problematical content from pupils' perspective or the society evolves during the school year in a direction in which the content of the textbook becomes disturbing or problematic for teenagers. This is where another role of teachers is highlighted, the ability to improvise in order to meet pupils' needs and questions. Thus, adaptability should be seen as an essential value in the teaching domain, as it has been highlighted in both the practical and application parts of this thesis.

Nevertheless, it is necessary to acknowledge that this master thesis is mainly based on the analysis of four textbooks edited by Cambridge University Press and on a small-scale survey based on six participants. It is therefore only a part of the state of the art regarding the presence GRs in ELF textbooks and the potential reactions of (future) teachers regarding this matter. To better assess the presence of GRs in EFL textbooks, more pedagogical material and other collections than Cambridge University Press should be analysed in order to pursue the analysis of the textbooks currently or recently used in the FWB. It could be therefore necessary to replicate this analysis by using the same dimensions to further develop research related to the presence of preconceived ideas based on gender in pedagogical material. More studies' applications based on interviews with (future) teachers could contribute to the development of the interest in research projects aiming at the description of the teachers' reactions. Moreover, it would certainly continue to highlight the importance of their training and the crucial role they play in the life of the citizens of tomorrow. Related to this, a second layer of interviews dedicated to pupils' reactions could probably complete this field of research and allow to highlight concrete examples of the impact that the presence of GRs in pedagogical material can have, during and after exposure, on those future members of the society.

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9. Appendix

Three attached files containing documents mentioned in this master thesis are available. Their corresponding titles are formulated as follows:

- **Hénaut_72491700_2022_Annexe1.pdf:** this file contains the four work tables which serve as a basis for the analyses of the four textbooks presented in the practical part.
- **Hénaut_72491700_2022_Annexe2.pdf:** this file contains the questionnaire which has been used for the interviews mentioned and detailed in the application part (this document is in French).
- **Hénaut_72491700_2022_Annexe3.pdf:** this file contains the transcript of the main comments made by participants during the interviews which are detailed in the application part (this document is in French).

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