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Analysis of ELT coursebooks regarding the gender representation

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Prohlašuji, že jsem diplomovou práci vypracovala samostatně a použila jen uvedenou literaturu a zdroje.

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vlastnoruční podpis

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Abstract

The thesis deals with gender representation in Project course books, which are used for teaching English in a large number of schools in the Czech Republic. According to the Guide for gender correctness issued by The Ministry of Education, Youth and Sports, education should provide gender equality at schools, as well as in the course books. That means that females and males are equal in rights, duties, and opportunities, which signifies power and representation in public space and recognition, and appreciation as well. The aim of the thesis is to investigate if males and females are presented equally in the course books of Project 1 and Project 3 published in 1987, Project 1 Fourth edition and Project 3 Fourth edition published in 2014, afterwards compare them. The theoretical part of this thesis focuses on definitions of course books, gender and sex, gender bias, stereotypes, identity, and introducing the selected books. The practical part of the thesis brings detailed analyses of the course books regarding the social aspect of visibility, gender stereotypes, and roles, and particular vocabulary, such as personal names, titles, family, occupations, and adjectives. Both quantitative and qualitative approaches are used in the analysis to collect and interpret data. The quantitative method compares the occurrence and frequency of measurable elements, for example, words, photos, and illustrations. Qualitative methods are used to analyse dialogues, illustrations, photos, and various situations. Based on the findings, all the books Project 1 and 3 from 1987 and Project 1 and 3 Fourth Edition from 2014 seem to be gender-biased and gender-stereotyped caused by the prevalence of males. Although certain improvement was found, the difference between the first edition and the fourth edition was not as considerable as it was expected. The solution to the problem is to considerably increase the presentation of females in all aspects of visibility, distribution of occupations, opportunities, and representation in public space.

Introduction

In the English speaking countries, mainly in the USA, the effort to analyze textbooks in terms of women's rights is much more significant than in the Czech Republic. That is the reason why this thesis will deal with this problem.

This diploma thesis will analyse the coursebooks of Project 1 and Project 3 of the first and fourth editions and compare them. Then, it will find out how the representation of gender has changed or has not in these coursebooks and which differences between male and female depicting there are between selected books.

In the past few decades, women's role in society has significantly changed. All coursebooks being used at school should reflect this reality. One of my thesis aims is to find out if the male and female depiction in the textbooks is balanced and fair now in the fourth edition of Project and find differences, if any, by comparing it with the first edition of Project.

The thesis will attempt to answer questions, which are included in the document of the Ministry of Education, Youth and Sports about gender correctness in course books. If the course book presents men and women also in alternative ways of life, not only the traditional connection of women with household and looking after children and men managing some companies and having power in the public sphere. Whether the course book shows fairly representation of men and women in various roles. If the textbook shows particular women and men working in professions that are not commonly connected with women or men (Valdrová, Smetáčková, Moravcová, Knotková, 2004). It will focus on the fact if the girls and women are illustrated in comparable situations and positions if girls/women as well as boys/men are depicted as the same important, competent and in numbers comparably represented. The thesis will search for the answers in texts, exercises, photos, and illustrations.

In the theoretical part of the thesis, the focus is on the definition of course books, their evaluation and roles in ELT, the definition of gender, the difference between gender and sex, gender stereotypes and identity, gender socialization, gender bias in ELT course books and introducing of selected Project course books.

The practical part will consist of the analyses of the Project 1 and 3 published in 1987 and the Project 1 and 3 Fourth Edition from 2014, and their comparison. This thesis deals with visibility, gender stereotypes and roles, and particular vocabulary such as personal names, titles, families, occupations and adjectives. Both quantitative

and qualitative approaches will be used in the analysis to collect and interpret data. The quantitative methods will be used to compare the occurrence and frequency of measurable elements, which can be verbal or non verbal, for example, words, photos, and illustrations. The qualitative methods will be used to analyse dialogues, illustrations, photos and various situations. The data obtained from these analyses will be used and processed with the comparative method.

1. Coursebooks

1.1 Coursebook definition

According to Průcha (1998) a coursebook is described and explained in several definitions. At the first and superficial view, a coursebook is a kind of book equipped with illustrations and articles, which should serve students to study particular school subjects. Even among educational experts, a course book was considered mainly practical, routine and common means of education, which is not worth paying any special attention to. A significant reversal happened in 60th and 70th years of the last century, when scientific research and theories about coursebooks' functions and characteristics started to appear abroad (Průcha, 1998, p. 11).

In English, there are two words which are used as a translation for one Czech word – “učebnice” and that is very similar regarding its form and meaning, and it is commonly used when speaking about the same thing: a course book and a textbook. Cambridge Dictionary (2022) defines a course book as "A book used by learners when they do a particular course of study" and a textbook as "A book that contains detailed information about a subject for people who are studying that subject" (© Cambridge University Press, 2022). Therefore, both expressions appear in this thesis.

A coursebook can be defined as follows: “The word coursebook refers to the material which is used as the basis for a course, whether it is an actual book or an online course” (Ur, 2012, p. 197). Another definition explains coursebook as a source of knowledge for students. Nevertheless, they do not adopt only new findings but they also obtain other components of education such as attitude, skills, values, and standards. Coursebooks are a source of teaching and educational material for teachers, teaching content, and evaluating student's results and progress (Průcha, 1998, p.19).

In some places, it is obvious that course books are used as the basis of the courses, while in others, they are not used at all. A third situation is a compromise, where a course book is used selectively, not necessarily in sequence, and is extensively supplemented by other materials” (Ur, 2012, p.197). For years, methodologists have been arguing about the usefulness of course books, questioning their role (Allwright, 1981), defending their use (O'Neill, 1982), worrying that they act as methodological straitjackets (Tice, 1991), promoting their value as agents of methodological change (Hutchinson and Torres, 1994), or arguing yet again about their relative merits (Harmer, 2001, Thornbury and Meddings, 2001).

As advantages of a course book Ur (2012, p.198) considers providing a clear framework, where there is a sense of structure and progress, syllabus – systematic and planned selection of language will be covered, ready-made texts and tasks of appropriate level for most of the class, which saves teacher's time, useful guidance and support for inexperienced teachers and at last but not least autonomy – student can learn new material, and review and monitor his or her own progress and becomes less teacher-dependent. Harmer (2007, p. 181) agrees and counts among the benefits of a good coursebook a carefully prepared and coherent syllabus, satisfactory language control, motivating texts, audio/CDs, and other accessories such as video /DVD material, CD-ROMs and extra resource material. The part of the set of coursebooks is a detailed teacher's guide, which provides lesson procedures and suggests some alternatives, extra activities and sources. Students like coursebooks too since they can watch their progress unit by unit until the end of the book or look back for revision. In addition, Harmer (2007, p. 181) points out the fact that course books can have a powerfully engaging effect thanks to attractive visuals and topic appeal.

On the other hand, Ur (2012, p. 198) expresses disadvantages such as inadequacy, which means that every individual class may have their own expectations and no single course book can meet them. The topics may not be relevant and engaging for the class, articles, illustration, and photos may be out of date, the content of a course book may be culturally inappropriate, limited range of level as a course book do not satisfy all levels of ability or proficiency, and last disadvantage may be teachers' uncritical following the course book and not using their own initiative. According to Harmer (2007), the solution for teachers who see more disadvantages than advantages of using course books is the Do it yourself approach, which can accommodate particular students' needs and greatly enhance their motivation. The teacher is able to react to what is happening in the class on lesson-by-lesson bases. Since it can offer students active and diverse programme it seems to be very attractive. This approach is very time demanding and needs a huge number of materials and sources and the teacher's knowledge (Harmer, 2007, p. 182).

1.2 Evaluation of course books

Evaluating and analysing course books require certain knowledge of research methods. Průcha (1998, p. 47, 48) states that nearly all methods, which are parts of the empirical pedagogical research, can be used to analyse course books.

There is a list of methods for course book evaluation and analysis by Průcha (1998).

- Quantitative methods – methods using various statistical operations to analyse the course book characteristics. These methods compare the occurrence and frequency of measurable elements. The elements which can be measured can be verbal and non-verbal, for example, words, sounds, exercises, photos, etc.
- Methods of content analysis – methods focusing on the evaluation of the quantitative course book characteristics (e.g. methods of semantic analysis or methods of theoretical information analysis).
- Methods of questioning – methods gathering and evaluating some evidence about course book characteristics within the educational process. These methods usually use interviews and questionnaires to get the evidence.
- Methods of observation – methods not commonly used in course book evaluation. However, Průcha says that many research works dealing with the observation of using course books in real courses have been conveyed abroad.
- Methods of testing – methods using specific tests for certain groups of learners to compare the use of different course books.
- Experimental methods – methods exploring the effects of certain changes in course book content in comparison with the original course book.
- Comparative methods – methods comparing two or more course books from a certain point of view. This method is usually used for comparing new editions of course books with the previous ones.

Ur (2012, p. 199) based on her experience, concludes that students prefer to have a course book and that having a course book may even carry a certain prestige. However, it is worth thinking about how to recognize the right course book. Therefore Ur (2012, p. 200) suggested the following list of general criteria for course book evaluation:

- Objectives explicitly laid out in an introduction, and implemented in the material
- Approach educationally and culturally acceptable to target students
- Clear attractive layout; the print easy to read; if digital, easy to navigate
- Appropriate visual materials available
- Interesting topics and tasks
- Varied topics and tasks, so as to provide for different learner levels, learning styles, interests, etc
- Clear instructions
- Systematic coverage of syllabus
- Content clearly organized and sequenced
- Periodic review and test sections
- Plenty of authentic language
- Good pronunciation explanation and practice
- Good vocabulary explanation and practice
- Good grammar explanation and practice
- Tasks activating practice in all four skills
- Material encouraging learners to develop own learning strategies and to become independent in their learning
- Adequate guidance for the teacher; not too heavy preparation load
- Audio recordings available
- Course book website, with guidance and supplementary materials available

Cunningsworth (1995) presents different criteria for evaluation and selection purposes from Průcha (1998, p. 47, 48), nevertheless similar in their content to Ur (2012, p. 200). It should be answered a lot of questions in each criterion.

- Aims and approaches - questions are asked to find out if the aims of the course book correspond closely with the aims of the teaching programme and with the needs of the learners, as well as if it covers most or all of what is needed and if it allows different teaching and learning styles.
- Design and organization - deals with components creating the total course package and content organization, sequences, grading, adequate recycling and revision, clear layout.

- Language content – it is significant to find out if the course book covers the main grammar and vocabulary items, pronunciation practice, structuring and conventions of language, language style matching to social situation.
- Skills - it is relevant, that all four skills should be adequately covered by suitable reading, listening materials, materials for spoken English and writing activities.
- Topic - should be of genuine interest to learners, sophisticated, enriching, women should be portrayed and represented equally with men
- Methodology - it is important to find out what approaches to language learning are taken and what techniques are used for presenting and practising new language items, and if it is included any advice and learning strategy to help to students.
- Teacher's book - should be comprehensive and supportive, and adequate guidance.
- Practical consideration - there is a question if the whole package represents good value for money (Cunningsworth, 1995, p. 3, 4).

1.3 Criteria for evaluation of course books regarding gender

The criteria dealing with gender representation in textbooks have social aspects and linguistic aspects. Each aspect in each textbook ought to be examined to determine whether or not it is gender-balanced or if the significant imbalance is present. The social aspect includes visibility – the frequency in which males and females are featured in pictures and photos in the textbooks, gender attributes, gender roles and stereotypes depicted in those pictures are considered. The linguistic aspect might include semantic features, such as generically used nouns and pronouns and particular vocabulary as nouns – personal names, family members, occupations, titles, firstness, adjectives, verbs used to define gender (Kotonská, 2019, p. 31-57). In addition, the pragmatic features such as question tags, hedges and using the different strategy of communication such as tentative language (Svendsen, 2019, p. 10).

1.4 Previous research on course books

A vast number of research have been accomplished by analyzing course books and other educational materials. Doskočilová (2016) mentions several studies, one of which is an extensive coursebook research that was conducted in Montenegro. Course books in local primary schools were found to be severely gender stereotypical, depicting women only in maternal roles (e.g. teachers, nurses). Men, on the other hand, were presented as carrying high socio-economical status and in corresponding activities (Doskočilová, 2016, p. 50-51).

Other research by Kotonská (2019) concludes that when comparing among the four selected ELT textbooks (Project, English plus, Beyond, Hot Spot) was conducted, none of them were perfectly balanced in all analyzed aspects. However, the most balanced in gender visibility was Beyond, as well as in the fair distribution of activities and a considerable number of cases, it broke gender stereotypes (Kotonská, 2017, p. 58, 59).

Analysis of Czech language textbooks for primary school from a gender perspective was carried out by Soušková, (2021). The findings proved that men's presentation predominates over women's presentation in all selected textbooks, particularly for well-known personalities. Men and women are depicted mainly in stereotypical professions, roles and interests. For instance, men are connected with sports, women with a child and household care. Even though texts often reproduce gender stereotypes, there are also narratives showing men and women in not traditional ways. In conclusion, the best gender-balanced textbook seems to be the textbook published by Fraus (Soušková, 2021, p. 115, 116). These findings prove research by Vyroubal (2011), whose aim was the comparison of coursebooks of the Czech language for the fourth and the seventh grade by two publishers - SPN (State pedagogical publishing house) and Fraus. The conclusion declares enhancement in the area of gender stereotypes, and the best gender-balanced book seems to be Czech language for the fourth grade published by Fraus, although depiction of females in illustrations is 37 per cent and in texts 40 per cent (Vyroubal, 2011, p. 51).

Söylemez (2011), who studied the adjectives used for female and male characters in Face 2 Face and New File ELT coursebooks for all levels, finds out that more adjectives are used to describe the physical appearance of female characters and the beauty and attractiveness of women while as for personality, the adjectives with a

negative connotation, extreme and exaggerated feelings are more common with females. Adjectives such as famous and rich are ascribed to males (Söylemez, 2011, p. 249). One more interesting finding is that only “intelligent” is used to define women's intellect, whereas for men, the range of vocabulary is rich, brilliant, bright, clever and genius (Söylemez, 2011, p. 250).

Aydinoglu (2014) investigated how gender is embedded in ELT coursebooks in the first four-period of state schools in Turkey. In this study, there are cited the results of Yilmaz's 2012 MA thesis comparing the first and last edition of New Headway, Cutting Edge and Total English for elementary levels. Her results show gender bias against women in all these coursebooks. Still, as a result of increased awareness of gender issues, there has been a remarkable improvement in favour of women in the last editions (Aydinoglu, 2014, p. 234). In conclusion, it is reported that in spite of all the efforts by governments, local administrations, universities, and non-governmental organizations, gender equality hasn't been achieved in Turkey in the 21st century. Violence against women, the secondary status of women in social, political and economic life, and women's limited access to education are all urgent problems that need to be solved in society. The best way to improve gender equality is education, but the language used for education can unintentionally reinforce gender inequality, stereotypes and sex segregation. Therefore, it is crucial that the language in textbooks, including textbooks written to teach a foreign language, should be devoid of gender bias (Aydinoglu, 2014, p. 239).

Other research of English language coursebooks was conducted to find out whether the course books which are used in all Greek primary schools are in need of change as gender stereotypes concerning occupation and social roles are widespread in the school coursebooks of several subjects which are being taught there in primary school. However, the professions represented by men (textual and/or illustrations) outnumber those represented by women in the 6th grade Student's Course book. But what is particularly important is the nature of the professions assigned to each sex. As illustrated above in the Greek primary school Student's Course book, men are once again given more 'energetic roles' which require creativity, extraordinary physical and mental abilities, responsibility, and artistic tendencies, while women are mainly involved in jobs which focus on child care (a teacher, a nurse), but also on jobs that do not make physical or mental demands on women ((Pliogou, Teliorusi, Zafiri, 2020).

The research called Gender Representation in Secondary and High School EFL Coursebooks used in Turkey was conducted by Course (2021). This study investigated the representation of female and male characters in the reading texts of secondary and high school EFL coursebooks through transitivity analysis. The findings show that the material processes were the most commonly used processes in this study. It was found out that in later years of education with more advanced language and longer reading texts, in this case from year seven on, male characters were assigned to this process more than female agents. In fact, in the coursebooks for years eight, nine, eleven and twelve, the male characters were assigned this process significantly more than female characters (Course, 2021).

1.5 Research of gender and communication

Remarkable research has been done focusing on gender and communication. Wardhaugh (2006) deals with analyzing conversations where both men and women are present, and most of them agree on the following:

- men speak more than women,
- when men speak to each other, the topics are mostly competition and teasing, sports, aggression, and doing things,
- when women talk to each other, the topics are the self, feelings, affiliation with others, home, and family,
- women use more polite forms and compliments than men,
- in cross-gender interaction, men tend to take the initiative in conversation, the topics shift, men frequently interrupt women, but women much less frequently interrupt men (Wardhaugh, 2006, p. 324 – 325).

Wardhaugh (2006) then sums these findings up into the following claim that “in their interactional patterns in conversation, men and women often seem to exhibit the power relationship that exists in society, with men dominant and women subservient” (Wardhaugh, 2006, p. 326). Consequently, as men learn to be men and women learn to be women, they also learn to speak and use their language(s) according to their gender.

In 1973, Lakoff published *Language and Woman’s Place*, a study which has become widely recognized for its assertions about linguistic gender differences and

their significance to gender inequality. Lakoff claimed that women employ a distinct style of speech, 'women's language', which comprises linguistic features that demonstrate and reinforce women's inferior position in society. Svendsen (2019) creates a critical overview of four studies motivated by Lakoff's work and investigates whether there is empirical evidence for the claim that women employ tentative language to a larger extent than men. (Svendsen, 2019, p. 1)

The four studies discussed present empirical evidence supporting Lakoff's (1975) claim that women use certain speech forms more than men – for instance, tag questions, as confirmed by Holmes (1984) and Cameron et al. (1988). However, it is important to note that while Lakoff situates tentative language as a damaging marker of female insecurity and gender inequality, the four studies assessed emphasise the functionality of the speech style. In different ways, each study identifies functions of tentative speech which reveal its facilitative qualities. For instance, Holmes (1984) identifies how tags can act to maintain a conversation or to soften criticism, while Carli (1990) observes how tentative language can help women gain influence. Consequently, a more functional approach on the social as well as linguistic level reveals that tentative speech forms can act as beneficial interactional devices, which challenges the idea of a deficient female language (Svendsen, 2019, p. 10).

2. Gender

2.1 Gender and sex

Sex and gender are terms that are often used interchangeably, but they are in fact, two different concepts, even though for many people their sex and gender are the same. The World Health Organisation regional office for Europe describes sex as characteristics that are biologically defined, whereas gender is based on socially constructed features. They recognise that there are variations in how people experience gender-based on self-perception and expression and how they behave (Tolland and Evans, 2021) .

According to Newman (2021) sex is defined as the state of being either male or female and refers to the physical differences between men and women. Sex assignment typically happens at birth based on anatomical and physiological characteristics, including genitalia and chromosome composition. Male and female genitalia, internal and external, are different and male and female bodies have distinct hormonal and chromosomal arrangements. Females have a higher level of oestrogen and progesterone, whereas males have a higher level of testosterone (Newman, 2021).

Gender is defined as a social construction relating to behaviours and attributes based on labels of masculinity and femininity; gender identity is a personal, internal perception of oneself, and so the gender category someone identifies with may not match the sex they were assigned at birth. An individual may see themselves as a man, a woman, as having no gender, or as having a non-binary gender – where people identify as somewhere on a spectrum between man and woman (Tolland and Evans 2019). Gender refers to the characteristics of women, men, girls and boys that are socially constructed. This includes norms, behaviours and roles associated with being a woman, man, girl or boy, as well as relationships with each other. As a social construct, gender varies from society to society and can change over time (WHO).

The Sociologic dictionary describes gender as a social differentiation between sexes. The feminist theory considers gender as a fundamental dimension of every social community and a category created socially (Boudon, Besnard, Cherkaoui et. Al, 2006, p. 57). Gender may be understood as a “social sex” because it is designed on the base of biological sex. Other authors, for example, Smetáčková, Vlková (2005, p. 10) define gender this way: “We can comprehend gender as a socially created complex of behaviour, traits, interests, appearance etc., which is associated with a depicting of a

woman or a man in a particular society.” In addition, Jarkovská states: “At the same time, it is a way, how the people around us behave to us, how they consider us as a man and a woman. Our biological sex is still and unchangeable, while gender is variable and changeable” (as cited in Formánková, Rytířová, 2004, p. 22).

2.2 Gender and language

In some languages, each of the genders (masculine, feminine and sometimes neuter) into which nouns, pronouns, and adjectives are divided may have different endings. Lakoff was one of the first who published research on gender and language in the 1970s. Since then, her articles and books have had great success, and the course of her studies has taken many different forms (Aydinoglu, 2014). Until 1970s, it was judged that masculine forms of nouns also represent females sufficiently and that females do not mind and do not harm them to be called with masculine forms such as “klient, lékař, psycholog” (Valdrová, 2004, p. 12). On the other hand, emphasizing the feminine gender is not correct either. The expression “Ladies first” should be replaced by “speak, please” or “come, please”. If a woman finishes a dialogue or discussion, it might be heard this phrase: “a woman must have the last word” even though her words were wise, summarizing and completely right. These rituals have negative connotations. They emphasize sexism and reduce women in a position as a speaker only to their sex (Valdrová, 2004, p. 12). Therefore it is important to eliminate the gender-discriminating elements in any language to be able to establish gender equality in society.

Gender, that is part of our lives, is not a biological factor like sex but a social product. Since 1950s, when Simon de Beauvoir wrote *The Second Sex*, it has been claimed that people are not born men and women, but they learn the behaviours and beliefs that are assigned to their sex by their culture. Gender as a part of our identity is not stable, but under continual construction, with the influence of the factors, we are exposed to (Beauvoir, 1949). Among these factors are family, school, and media. Language is a factor that is existent in all of them. Like gender, language is a social institution, and language use is a social practice (Fairclough, 1989). All the beliefs and systems of a culture are embedded in its language. The relation between gender and language is bi-directional; that is, gender is reflected by language, and language helps to shape gender. English Language Teaching course books are important tools for learning a second language and a second culture. Therefore, it is of the utmost

importance to maintain gender equality in them to enhance gender equality in life (Aydinoglu, 2014, p. 233-234).

2.3 Gender within education

According to the Constitution of the Czech Republic, “everyone is guaranteed the enjoyment of her fundamental rights and basic freedoms without regard to gender, race, colour of skin, language, faith and religion, political or other conviction, national or social origin, membership in a national or ethnic minority, property, birth, or other status,” (Constitutional Order of the Czech Republic, 1992, Article 3). In 1998, the Czech government first issued a document called “Priority a postupy vlády při prosazování rovnosti mužů a žen (Government priorities and procedures for promoting gender equality)”. Subsequently, the MSMT issued Priority a postupy MŠMT při prosazování rovnosti žen a mužů (MSMT’s priorities and procedures for promoting gender equality). Afterward MSMT dealt with this problem again and issued another document: “Stav genderové rovnosti a návrh střednědobého strategického plánu v oblasti genderové rovnosti v resortu ministerstva školství, mládeže a tělovýchovy“ (Gender equality situation and suggestion of medium-term strategic plan in the sphere of gender equality in the resort of Ministry of Education, Youth and Sports). In the part of this document called “Gender and Education” the notion of gender equality is presented as a state when women and men are equal in rights, duties and opportunities, which signifies power and sources of redistribution and representation in public space and recognition, appreciation as well. Gender equality does not mean that women and men should be the same, but they should not be handicapped on the bases of their distinctions, and they should have the same opportunities (MSMT, 2020).

The concept of gender reflects in the school curriculum, which is defined as educational content. Průcha (2002) divides them into three categories: intended curriculum, what is planned in the national curriculum of the country as intentions, aims and goals. Implemented curriculum, what is presented by real teachers in real schools and classrooms as strategies, practices and activities and attained curriculum as knowledge, ideas, constructs, and schemes that real student achieved (Průcha, 2002, p. 247). Walterová (2004) adds to these categories hidden curriculum: the ethos and preferred values of the school, general climate of the school, especially relationships between teachers and students, behaviour in the classrooms, school standards and rules and implicit content of course books and the teacher’s presentation (2004, s. 227).

However, the hidden curriculum might be biased toward any group of people, especially a minority (religion, race, sexual orientation, etc.), describing and teaching students what will be expected of them in the larger society once they graduate, showing them how to behave as good citizens” (Brym and Lie, 2006, p. 105). It is not probable to find explicit examples of gender discrimination on the institutional level in the area of formal and planned curricula at present. However, Doležalová (2009) discovered in her research that kindergarten teachers reproduced gender stereotypes by predetermination of children’s decisions about choosing activities and games, girls’ and boys’ behaviour and their communication is gender burdened. The teachers did not realize their behaviour, and during the following dialogues, they advocated and explained using other stereotypes (Doležalová, 2009, s. 174–175). It might be caused by the fact that the teachers were grown up under the influence of these stereotypes, which are opposite to what Michel highlighted: “Just as many girls as boys will be shown untidily dressed, since all children, regardless of sex, have the right to climb trees, ride bicycles, play football and soil their clothes while playing” (1986, p. 61).

In the Czech Republic, schools are allowed to choose their language course books from either the ones specifically created for the Czech education system and context or from versatile course books for international distribution. To ensure the quality, sufficient level and suitability of the textbooks, the Ministry of Education, Youth and Sports of the Czech Republic has selected a list of pre-approved textbooks for educational purposes (MSMT, 2020).

2.4 Gender stereotypes

The original meaning of the word stereotype refers to an unchanging, monotone, and habitual pattern of doing things or thinking of something. That applies more or less to the derived meaning, which stands for "a fixed idea or image that many people have of a particular type of person or thing, but which is often not true in reality". Lindsey explains that the general term stereotype (or stereotypes) is used to describe the simplified ideas and features which are attributed to a specific group of people. These features often have negative connotations which often justify the possible discrimination or racist behaviour of the dominating social group towards the people who are considered to be in the minority (Lindsey, 2015). Unconscious

stereotyping is not the only form of judging people by their belonging to a certain group. Strictly conscious stereotypes, mostly acquired in the process of education both in a family and at school, are not a rare phenomenon nowadays (Svobodová, 2009, p.5).

The most common collocation offered by the dictionary as examples for stereotypes is cultural/gender/racial stereotypes (© Cambridge University Press, 2022). As an example of the adjective stereotypical, there is the following sentence: the stereotypical image of feminine behaviour. As can be seen, stereotypes are closely connected to gender issues, and they usually connote the labelling of men or women. Gender stereotypes are thus defined as socially shared beliefs that link various traits, attributes, and skills with one sex or the other. Gender stereotypes are also considered to be the characteristics that are attributed to people based on their gender. These stereotypes are grounded in beliefs such as, for example, that males are physically stronger and thus more able to lead and take on responsibilities compared to females who usually have assistant roles, such as the role of the housewife and mother who is responsible for the upbringing of a child or is responsible for its education (Pliogou, Teliorusi, Zafiri, 2020).

Svobodová (2009) explains, that stereotypes are usually habitual and unaware, which results in influencing perceptions and opinions without knowing. Believing a certain stereotype to be true is not only a matter of education in a family or at school but also a way of selecting information that society and the world in general present to us. For instance, if a piece of information presented in the news reports that 50% of Skoda Automotive Industries employees have been dismissed, most people think of a man, as they imagine a man standing in the production line (2009, p. 5). Valdová (2004) confirms this stereotype with other examples. If there is an advertisement in the newspapers where a company is searching for capable and dynamic colleagues, directors or economists, most people would see an image of a man in a suit sitting at the desk, calling and organizing work. In addition, Valdová (2004) points out that the higher prestige of the function or profession, the more it is associated with an image of a male. A female is not visible in the masculine gender of the noun. The language lobbies in favour of men. Therefore in some countries, advertisements must offer jobs to both sexes. Otherwise, they are threatened with a penalty (2004, p. 15).

According to Svobodová (2009), on the other hand, not every stereotype is negative, as there is a tendency to use positive broad expressions for a whole group of people, i.e. all English people are well-mannered, or all Germans are neat and tidy. Although the intention behind these statements is positive, it still does not reflect the truth. Any incorrect perception of people based on general belief, but lacking experiential evidence, positive as it may be, is stereotyping (2009, p. 5). Michel (1986, p. 59) emphasizes a need to stop gender stereotypes by eliminating sexism from children's literature and school course books. There is thoroughly described what illustrations should show in various situations and environments. As for school life, Michel says: "In non-sexist publications, boys will do equally well in languages and literature, girls in mathematics and science. There will be descriptions of boys aspiring to enter traditionally female careers and girls interested in traditionally male careers". Further Michel advocates for playgrounds and sports fields where no longer girls are depicted looking in passive admiration as boys play ball or exert themselves. Girls will be shown instead playing all kinds of games, and they will be just as active, capable, agile and adventurous as the boys, as well leadership in games will be shared equally between them (Michel, p. 59).

To the problem of using adjectives describing males and females studied by Söylemez and the findings as it was stated above (p. 16), Michel (1986) expresses the necessity of equitable distribution of good and bad qualities between the sexes. Equal numbers of girls and boys should be shown as intelligent, competent, brilliant, imaginative, creative and good at mathematics, science or the arts; and, conversely, lacking in intelligence, incompetent, dull, unimaginative or uncreative and poor at mathematics, science or the arts. As for physical appearance, girls and women will no longer be depicted in narratives, titles or illustrations in submissive or passive attitudes or in conventional dress, indicating a state of dependence and the correspondingly conventional role expected of representatives of the female sex (1986, p. 60).

Valdrová (2004) comments another gender stereotype of the division of conversational topics into male and female, which is harmful especially for men. Men are not allowed to converse about their feelings, admit their mistakes, weakness, uncertainty, or desperation. Consequently, they are not willing and able to call their feelings and problems, which might contribute to larger number of committed suicides by men than by women (2004, p. 11).

In other findings (Terrero, 2012), EFL instructional materials have traditionally represented an ideal society, and some texts could be offensive to certain readers. The mainstream ideologies reflected in the course books exert a negative influence on the diverse lifestyles we have in our classrooms (2012, p. 31). Tomlinson (2012) proclaims that if students do not recognize their identities within the discourse in the materials, they are more likely to reproduce negative stereotypes and, therefore, have a misconceived common sense of beliefs. Unless teachers look into course books in detail for possible “hidden agenda” or explicit prejudice, they become accomplices of the same forces that keep some minorities in an inferior position.

Social representations in textbooks are also very important for reflecting the truth about our society to learners by including multiple identities, non-gender prejudice and diverse lifestyles of today’s Europe. Additionally, the positive portrayal of student identities in course books empowers them to take part in the interaction in class and outside of class and to express their identities if they wish to do so.

Valdrová agrees and presents that common gender stereotypes assume that men are naturally more rational, aggressive, and stronger and that women are more emotional, passive, nurturing, and better suited to caring for children (2004, p. 9). However, when it comes to sex, it cannot be deduced from human characteristics, interests and ambitions, since not all women are caring and tender to be content in professions including care about others, and not all men desire to be famous and successful as they are naturally active and assertive (Jarkovská, 2004, p. 24). Gender stereotypes are simple descriptions of “the right woman” and “the right man” (Curran, Renzetti, 2003). In addition, Valdrová says: “Each sex knows what is traditionally expected of them and responds to these requirements by accepting them or refusing. If a man refuses, he may risk being considered an effeminate man. If a woman refuses, she may risk being considered as a masculine woman.” (Formánková, Rytířová, 2004, p. 10). Gender stereotypes constitute the ideas that define the attitude that a society may have of the skills, preferences and social roles a male or a female should have or should ‘play’, especially when considering the role each gender plays in a given society when living in that particular society (Pliogou, Teliorusi, Zafiri, 2020).

On the other hand, stereotypes help orientation and comprehension of the social world. Nevertheless, they are connected with a very essential fact, that people have a tendency to pay more attention to information, which correspond with their stereotyped conceptions than to information, which are in contradiction with them.

There is a need to understand the situation, even at the cost of its distortion (Janošová, 2008, p. 288). The document “Gender and Education” agrees with the fact that gender stereotypes appear in the coursebooks and other educational materials. Provided this material depicts one sex only in roles, which are considered to be clearly stated naturally, it would be very difficult to persuade children that their social roles are not determined by their sex. The course books which avoid gender stereotypes can help students to imagine themselves in such positions and roles which are not proclaimed by existing stereotypes. This way, it is feasible and desirable to support children’s development of their talents and endowment without regard to limiting and restricting images of women and men, which has consequences in segregation of the job market on the bases of sex (Ministerstvo školství, mládeže a tělovýchovy, 2020).

According to Průcha, the outputs of the educational process are divided into educational results (knowledge and skills) and educational effects: “what cultural standards, values, stances, as well as prejudice, which school developed in students will be taken to their future life” (1998, p. 84).

Since the teacher is the authority figure in the classroom, his or her opinion on the role that each gender plays in a given society may influence his or her students’ attitudes towards gender roles. It may even encourage them to adopt these attitudes for life. After all, there is serious evidence that the teacher is able to exert a strong influence on his or her students by stimulating or downgrading their behaviour, selecting the teaching material from the proposed curriculum, ranging students according to the grades they receive, creating a positive or a negative classroom atmosphere and reinforcing the development of their mental capacities (Pliogou, Teliorusi, Zafiri, 2020). It follows that the formation of gender identity at school should carry out without prejudices and a free-stereotypes environment.

2.5 Gender identity

Speaking about stereotypes and the formation of gender identity, it is necessary to explain the term of gender identity. Gender identity expresses a person’s identification with masculinity, femininity, various combinations of both or none of mentioned genders. It states how much the person feels to be a male or female, or non-binary. People, who have different gender identities from their sex, are called transgender. Transgender people’s identities can be opposite to their sex. However,

some transgender people identify themselves as non-binary. People whose gender identity is identical to their sex are called cisgender (McLeod, 2016).

According to Smetáčková, Vlková children adopt gender identity by observation, imitation and modelling of adults' behaviour, especially their parents. Their suitable acts and demonstrations are awarded and unsuitable punished. The cognitive theory explains the child's need to obtain gender identity to be able to orientate in the world around them and to find a certain order. They create this order in searching model situations in which they are surrounded. As soon as children discover a certain scheme, they start to imitate to correspond with the world about them (Smetáčková, Vlková, 2005). The factors which influence a child's opinion and idea, or ideas on what genders are, broaden when the child starts school. The students now interact with their peers, as well as with their teacher, in a structured environment. The teacher's opinion concerning gender roles may affect their students' attitudes, ideas and performance directly or indirectly (Pliogou, Teliorusi, Zafiri, 2020).

Cognitive psychology provides Bem's theory, known as "optical culture's glasses". These optical glasses comprise relatively firm concepts about the society members' behaviour, appearance, treatment and manners. Bem (1983, p. 598) determined three most important concepts:

1. Gender polarization – the concept that women and men are different and the society is organized according to the differences.

2. Androcentrism – the concept that men are superior to women and everything, which is connected with men, makes the norm, which serves to assess women.

3. Biological essentialism – the concept that distinctions between men and women are stated biologically, which gives reasons for men's superiority as well as society arrangement according to gender principles (Smetáčková, Vlková, 2005, p. 21).

2.6 Gender socialization

The notion of socialization is very broad, for instance, occupational socialisation, religious socialisation, political socialisation, or socialisation to school. Yet, gender socialisation appears to be one of the most basic aspects of this large and

complex process. It reflects the fact that children's realisation that they are male or female tends to come at a fairly young age. As children grow up, they form a general sense of self and the ability to relate to others and play a part in society. In this process, they also develop beliefs about the roles and expectations that are associated with each sex group - gender roles and a self-identity as a member of one sex group or the other gender identity (Stockard, 2006). People learn their given social roles – their gender, through the process of socialization – a “lifelong process by which, through social interaction, we learn our culture, develop our sense of self, and become functioning members of society” (Lindsey, 2015, p. 65). There are several theories of gender socialization: social learning theory, cognitive developmental theory and gender schema theory. According to this theory, Bem (1983, p. 603), her author, suggests that people fall into one of four gender categories:

- Sex-typed individuals identify with the gender that corresponds to their biological sex. These individuals process and integrate information according to their schema for their gender.
- Cross-sex typed individuals process and integrated information according to their schema for the opposite gender.
- Androgynous individuals process and integrate information based on their schema for both genders.
- Undifferentiated individuals have difficulty processing information based on any gender schema.

Bem (1983) emphasizes that gender schema theory was a theory of process. The theory does not account for the specific content of gender schemas, as they may differ between cultures. Instead, it focuses on the way people process and utilizes the information their culture provides about masculinity and femininity. For example, a traditional culture may maintain strict divisions between men and women. Children raised in such a culture will develop gender schema in line with what they observe and through their schema, they will develop an understanding of what they can do as a boy or a girl. Meanwhile, in a more progressive culture, where the distinction between males and females might not be so obvious and children can see both males and females pursuing a career and dividing chores at home. Still, children might notice differences, for instance, that people respect powerful men, although they seem to be dismissive of women who strive for power. It will also have an impact on the

children's gender schema and understanding of the way their culture views appropriate roles for men and women (Bem, 1983, p. 598-616).

Stockard (2006) presents a view, that socialisation involves an interaction between biological and social factors and biological factors are involved to at least some extent, in gender socialisation. The reason is that males and females experience different exposure to hormones prenatally, again at adolescence, and during adulthood. Although evidence is far from complete, data from studies based on both animal and human populations indicate that variations in brain structure resulting from these different hormonal dosages can account for some behavioural differences between males and females, such as levels of aggressiveness and nurturance. One explanation for these differences comes from the developing field of evolutionary psychology (Stockard, 2006).

2.7 Gender bias

Gender bias refers to a preference for one gender over another. It is often based on prejudices and stereotypes. Gender bias can be conscious and also unconscious. That is known as implicit bias. Gender bias most severely affects women and other marginalized genders. However, it has a negative impact on everyone and contributes to inequity worldwide (Villines, 2021).

2.7.1 Gender bias in course books

Wolfson (1989, p. 185) highlights the importance of proper monitoring and awareness concerning gender biases in textbooks: "Teachers and curriculum writers need to be aware of sexist language usage and also of sexist bias in the materials they select for use in the classroom. The monitoring of classroom materials for bias toward sexism is very much the responsibility of teachers and administrators." Michel (1986, p. 59) recommends against gender bias in the course books showing the two sexes equally divided during educational and working life, in social and political roles, as well as during domestic activities: "Women and men will not be bound to conventional, traditional female or male occupations". Competence and professionalism, ambition, eagerness to learn new things and to take part in scientific discovery or artistic creation will be encountered in equal proportions in

the two sexes, as well as negative characteristics as incompetence, lack of professionalism, etc (Michel, 1986, p. 59-60).

Thus gender bias still happens, and Sunderland gives these features specific terms of gender-biases against women:

- exclusion – e.g. “males were over-represented,”
- subordination and distortion – e.g. men are represented in “a more powerful and greater range of occupational roles” than women, gender-stereotypical activities,
- degradation – e.g. women were the targets of jokes (2000, p. 151).

Blumberg (2007, p. 4) believes that gender-bias in textbooks is a significant issue and actually “one of the best camouflaged – and hardest to budge – rocks in the road to gender equality in education.” In the 1970s, gender-biases started to be noticed and documented. Since then, many studies, research and analyses have been conducted to figure out the true depth of this issue. And many of them concluded the following (Blumberg, 2007, p. 5):

- underrepresentation of females on all fronts,
- highly gender-stereotypical depiction of both genders,
- not enough adequate depictions of real-world roles of women.

According to the Global Education Monitoring Report by UNESCO (2020), women and girls are under-represented in school textbooks or, when included,, depicted in traditional roles in many countries across the globe. The fourth annual report, launched recently, points out that not only is the number of images of female characters included in the textbooks less than images of males, but women are also represented in “less prestigious” occupations and as introverts and passive. While showing men as doctors and women as nurses, only portraying women in subjects pertaining to food, fashion or entertainment, and showing women in voluntary roles and men in paid jobs are among the gender stereotypes pointed out in the report, it also takes note of attempts by few countries to revise the textbook images to reflect more gender balance. In France Michel (1986) focuses on: “High-ranking posts will also be distributed equitably between women and men; company directors, directors of hospitals, schools, research laboratories, industrial and commercial enterprises, banks, etc., will no longer be exclusively male; women will also be shown as perfectly capable of holding positions of management, responsibility and authority

(Michel, 1986, p. 59-60). Nevertheless, in some countries and cultures, the position of females in society and the situation with textbooks is completely different, for instance, as the report said: "In Afghanistan, women were almost absent from grade 1 textbooks published in the 1990s. Since 2001, they have been more present but in passive and domestic roles as mothers, caregivers, daughters and sisters. They are mostly represented as a dependent, with teaching being the only career open to them," (GEMR 2020).

Sunderland (2000) suggests that "course books should represent a more progressive situation than actually exists at that time regarding each textbook/edition of a textbook is commonly used for more than one course/year, and especially considering a society that changes as massively and quickly as ours tends to do" (Sunderland 2000, p. 152). Course books themselves are one of the major influences on students (and teachers) as they are used by 80 – 95 % of them, according to research by Sadker and Zittleman (2007, p. 144, as cited in Blumberg, 2007, p. 6). To avoid gender bias in textbooks, teachers should not rely on textbooks as heavily as their predecessors did in the past, and they should use more authentic materials (e.g., videos, songs, newspaper articles, brochures, etc.) in their classroom (Kotonská, 2019, p. 25).

A biased representation of men and women in education influences students' sense of what is normal and expected from each gender in society. Doskočilová (2016, p. 27) argues that forming of gender identity in the educational system should take place in a prejudice- and stereotype-free environment. The reason is to prevent situations that girls are dissuaded from subjects such as mathematics, physics or chemistry (science in general) and boys are being kept from developing their skills in language and writing (Blumberg, 2007, p. 4).

Janošová specifies four basic theories about sexual and gender identity formation: the identification theory, the theory of social learning, the cognitive-developmental theory and the theory of gender scheme. (Janošová, 2008). The identification theory is based on a simple finding of children that they look different from a person of the opposite sex, and it is related to their identification with the parents of the same sex, according to Sigmund Freud. The theory of social learning based on the assumption that children form gender identity according to how their environment behaves to them, identifies them, and adopts their view of their sex. According to this theory, the behaviour of their environment is essential. The

cognitive-developmental theory builds on the influence of the environment, too. However, children build their identity as a consequence of their own need of self-determination within a society. The theory of cognitive scheme aims to the formation of cognitive structures of children (Janošová, 2008). As follows from these theories, school as an institution, where children spend a large part of the day, becomes one of the environment and community, which significantly influences on children's self-perception and their gender identity, through which it is confirmed that schools and classes and subsequently course books and teaching materials ought to be prejudice- and stereotype-free. However, according to research of Greek course books is possible to see that manual occupations, occupations with some authority and those that confer recognition at a financial or social level are attributed to the male gender, both at a textual level and at the level of illustrations. On the other hand, women within the course book have been given occupations that are concerned with the upbringing and education of their off-springs or jobs which relate to their artistic nature or that do not require any particular physical or mental skills since women are considered good at doing some things but are not particularly capable (Pliogou, Teliorusi, Zafiri, 2020).

3. Introduction of selected course books

The thesis intends to examine gender representation in the course book Project 1 and 3 by Tom Hutchinson published by Oxford University Press in 1987, and the Fourth edition of Project 1 and 3 by Tom Hutchinson and Zoltán Rézműves published by Oxford University Press in 2014. On the grounds of attained data, the thesis makes a comparison and presents the findings on how gender representation has changed within 27 years. These course books were selected as they are determined by students of different ages and the English CEFR level to affirm or disprove a hypothesis that in the course books for students of a lower level, the findings are distinct than in the course books for students of a higher level.

3.1 Project English

Project English, first published in 1985, is a three-year English course for young teenagers. The whole course takes learners from beginner to intermediate level. The book is called Project English since it is based on project work. While students work through these projects, they build up similar projects of their own by doing a number of project tasks.

Project English has two syllabuses: a structural and a functional syllabus. This reflects the view that appropriate language use requires knowledge of both the form and the functions of a language. Through the three years of Project English, the emphasis on language work varies so that the language syllabus is always the most appropriate to the pupils' needs. This means that in Years One and Two, the emphasis is on the structural syllabus. Greater emphasis is given to the functional side of language in Year Three (Hutchinson, 1985).

Project English consists of Teacher's book, Student's book and Workbook. The teacher's book serves as a teacher's guide for classroom techniques and a description of the course. At the same time, it consists of Lesson Plans for a minimum of 100 hours of teaching, tape scripts, and answers keys to both Student's book and Workbook exercises. The student's book is divided into eight units containing a number of sections, a grammar review, and a vocabulary list. The stories and texts develop a topic which is of interest to young teenagers. As there are listening activities and tasks, cassettes were available and suitable for listening comprehension, structure and pronunciation practice. The workbook provides additional write-in activities related to the language syllabus of the Student's book.

3.2 Project Fourth edition

Project fourth edition by Tom Hutchinson and Zoltán Rezműves, first published in 2013, is a five-level course for young learners aged 10-14/15. The whole course takes learners from beginner to intermediate level. Project fourth edition is also shaped by the experience of teachers and students in a range of countries who have used Project successfully for many years. By presenting and practising the language in realistic, motivating contexts, students are helped to use their language knowledge and skills both in the classroom and in the outside world, and at the same time, by doing projects students are encouraged actively to use their English with imagination and creativity. Aspects of life in both Britain and other English-speaking countries are regularly presented in the section Culture. Students are invited to explore differences and draw comparisons with their cultural backgrounds. Project fourth edition consists of a Student's Book, a Workbook, Class CDs, a DVD, and a Teacher's book. The Student's Book is divided into six units with eight pages of vocabulary, grammar, and skills work in four sections A, B, C, D, a Culture page, an English Across the Curriculum page, introducing other school subjects in English, a revision page, a project, a song. As well it is possible to find a game, a world map, the phonetic alphabet, pronunciation activities, and extended reading texts at the end of the book. The workbook consists of six Units with the same topics, full of exercises to complete, crosswords, and word squares to practise vocabulary. Further audio CD, preparation for testing, the grammar overview, and a Wordlist are included.

3.3 Criteria for evaluation

The criteria dealing with gender representation in textbooks have social aspects and linguistic aspects. Each aspect in each textbook ought to be examined to determine whether or not it is gender-balanced or if a significant imbalance is present. The social aspect includes visibility – the frequency in which males and females are featured in pictures and photos in the textbooks, gender attributes, gender roles and stereotypes depicted in those pictures are considered. The linguistic aspect might include semantic features, such as generically used nouns and pronouns and particular vocabulary as nouns – personal names, family members, occupations, titles, firstness, adjectives, and verbs used to define gender (Kotonská, 2019, p. 31-57). In addition, the pragmatic features such as question tags, hedges and using a different strategy of communication

such as tentative language (Svendsen, 2019, p. 10). This thesis deals with visibility, gender stereotypes and roles, and particular vocabulary such as personal names, titles, family, occupations and adjectives. Both quantitative and qualitative approaches are used in the analysis to collect and interpret data. The quantitative methods compare the occurrence and frequency of measurable elements, which can be verbal or non verbal, for example, words, photos, and illustrations. Qualitative methods are used to analyse dialogues, illustrations, photos and various situations.

The crucial source for the analysis will be the Guide for gender correctness in textbooks (Valdrová, Smetáčková-Moravcová, Knotková, 2004) published by The Czech Ministry of Education, Youth and Sports. This document contains the list of areas which are necessary to focus on and questions which are necessary to answer to evaluate textbooks regarding gender and which are research questions of the thesis as well.

- Does the textbook show representation of men and women in various roles equally?
- Does the textbook present particular women and men in professions that are not commonly connected with women or men?
- Does the textbook present men and women also in alternative ways of life, not only traditional, and if so, how often?
- Does it present women managing companies and having power in the public sphere, and how often?
- How often does it show men looking after children and the household?

The thesis attempts to find the answers to these questions in text, but also in illustrations and photos. Besides the balanced frequency of pictures and photos, the thesis monitors if both genders are illustrated in comparable situations and positions (household and child care, careers, doing sports, expressing feelings and position in the family). The Guide for gender correctness states these questions to be answered.

- Are the women's illustrations stereotypically connected with household, fashion, shopping, hairdressers, cleaners, and teachers and men's illustrations connected with domination and power, possession, directors of companies, pilots, policemen and soldiers?
- Are the illustrations depicting a man and a woman cooking, going to work, driving and doing sports equally?

- Are the women as well as men presented as the same important and competent in the illustrations? (Valdrová, Smetáčková-Moravcová, Knotková, 2004).

4. Analysis of selected course books

4.1 Student's and Teacher's book Project 1

As was mentioned above, Project 1 is divided into eight projects with eight themes, and each project is divided into several sub-topics related to the main theme. In the projects, English-speaking children from Britain, America, and Australia present their families, friends, interests, and daily lives. In addition, there is a regular cartoon feature with the character of Mickey, Millie, and their dog Mut. Cognitive grammar is presented by a talking computer called Reginald (Rules of English Grammar Information Network and Learning Database). The Student's book is composed of completely the same content with identical photos, illustrations, and texts as the Teacher's book, where there are in addition lesson plans, teaching methods and classroom techniques, tape scripts, and answer keys. On that account, their analysis is in one chapter.

4.1.1 Social aspect - visibility

The analysis deals with photos and illustrations where gender is recognizable. The other images with a lot of people whose gender is not possible to identify are not included in the analysis.

The total number of analysed photos is 112 and 108 illustrations. Analysing them, it was discovered that gender bias is caused by the prevalence of males in both photos and illustrations. While comparing the photos, the prevalence of males is not as visible as the ratio is 64 males to 52 females. Comparing the illustrations, the prevalence of males is much more noticeable as the ratio is 70 males to 47 females. The first photo in the introductory lesson is gender balanced: four males and four females who present each Unit are introduced. Consequently, a photo of the boy or girl can be seen at the beginning and the end of the Unit. Other photos depicting usual situations in a family, at school, during daily life, and spending free time seem not to be gender biased, even though some of them are a bit gender stereotyped. However, a set of photos on the opening page of Unit 5 called People is predominated by males. These photos depict various people in various situations, boys cycling bikes, a policeman on a horse, a photographer taking a photo, a tennis player playing a game, two boys eating meals, and a boy reading Project 1, while a young woman sitting, a woman with a punk hairstyle standing and a woman peeling potatoes. Altogether eight

males and only three females are on this page. In addition, males are shown to be rather energetic, while females are passive (p. 49). Another instance of the prevalence of males might be eight photos of Stephen describing his day – from getting up, having breakfast, until going to bed. Therefore it is logical that there are eight photos of a male (p. 40), but in the same Unit, a description of Mike's (local radio DJ) day is found, so another ten photos of a male can be seen (p. 45), although at the previous page there is mentioned a female doctor Carol Seagram as the other example of night work (p. 44).

Other examples of male prevalence in photos can be seen in Unit Communication in the exercise "Where is he/she from" where there are three photos of males and one of a female (p. 3). Next, a male is shown as he phones the radio programme to a male DJ (p.7). Stuart presenting the Unit about space is depicted with three male astronauts, together four males and no female (p. 86, 87). Topic about illnesses, health problems, and doctors is done by Tony, who is in the photo with his two friends – males, so three males and no female (p. 78). On the other hand, a scene from school depicts a female teacher and two girls, so three females, no males (p. 75).

As for illustrations, male illustrations significantly outnumber female illustrations. Males are depicted in 51 (57%) and females in 40 (43%). It follows that males are again depicted more often than females. For instance, the illustration about "what these people must do" four males and only one female is depicted (p. 35). The topic "free time" is accompanied by nine pictures with nine males and only four females (p. 42), the use of adjectives and adverbs is explained with the help of six illustrations with seven males, and only one female (p. 65) and scene from the waiting room at the doctor shows four male patients and a male doctor as well, while only two females patients and at the Casualty room in the hospital five males and one female are depicted (p. 80). On the other hand, there is an illustration that is in favour of females, as they are depicted as eight females and only a man. However, these are in a section about housework, which seems to be quite a strong gender stereotype.

4.1.2 Gender stereotype – occupation, sport, family housework

Another example of gender stereotypes appears when males are shown as a policeman, a pilot, a doctor, an astronaut, a bank clerk, and females as a teacher, a

secretary. However, it can be also seen as a female doctor and a dentist, and also a female farmer, which is quite untypical and against stereotypes. Regarding sports, males are depicted playing football, tennis, skiing, windsurfing, swimming, and running, while females play volleyball, table tennis, skiing, cycling, throwing with javelin, and weightlifting. In these categories, males outnumber females, nevertheless, in the category of family, they are almost gendered balanced, and in the category of housework, females are more visible, as seen in table 1.

Gender representation in the photos and illustrations regarding		
	Males	Females
Family	15	14
Occupation	15	10
Sport	10	7
Housework	5	8

Table 1: Gender representation in the photos and illustrations in SB Project 1

4.1.3 Names and titles

Titles can be seen as sexist – the male title Mr is used to refer to any man regardless of his marital status, female titles Mrs and Miss, on the other hand, refer to females with specific marital status – Miss for a single, unmarried woman, Mrs for a married woman.

As for names, personal names, full names, and titles of people were included in the analysis. Names of pets, creatures, or robots which can be seen in this course book, were not counted. The names of the children who present each unit and also the characters of comics were included only once in a book. Comparing all names together shows a ratio of 24 male to 22 female names and a slight prevalence of male names. Concrete findings can be seen in table 2.

Distribution of names regarding gender		
	Male	Female
Personal names	8	7
Full names	7	4
Titles with names	9	11

Table 2: Distribution of names in SB Project 1

4.1.4 Adjectives

Many studies have been conducted analyzing the language itself about gender, specifically, how each gender is presented and they express themselves. Apart from nouns, the choice of adjectives was also examined in this analysis, specifically, personality features that are attributed to males and females. Adjectives describing physical appearance, such as tall, slim, short, fat, and current states of people depending on basic human needs, such as hungry, thirsty, and cold were not considered in this analysis.

In this course book, adjectives used for description occur in unit 5 called “People”, nevertheless, the illustration depicts the monster’s family (p. 50). The next exercise is about siblings, a brother and a sister, and a basic description of their physical appearance – height, the colour of their eyes and hair (p. 51). Explaining the difference between adjectives and adverbs in the Unit called Animals, the adjectives are not used for the description of people. Thus there were not any adjectives suitable to be analysed in the course book Project 1.

4.2 Workbook Project One

The Workbook provides additional write-in activities related to the language syllabus of the Student’s Book in 46 pages. As well as Student’s book consists of eight Units with the same topics, full of exercises to complete, crosswords, and word squares. The difference between Student’s book and the workbook is that there are no photos, only black-and-white illustrations.

4.2.1 Social aspect – visibility

The analysis deals only with these illustrations where people are depicted, and it is possible to recognize their gender. Altogether there are 74 illustrations. The ratio is 51 males to 40 females. This significant prevalence of males indicates gender bias in favour of males. Even though in the section Rebecca’s day, there are eight illustrations of a female (p. 20), which might compensate for the situation from Student’s book with Stephen’s day (p. 40) and Mike’s day (p. 45).

4.2.2 Gender stereotypes – family, occupations, sport

Depicting family members is gender balanced, as there are four males (fathers, sons, brothers) and four females (mothers, daughters, sisters). However, depicting occupation shows the dominance of males since there are nine males and four females. In addition, it can be seen as gender stereotypes that male occupations are of higher prestige and importance (doctors, a policeman, a radio reporter) than female occupations (a secretary, shop assistants).

Regarding sports, males are depicted almost twice more often than females. The illustration of a male practising sport as playing football, volleyball, tennis, swimming, dancing, and weightlifting is to be seen 11 times, and the illustration of a female practising sport as windsurfing, dancing, playing tennis, and volleyball six times. On the other side, depicting doing housework only by males, namely washing a car and making a bed is not gender stereotyped (p. 27). Illustrations of females standing in front of the shops might show that they have just done shopping, but it is not sure definitely, so it is not counted in the analysis of housework. These findings can be seen in table 3.

Gender representation in the illustrations regarding categories		
	Male	Female
Family	4	4
Occupation	9	4
Sport	11	6
Housework	2	0

Table 3: Gender representation in the illustrations in WB Project 1

4.2.3 Names and titles

The analysis focused on the names finds out 16 male names and 15 female names, which might be almost gender balanced. Into analysis included all personal names, full names, and names with titles used in instructions, texts, and exercises. However, if they were presented more times, they were counted only once, as well as the names of the main characters, which appear in the book several times. Details can be seen in table 4.

Distribution of names regarding gender		
	Male	Female
Personal names	9	8
Full names	6	4
Titles with names	1	3

Table 4: Distribution of names in WB Project 1

4.2.4 Adjectives

No adjectives describing people suitable for analysis were found in the workbook.

4.3 Student's and Teacher's book Project 3

The Student's book is composed of completely the same content with identical photos, illustrations, and texts as the Teacher's book, therefore, the analysis is in one chapter.

The book consists of eight units in 110 pages and is inspired by The Canterbury Tales, where pilgrims during their travel to the Canterbury cathedral told each other stories. At the beginning of the Introduction section, there is a historical painting of males pilgrims in contrast with a photo of a group of young travellers - four males (Bruce, Patrick, Andy, and Matt) and four females (Sue, Nina, Cleo, Cindy) standing in front of the travel agent's van with a view of Canterbury cathedral, who entertain their friends telling them about their modern lives, work, and interests throughout the book. Other travellers depicted on this page are characters from the

cartoon Carstairs and Carruthers. Their friends and the various characters also appear in the exercises (Hutchinson, 1987).

4.3.1 Social aspect - visibility

The analysis deals with photos and illustrations where gender is recognizable. The other images with a lot of people whose gender is not possible to identify are not included in the analysis. Therefore, the total number of analysed images is 79 photos and 38 illustrations. The ratio is 66 males to 50 females in the photos, which is not so distinctive. However, the ratio in the illustrations is much more considerable, 74 males to 14 females. Prevalence of males in photos is found in the topic about ambitions and first travellers – no females (p. 6, 7) and further in illustrations of the scene from the court, where there are only males: a judge, a prosecutor, an advocate, male jury, no females (p. 60, 61). The other instance worth mentioning is how risky some professions are where the ratio is 16 males to 2 women depicting them as a waitress and a housewife (p. 91).

4.3.2 Gender stereotypes – occupations and sport

Besides the male prevalence, this example indicates another problem – typical gender stereotypes. While males are depicted in publicly important positions such as the president, a businessman, a policeman or responsible professions such as a pilot, a train driver, a civil engineer, a farm worker or in dangerous and adrenaline sports such as a skier, a jockey, racing driver, motorcyclist, a rock climber, females are only depicting as a waitress and a housewife. All officials such as a judge, a lawyer, a customs officer, an airport clerk, a policeman, a captain of a ship, or an astronaut (p. 28) in the photos and illustrations are males. An exception is a photo of a female doctor (p. 86).

Another gender non-balance is visible in cartoons where there are a greater number of males in comparison to females, and if the females are present, they are depicted in roles such as a customer in a restaurant (p. 47) or a lady walking in the street with her dog or a passenger on a ship looking after children (p. 76), even in degrading positions as hostesses in a club (p. 56). However, there are some instances

of breaking gender stereotypes. A female is seen as an adventurous individual participating in an endurance course (p. 98), which is typically participated by males or riding a motorbike (p. 14) or shooting and doing other sports such as cycling, roller-skating, skating, and horse riding (p. 19), doing gymnastics (p. 21) or rescuing friends from a dangerous situation after a car accident (p. 31).

On the other hand, males are also depicted stereotypically quite often, for instance, doing typical men’s sports such as weightlifting, boxing, playing football, fishing, climbing, skiing (p. 19), or driving and repairing a car (p. 22).

4.3.3 Gender stereotypes – family and housework

The main characters of this course book are young adults or almost adult people presenting each unit with a theme such as Travel, Challenges, Language, Work and leisure, The Law, Survival, Danger, and Time. Analyses discover only a few photos of family members, namely a grandfather, a grandmother, and a granddaughter in Nina’s unit section about people who are important to you (p. 32), a mother, a father, and a daughter travelling (p. 14), a mother baking with her daughter (p.91) and a letter that is signed by mum and dad (p. 101). Together there are three males to seven females, which indicates the prevalence of females. As for housework, the findings are analogous. The ratio is no males to four females. In the photos, a female is found cooking after having done shopping (p. 37), making breakfast for the group while males are sitting and reading (p. 69), and in the illustrations, two females are depicted baking.

Gender representation in the photos and illustrations regarding:		
	Male	Female
Family	3	7
Occupation	13	4
Sport	9	4
Housework	0	4

Table 5: Gender representation in photos and illustrations SB Project 3

4.3.4 Gender stereotypes - Emotions

Females are also presented as emotionally unstable, for instance, during the scene of a car accident when it becomes dangerous, a vehicle goes over the edge of a cliff, a female begins to panic whilst a male stays in complete control of his emotions (p. 22). The emotional instability of females continues throughout the book in other scenes, such as the argument when a female gets frustrated and loses her temper (p. 69) or another female becomes unemployed after arguing with her manager (p. 43), or when there is the naivety of a young female longing to become a model presented and subsequently being deceived.

In a personality quiz called “Are you a survivor” five people (three males and two females) are asked questions, about how they would behave in a crisis (p. 15). The person who would survive, who has got correct answers, and the best result is Andy – a male. Nina and Bruce would survive the most crisis, Sue is not a survivor and Matt has got the worst result and he is not a survivor at all. Prevalence of males and the gender stereotype that males are calmer and more emotionally balanced than females can be seen in this scene.

Emotional abuse is also described in the story of Nina when she is expected to stay at home with her partner although her dream is to travel. Afterward, her partner ends the relationship. Therefore she is made to feel responsible for the situation and regrets her decision (p. 51). Her female friend consoles her and reaffirms her initial decision to travel, stating that whether male or female, everyone should have a right to make their own decisions.

4.3.5 Names and titles

Regarding names, analyses included all personal names, full names, and names with titles presented in the course book. However, the main characters’ names were counted only once in the book as full names when they introduced themselves, and once as personal names, even though they appeared many times throughout the book. The findings indicate the significant prevalence of males, as the ratio is 35 males to 16 females. The titles used in this course book were titles of nobility since one section in unit four was devoted to Mary, Queen of Scots, so there were two kings, an Earl and a Lord, and one common title Mr., while female titles are two Queens. The details can be seen in table 6.

Distribution of names regarding gender		
	Males	Females
Personal names	13	5
Full names	17	9
Titles	5	2

Table 6: Distribution of names regarding gender SB Project 3

4.3.6 Adjectives

Analyses discovered positive adjectives such as good at and interested in reply to job advertisements describing themselves, which were used by a male and a female as well, so it is gender balanced. Other adjectives, cool and calm, is in the results of the test Are you a survivor? Given the fact that Andy was the most successful, these adjectives describe a male. The rest of the adjectives, such as happy, cheerful, friendly, optimistic, on the other hand pessimistic, irritable, moody, and confused are used neutrally with the personal pronoun “you” in the article about Biorhythms, so the analyses did not find any gender stereotypes or bias.

4.4 Workbook Project 3

The workbook provides additional write-in activities related to the language syllabus of the Student’s book. Therefore, it is also divided into eight units on 70 pages. The difference between Student’s book and the workbook is that there are no photos, only black-and-white illustrations.

4.4.1 Social aspect - visibility

The analysis deals only with these illustrations where people are depicted and it is possible to recognize their gender. Under this condition, the number of analysed illustrations is 77. The ratio between men and women is 58 to 48. The prevalence of males is not extreme, but still, it is 55 % males to 45 % females. Besides gender bias relating to the male prevalence, there is the presentation of gender stereotypes.

4.4.2 Gender stereotypes – occupations, sport

In a scene about dreams, females would like to become a pop star, marry a male millionaire, to be a gymnast, only one female would like to be an athlete and win a 100 meters race and break the world record. The male's dreams and ambitions are to become a famous footballer, drive a sports car, be an astronaut, and even interview Superman (p. 4, 5). As for sports males are depicted playing tennis, running, and horse riding, while females playing tennis, skiing, figure skating and doing athletics. In the other five illustrations there is the prevalence of males seven to three, but with a negative connotation as they are depicted as a brother who forgets his sister's birthday, a friend who goes out with the best friend's girlfriend, a boy who loses his friend's book (p. 8). Gender stereotypical situation is depicted in a clothes shop where a female shop assistant serves a male customer (p. 14, 15) while at the airport at the lost property desk, where a male airport officer tries to help a female airline passenger (p. 35), a male manager asking a female secretary to write a letter (p.36). The same problem, when officials are always males, appears in the Student's book several times. The following pages are a bit fairer depicting one male teacher and one female teacher, a male custom officer asking a male passenger to open a briefcase and a wife asking her husband to turn on the television (p. 36, 37). Although a scene at the dentist seems to be gender stereotypical again since a female is a receptionist and a male is a dentist treating a female patient (p. 54, 55) as well as at the optician's, where there is a male optician and a female patient, but in the hospital, there is a female nurse and a male patient (59). In other illustrations, females are depicted as a dressmaker taking measurements of a male customer, a customer with a broken heel and a male shoemaker and at last, a driver who had a puncture and a male mechanic repairs the tire. One exception from these quite stereotypically depicted situations is a scene at a hairdresser's, where both, a hairdresser and a customer are males.

Gender representation in the photos and illustrations regarding:		
	Males	Females
Occupation	12	7
Sport	6	8

Table 6: Gender representations in the photos and illustrations WB Project 3

4.4.3 Names and titles

Regarding names, there are found 30 male names and 26 female names, which shows gender bias caused by the prevalence of male names. Into analysis included all personal names used in instructions, texts, and exercises, however, if they were presented more times, they were counted only once, as well as names of the main characters of the Kids section, which appear in the book several times. Details can be seen in table 7.

Distribution of names regarding gender		
	Males	Females
Personal names	13	10
Full names	13	11
Titles	4	5

Table 7: Distribution of names regarding gender WB Project 3

4.4.4 Adjectives

No adjectives describing or depicting males or females suitable to be analysed were found in this workbook.

4.5 Student's (Teacher's) book Project 1 Fourth edition

Project 1 fourth edition by Tom Hutchinson and Zoltán Rezműves first published in 2013 is intended for young learners aged nine, and ten. As stated above each unit consists of four sections A, B, C, and D, a Culture page, an English Across the Curriculum page, a revision page, a project, and a song. At the beginning of the book, there is an Introduction A, where there are six kids Ravi, Andy, Joe, Carla, Mel, and Molly presented and also cartoon characters Mickey, Millie, and Mut, whose lives and stories develop throughout the book.

4.5.1 Social aspect – visibility

The total number of analysed photographs and illustrations, where is possible to recognize gender in the Student’s book as well as the Teacher’s book is 123 photos and 92 illustrations. The painting by George Seurat (p. 73) is not included as well as illustrations and photos with many people. The total ratio states 157 males to 128 females, in the photos ratio is 54 males to 63 females and in the illustrations 103 males to 65 females. The findings about photos indicate the prevalence of females, which is seen rarely, however, the other findings about illustrations show a significant prevalence of males. This analysis proves gender bias on the grounds of this domination of males regarding visibility, as can be seen in table 8.

Gender visibility		
	Males	Females
Photos	54	63
Illustrations	103	65
Total	157	128

Table 8: Gender visibility SB Project 1, Fourth edition

4.5.2 Gender stereotypes – family

Regarding family, it seems to be a slight gender imbalance in favour of females. The total number is ten photos and three illustrations depicting a family. The total ratio is 16 males to 17 females, in the photos can be seen 11 males and 14 females, even though the photos of Mel’s close family present three males (a grandfather, a father, a son) and three females (grandmother, mother, daughter), but then there is a family tree, which presents other members as an aunt, an uncle and a female cousin (p. 18). Another photo shows Mel interviewing her uncle (p. 27). Later in the book, there are two photos of a mother and her daughter (p. 41, 42). As for illustrations ratio is five males to three females. A family tree in the Revision section is gender balanced – three males and three females, yet there are two other illustrations of a father (p. 68) and an uncle (p. 46).

4.5.3 Gender stereotypes – occupations

Since Project 1 - Student's book is focused on learners at the age of ten - eleven, the topic of occupations is not included. Nevertheless, there can be seen photos and illustrations of adult people in their professions. The ratio is ten males to six females. Five males (four teachers – p. 5, 7, 35, 39, a DJ – p. 22) in the photos and five males in the illustrations (two postmen – p. 11, 20, a clerk at the post office, an actor – p. 56, a teacher – p. 81) and three females (two teachers – p. 32, 39, a shop assistant – p. 70) in the photos and three females in the illustrations (a teacher – p. 6, a bank clerk, an actress – p. 56), therefore it applies gender bias caused by the dominance of males. Stereotypically males are more often depicted being at work. However, the fact, that there are more male teachers than female teachers is not stereotypical.

4.5.4 Gender stereotypes – sport

The analysis discovered gender bias and stereotypes for sports by the significant prevalence of males in both, photos and illustrations. The total ratio is 26 males to 16 females. Regarding photos, 12 males can be seen playing sports while only 4 females are depicted doing sport activity. Illustrations show slighter dominance of males, as the ratio is 14 males to 12 females. Traditionally males are shown playing football (p. 35), rugby, baseball, snooker, golf, doing athletics (p. 48) in the photos and playing tennis, ice hockey, football, and swimming in the illustrations, and females dancing (p. 51), playing volleyball (p. 48) and cycling (p. 75) in the photos and skiing (p. 50), skateboarding (p. 29), a horse-riding (p. 59), playing tennis (p. 44, 46), etc. in the illustrations. Not-stereotypical there is a female doing karate (p. 44). Fairly males and females are depicted cycling, skateboarding, horse-riding, and playing tennis.

4.5.5 Gender stereotypes – housework

Not much space is devoted to housework, still, it can be seen a female making dinner in the photo (p. 42) and another female cooking (p. 54), and two females going shopping (p. 56) in the illustrations. The ratio is four females and zero males. Although it seems to be in favour of females, it is on the contrary. It indicates to gender stereotype that females are depicted doing housework and being with family more often than males while males are depicted doing sports and working more often than females, as can be seen in table 9.

Gender representation regarding these categories:		
	Males	Females
Family	16	17
Occupations	10	6
Sport	26	16
Housework	0	4

Table 9: Gender representation SB Project 1 Fourth edition

4.5.6 Names and titles

Regarding names, there are found 60 male names and 42 female names, which shows gender bias caused by the prevalence of male names. In the analysis all personal names were included, full names and names with titles used in instructions, texts, and exercises, however, if they were presented more times, they were counted only once, as well as the names of the main characters (Carla, Andy, Mel, Joe, Molly, Ravi and main cartoon characters Millie, Mickey) which appear in the book several times. Names of pets, robots, or monsters that occurred in the book were not counted. Details can be seen in table 10.

Distribution of names regarding gender		
	Male	Female
Personal names	47	32
Full names	5	5
Names with titles	8	5

Table 10: Distribution of names SB Project 1 Fourth edition

4.5.7 Adjectives

Analysing this course book only a few adjectives were found such as famous speaking about Sherlock Holmes, the character of detective stories (p. 24), short and slim, tall and slim, quite tall and fat (p. 74) describing male and female physical appearance. However, no adjectives are used to describe a male or a female character, personality, or feelings suitable to be analysed.

4.6 Workbook Project 1 Fourth edition

The Workbook Project 1 Fourth edition published by Oxford University Press in 2014, whose authors are Tom Hutchinson, Janet Hardy-Gould, and Michaela Trnová, provides additional write-in activities related to the language syllabus of the Student's Book in 87 pages. As well as Student's book consists of six Units with the same topics, full of exercises to complete, crosswords, and word squares to practise vocabulary. Further audio CD, preparation for testing, the grammar overview, and a Wordlist is included. The difference between Student's book and the workbook is that there is only a small number of photos and a large number of illustrations, both black and white.

4.6.1 Social aspect – visibility

The analysis deals with photos and illustrations where gender is recognizable. The other images with a lot of people whose gender is not possible to identify are not included in the analysis. The total number of the analysed photos is 12 and the ratio is six males to seven females, which states a slight gender imbalance in favour of females. Nevertheless, the total numbers of illustrations are 212 and the ratio is 196 males to 167 females. The findings indicate significant dominance of males in the illustrations.

4.6.2 Gender stereotypes – family, occupation

Regarding family, males are visible much more frequently than females, as the ratio states 14 males to 8 females, which means that 64% of males to 36% of females. As for occupation, the findings are opposite, since two males (a reporter, a clerk at the post office) and six females are depicted working (two teachers, three shop assistants, which is gender stereotyped, and one DJ), thus applying prevalence of females.

4.6.3 Gender stereotypes – sport, housework

Analysis of the workbook regarding gender representation in sports discover gender bias caused by the dominance of males as the ratio is 33 males to 23 females depicted doing sports activities. Males are presented mainly playing football, ice hockey, basketball, tennis, swimming, skiing, and skateboarding while females are

presented as playing volleyball, tennis, dancing, cycling, swimming, and running. There is almost no space devoted to housework, however, in two illustrations a male has depicted cooking and another shopping as well as one female is shopping. So the ratio is two males to one female. The details can be seen in table 11.

Gender representation regarding these categories		
	Male	Female
Family	14	8
Occupations	2	6
Sport	33	23
Housework	2	1

Table 11: Gender representation WB Project 1 Fourth edition

4.6.4 Names and titles

The workbook is full of children's names, not only the names of the main characters. Into analysis were included personal names, full names, and names with titles, which used in instructions, texts, and exercises. However, if they were presented more times, they were counted only once, as well as the names of the main characters. Nevertheless, it was found 158 male names and 138 female names altogether, which reports male prevalence. In the category of the personal names, the ratio is 142 male names to 123 female names. In the category of full names, it was gender-balanced as the ratio was seven males to seven females. The last category of the names with titles is almost gender-balanced as well since it was discovered nine male (Mr.) to eight female titles (Mrs), as shown in table 12.

Distribution of names regarding gender		
	Male	Female
Personal names	142	123
Full names	7	7
Names with titles	9	8

Table 12: Distribution of names WB Project 1 Fourth edition

4.6.5 Adjectives

No adjectives were discovered, except tall and slim, short and fat, used for describing the physical appearance of males and females (p. 53), which are not the subject matter of the analysis.

4.7 Student's (Teacher's) book Project 3 Fourth edition

As stated above, each unit consists of four sections: A, B, C, and D, including the section Kids, whose story develops throughout the book. The other characters, whom students meet regularly in the book, are two private detectives. At the beginning of the book, there is an introduction A, where kids: Layla, Chloe, Dylan, and James are presented. In introduction B, Sweet Sue and Smart Alec introduce themselves.

4.7.1 Social aspect - visibility

The total number of analysed photographs, where possible to recognize gender in the Student's book as well as the Teacher's book is 66 photographs and 158 illustrations. The ratio is 44 males to 30 females in the photographs and 115 males to 59 females in the illustrations, which is quite significant. Gender bias is visible at the first sight due to the prevalence of males in the photos and even more in the illustrations. The exception makes photos of famous people, where there are three famous women (writer Beatrix Potter - p. 9, actress Emma Watson - p. 18, actress Keira Knightley - p. 56) to one famous man (Formula One driver Sebastian Vettel - p. 56).

4.7.2 Gender stereotypes - Roles

The section about kids seems to be quite gender-balanced. The main characters are two boys and two girls, and their friends appear in these sections too. Both girls and boys spend time doing sports (p. 14, 62), studying at school (p. 4, 50) or dancing at a disco (p. 26), being interested in the opposite sex (p. 4, 50), and meeting friends (p. 26, 38, 62, 74). Illustrations about likes and dislikes describe a male in a traditional way as playing ice hockey, basketball, and mountain biking, as well as in a less

traditional way, cooking and playing the piano. Females are depicted in usual situations such as dancing, and painting, but also in situations not very typical for females, such as camping, canoeing, skiing, rollerblading, and running (p. 15). In the topic of the future, a girl hopes to be a doctor, help people in poor countries, and write a book. She does not plan to get married and have children, while a boy plans to get married and have five children (p. 30). However, the boy also hopes to have a good job and to be famous as a guitarist. This situation is partly gender stereotyped.

Although the title and content of the section Sweet Sue and Smart Alec is a bit debatable and gender biased. The male's description of “smart” can be understood as intelligent and competent, and the female's description of “sweet” can be understood as kind and nice, and pretty. which confirms the findings that more adjectives are used to describe the physical appearance of female characters and the beauty and attractiveness of women, while as for personality, the adjectives with a negative connotation, extreme and exaggerated feelings are more common with females, adjectives such as brilliant, bright, clever and genius, famous and rich are attributed to male characters (Söylemez, 2011). Nevertheless here it might be used ironically because Sue in the fact is not so “sweet” and Alec is not so “smart” and this way it is pointed out gender stereotypes and emphasized a need to break them.

4.7.3 Gender stereotypes – Emotions

These findings of Söylemez about using adjectives with a negative connotation and extreme and exaggerated feelings apply completely to the character of Sweet Sue, even though it is not expressed explicitly. However, Sweet Sue is depicted as being unfriendly to Smart Alec, annoyed with him, and becoming irritated quickly (p. 6). She is presented as a woman being jealous of his success and on the other hand satisfied with his failure (p. 10). In another episode Sue is described as ambitious and very competitive, which is contrary to gender stereotypes, usually, males are depicted this way. However, it has got rather a negative connotation, since after Sweet Sue finds out that her expectations were not fulfilled, she becomes furious while Smart Alec is described as an easy-going and even-tempered man (p. 22). Other gender stereotypes are visible when Smart Alec is depicted as a very experienced young man who has managed to do a lot of things regarding sports activities and travelling while Sweet Sue has not done anything and she is surprised and impressed by Alec's

experiences but at the same time a bit annoyed (p. 58). Nevertheless, in the last episode of this book Sweet Sue, herself suggests Smart Alec be partners and he agrees. However, they argue about the name of their private detective agency: “Smart Alec and Sweet Sue Detective Agency” or “Sweet Sue and Smart Alec Detective Agency” (p. 70). It relates to a problem of firstness, which is worth mentioning although this thesis does not deal with it.

4.7.4 Gender stereotypes - family

Regarding family, this course book devotes a lot of space to family and relationships. In the section Vocabulary family members are divided into two columns Males and Females, eight to eight, and they are presented particularly in the article about Chloe’s family (p. 12). Another typical British family with parents, three children, and a cat is presented in the text in the section Culture (p. 16). However, on the same page, Nick describes his family: his father, stepmother, and stepsister, no pets living in a flat. Contrary to Nick’s rather small family, Grace introduces her big family living in a big house - parents, siblings and grandfather, two dogs, and a cat (p. 16). Typical gender stereotype is visible in the case of the song Our House and the illustration relating to the song (p. 19). A mother irons her husband’s shirt, a father leaves for work and children for school. On the other hand, there is a picture of a family with a father and two children on holiday in London, which is not so stereotypical (p. 45). Altogether there are 23 males in the roles of fathers, brothers, sons, a grandfather, and a husband and 14 females in the roles of mothers, daughters, sisters, aunts, and a wife in the photos and illustrations, as is shown in table 13.

4.7.5 Gender stereotypes - occupations

As this course book is for children of the age of 12 – 13 and the main characters are “Kids” themselves, occupations are not presented very frequently, but still, there is a prevalence of males to females. There are together 25 references to occupations in texts and photos or illustrations depicting them and only eight times regarding females as teachers (p. 4, 12), actresses (p. 18, 56), a reporter (p. 11), an adviser in an information office (p. 45), a cook (p. 36), one not closely specified job for a sports company (p. 12) while males are meant and depicted 17 times as a head teacher at the school (p.4), a teacher (p. 25), doctors (p. 10, 66), a reporter (p. 21), a

manager (p. 12), a film star (p. 36), an adviser (p. 45), a policeman (p. 70), a museum clerk (p. 70). The ratio is 17 to eight (see table 13). In this case applies that men are depicted in leading positions, such as a headteacher, a manager, and more prestigious professions as a doctor than females who are teachers, a reporter, and actresses. On the other hand, males can be also seen in jobs as a painter, a worker on a ship, or on an assembly lines.

4.7.6 Gender stereotypes - sport

Findings about sports seem to be more balanced yet males are still depicted more often doing sports as a windsurfer (p. 32), a golf player (p. 40), a Formula 1 driver (p. 56), a go-kart driver (p. 59), mountain climbers (p. 60, 66), swimmers (p. 15, 61), cyclists, a tennis player, a horse rider (p. 56), a runner (p. 66) on the other hand, two females are depicted karate fighters and runners (p. 15, 56), a horse rider (p. 59) or as it was mentioned above a canoeist, a skier, roller-skaters (p. 15, 33). The ratio is thirteen males to ten females, as it is shown in table 13.

4.7.7 Gender stereotypes – housework

Doing housework or cooking is not presented in this book often, but it is possible to see a male cooking in the illustration (p. 15) and also a female cooking (p. 36), a male setting a table (p. 36), and female ironing clothes (p. 19). A special situation is James's party, where his friends offer to help. A girl and a boy offer him to do shopping, a boy to make sandwiches which is rather against stereotypes, while two girls offer to decorate a room, a boy to bring some CDs, and another boy to be a DJ, also serving drinks are offered by a girl, arranging tables and chairs by two boys, which is rather stereotypical and clearing up the rubbish by all girls and boys together (p. 27). The ratio is seven males to seven females.

A difference is collecting rubbish from Mount Everest by a male mountain climber who wants to clean the mountain and make people aware of this environmental problem (p. 60). Another person who wants to make people aware of the serious environmental problem of global warming by swimming in the Antarctic is also a male (p. 61). There is no example of doing something special for environmental

protection by females. In addition in the same unit, there is an article about heroes and heroines, where gender bias is visible immediately looking at the heading, as the word “heroes” is in capital letters and “heroines” is in small letters. The article presents six heroes and two heroines (p. 64). It is obvious that in history women have had different states, so they could not become as famous and heroines as much as men, but it is inappropriate to emphasize it this way as in the heading. Details can be seen in table 13.

Gender representation regarding these categories		
	Males	Females
Family	23	14
Occupations	17	8
Sport	13	10
Housework	7	7
Heroes/Heroines	6	2
Environmental protection	2	0

Table 13: Gender representation SB Project 3 Fourth edition

4.7.8 Names and titles

Names occur very frequently in this course book. Into analysis included all personal names, full names, and names with titles used in instructions, exercises, and texts, including the section Reading at the end of the book. The names of the main characters (Layla, Chloe, Dylan, James, Sue, Alec) were counted only once a book as well as other names used more times within a unit, were counted only once a unit. There were found 91 male names and 58 female names, which shows gender bias caused by the prevalence of male names. Findings about the names with titles were remarkable, as there were used besides Mr. and Mrs., also King and Queen, Lord and Lady. Details can be seen in table 14.

Distribution of names regarding gender		
	Males	Females
Personal names	54	38
Full names	22	7
Titles	15	13

Table 14: Gender representation SB Project 3 Fourth edition

4.7.9 Adjectives

Concerning adjectives used explicitly in the text analysis finds out 21 adjectives (perfect, clever, sick, happy, sad, great, silly, rich, tired, brave, wise, fair, mad, kind, hungry, cold, ugly, handsome) are used for describing males in comparison with 11 adjectives (angry, nice, ill, favourite, happy, famous, beautiful, kind, helpful, wicked) used for describing females. Comparing the adjectives used for males and females it can be seen that they differ. Adjectives used for males are stronger in meaning and more positive: perfect, clever, great, rich, brave, wise, fair, handsome, or describing physical state: tired, hungry, cold, only three are negative: silly, mad and ugly while for females the adjectives are milder in meaning: nice, kind, helpful, even though they are positive as well as favourite, famous, beautiful, negative are angry and wicked. Three adjectives are used for both, males and females: happy, kind, and ill or sick.

4.8 Workbook Project 3 Fourth edition

The workbook contains as well as a Student's Book of six units. These are full of activities for further practice and reinforcement of the language in the Student's Book. These include exercises for grammar consolidation activities and vocabulary practice as well as fun activities, such as word squares and crosswords. At the end of each unit, there is a Progress check with the I cansection which enables students to identify what they have learned and it reflects the Common European Framework in terms of monitoring language progress. At the end of the book, there is a Grammar reference section with tables and rules and a wordlist with all the new words for each unit and their phonetic transcriptions, a phonetic chart, and irregular verbs list.

Contrary to the workbook of Project 3, there is also an audio CD for listening practice either at home or in the classroom and there are several black and white photographs.

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4.8.1 Social aspect - visibility

The analysis deals only with these photos and illustrations where people are depicted and it is possible to recognize their gender and where are less than ten people. The number of analyzed photos is nine. The ratio between men and women is ten to eight, with a slight prevalence of males. Six photos are connected with characters from section Kids from Student's book – Layla, Chloe, Dylan, James, and Matt. They usually are depicted as they have a conversation, Layla and Chloe (p. 30, 50), Dylan and James (p. 40), Dylan and Matt (p. 60), a male headteacher introduces Layla to Chloe (p. 10), Layla dances with Matt, James looking at them (p. 20), a female reporter doing an interview with a male singer or actress (p. 19), it seems to be gender balanced, however other two photos depict only males: a writer Andrew Lane (p. 16) and a boy phoning to a friend (p. 33).

The number of analysed illustrations is 111. The ratio between men and women states 99 males to 90 females. The prevalence of males is not significant but still is present.

4.8.2 Gender stereotypes - roles

Gender stereotypes are visible quite often in this book, for instance, a female is presented as a shop customer (p. 11), a female is depicted cleaning the floor while a male walking there in dirty shoes (p. 51), a female sitting at the fortune teller and listening predictions about not studying at university, travelling around the world, having a lot of problems, being unhappy until meeting a nice man, getting married him and having five children (p. 19), while a male dreaming about being an astronaut (p. 18). Not stereotypically is depicted a male washing dishes (p. 17), a female painting the room, and another buying a new car (p. 45) as well as a female climbing a mountain, swimming with dolphins in the sea, riding a horse (p. 49). In this exercise female is seen doing other more adrenaline activities such as flying in a balloon or doing a bungee jump or driving a Formula 1, nevertheless, these pictures are marked with a cross which means that the girl has never done them.

4.8.3 Gender stereotypes – family, occupations, sport, housework

Regarding illustrations depicted families, the ratio is six females to five males in a family tree (p. 8), two females to two males having dinner (p. 24), two females to three males relaxing on the beach (p. 25), and two females and males having some problems on holiday (p. 27), that means gender balanced.

Occupations are not recognizable in the illustrations, only in two photos, where a female is a reporter and a male is probably a pop star (p. 19) and a male writer (p. 16), therefore the prevalence of males as well as males are depicted in more prestigious occupations.

Illustrations depicted sports activities, where is possible to identify gender, are not very frequent, however, four males are running, swimming, skiing, riding a horse (p.3), one male boxing (p. 11), one cycling (p. 13) one surfing and a female skiing (p. 3), rollerblading (p. 11) riding a horse, climbing the mountain and swimming (p. 49). The ratio is seven males to five females.

Doing housework and keeping household seems to be depicted stereotypically when a female does shopping (p. 11), and a female cleans the floor (p. 51), and against

the stereotype when a man washes the dishes (p. 17) a female paints the room (p. 45). The ratio is one male to three females.

In the Workbook there is no topic of Heroes and heroines or doing a beneficial act for the environment as in the Student's Book thus there is no imbalance between males and females as was found out in Student's book. Details can be seen in table 14.

Gender representation regarding these categories		
	M	F
Family	13	13
Occupation	2	1
Sport	7	5
Housework	1	3

Table 13: Gender representation WB Project 3 Fourth edition

4.8.4 Names

Regarding names, findings indicate the prevalence of male names. The ratio states 93 male names to 80 female names. In the analysis, all personal names were included, but only once. When the names appeared more times in an exercise or page, they were not counted, as well as the main characters' names of the Kids section, which were counted only once a book. Using of titles with surnames is gender balanced given the fact that the ratio states three males to three females. The findings are presented in table 15.

Distribution of names regarding gender		
	Males	Females
Personal names	77	71
Full names	10	3
Titles	6	6

Table 14: Distribution of names WB Project 3 Fourth edition

4.8.5 Adjectives

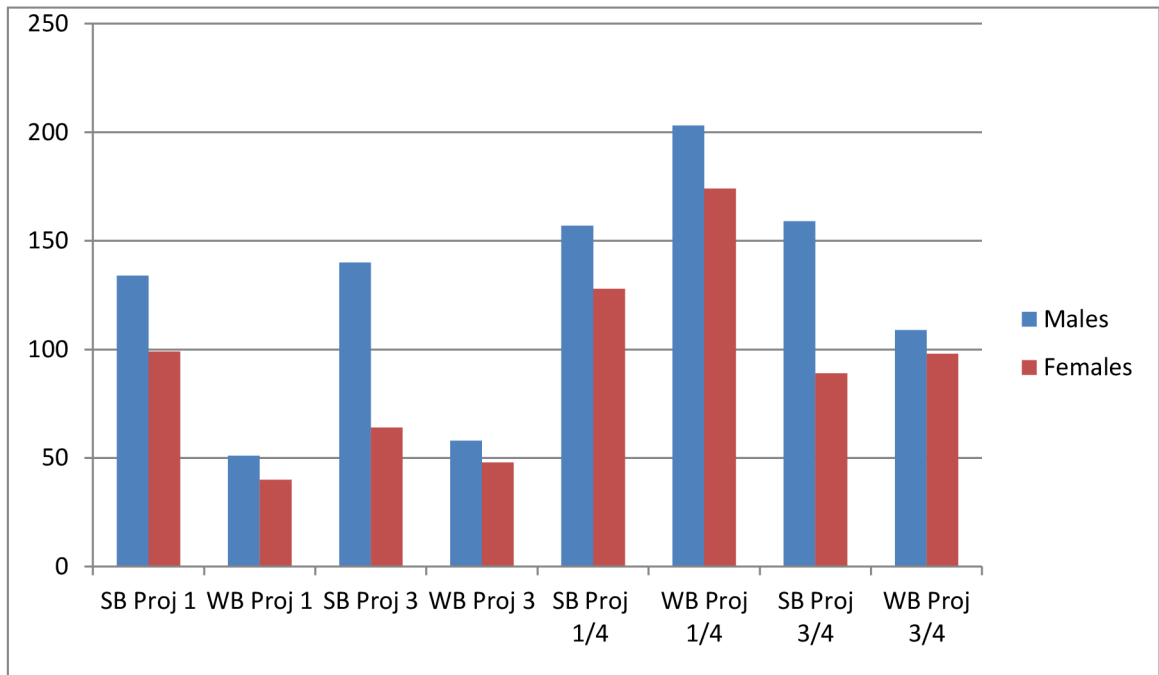
About adjectives expressed explicitly in the text of a workbook connected to people analysis finds significant gender bias. The number of adjectives describing

males is seventeen, while the number of adjectives describing females is only two. Males are depicted as kind, clever, lucky, happy, funny, great, confused, famous, bored, tired, and frightened, whereas females are described as happy and tired, as can be seen in table 19.

5. Comparison of selected course books

Comparing Student's books and Workbooks of English Project 1 and 3 by Tom Hutchinson published by Oxford University Press in 1987 and SB and WB of Project 1 and 3 Fourth Edition was discovered a lot of gender bias and stereotypes.

5.1 Comparison of social aspect - visibility



As can be seen in figure 1 concerning visibility, the main problem seems to be in the prevalence of males in the photos, illustrations, and texts. Most visible was in SB Project 3 with the ratio of 140 males to 64 females, thus it seems to be the least gender-balanced course book. On the other hand, the most gender-balanced course book seems to be WB Project 3 with a ratio of 58 males to 48 females and WB Project 1 with a ratio of 50 males to 40 females, and WB Project 3 Fourth Edition with a ratio of 109 males to 98 females. It may be concluded, that Workbooks are more gender-balanced than Student's books.

Comparing SB Project 3 with the SB Project 3 Fourth edition it must be explained that Project 3 is determined for different learners, of a higher level and age, thus the topics are different, and more suitable for young adult people. Nevertheless, the findings may conclude, that the most spread gender bias and stereotypes are in Student's Project 3.

5.2 Comparison - family and occupations

As it can be seen in table 16 in attachment 1 concerning family the fairest appears to be Project 1 as the total ratio is 19 males to 18 females, even though there are occurred only members of the close family, no aunts and uncles, an exception is a cousin, both female, and male. Compared with Project 1 Fourth edition, in the newer edition, there is a wider range of family members such as uncles, and aunts, including stepparents and stepbrothers or sisters, which truly reflects the reality of divorced and newly married parents or a single-parent family. Nevertheless, the gender representation might not be as fair as in Project 1, since the ratio is 30 males to 25 females.

Project 3 as it was said above contains different topics, so the family members are presented quite rarely there and it is one of a few categories where females prevail over males in a ratio of seven to three. However in Project 3 Fourth edition the topic of Family is included and it is devoted much more space, therefore family members occur there in 63 cases and a ratio is 36 males to 27 females.

As for occupations, the best gender-balanced course book seems to be Project 1 Fourth edition with a ratio of 12 males to 12 females. The finding about four female shop assistants and no male seems to be a bit gender stereotyped. On the other hand, there are two postmen and no female. Non-stereotypical depiction there are five female teachers as well as five male teachers. This is significant progress in comparison with Project 1, where the ratio is 24 males to 14 females, and mainly to gender stereotypes, that males are more often depicted in more responsible professions.

This gender bias seems even more visible in Project 3 course book, where the ratio is 25 males to 11 females, and in the distribution of occupations. Males are depicted in the profession of higher prestige and importance as the president, lawyers, astronauts, policemen, doctors, and pilots whereas females are depicted rather in nurturing professions as a nurse, teachers, a cook, or assistant jobs as shop assistants, waitresses, and secretaries, although one female is depicted as a doctor as well. The topic of occupations is not included in Project 3 Fourth edition, yet the findings are similar. The ratio is 19 males to 9 females. Males are depicted as a doctor, policemen, a manager, and both, males and females, such as a reporter, a clerk, a teacher, etc, but still, females are depicted less often than males.

5.3 Comparison – sport

As for sports as can be seen in table 17 in attachment 2 the most gender-balanced appears to be Project 3, even though there is not much space devoted to sports. Next is Project 3 Fourth edition and the least gender-balanced seems to be Project 1 Fourth edition. In all course books, the male prevalence was discovered, which may conclude gender stereotypes that males are more vigorous and active than females.

5.4 Comparison – housework

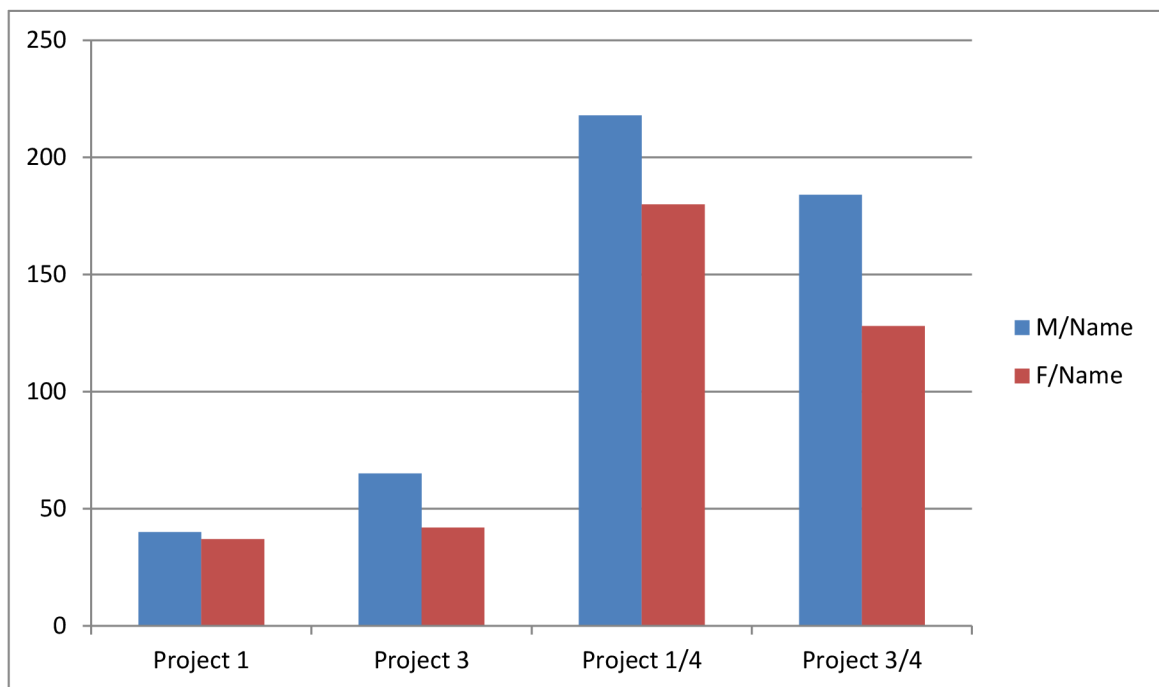
As for housework, it is the only category, where females prevail over males, as can be seen in table 18 in attachment 3. The most visible is in Project 3, where no male is depicted doing any housework. The reason might be that the main theme of the course book is travelling. However, females are depicted cooking, baking, and shopping, which points out gender stereotyping description of females, in their traditional roles. Comparing it with the Fourth edition, the newer appears to be much fairer showing males doing housework or helping with housework. Nevertheless, the most gender-balanced seems to be Project 1.

5.5 Comparison - using adjectives

According to table 19 in attachment 4, it is visible that adjectives describing personality, human intellect, mood, temperament, and physical appearance occur very rarely in the Project course books except in Project 3 Fourth edition. Such an enormous difference in using adjectives might be explained by the fact that most of these analyzed adjectives appeared in the extra section Reading, which was not a part of the course books Project 1 and 3. The reading section is part of Project 1 Fourth edition as well, however considering the stories there are not about people, but about animals and giants, the adjectives used there were not included in the analysis. Nevertheless, the findings from Project 3 Fourth edition may indicate gender bias caused by the significant prevalence of adjectives describing males than females and using different adjectives which confirms the research of adjectives by Soylemez who finds out that more adjectives are used to describe the physical appearance of female

characters and the beauty, whereas adjectives used to describe male characters are more often about intellect, such as clever, bright, brilliant and genius or about success, such as famous and rich (Söylemez, 2011, p. 250).

5.6 Comparison – using names



All names, personal, full names, and names with titles of Student's book and Workbook of each Project course book were counted and put into figure 2, so that could present the findings. The most gender-balanced book seems to be Project 1 with a ratio of 40 male names to 37 female names. Analysis of Project 3 indicates a ratio of 65 male to 42 female names and in Project 1 Fourth edition 218 male to 180 female names. The least gender-balanced appears to be Project 3 Fourth edition with a ratio of 184 to 128. Comparing Projects 1 and 3 with Project 1 and 3 Fourth Edition can be seen a considerable increase in using names, however still with the prevalence of male names over female, even with an upward tendency.

6. Conclusion

The thesis aimed to analyse Project 1 and 3 course books published in 1987 and Project 1 and 3 Fourth edition course books published in 2014, to compare them

and find out how the selected books have changed or have not changed regarding gender representation within 27 years. Gender bias presented in the course books in the form of gender stereotypes, under-representation, or even degradation of females is very harmful to females. However, males suffer from this inequality as well.

Therefore, analyses focused on gender representation from social and linguistic perspectives, as social aspect – visibility, representation of family members, distribution of occupations, sport, and housework, using names and adjectives.

The research question of how the selected books have changed or have not changed regarding gender representation within 27 years was inspired by the questions of the document of the Ministry of Education about gender correctness in coursebooks. The questions, as well as the answers, are as follows:

To what extent do the coursebooks show the representation of males and females in various roles? It was discovered a male prevalence in the aspect of visibility, distribution of occupations, names, adjectives, and slightly family members as well. A female prevalence was found only in the distribution of housework. Males are depicted performing various sports or adrenalin activities, being in dangerous situations, and being energetic and emotionally balanced, while females are not. These findings applied especially to Project 3 from 1987. It follows, that the coursebooks seem not to show gender representation equally.

To what extent do the coursebooks present particular females and males in professions that are not commonly connected with females or males? Women are more often presented in traditional professions as teachers, shop assistants, and secretaries, the exception was depicting a female as a farmer, or a doctor, while men are depicted as lawyers, doctors, policemen, postmen, and officials, with exception of depicting males as a hairdresser. It might conclude that the coursebooks present both, females and males, in the not-stereotypical professions quite rarely.

How often do the coursebooks present males and females also in alternative ways of life, not only traditional? Males are depicted travelling around the world, being astronauts, cleaning Mount Everest, and swimming in the Antarctic, however, females are not depicted in alternative ways of life or uncommonly, with an exception of depicting a female participating in an endurance course. It follows that the coursebooks seem present females rather in the traditional way than in an alternative.

How often do the coursebooks present females managing companies and having power in the public sphere? No females were presented in leadership positions

and the public sphere, while males are presented as managers, policemen, and lawyers.

How often does it show men looking after children and the household? Males are depicted in the roles of fathers almost as often as females in the roles of mothers. It seems to be quite gender-balanced. However, household chores appear to be more in the competence of females.

To answer the questions of the Guide for gender correctness it might be said, that females are stereotypically connected with professions such as teachers, shop assistants, and secretaries, with family and household chores whereas males are connected with domination and power, a profession of higher prestige. Males appear to be depicted more often as occupying sports, being busy at work, and being more active than females. As for names, full names, and titles, it was found out the prevalence of male names, particularly personal names. Full names and names with titles were more gender-balanced as the difference in the ratio was not so high or in a few cases the same. The titles used in these course books most frequently were Mr. and Mrs., relating to teachers or married couples. Using adjectives describing males is significantly more frequent than adjectives describing females, which is gender biased, which confirms the Söylemez study (2011, p. 250) as it was mentioned above.

When a comparison among the course books Project 1 and 3 from 1987 and Project 1 and 3 Fourth edition from 2014 was conducted, the conclusion might be as follows:

- Since 1987 the number of photos, illustrations, names, and adjectives has increased. Nevertheless, the prevalence of males seems to still exist.

- Since 1987 gender stereotypes regarding males and females depicted in their traditional roles have changed. As males can be seen more often doing housework, cooking, shopping, and taking care of children, and females can be seen performing sports, adrenalin activity, and travelling more often.

- Since 1987 gender stereotypes regarding the distribution of occupations have improved. As males and females are both seen as detectives, teachers, shop assistants, actors and actresses, and reporters.

- The hypothesis of a larger occurrence of gender stereotypes and bias in the coursebooks determined to older and more advanced learners (Course 2021) seem to be confirmed. As both Project 3 coursebooks indicated a larger male prevalence in the aspect of visibility, occupations, sports, using adjectives and names than in Project 1.

- Workbooks appear to be more gender-balanced than Student's books.

To sum up, these findings, it seems, that all the books Project 1 and 3 from 1987 and Project 1 and 3 Fourth Edition from 2014 are gender biased and gender stereotyped. Although certain improvement was found, the difference between the first edition and the fourth edition was not as considerable as it was expected. The solution to the problem is in increasing the presentation of females, in all aspects of visibility, in the photos, illustrations as well as texts, depicting females working as lawyers, managers, and company owners and being the same important and competent as males. However, it could be beneficial to use for the research more coursebooks for more advanced learners by different authors and publishers published in present. Suggestions for further research could be to gain a different view on the matter, for instance, learners' and teachers' standpoints and their perception of the problem of gender representation in the coursebooks.

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Attachement 1:

Distribution of nouns regarding gender - family and occupations								
	Project 1		Project 1/4		Project 3		Project 3/4	
Family	M	F	M	F	M	F	M	F
Father/mother	5	7	6	7	1	3	11	8
Son/daughter	5	6	6	2		2	8	7
Brother/sister	5	3	8	7			10	5
Husband/wife	1	1					2	2
Uncle/aunt			5	4			2	2
Grandpa/grandma	2	2	4	4	1	1	2	1
Cousin	1	1	1	1	1	1	1	
Stepfather/mother								1
Stepbrother/sister								1
Total	19	18	30	25	3	7	36	27
Occupation								
Doctor	4	2			2	1	2	
Astronaut	3				4			
Policeman	3				4		2	
Reporter	3		2	1	2		2	1
Pilot					1			
Farmer	1	1			1			
Teacher		4	5	5		2	3	2
Shop assistant	1	4		4		2		
Secretary	1	3				1		
Clerk	3		2	1		1	4	2
Driver	1				1			
Postman	3		2					
Actor/actress			1	1			1	2
Worker					4	2	4	2
Hair dresser					1			
Lawyer					4			
President					1			

Nurse						1		
Waitress						1		
Manager							1	
Total	24	14	12	12	25	11	19	9

Table 15: Distribution of nouns - family and occupations, regarding gender

Attachement 2:

Distribution sports regarding gender								
Sports	Project 1		Project 1/4		Project 3		Project 3/4	
	M	F	M	F	M	F	M	F
Football	6		10		2			
Volleyball	1	3		4	1			
Tennis	4	3	6	5	2	3	2	
Swimming	2		5	2			3	2
Dancing	2	2	4	6				2
Weightlifting	2	1			1			
Windsurfing	2	1					1	
Cycling		1	4	6		1	3	1
Horse riding			2	4	2		1	3
Climbing					1			1
Skiing	1	1	6	4	1	3	1	1
Athletics		1	1	1		1		
Running			2	2	2		3	1
Ice hockey			4				1	
Skateboarding			2	4				
Golf			1				1	
Karate				1				1
Rugby			5					
Basketball			6				1	

Baseball			1					
Boxing					1		1	
Motor racing					2		2	
Gymnastics						1		
Skating						3		2
Canoeing								1
Total	14	13	59	39	15	12	20	15

Table 16: Distribution of sports regarding gender

Attachement 3

Distribution housework regarding gender								
Housework	Project 1		Project 1/4		Project 3		Project 3/4	
	M	F	M	F	M	F	M	F
Shopping	1		1	3		1	2	3
Cooking		1	1	2		2	3	1
Baking						1		
Washing up	1	1					1	
Setting a table		1					1	1
Clean. a floor								1
Making beds	2	1						
Ironing		1						1
Rubbish out							1	1
Decorating								2
Wash. a car	3	1						
Wash. clothes		1						
Tidying		1						
Total	7	8	2	5	0	4	8	10

Table 17: Distribution of housework regarding gender

Attachement 4:

Distribution adjectives regarding gender								
Adjective	Project 1		Project 1/4		Project 3		Project 3/4	
	M	F	M	F	M	F	M	F
Nice, kind							1	2
clever, smart							3	
Sick, ill							2	1
lucky							1	
happy							3	2
funny							1	
great							2	
sweet								1
famous			1				4	1
bored							1	
tired							5	1
frightened							1	
interested					1	1	1	
perfect							1	
sad							1	
silly							1	
rich							1	
brave							1	
wise							1	
fair							1	
mad							1	
ugly							1	
handsome							1	
Beautiful								
angry								1
favourite								1
helpful								1
wicked								1
good at					1	1		
Total	0	0	1	0	2	2	35	12

Table 18: Distribution adjectives regarding gender

Anotace

Jméno a příjmení:	Renáta Lupieňská
Katedra nebo ústav:	Ústav cizích jazyků
Vedoucí práce:	Mgr. Blanka Babická, Ph.D.
Rok obhajoby:	2023

Název práce:	Analýza učebnic angličtiny z hlediska reprezentace genderu
Název práce v angličtině:	Analysis of ELT course books regarding the gender representation
Anotace práce:	Tato diplomová práce se zabývá zobrazením genderu v učebnicích angličtiny. Vysvětluje pojmy, týkající se genderu - stereotypy, role, identita. Analyzuje vybrané knihy a snaží se zjistit, do jaké míry se zde vyskytují genderové předsudky a stereotypy. Na základě srovnání analýz, vyvozuje, jak se změnilo zobrazení genderu mezi vybranými učebnicemi.
Klíčová slova:	Analýza, učebnice, gender, zobrazení genderu, genderové stereotypy, role, identita, předsudky.
Anotace práce v angličtině	This thesis deals with gender representation in the ELT course books. The thesis focus on the definitions of gender, stereotypes, roles, and identity. The aim of the thesis is to analyse the selected course books and find out to what extent gender bias and stereotypes are presented here. By comparing the analyses, the thesis concludes the differences among the course books.
Klíčová slova v angličtině:	Analysis, course book, gender, gender representation, gender stereotypes, roles, identity, gender bias.
Přílohy vázané v práci:	4
Rozsah práce:	71 s.
Jazyk práce:	angličtina