

Trabajo Fin de Grado

The Invisible Reality: English Teaching Materials and the Formation of Gender and Sexually Oriented Stereotypes (With a focus on Primary Education)

La realidad invisible: Materiales didácticos de inglés y la formación de estereotipos de género y orientación sexual (con énfasis en Educación Primaria)

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The Invisible Reality: English Teaching Materials and the Formation of Gender and Sexually Oriented Stereotypes (With a focus on Primary Education)

Abstract

Gender stereotypes can be defined as those structured sets of beliefs about personal attributes of women and men (Basow, 1992, p.3). They have a great influence over self perspective, the way we interact with each other, and the organization and values of our society. However their effects are usually invisible for people, so a great effort should be made to develop awareness of their influence in the population. The origin of gender stereotypes is rooted in the gender-based division of labour and they arise from a socialization process to which people are exposed since childhood. Thus, school has an essential role to teach gender and sexual equality through the curricula, in all subjects and using teaching materials that are free of gender and sexually oriented stereotypes. The main aim of this study is to examine the influence of English teaching materials in the formation of gender and sexually oriented stereotypes in the context of the Spanish Primary School, mainly focusing on the last stage of Primary Education. This dissertation carries out qualitative and quantitative analysis of three English text books and, the students' and teachers' perceptions of the stereotypes thanks to an elaboration of a review of key concepts such as gender awareness, stereotypes, sex, gender, sexual orientation and gender identity, as well as, the presentation of various tools to evaluate the sexist content in the textbooks and offer some guide lines to avoid them in the English classroom.

Key words: gender and sexually oriented stereotypes, culture, gender awareness, English teaching, and English textbooks.

INTRODUCTION

The main research question posed by this study is whether or not the English teaching materials may influence the formation of gender and sexually oriented stereotypes. The importance of researching on this topic is based on the idea that School, apart from knowledge, also transmits values, models, and stereotypes that are reproduced at different levels such as those of the teachers, the student's interactions and the teaching materials. Therefore, if we want to achieve equality in the School, one necessary measure should be to carry out a deep revision of the teaching materials that are currently used in the classroom. Especially, an examination of the texts books because they are the main materials in which teachers base the content and in many occasions, the methodology of their teaching practice. Moreover, school should offer alternative gender roles and identities in response to the needs of current society. It is also essential to offer the students a critical view about the existing stereotypes, roles and prejudices established in our society.

In addition to this, the need of this study is justified by the Spanish curriculum which underlines the relevance of achieving an egalitarian society, being one of its general goals to develop attitudes against violence, prejudices and gender stereotypes.

Considering these idea, the main objectives of this research are the following ones: 1) To study the teachers' ideas about the influence of teaching materials in formation of stereotypes and their previous training about gender and sexually oriented stereotypes, as well as equality (with a focus on the last year of Primary School; 2) To analyze the English textbooks that are currently used in the schools; 3) To create an improvement proposal to guide teachers on the steps to follow to work different English skills from a social and egalitarian perspective; 4) To analyze if students have strong gender schema, also as a reflection of how our School System educates children about these cross curricular topics; and 5) To evaluate to what extent the English teaching materials in the Spanish Educative System are decisive in the formation of gender and sexually oriented stereotypes.

In order to achieve these goals, this research will develop a theoretical framework in the first section and it will review different theories such as the Socialization theories, the origin of gender stereotypes, gender definitions, Feminist

approach, Communicative and Post-method approaches for English teaching. The second section will justify the need of this study according to the Spanish curriculum; and the third section will develop the methodology followed to carry out the quantitative and qualitative analyses in three parts: firstly, all the schools of Aragón were invited to collaborate with this project by answering a survey for English teachers of 6th grade. Forty schools answered the survey and their results provided the data needed to get an insight into the study of teachers' perspectives, their formation and, the specific titles of the materials that were analysed in the subsequent phase.

The second phase was the qualitative and quantitative analyse of the three English textbooks obtained in the teachers' surveys based on previous research on teaching materials and theories of stereotype's formation, gender and sexual development and the meaningful interaction between images and text. The third phase consisted of asking students of 6th grade of the schools that had collaborated in the first phase, to answer another survey that was the base for the analysis of students' gender stereotypes and the extent of influence of the textbooks. The election of doing the study in students of 6th grade could be justified because of three key reasons: the English level in 6th graders is the highest of elementary school and therefore, more complex topics can be treated, students at this age are most aware of gender roles and sexual orientation; and their stereotypes are already established (Basow, 1992)

Having analyzed all the results in the fourth section of the study, the main hypothesis will be answered and some guidelines for avoiding sexist contents will be presented. Furthermore, future lines of research in this field will be discussed because this study is another little step forward in achieving equality and, therefore, trying to create a better world for our future generations.

2. THEORETICAL FRAMEWORK

2.1 Gender Equality as a Universal Right

The present study is based on the belief that the School System has a vital role when it comes to achieving gender equality and overcoming sexual orientation discrimination.

To begin with, gender equality could be defined following the Secretary-General of the United Nations' definition, Ban Kin-Moon, who stated that:

True gender equality means urgently addressing structural barriers, such as unequal pay. It means recognizing and alleviating women's unpaid care burden. It means realizing the right of women and girls to govern their sexual and reproductive health. It means ending violence against women and girls. And it means equality in political participation and in humanitarian response, conflict resolution and peace building. (2016, pg.19)

Other ideas developed in the Global Leaders' Meeting on Gender Equality and Women's Empowerment celebrated in 2016 were that there is still a long way to go in achieving gender equality and that it is a shared responsibility to achieve it because it is not only an issue for women rather than a benefit for all the human beings.

Regarding sexual orientation, it can be defined "as an erotic inclination toward people of one or more genders and a cognitive component of erotic attraction and romantic or emotional attractions. Some authors also consider internal recognition of sexual orientation as part of identity"(Saewyc,2011, pg.256).Thus, the existing discrimination due to sexual orientation could be considered as an assault against Human Rights, especially the Article 2 developed in the Universal Declaration of Human Rights which states that: "Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status"(United Nations, 1948). Although the article does not mention explicitly gender or sexual orientation, its reference to sex, makes this equality a Human Right because of the social and psychological close relation of these concepts with the biological sex, and because they are components of human identity as a whole.

2.2. A Feminist Approach

In order to achieve gender equality it is essential to base this social change on feminism, because the feminist way of thinking is “the belief that women and men are equal and should have equal rights. Thus, all feminist seek to end women’s subordination” (Basow, 1992, pg.329). The evolution of feminism could be explained according to three main periods I) the First Wave, which refers to the period between 1840 to 1920, and which focused on the legal and social equality of women and culminated the passage of the 19th Amendment, the right to vote, II) The Second Wave is referred to the feminist activity from 1960 to 1980, the Second World War changed women’s situation and feminists became involved in a range of campaigns for women’s reproductive rights, for equal rights in employment, education, public and private lives and against rape and domestic violence. This wave saw individual, social and political inequalities as inevitably interlinked (Phillips and Cree, 2004, pg.937). And III) the Third Wave of feminism initiated in the 1990s has made three important tactical movements that respond to the limitations of the Second Wave: firstly, it has rejected the universalist claim that all women share a set of common experiences, and foregrounds personal narratives that illustrate an intersectional and multiperspectical version of feminism; secondly, as a consequence of the rise of postmodernism, it has embraced multivocality and action; and finally, it has emphasised an inclusive and nonjudgmental approach of gender and different sexual activities (Snyder, 2008).

Together with the different stages within the feminist movements, Basow also points out that feminist theories differ in the explanation of the causes of women’s subordination and of the possible solutions.

Due to the complex and contradictory interaction of the factors that could explain the causes and solutions for women’s subordination, it seems inconceivable to formulate an integrated theory within the scope of this TFG. The present situation of feminism is difficult to define from a specific approach because the third wave, post-feminism and other approaches coexist in our current globalised and changing world. What it seems clear is that the feminist movements are still fighting for achieving gender equality. Therefore, I will mainly consider those many authors who have

recently formulated other theories that can be encompassed in what is called, “Postfeminism”- a movement which- derives from the psychoanalysis school of thought and the postmodernist view of the world; and which tries to challenge and redefine the concepts previously analyzed by various feminist theories (Ayala and Mateo, 1999).

Judith Butler is one of the most renowned authors within the Postfeminist movement and the contemporary feminist philosophy. Her theory redefines gender and it has had relevant consequences in the current perspectives about gender identity and feminism. She states that “the political problem of feminism encounters in the assumption that the term women denotes a common identity” (1990, pg.278). According to her, this is because “gender has multiple signification due to the fact that gender is not always constituted coherently in different historical contexts, and because intersects with racial, class, ethnic, sexual, and modalities of discursively constituted identities” (p.278) She suggests a changing and performative conception of gender to overcome the binary gender system that imposes cultural laws and a “unique line of connexion among biological sex, culturally constituted genders, and the “the expression” of both in manifestation of sexual desire through sexual practice” (pg.283). Some of these ideas will be very useful when approaching the notion of gender and education in the following sections of this study.

2.2.1. Defining Gender and Gender Stereotypes

From the previous statements, it becomes clear, the study of gender may be said to be extremely relevant for the Social Sciences because gender is culturally constructed. The Social Sciences are determined by the fact that “culture shapes individual social cognition, which in turn contributes to the dynamic reproduction of culture” (Lyons and Kashima, 2001, pg.389). At the same time, a parallelism can be found with to “the philosophical polarity between free will and determinism of construction of gender” (Butler, 1990 pg.281). This aspect has various consequences for the study of gender and the main one is that it should be interdisciplinary because gender is developed by socialization, and its agents and forces influence and affect several fields.

Although there is not a clear-cut definition of gender, I will draw on Butler’s and Basow’s theories for the purpose of my analysis because their conceptions of gender try

to overcome the binary gender system, in which “feminine and masculine are understood as opposite and where there are some identities that cannot exist such as, gender that does not follow from sex or sexual desire that does not follow gender” (Butler, 1990, pg.283). This binary system is one of the bases of the gender stereotypes that want to be addressed in this pedagogical study; Simone de Beauvoir also detected this binary division in her pioneering work *The Second Sex*, originally published in 1949:

And the truth is that anyone can clearly see that humanity is split into two categories of individuals with manifestly different clothes, faces, bodies, smiles, movements, interests, and occupations. (2010, pg.24)

In keeping with this, Butler claims that “a cultural interpretation of sex makes no sense, if sex itself is a gendered category” (1990, pg.280). And thus she defines gender as

“King of doing, an incessant activity performed [...] it is a practice of improvisation within a scene of constraint. Moreover, one does not “do” one’s gender alone. One is always “doing” or for another” (2004, pg.1).

In order to provide an open perspective of gender definition, this study is also going to follow the gender definition of Basow (1992), and it will be based on her overall perspective of the origin of gender stereotypes that is developed in her book *Gender stereotypes and roles*. According to her, sex is defined as “A biological term; people are termed either male or female depending on their sex organs and gender” (1992, pg.2). However, since the moment when she made this statement in the early 1990s, regarding the criteria of sex organs for classifying persons as women or men, we have examples that show that the situation is changing. For instance, some countries, in the light of cases of children that have been born with unclear physiological characteristics of their sexes, have recently accepted the neutral sex.

This social change in accepting the neutral sex explains that “gender is psychological and cultural term, referring to one’s subjective feelings of maleness or femaleness (gender identity). Gender may also refer to society’s evaluation of behaviour as masculine and feminine (gender role)” (Basow, 1992, pg.2).

Thus, the distinction between sex and gender seems to be clear, however, people tend to use these concepts as synonyms and assume that gender differences are based on biology. In regard to this, Basow makes reference to the thinkers “Deux and Kite (1987)

who suggest that the answer to this lies in a shared “gender belief system” which refers to “a set of beliefs and opinions about males and females and about the purported qualities of masculinity and femininity” (1992, pg.3). In the light of their ideas, she finds that gender belief system influences the way we perceive and evaluate others and which is mainly composed of two elements: Gender roles and gender stereotypes.

“Gender stereotypes are those structured sets of beliefs about the personal attributes of women and men” (Basow, 1992, pg.3). Gender stereotypes are strongly held over generations, universally shared within a given society, learned as a part of the growing process, they are normative and desirable, and they are set up by a self-fulfilling prophecy based on social and personal expectations, they exist in a cultural and personal level. For example,

In general, masculinity is associated with competency, instrumentality and activity, whereas femininity is associated with warmth, expressiveness and nurturance. Moreover, gender is not the only variable according to which people are stereotyped; there some categories like race, class and sexual orientation, which interact each other in a complex way.(Basow, 1992)

In addition to this, Basow (1992) notes that although the great influence of gender stereotypes is reflected in personality traits, they also exist in three other related areas: masculine and feminine roles, masculine and feminine occupations, and masculine and feminine physical characteristics. Then, it is clear that the influence of gender stereotypes goes beyond personality and affects behaviour, occupational options and health issues. Finally, another implication of gender stereotypes is that they provide a reduced view of women and men, as an opposite sex system, misleading the fact that there are masculine and feminine traits that exist in both genders.

2.2.2. The Origin of Gender Stereotypes

In order to analyze the origin of gender stereotypes three theories could be mentioned: i) The notion of “Kernel of truth” maintains that gender stereotypes could be based on the fact that there are some real differences between sexes and this partial truth is exaggerated and generalized. ii) Another theory that explains their origin is “the social role theory”, which states that stereotypes arise from roles and jobs typically held by women and men and the distinct skills developed by women and men due to this and, then, these skills and abilities developed seem for the society to be innate and in that

manner stereotypes are strengthened; and finally, this theory could be compatible with iii) “social stratification theories”, which suggest that gender stereotypes are status roles, meaning that men’s roles are dominant and women’s roles are the subordinated ones, which mainly differ to each other by the potency of men’s traits.

Regarding the origins of stereotypes, Basow concludes that “although some differences exist and may have physiological basis, the bulk of the research suggest that gender differences, to extent they exist, are a function of gender roles rather than a cause” (1992, pg.11).

Having into account the previous statement, the theories that will guide this study about the influence of English teaching materials in the formation of gender stereotypes will be based on the social-role and the social stratification theories because they underline socialization as the process of formation of stereotypes. Both theories identify the gender-based division of labour as the origin of gender stereotypes.

In relation to this, material feminism, a branch of feminism that appeared during the Second Wave, also identifies that “the first division of labour to take place was the split in occupations between men and women” (Pellicer, 2009, pg.135). The division of labour also entails the conception that women belong to the private sphere (family) where care-taking and reproduction are seeing as natural for women while, men belong to the public sphere and therefore, they are natural proprietors of culture (Ortner, 1974).

As has been previously mentioned,

Gender stereotypes and roles were found to be rooted in the division of labour based on economic conditions present in a society and/or functional differences between sexes. This traditional pattern (division on biological sexes) is embedded within the structure of society and gets transmitted to each succeeding generation as a part of socialization process. (Basow, 1992, pg.118)

Thus, as socialization is the essential process in which roles and stereotypes are transmitted, in the next section of this study, theories that explain the process of socialization and their agents are going to be exposed.

2.3. The Process of Socialization

The evidence of finding a unique theory that explains the process of socialization is difficult because of the complexity of human development itself. A combination of the four theories that exist are thus needed; psychodynamic theories, social learning theory, cognitive-development theory and gender schema theory to account for the complex interaction among biological factors, the learning environment and the level of cognitive development of the child. These four theories underline the early childhood as an essential stage in socialization process.

The psychodynamic theories emphasize gender identity as a core part of one's personality. Freud first and, psychoanalytic feminists such as Chodorow or Miller revisiting Freudian theories, underline the influence of the first socialiser, parents but especially the mother, and the fact that the different personal patterns of identification of boys and of girls will determine that male dominance and female subordination become part of relationships between genders. On their part, social learning theories claim that children learn their gender role directly through differential treatment, rewards and punishments and, indirectly through observation and modelling but this imitation will vary depending on the situation. They also identify the development of sex-typed behaviours as the precursor of gender identity; whereas, the cognitive-development theory has into account the child's cognitive capacities that need to be developed for the imitation process along with and the awareness of sex categories for developing gender identity. Gender schema theory could be considered as a coordinated explanation of the three theories, including an active role for children in developing concepts of gender identity and organizing the world consistently with their level of cognitive development. It identifies that the child, observing the distinctions made between males and females by the social agents within a given culture, develops the gender schema which is a cognitive structure that serves to organize and guide individual perception and gender identity (Basow, 1992).

Basow (1992) explains that in addition to a coordinated explanation, a life-span perspective is needed due to the fact that gender identity keeps on developing into

adulthood. She presents one model of gender identity integrating social and environmental factors based on the model of P. A. Katz (1996).

Drawing on his model, gender development begins when the child is born because he/she is labelled as male or as a female. This fact will determine a different treatment of the infant (clothes, toys, and people's labelling...). When the acquisition of the language takes place, the child begins to self-label him/herself as a boy or a girl and develops sex-typed preferences for toys and activities. At the age of 5 or 6, gender constancy is displayed, that is the recognition that gender is immutable will usually appear. Following this, in the middle of childhood, gender roles conformity and some anticipation of adult roles will emerge. Later on, puberty will entail the sexual component of gender roles, with its attendant focus on sexual attraction and attractiveness. Although sexual orientation does not determine one's gender identity, gender conceptions become highly rigid and therefore stereotypes too, adolescents should face conflicting aspects, especially the ones with a non- normative sexual orientation such as homosexuals and bisexuals. Middle and late adolescence is a time for developing a secure personal gender identity and preparation for adult roles, same-sex occupations and intimate partners. With adulthood, those individuals who have children have a new role of father/mother, or when they get married they also acquire other roles such as those of wife/husband. Also, occupational roles affect one's gender identity because it develops different trait and behaviours. Thus, life experience socializes women and men and changes one's gender identity.

According to this model, we can conclude that it is vital that the social agents (to be described later) do not transmit rigid gender schemas in order to become strict gender roles less important and allow future children to grow in a free and egalitarian society.

2.3.1. Late Childhood and Early Puberty

This model of gender identity also justifies the age of the students that this dissertation will focus on, the ages between 11 and 12 years old, which could be classified as late childhood and early puberty.

From the different gender identity's theories it can be concluded that at the age of 5 or 6 children have gender constancy. Between the age of 5 and 8 the stereotypes are strongly rigid [...] however, at the age of 8 their gender schema become more dimensional and can be measured by possession of predominantly gender stereotypic personality traits. Moreover people could be classified as sex typed individuals (they have a bipolar construct for masculinity/ femininity and then, they understand the world from a stereotypic perspective) and non-sex-typed individuals (absence of a strong gender schema). (Basow, 1992, pg.126)

This means that, at the age of late childhood and early puberty, children have built the basis of their gender schema, and they understand the world depending on this schema. This aspect will allow this research to analyze whether students in the Spanish school are sex stereotyped individuals or not, together with the main factors that encourage this differences along the population, and the consequences of these results for achieving gender equality.

In addition to this, sexual orientation begins to develop during puberty and student's curiosity about it has a twofold effect, they are really motivated to discover sexuality and sexual orientation but at the same time, it is quite usual to resolve doubts and unknown information by using stereotypes. Then, studying the influence of teaching materials in the formation of stereotypes related to sexual orientation is relevant in order to be aware of the importance of using teaching materials which are free of stereotypes and try to overcome sexual orientation discrimination.

As has been mentioned before, socializing agents and forces affect the development of gender stereotypes. Basow (1992) identifies various socializing agents such as parents, teachers and peers, and forces like the language, play, school, religion and media. Although all of them have a great relevance, as this study is focused on the influence of English teaching materials in the formation of gender stereotypes, language, the influence of the school and all the related aspects are going to be exposed.

2.4. School and Gender Stereotypes

Several philosophers and researchers have written about the influence of school in the transmission of culture and its values. One well-known theorist of this field is Pierre Bourdieu, who critically analyzes the school as an agent of reproduction of the culture

that benefits the dominant classes. He also notes that “functioning in the manner of a huge classificatory machine inscribe changes within the purview of the structure, the school helps to make and to impose the legitimate exclusions and inclusions which form the basis of the social order”(Bourdieu and Passeron, 1990, pg.x).

Furthermore, he states that the pedagogic action is “symbolic violence” because it imposes and inculcates certain selected meanings which define a group’s of culture as symbolic system. The selection of meanings is arbitrary because the structure and function of that culture cannot be deduced from any universal principle rather that it depends on the interest of the dominant classes (Bourdieu and Passeron, 1990, pg.8). And, finally, according to Bottemore, “Pierre Bourdieu also states that the revision of the pedagogic action and of the whole process of cultural reproduction, itself generates or modifies theoretical conceptions of the structure of dominant and subordinate class and groups” (1976, pg.vxii).

Although this theory might seem distant for the analysis of the stereotypes transmitted by the English teaching materials, in an overall perspective some parallelisms can be found. Bourdieu (1976) identifies education as the mechanism that transmits culture therefore, it also transmits stereotypes. This transmission makes a differentiation among society, the dominated and the dominant classes. In the case of gender stereotypes, their transmission also entails some consequences such as the reproduction of inequality and discrimination, which specially affect the subordinated groups like women and homosexuals. Moreover, the idea of the revision of the pedagogic action in order to change the structure of society is one of the goals of this limited study; revising the teaching materials as a part of the pedagogic action and evaluating the stereotypes as part of that transmitted content that may imply gender inequality.

In the specific field of gender stereotypes, it has been agreed that the school is a socializing force, that is, the social context where messages about gender and gender-appropriate behaviour are transmitted that directly or indirectly affect the children’s developing of gender schema. Thus, the school, understood as the institutionalized education, has a hidden agenda composed by curricula, school organization and instructional materials. Although the academic curricula does not openly expose differentiated content for girls and boys, the segregated activities by sex and the

different elections of the courses, guide unconsciously to the stereotyped vocational election and promote a reduced development of non-stereotypic skills for boys and girls (Basow,1992).

In keeping with this, school organization also transmits an unconscious hierarchical system. Specifically, in the Spanish elementary school system, several studies have concluded that the proportion of headmasters is superior in comparison to the proportion of headmistress, which is a remarkable datum if it is considered that 60 are female teachers out of 100 and only 23 are headmistress out of 100. As the level of education increases, this distinction becomes even more evident (CIDE and Instituto de la mujer, 2004).

Another aspect to underline is that the gender of teachers usually differs depending on the subject.

Female teachers predominantly teach English, foreign languages, humanities, business and education, whereas men mostly teach math, sciences and vocational education. Teachers serve as role models, so the underrepresentation of women or men teachers in certain fields serves to perpetuate gender differences in career aspiration. (Basow, 1992, pg.153)

Also, the teacher can provide additional messages regarding sex role development through the provision of activities, reinforcement, modelling and subtler forms of communication. Butler (1992) concludes that boys receive more attention and more punishment than girls. This greater attention might encourage male students to develop better problem-solving and self-esteem while female students might be encouraged to be quiet and passive learners. Therefore, these behaviours have their origin in teacher's stereotypic gender schema and then, it is essentially relevant that teachers are aware of these facts in order to change differential teaching practices.

2.4.1. Teaching Materials

Teaching materials are an indispensable aspect of formal education. They could be understood as all the materials used during the learning process such as text books, reading books, films or music. In this study three text books are going to be evaluated because as Cerrón and Cobano-Delgado expose "Zabalza(1990) states the text book is the element which guides and provides the essential structure of pedagogical practice

and most of the decisions taken about contents and pedagogic strategies” (my translation, 2008, pg.387).

In addition to this, other authors like Sayilon have claimed that “text books are the very which continue to transfer gender inequality and patriarchal ideology” (Kalayci and Hayirsever, 2014, pg.1068). Then, teachers have the responsibility to select and evaluate the text books that they are currently using and make sure that they are free of gender stereotypes in order to create an inclusive and equal environment in the school.

2.5. Language and Gender

In the analysis, language will be examined, especially some aspects like the attitude of the characters, the omissions, the concurrence in the conversations, famous people that appear, gender roles, hobbies and the environment of the conversations. Also, because of the increasing importance of visual tools in learning, images have become as important as the written language in the transmission of content, transforming the text book in a multimodal text. Some aspects will be visually analyzed, like the attitude, gender roles, frequency of illustration, colours and physical appearance, famous people and the environment portrayed. Moreover, the illustrations have been tools to analyze the representation of the variety of families, couples and relationships portrayed in the text book as a sample to evaluate the degree of visibility of homosexual collective and non-traditional families in the EFL text books.

Regarding the social forces, language is considered to have a major role in defining and maintaining male power over women. Sexism in the English language may take three major forms: i) ignoring females by using the masculine gender to refer to human beings in general; for instance, the use of the generic he. This makes maleness the norm and females the exception. Stereotyping also defines women by labelling what is considered to the exception to the rule like “lady doctor” or “policeman”. ii) The status of the females is also defined by the order in which they are usually mentioned, being usually the second place “He and She”. Also the change of form address of women when they got married (Ms to Mrs) indicates that marital status is important for women in ways it is not for men. Finally, iii) deprecating either by trivializing or sexualize women is the last form to maintain male power over women (Basow, 1992).

2.6. Language Teaching Approaches

If the aim of this study is to analyse the transmission of gender stereotypes in the English language classroom through language and textbooks, it seems necessary to make a review of the evolution of some of the second language teaching methods and approaches.

Before the nineteenth century, the second language teaching was based on teaching grammar rules and consult foreign words in the dictionary. However, in the 19th century, foreign language was brought into the curriculum giving rise to the grammar-translation method. In this method based on translation, language was treated at the level of sentence and it was learnt deductively and accuracy was the main focus. As a reaction to the learning restrictions of this method, the direct method emerged. It defended that grammar rules should be learnt inductively by the conversation in the target language between teacher and pupils, establishing meaning to objects and pictures. When behaviourism became popular in the 1920s, the direct method was substituted by the audiolingual method. This method used the stimulus-response-reinforcement model through a continuous process of reinforcement to lean good habits in language learners. The aim was achieving accuracy by constant repetition of correct utterances, where there was no place for using language in a real context (Harmer, 2015).

Nowadays, these methods do not seem to be valid and the communicative language approach is the most used by teachers. It is based on the new perspective of communication championed by Hymes (1973) who considered that communication was more than language and developed the concept of communicative competence was based on knowledge of the rules for understanding and producing both the referential and social meaning of knowledge. Later on, this concept was completed by Canale and Swain (1980) established four sub-competences within the communicative competence: Grammatical competence, sociolinguistic competence, discourse competence and strategic competence.

It is complex to define communicative language teaching due to the fact that this approach has several interpretations (Harmer 2015). Yet it seems to be a consensus in its basic features: are considering the meaning paramount, language must be contextualized and authentic, production of language is encouraged from the start, and activities are designed to give opportunities for communication and learning (Richard, 2006).

Therefore, “one of the principal strands of the CLT (Communicative Language Teaching) was a shift away from a focus on form on how language was formed to an emphasis on what language is used for” (Harmer, 2015, pg.57).

Considering the huge variety of approaches and methods of teaching a foreign language, it seems difficult to stick to only one method for English language teaching if we want to adapt our teaching to the real context of the classroom. Therefore, some researchers consider that we are currently living a post-method phase (Harmer 2015). As Kumaravadivelu stated, we need an “alternative to method” (2006, pg.67) because using a single method has a limited and limiting impact in language teaching and learning. His post-method framework is shaped by three operating principles: Particularity (to facilitate context-sensitive pedagogy that is based on true understanding of local linguistic, social and cultural particularities), Practicality and Possibility (understanding of the socio-political consciousness that the students bring in to the classroom and use them for identity formation and social transformation). The construction of a context sensitive post-method pedagogy entails ten macrostrategies: maximise learning opportunities, minimize perceptual mismatches, activate intuitive heuristics, contextualise linguistic input, integrate language skills, promote learner autonomy and ensure social relevance” (Kumaravadivelu, 2006, pg.69) that each teacher should develop according to the context of their classroom.

The post-method approach also embraces the critical pedagogy that “it is about recognizing language as ideology, not just as a system and is about extending the educational space to the social, cultural and political dynamics of language use, not just the phonological, syntactic and pragmatic domains of language usage” (Kumaravadivelu, 2006, pg.70).

From this perspective, it can be fathomed that post-method approach advocates teaching English from a social, political and contextual perspective. Therefore, it seems

evident that it is the suitable approach to teach gender awareness in the classroom. However, this study is going to be based on the communicative approach combined with post-method because I consider that this last approach can be applied in the classroom by the use of communicative tasks¹ if their goals include a sociocultural and contextualized use of language.

2.7. Teaching English, Teaching Gender Awareness

Attending to the communicative approach of English teaching, where meaning and context are paramount, and to the post-method approach where social context is essential, the need to review the teaching materials and the perceptions of the students in the English classroom is justified because of the different meanings learnt and exchanged by the communicative activities will be part of the meanings that shape the child's gender schema.

As has been exposed, gender is socially constructed, and therefore gender roles and stereotypes are part of culture. But what is culture? Celik finds a suitable definition of culture following Peterson (2004), who identified two types of culture: on the one hand, the visible aspects of culture such as art, music and literature; historical figures, prominent architecture, as well as everyday cultural norms such as style of dress, types of food, gestures, other nonverbal forms of communication and hobbies. And on the other hand, the invisible features of culture, such as its core values, attitudes, beliefs, traditions, practices popular opinions and humour that are an integral part of everyday life.

Therefore, the gendered part of culture either in the visible part such as the unequal level of prestige of female and male historical figures and the focus on the way women and men are portrayed in literature, art and music together with, the differentiated gender roles, dressing styles, traits and attitudes that women and men hold will also be reflected in our teaching materials, curriculum and teacher's attitudes. And all of them are simultaneously based on the invisible features of culture like stereotypes, traditions and ideology that indirectly justify the inequality previously explained.

¹One of the communicative approach methods is Task Based Learning which, in words of David Nunan, is the realisation of CLT philosophy. And it makes the performance of meaningful task central to the learning process (Hamer 2015)

In relation to this, Damen in (Tran-Hoang-Thu, 2010) pointed out various characteristics of culture that can be identified in gender construction processes. One characteristic is that culture is learned, just as Basow (1992) stated that gender is learnt by a socialization process. The second feature is that cultures and cultural patterns change, in the same way as gender conceptions and roles are in constant change and education has an essential role in change in order to achieve equality. Finally he also points out that language and culture are closely related because, language is one of the most powerful social forces that maintain and promote the supremacy of men over women. This is better illustrated in the following quotation:

The relation between language and culture has been largely discussed and there are no clear conclusions. In relation to this, “most researchers seem to admit that there is a relationship between language and culture, but the exact influence of one on the other can still be a contentious issue that is not easily proved or disapproved” . (Tran-Hoang-Thu, 2010, pg.14)

The relationship between culture and language has been identified present in post-method teaching foreign languages in general and English in particular as it “has become increasingly sensitive the issue of culture”(Sowden, 2007,pg.304). And that should make us wonder: Why are the English and Spanish communicative and/or post-method classrooms ideal places to teach culture, and consequently, they may become an opportunity to change gender stereotypes?

The first argument that can answer this question is that following the current communicative approach, most of the time spent in the English and the Spanish classroom should reinforce communicative activities, in which successful communication is the main goal. Several studies suggest the idea of the reproduction of the culture takes place during the process of communication. It has been found that some common ground of culture is used for making sense of new knowledge and information during the communicative process. If cultural stereotypes a part of the common cultural ground, at least part of the conversation is likely to transmit stereotypes consistent information (Lyons and Kashima, 2001).

However, the transmission of culture by communication has two contradictory aspects: on the one hand, communication can strengthen stereotypes, but, on the other

hand, communication changes the stereotypic gender schema by introducing new conceptions of gender and non-traditional roles. Thus, if current English teaching is based on the communicative approach, the English teacher has the opportunity to face gender stereotypes by using communicative situations, in which students should question and discuss their gender schemas.

The second argument could be that in communicative situations there is an emotional encounter between students and, students can feel free to speak, especially in discussions and debates in which different ideas are shared and discussed. The teacher can use these debates as an opportunity to develop empathy, respect and understanding of diversity. Furthermore, communicative activities can be based on real experiences of the students, which transmit to them a feeling of ownership of the language used in the task or activity. As children personal experiences are likely to be stereotypical, the teacher can work on them and try to discuss alternatives. Then, if the learning is based on empathy and analysis of personal experiences, generalizations about girls and boys, and prejudices about sexual orientation may be closer to disappear.

Moreover, communicative activities connected to drama, a resource that is commonly used in English teaching, can allow students to feel free to talk about gender and their opinion. For instance, when students are performing they could adopt a new personality. Empathy can also be developed in drama if students play out different characters regardless of their gender and, at the same time the rigidity of the binary gender system will be diminished.

Furthermore, the use of real English materials such as films, songs or news has a further value than expose the students to a native language. It provides the opportunity to teach the culture of the target language and also analyze the stereotypes and values portrayed on them, developing at the same time a critical thinking that is essential to be aware of the social injustices and therefore, defend equality.

Another argument could be that, in language teaching lessons, the textbooks have a huge role regarding to transmission of values in comparison to other subjects. Because the content of language is coexistent with the content of history, culture, hobbies and routines of daily life, the textbook could be a great model for students, if it is free of gender stereotypes and offer the opportunity to make visible some stereotypes portrayed in language and images. If the book contents gender stereotypes, students can

reflect about them and suggest alternatives to the stories developed on them. Although this last option, can only be developed, if the teacher considers the textbook as an interactive and modifiable material, rather than a static one, and guides the students throughout this critical thinking process.

However, we also should consider the fact that Damen in Tran-Hoang-Thi (2010) identifies that teaching culture in the English classroom can have the disadvantage that the classroom is not completely a real situation, and the practice of intercultural communication and experiential culture learning projects are mere practice and simulation. But, I would like to claim that this disadvantage cannot be applied to teaching gender awareness, because unlike learning a foreign culture, gender is not external to the students rather it is a part of the students' gender schema. Thus, the interactions and the discussions produced in class are authentic. Although it is true that a controlled teaching situation like the language classroom cannot cover all the issues related to gender, working with stereotypes, gender roles and inequality could be the first step to achieve gender equality in the future.

Tran-Hoang-Thu suggests that in order to teach successfully culture to second and foreign language students huge efforts should be made regarding teach training, curriculum design and teaching materials (2010, pg.33). This argument can be applied to the teaching of gender awareness too.

To end with this educational aspect regarding the curriculum design, Tran-Hoang-Thu states that,

Language curriculum can serve as a guide to lead teacher and learners to the desired cultural objectives of a certain language course [...] language curriculum designers may need clearly articulate the cultural goals of each language course, so teachers and students can easily center on attaining the goals and suitable measurements may be utilized to evaluate the effectiveness of culture teaching and learning activities. (2010, pg.33)

This point will be analysed in the next section of the text in which this study will be justified in relation to the Spanish Curriculum and it will be evaluated whether its objectives are clear or not to be a guide for teachers and students.

3. CURRICULAR JUSTIFICATION

As the theories of teaching culture in the English classroom have justified the teaching of gender awareness, and because gender is culturally constructed, the references to culture teaching in the English classroom in the Spanish curriculum are going to be mentioned in this section.

Furthermore, the transitional situation of the Spanish educative law due to political disagreements and the recent implementation of the new law, makes it necessary to mention and justify this study according to the current law LOMCE (Ley Orgánica 8/2013 para Mejorar la Calidad Educativa) and the previous one, LOE (Ley Orgánica 2/2006 Educativa).

Ley Orgánica de Educación –LOE 2/2006, 3rd May (English version)

The Organic Law of Education (LOE 2/2006, de 3 de Mayo) develops some principles that explicitly justify teaching gender awareness: the principle c) is the transmission and application of values that favour equality and respect to overcome discrimination, and the principle l) claims the development of equal rights and opportunities as well as the promotion of real equality between women and men. Furthermore the principle ñ) recognizes the need to evaluate the whole educative system, in which the revision of teaching materials is included. (art. 1 LOE 2/2006, de 3 de Mayo)

The law advocates equal rights for men and women, and respect of Human Rights in the objectives of Primary Education a) and d). Specifically the objective m, states the necessity to develop attitudes against sexist stereotypes, which is the main focus of this study (art.17 LOE 2/2006, de 3 de Mayo)

The Royal Decree 1513/2006 develops the basic competences of Primary education. In relation to the aim of this study, it identifies the linguistic basic competence as an instrument to overcome stereotypes and reach gender equality, and social competence as a tool for critical thinking about inequality and the defence of Human Rights (Competencias básicas, Anexo 1)

The curriculum of the foreign language English underlines that English learning contributes to the development of language and social competence because it states that

“languages are used by the speakers to communicate socially, but they are also a vehicle of communication and culture transmission” (My translation) (Real Decreto 1513/2006, Anexo II, Lengua extranjera). Therefore, the curriculum also recognizes the language as a transmitter of culture, and consequently it could also transmit gender stereotypes.

Although some of the objectives of English teaching back up the teaching culture in English classroom, there are not any specific ones for teaching gender awareness. However, the objectives related with culture could promote the achievement of equality and respect. The objective 2 is to express orally in familiar situations having a respectful and cooperative attitudes and the objective 7 is to value the foreign language as a tool of understanding between people of different backgrounds and as a tool to learn different content (Real Decreto 1513/2006, Anexo II, Lengua Extranjera). These objectives could be adapted to teach gender awareness, for instance, talking about familiar topics can be used in the classroom to talk about daily-life situations in which there are still inequalities and English can be used for understanding people from different backgrounds.

Specifically, the regional educative law of Aragón developed in “Orden de 9 de mayo de 2007, del Departamento de Educación, Cultura y Deporte” exposes the principles and contents that will guide the education in our region.

In relation to achieving gender equality, one of its principles expounds that values like tolerance, gender equality or sexual education should be taught in every subject and acquires a transversal perspective (Orden de 9 de Mayo de 2007, Art.10).

Regarding the teaching materials, the law states that the teachers have the autonomy to choose the text books and extra materials that they are going to use each year. But these teaching materials should reflect and promote the respect for the principles, values, freedoms, rights and constitutional duties, as well as the principles and values against gender violence (My translation, Orden de 9 de Mayo de 2007, Disposición adicional quinta).

Furthermore, the law states the contents that should be taught in the 3rd stage of education of the content block 4 of socio cultural aspects and intercultural awareness and some of them can be connected to teach gender awareness: “knowledge of customs and value language as an opportunity to access to new information and as an instrument

to know other cultures and different and enriching ways of living” (My translation Orden de 9 de Mayo de 2007, Lengua Extranjera, Tercer Ciclo).

Ley Orgánica 8/2013, de 9 de diciembre para la Mejora de la Calidad Educativa (LOMCE)

The Royal Decree 126/2014 states the general aims of Primary Education in which achieving gender equality and the respect of Human Rights appear in principles a) and d). Moreover, the objective m) aims to “develop affective capacities in every field of personality and in social relation, as well as an attitude against violence, any prejudices and sexist stereotypes” (My translation) (Real Decreto 126/2014, Art. 7). So if the aims of Primary education are promoting gender equality and developing attitudes against sexist stereotypes and teaching materials could be a transmitter of those stereotypes, then their analysis is required. Also, The article 10 states the cross-curricular elements such gender equality and prevention of gender violence that should be included in every subject and in every teaching practice and avoid any sexist content and stereotypes that involve discrimination (Real Decreto 126/2014).

The regional educative law of Aragón developed in Orden de 16 de junio de 2014, exposes the methodological principles that teachers should follow, and the principle m) specifically encourage equality and respect of heterogeneity as basic principles of education (Art.9). And by heterogeneity it could be also understood the respect of gender identity diversity.

In relation to the premises of teaching materials exposed in the article 26, they are the same as the ones of Organic Law of Education 2/2006 that underlines the aforementioned values that teaching materials should transmit.

In the English curriculum, the law states that learning English contributes to the development of linguistic competence and social and civic competence (Orden de 16 de Junio de 2014, Anexo II, Lengua extranjera: Inglés) due to the fact teaching culture in English classroom prepares people to participate efficiently in social life what entails being aware of gender stereotypes and prejudices.

Furthermore, the objectives 17 and 18 of foreign language subject (Orden de 16 de Junio de 2014, Anexo II, Lengua extranjera: Inglés) that promote gender equality in

the English classroom are the same as the ones developed in the previous organic educative law 2/2006, which understanding among people with different ways of living and culture.

The legislation also suggests some methodological orientations such as, training the students to live in a changing society and the use of contextualized activities (Orden de 16 de Junio de 2014, Anexo II, Lengua extranjera: Inglés). If we attend to the concept of gender performativity of Butler (1990), then the aim to prepare students for a changing society should also include the changing gender identities. Likewise, the activities based on students' real context could be an opportunity to discuss about gender roles in the English classroom.

Furthermore, the contents related to culture in 6th grade that are developed in every block of content of the English curriculum like social conventions, customs, values, beliefs and attitudes and the communicative functions related to them such as opinion, agreements, disagreements and the narration of past and recent events. These communicative functions and sociocultural contents could be promoted by organizing debates and consensus activities related to gender in order to develop students' critical thinking.

Finally, the standards that can be related to culture and gender are the Est.ING.1.3.6, 2.3.3, 3.3.3.,4.3.2, which appear in all of the language skills (listening, speaking, reading and writing) students should be able to communicate and understand about familiar topics like family, the school or hobbies, bearing in mind the sociocultural aspects of the language adapted to the context.

Having analyzed the two Spanish educative laws in the current times at a state and regional level, it can be concluded that there are not any specific aims or content that mention gender equality in the English Curriculum. Although there are a few objectives related to teaching culture awareness, two facts can justify the relevance of carrying out this analysis of English teaching materials in 6th grade: first, the explicit mention of gender equality and overcoming sexist stereotypes as aims of primary education, and second, the explicit mention to the fact that the teaching materials have to promote cross-curricular values.

However, as Tran-Hoang-Thu (2010) stated, in order to teach culture successfully, aims should be clear specified and function as guide for teachers and students. If we want to teach successfully gender awareness in the English classroom, there should be some specific objectives related to gender in the English curriculum.

4. METHODOLOGY

4.1. Elaboration of surveys

Two different surveys have been carried out for the purpose of this study. The surveys were designed according to the orientations suggested by Siniscalco and Auriat (2005): Firstly, the aims of the surveys were identified and, afterwards, the questions were designed according to the classification of closed and opened questions. Furthermore, the questions were adapted to the target population. For instance, in the case of the students' survey, although the questions were in English, the vocabulary was simple and they had the opportunity to answer them in Spanish. It should also be noticed that the question of the students' gender, as this study is based on a performative conception of gender that overcomes the binary system, the students that answered the survey could choose the option of male, female and other.

To begin with, the survey for teachers was elaborated in order to analyze the teachers' opinion about the influence of the text books in the formation of gender stereotypes and transmissions of values. They were also asked about the teaching materials that they were currently using in their English classroom, their experiences with students and their academic training about gender stereotypes.

Afterwards, the students' surveys were designed for the purpose of analyzing the influence of images in the students' perception, other question was intended to analyze if the order in which pronouns are usually displayed in the text books influence the order in which students write the pronouns. The students were also asked about the contents that appear in the images of their textbooks and the extra material that they use. Finally, there were three more questions about the person, who participates more in class, if they would like to talk about gender roles and one riddle was used to analysis job stereotypes.

As this survey attempted to collect and analyze attitudes, in order to analyze objectively the data, the techniques of attitude scales, which "consist of a number of attitude statements which are presented to respondents with a request that they should indicate whether they agree or disagree" (Siniscalco and Auriat, 2005, pg.55) or the grade in which they agree or disagree, have been used.

Both surveys were designed thanks to the application of google surveys and they were sent by email to the intended population. The first survey was intended for all English teachers of 6th grade of Aragón, so it was sent to every state, private and subsidized schools of this region. The second survey was addressed to the students that attended the classes of the teachers who had answered the first survey.

4.2. Collecting data and analysis of the results of the surveys

The present study use objective and rigorous criteria for the analysis of the surveys, their results and implications will be developed in the section 5 of this study. From the results of the teachers' surveys, the titles of the text books and extra materials that could form my corpus of research were extracted. Of those titles, the three most frequently used text books were chosen as the object of analysis of this study *Quest 6, Great Explorers and Rooftops 6*.

4.3. Design of the checklist for the Analysis of the textbooks

In order to analyse the three textbooks in an objective and rigorous way, it was developed three different checklists, one for analysis the linguistic level, other for graphic level and the other for clothes. Each item of each checklist is the aspects to analyze in the light of the theories that have been explained in the theoretical framework.

Linguistic level checklist:

	<i>Women</i>	<i>Men</i>	<i>Both /comments</i>
Attitudes and feelings in conversation, adverbs, adjectives and prepositional phrases (Cerrón & Cobano-Delgado, 2008)			
First place of concurrence in conversations (M.Dominguez, 2003)			
Omissions (M.Dominguez, 2003)			
Firstness (which gender appear first in grammar and mentioning names) (M.Dominguez, 2003)			
Frequency of male and female mentions (pronouns, nouns) (M.Dominguez, 2003)			
Famous people			
Gender roles (jobs) and actions (M.Dominguez, 2003)			
Hobbies			
Private environment (Cerrón & Cobano-Delgado, 2008)			
Public environment (Cerrón & Cobano-Delgado, 2008)			

Graphic level checklist:

	<i>Women</i>	<i>Men</i>	<i>Both /comments</i>
Attitudes and emotions (Cerrón & Cobano-Delgado, 2008)			
Gender roles (jobs) and actions (M.Dominguez, 2003)			
Frequency of illustrations (Cerrón & Cobano-Delgado, 2008)			
Famous people			
Different types of families, relations or couples			
Hobbies			
Private environment (Cerrón & Cobano-Delgado, 2008)			
Public environment (Cerrón & Cobano-Delgado, 2008)			
Sexless drawings (Cerrón & Cobano-Delgado, 2008)			

Colours and clothes checklist (According to Karriol (2011) they are decisive for labelling gender)

	<i>Variable</i>	<i>Girls</i>	<i>Adult women</i>	<i>Boys</i>	<i>Adult men</i>
Colour (Karriol, 2011)	Pink				
	Yellow				
	white				
	Orange				
	Red				
	Grey				
	Dark blue				
	Black				
	Light Blue				
	Purple				
	Brown				
	Green				
	Blue				
	Type of clothes (Cerrón and Cobano- Delgado, 2008)	Jeans			
Shorts					
Jacket					
Jumper					
sweatshirt					
T-shirt					
Polo shirt					
dresses					
Trousers					
Shirts					
Skirts					
Suit					
Tie					
trainers					
Shoes					
Hills					
Tracksuits					
Boots					
Bag					
Uniforms					
Accessory	Glasses				
	Earrings				
	Necklace				
	Working clothes (pants)				
	Apron				
	Sward				
	bracelet				
	Cap				
	watch				
	Hat				
	Headband/decoration of hair				

4.4. Data collection

This stage consists of the process of collecting data of each text book in the graphical and linguistic level using the three check list.

The process for each book has been the following one: first the texts, grammar sections, pictures and drawings of each unit of the textbook were analysed. Then, all the quantitative and qualitative results were selected and summarised in three general tables that organised the data of the three checklists of each textbook. These tables have been the basis for the comparative analysis and discussion of the results.

4.5. Analysis and discussion of the results

At this stage the results of the three text books are analysed in regard to the theories on which the checklist has been based. The analysis will lead to evaluate whether or not the text books contain stereotypes.

4.6. Conclusion and Guide lines

The last stage consists of developing final conclusions by answering the main hypothesis and pointing out future researches and suggestions.

5. ANALYSIS AND DISCUSSIONS OF RESULTS

5.1. Teachers' survey results

The surveys were answered by forty teachers from 26 state schools of which 22 were rural and 4 subsidized schools of which 3 were catholic in Aragón. The results show that 80% of the teachers have not received any training on the influence of gender stereotypes over students. Only 2.5 % of the trained teachers have received this training at university and the rest has taken courses or have studied by themselves. These are remarkable data, because the lack of formation on this field makes the teachers be unaware of the relevance of this topic and makes them be more vulnerable to choose materials that contain sexist stereotypes.

Furthermore, this fact could explain that 22.5 % of the teachers answered “Do not know” to the question: “Do the English text books and extra teaching materials that you use influence the formation of gender stereotypes?” This means that they are not aware of the socialization process in which gender stereotypes are transmitted and therefore they will not be critic with the materials they use. Regarding the rest of the answers, 25% of the teachers answered yes and 52.2 % answered no.

In relation to the teachers who think that teaching materials influence the formation of gender stereotypes, they were asked how they believed that gender stereotypes are transmitted and about some experiences that they have had in relation to this. Some of the answers were:

b) Everything that surrounds children either text books, TV serials, adverts, family environment or interaction with other children in the playground, shape children's ideas about gender stereotypes. Children talk about gender roles and the main factor of influence is family's opinion. In the school we try to change these ideas into a tolerant view.”(My translation)

f)I think that the text books would influence if it were sexist. I have not found any sexist feature in the book that I am currently using. However the types of society, the family and school environment do influence. For instance, there are some students that are surprised when we mention different types of families, roles or nontraditional occupations. (My translation)

Answer b) shows that there are some teachers aware of the social forces that influence the formation of stereotypes and reflect the contradictory influence that sometimes the

family and the school have. Answer f) demonstrates that some teachers have a critical attitude toward their materials and they review whether they have sexist elements or not.

The idea that the text books should show a further social reality than the students' close environment was also asked to the teachers. And surprisingly 87.2 % of the teachers agreed on it. This idea could be applied to include social realities like different families, homosexuality and non-traditional gender roles. Teachers were also asked if they thought that the characters which usually appear in the text book transmit the idea of the traditional family, and 45 % of them answered yes, 37.5 % said no because different types of families appear and, the 17.5 % did not know.

Regarding the aspects that the teachers consider when choosing a text book, the following graphic portrays their answers:

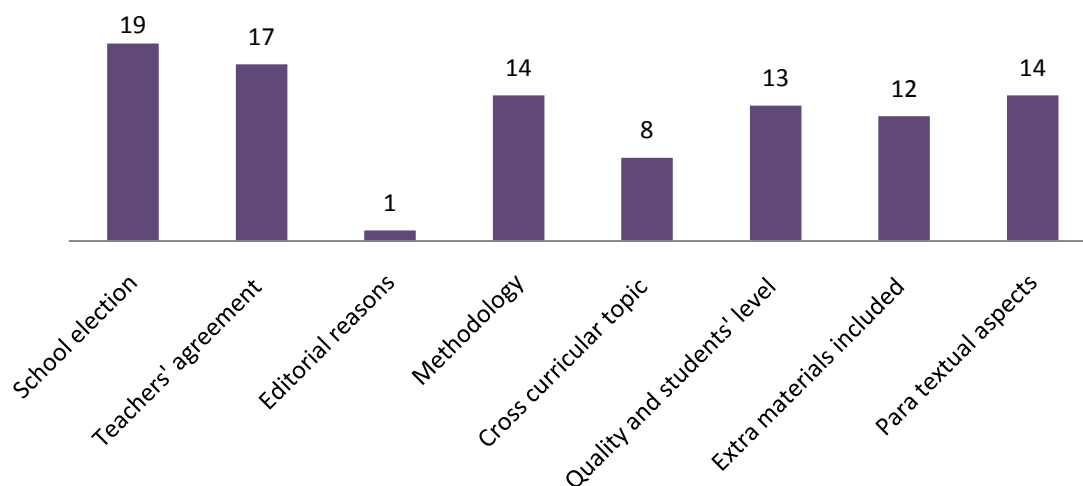


Figure1. *Aspects for choosing textbooks*

The school election and the teachers' agreement are the aspects that teachers consider when choosing a textbook because they are important to achieve a coherent teaching among the different classes. Nevertheless, the fact that the cross-curricular topics that the text book content is the second less considered is noteworthy, because it is contradictory to one of the premises of the curriculum which states that teaching materials should reflect and promote cross curricular values.

Furthermore, 97,5 % of the teachers considered necessary the use of extra teaching material in the English classroom. Therefore, they should also be critical about

them and choose materials free of sexist stereotypes. For more information about titles of extra-teaching materials that they use and see Appendix 1.

5.2. Results of the textbooks

Three textbooks have been analyzed and according to the surveys carried out these are the three most used books in Aragón: firstly *Quest 6* of Macmillan 2012, secondly *Great Explorers 6* of Oxford University Press 2015 and thirdly *Oxford Rooftops* by Oxford University Press 2015.

Each characteristic of the checklist is going to be analyzed in a comparative way with the three books according to the levels of analysis: linguistic level, graphic and clothes.

5.2.1. Linguistic level

a) Attitudes and feelings in conversation, adverbs, adjectives and prepositional phrases

This item analyzes the attitudes and feelings in the conversation, adjectives and prepositional phrases, and not only the word level. Cerrón and Cobano-Delgado (2008) point out that men are usually identified with aggressive and power attitudes whereas women are usually related to attitudes and feeling of charm and happiness.

According to the results (Appendix 2) common emotions and attitudes that are attributed to women are being caring, interested in clothes and scared whereas men are attributed characteristics like confident, have initiative and a related to actions with money (asking their money back, paying things...).

If the three books are compared, it is clear that *Quest 6* portrays women and men with opposed characteristics. For instance, in the readings the boys usually solve the problems while the girls in some occasions are dependent of boys' opinion (The girl is invited to a party by a boy pg.68, the girl ask for boys' opinion about her new purchase pg.3). Furthermore, when talking about Middle Ages and fairytales, sexist commentaries that relate luckiness with being loved by the opposite sex appear (pg.21, pg.25). Another attitude to underline is being scared, considered common for women, but it does not appear as a boys' feature. In *Great Explorers* once a man appears scared, but his wife penalizes him by saying "You have to be brave, Ronnie" (See pg.83,

Appendix 14) In relation to *Rooftops*, although girls appear scared in some dialogues, boys are portrayed with no opposed characteristics because some of them are shy, talk about clothes and like cooking, and boys and girls share characteristics like being clever and ambitious. Thus, *Quest 6* and *Great Explorers* have some sexist commentaries or attitudes and *Rooftops* presents men and women more equally.

b)The amount of talking

The amount of talking of male and female characters has been measured with two variables: first place of concurrence in conversations and the frequency of male and female mentions based in the study of Dominguez (2003). First place of concurrence in conversations shows the initiative of talking. For this analysis only the conversations between two characters were considered. In relation to the frequency of male and female mentions (nouns and pronouns) all the gendered nouns and pronouns that appeared in the texts have been counted.

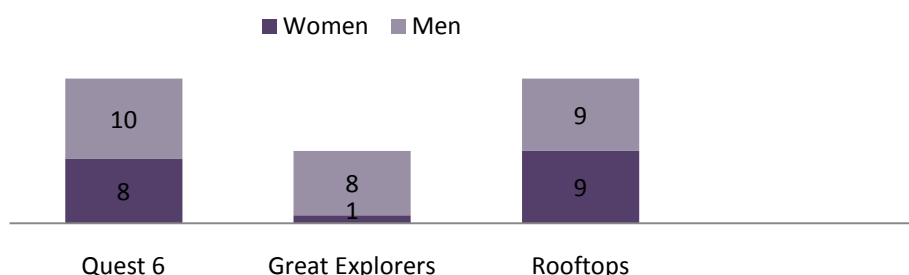


Figure2. *First place of concurrence of males and females in conversations*

As the graphic portrays, the first place concurrence of males and females in conversations is quite egalitarian in *Quest 6* and *Rooftops*, whereas in *Great Explorers* men are the ones who have initiative to talk.

However, the amount of male mentions is superior to female mentions in the three cases. Being the male mentions in *Quest 6* 59.6%, in *Great Explorers* 54,6% and in *Rooftops* 65.4%.

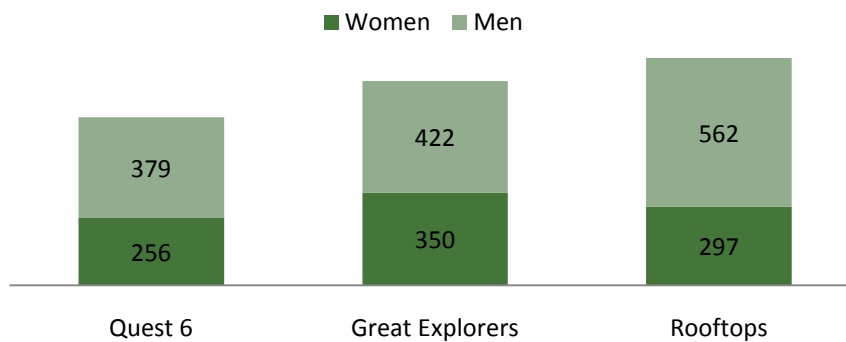


Figure3. *Frequency of male and female nouns and pronouns*

Thus, the amount of talking is not egalitarian because male mentions are always superior.

c) Firstness

The concept of Firstness, defined by Porreca (cited in Dominguez,2003), refers to “Given two nouns paired for sex, such as male/ female, the masculine word always came first” (1984, pg.706), but in this study it is going to be applied to female pronouns and nouns when they are first too. The importance of this aspect resides in the fact that the pronouns and names that are written first transmit a sense of relevance. It will be made a distinction between Firstness in mentioning names and Firstness and in the order of the pronouns in grammar:

<i>Firstness in</i>	<i>Gender</i>	<i>Quest 6</i>	<i>Great Explorers</i>	<i>Rooftops</i>
Grammar	Women	-	4	-
	Men	41	2	13
Mentioning names	Women	6	4	11
	Men	2	3	7

Figure4. *Firstness*

The analysis demonstrates that two of the text books, *Quest 6* and *Rooftops*, when explaining grammar, male pronouns are written first. However, *Great Explorers* alternate the order in which feminine and masculine pronouns are written, so the order is more egalitarian. Nevertheless, the feminine Firstness when mentioning names is superior in all the cases. As a conclusion, *Great Explorers* is more egalitarian because there is little difference between males and females in Firstness and mentioning names.

And *Quest 6* could be considered the most unequal because the number of male Firstness is much higher than in *Rooftops*, and therefore the idea that masculine pronouns are more important than feminine is more repeated throughout the text.

d) Famous people

One way to teach culture in the classroom is talking about important personalities in the English-speaking countries. However, Munden (2014) identifies that sometimes teaching about feminine famous personalities could be difficult for teachers because women are usually excluded of our cultural background. Thus there is a lack of influential women of whom students can learn about and maybe follow their steps.

■ Actress ■ Singer ■ Inventor ■ Scientifics ■ Actress ■ Royal personality ■ Writer ■ Singer

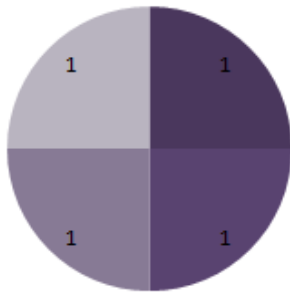


Figure 5: *Female personalities in Quest 6*

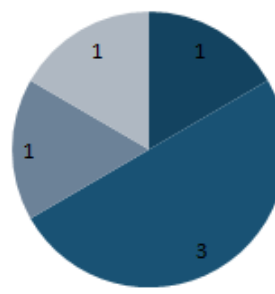


Figure 6: *Female personalities in Rooftops*

■ singers ■ Royal personalities

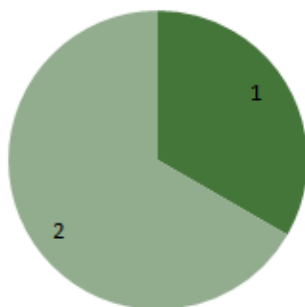


Figure 7: *Female personalities in Great Explorers*

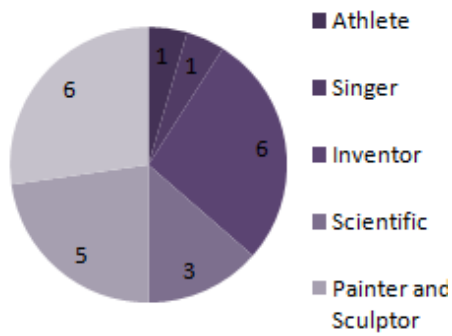


Figure 8: Male personalities in *Quest 6*

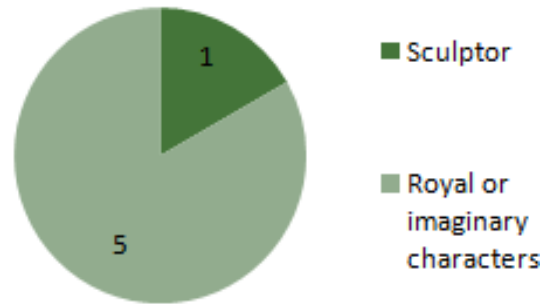


Figure 9: Male personalities in *Great explorers*

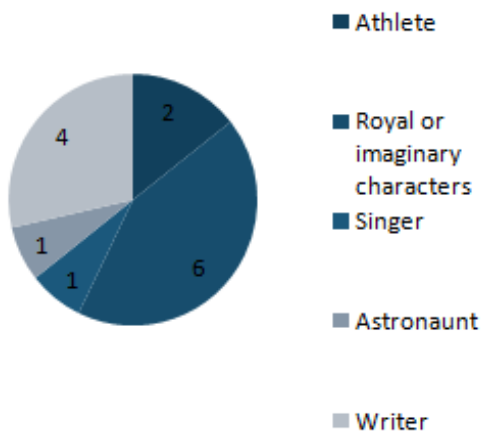


Figure 10: Male personalities in *Rooftops*

Regarding famous personalities, women are less represented and when they are, they are usually actresses, singers, queens or princesses and they are not usually represented in the scientific field, while the variety of male personalities is higher including characters of artistic, royal, literary, sport and scientific fields.

Therefore, *Quest 6* could be considered the book that offers the most egalitarian perspective about important women because it includes famous scientific women apart from stereotypical ones which are singers and actresses.

e) Occupational roles

As Social role and Stratification theories, as well as materialist feminist, point out, gender-based division of labour has been the origin of gender stereotypes. Therefore, it is extremely important that text books do not hold traditional occupational roles.

Dominguez (2003) identified that men were usually portrayed as doctors and engineers, and women depicted as nurses, teachers and housewives.

The results (Appendix 3) demonstrate that some traditional occupations like teachers, doctors, athletes and chefs, are representative in women and men. However, there are some traditional occupations that are still held by women, like models and dancers and others like police officers, sellers and football players are held by men.

Specifically, *Rooftops* could be considered the least job stereotyped because there are many jobs in which women and men are represented such as coach, inventor or athlete and because some of the women have political power like the mayor of the town.

Quest 6 could be considered that contains the highest stereotyped jobs because women are less represented in labour world, hold stereotypical jobs like model and milkmaid and women's working aspirations are not reflected, while men are mentioned as TV presenters, scientists and police officers.

Regarding *Great Explorers*, women and men do not hold a high number of stereotypical occupations. However, women and men do not share any occupation and this makes more evident the division of labour. It is also underlined in one activity where the teachers ask to the students "Do boys and girls want the same jobs?" (See pg. 86, Appendix 14) and then appear two pie charts in which musician, police officer and doctors are the favourite jobs for boys and teacher, doctor and police officer are for girls. Although police officer job appears as desired by girls, there are other jobs that only appear for girls as dancer and firefighter for boys. Thus, I consider that in this activity will be better to talk about jobs and do a general study of job preferences of the class regardless of students' gender.

f) Gender roles (see pg 9)

In relation to this, women are usually identified with the familiar environment and men with the public world. Specifically, Dominguez (2003) also identified that women's household were cooking or doing laundry and men's household were repairing elements of the house.

The results (Appendix 4) show that most of the women's roles especially mothers' and grandmothers' are related to the familiar environment, either cooking or

taking care of the children. While men, especially fathers, are resting, taking responsibility of the family only in special situations like going to the museum or to the football stadium and cooking only in the garden. In relation to cook boys and girls are usually described cooking or learning how to cook

There are also some sexist expressions in *Quest 6* like “Sing like a woman” and “talk like a man” (pg.25) and some stereotypical attitudes in *Rooftops* like “mum eats fruit and dad eats meat” (See pg. 86, Appendix 14)

g) Hobbies

Hobbies, in some way, define people’s personality and abilities. Traditionally, girls are identified with dancing, taking care of animals, playing with dolls and doing individual sports while boys are usually portrayed playing team games, specially football and playing with technology.

Attending to the results (Appendix 5), it could be stated that girls and boys do often hold non-traditional hobbies. Although girls and boys do not usually have the same hobbies in the text books or have few hobbies in common. These books relate team sports for both, girls and boys, but playing football is still only related to boys and girls are portrayed only watching it.

Although all books present a low level of stereotypical hobbies for boys and girls, *Quest 6* could be classified as the most stereotypical because girls are described going shopping, dancing and doing individual sports while the boys are described doing outdoor and social activities. And *Great Explorers* can be considered the most egalitarian, because girls are described doing activities traditionally related to boys like constructions games, playing computer games and with cultural activities like reading or going to the cinema and boys are described dancing and cooking. Furthermore, boys and girls share a lot of hobbies.

5.2.2. Graphic level

A graphic level analysis is also needed because, nowadays, illustrations are a decisive element of the definition of a textbook and they are an essential transmitter of contents (Terrón and Cobano Delgado, 2008). Some of the items previously analyzed in the

linguistic level are going to be analyzed because the values and content transmitted by the text sometimes do not agree with the ones transmitted by the images.

a)Attitudes and emotions

The results (Appendix 6) show that women are often portrayed as polite, admiring something or someone because of their beauty, with weaker emotions like crying or being scared, and they usually appear posing like models. Moreover, men usually appear posing in a natural way or relaxed, thinking, having ideas (raising their hands) and related to money (buying, earning money or getting the money back). There is also an interesting attitude that appears in *Quest 6*, girls are portrayed as intelligent in the school while the word silly is sometimes identified with a drawing of a boy (see pg. 84, Appendix 14). Thus, it reinforces the idea that girls are usually better at school.

Although in every text book stereotypical images of women and men appear, the least stereotyped is *Rooftops* because a female character that appears repeatedly on the book is the mayor of the town. Furthermore, girls appear in many occasions succeeding in sport competitions which are usually portrayed in masculine world.

b)Famous people

With regard to famous people, there is the same tendency than in the linguistic level of representing women in less extent than men. In the pictures women are portrayed as actresses, scientists or singers. Whereas, famous men are usually royal or imaginary characters, singers, actors but also appear athletes, inventors and Scientists.

According to the data, *Quest 6* offers more examples of famous women to follow, including one scientific woman while the rest of the books portray them as models singers and actresses.

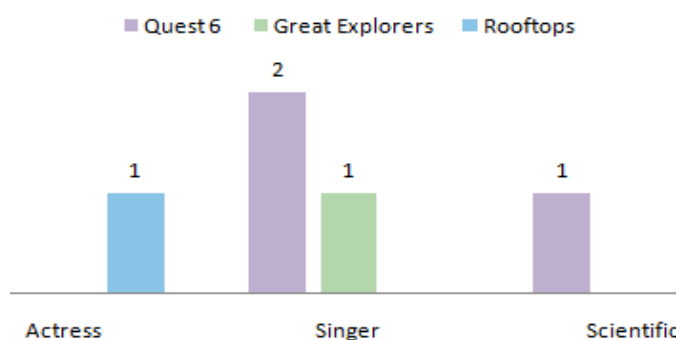


Figure11. *Female personalities*

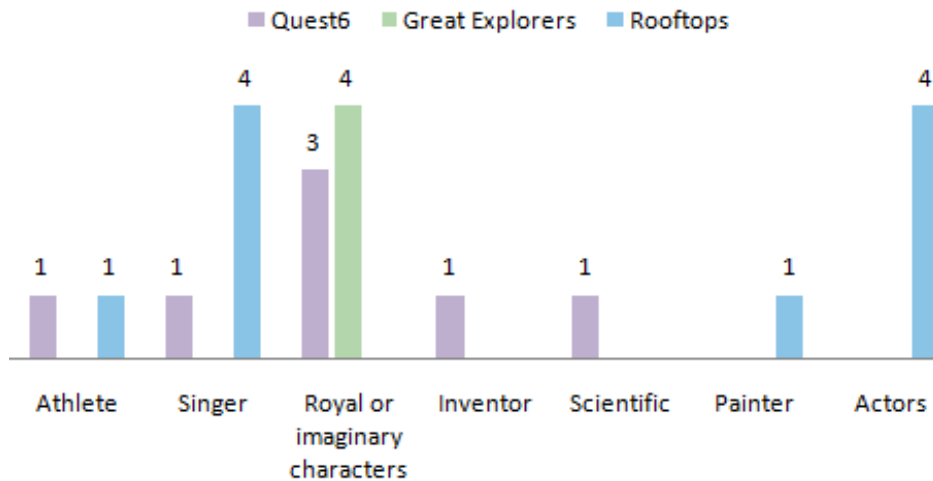


Figure12. Male personalities

c) Occupational roles

At the graphic level, there is not a huge difference between the jobs that women and men hold. However, police officer is a profession that is only attributed to men, except in one occasion in which a female bodyguard appears in *Great Explorers* (See Appendix 7).

It is clear that *Quest 6* presents a stronger binary system of labour between men and women, and it presents men with intellectual and scientific jobs while women are portrayed with “assistant” jobs. Both *Great Explorers* and *Rooftops* portray women and men with different jobs, including intellectual and scientific jobs.

For instance, *Great Explorers* portrays men and women sharing many occupations as nurse, taxi driver or security guard. However, there is an activity that is called “Which job is right for you? (pg.18) that talks about which job is more suitable depending of students’ hobbies and which subject do you like in the school. Although the text is free of gender references, the images transmit a subliminal idea that boys have aptitudes that are suitable for being a firefighter, security guard, police officer, postman, doctor, vet or scientist whereas, girls’ aptitudes are suitable for being a musician or an artist. Therefore, *Great Explorers* again includes an activity which underlines gender-based division of labour.

d) Gender roles

The gender roles portrayed in the three text books (Appendix 8) follow the tendency of identifying women with house environment, cooking and taking care of the children, especially for mothers and grandmothers while men represented in leisure activities and doing repairing chores like painting a fence.

However, at the graphic level some aspects that are not reflected throughout the linguistic level appear, like boys picking berries and dancing, which are activities traditionally identified with girls, and boys and girls studying and playing together.

But at the same time, other images that reinforce gender roles such as mothers taking care of the children and cooking. These images are especially repeated in *Rooftops* in which different fathers appear uniquely cooking in the garden in special occasions and, women are the responsible of the daily meals in the kitchen. Furthermore in this book, a patriarchal image of a grandfather in which he is the main figure of the family appears (See pg.86, Appendix 14).

e) Frequency of illustrations

Here, every character that appears in photos or drawings has been counted. The results show that the frequency of male illustrations is always superior. Nevertheless the difference between the frequency of males and female is lower than in the linguistic level (female and male mentions) so it is more egalitarian, being the male representation in *Quest 6* 58%, in *Great Explorers* 52 % and in *Rooftops* 57.7%.

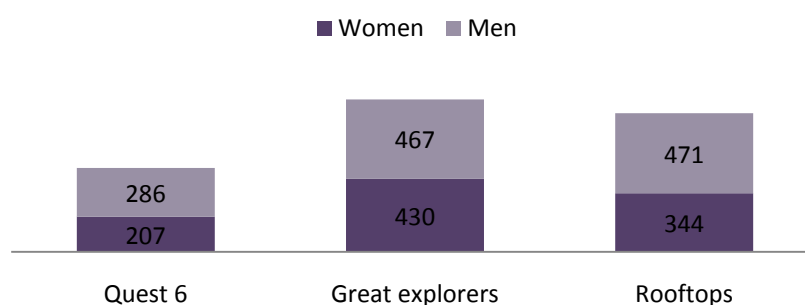


Figure13: *Frequency of illustrations*

f) Hobbies

Like in the graphic level, the portrayed hobbies (Attachment 9) are also varied for girls and boys. Moreover, *Great Explorers* and *Rooftops* include some images that promote non-differentiated hobbies for girls and boys because they appear doing many activities in common. Some traditional activities for boys like playing football, playing video games are also portrayed in girls and some activities like dancing or doing homework are attributed to boys.

g) Environment

It is also important to consider the environment in which women and men are depicted in the illustrations (Appendix10). A distinction is going to be made between private environment, any situation that takes place at home, and public environment, which refers to any activity or situation outside home. Although private environment does not usually appear in the descriptions, women and specially mothers and grandmothers have the main role in this environment. The private environment is mostly associated to women and especially in *Rooftops*, the garden is the unique private place where the father appears. In the Public environment, like the cinema, the school, the theatre or working places are portrayed equally women and men, except in *Great Explorers* that portrays women in the shopping centre and men in a museum and *Quest 6* that describes women at the shopping centre and men at the amusement park.

h) Different types of families, relationships and couples

The analysis of the visibility of different types of families and relationships has been focused at the graphic level. The results show that there is not any different type of families, apart from the traditional one composed by a heterosexual couple, their children and sometimes grandparents (See pg. 86, Appendix 14)Therefore, other types of families like divorced parents, homoparental or single-parent family are completely invisible in these text books.

In particular *Rooftops* is the text book that underlines most the traditional family, appearing 5 times in the illustrations and heterosexual relationships portrayed 13 times.

This invisibility of the different varieties of families, together with the strong gender roles that are attributed to women in the private environment promote an idea that the family should be patriarchal and heterosexual.

i) Sexless drawings

Cerrón y Cobano-Delgado (2008) found in their study that it was important to analyze the ambiguity of sexless illustrations in text books as a way of overcoming gender matter (pg.399). In this study sexless characters have been analyzed, but there have not been found sexless characters in any text book with the exception of *Rooftops* where two figures which could be considered sexless characters appear:

The first one is a robot whose face is a theatre mask so there is not feminine or masculine face and it is dressed with a pink t-shirt and a yellow scarf. The second one is a shop assistant whose face could be identified as feminine or masculine, she/he has long hair and is wearing a uniform (See pg. 87, Appendix 14). Thus, in these cases the gender of the characters is free to the interpretation of the readers.

5.2.3. Clothes Analysis

Colours have an important role in children's emergent gender stereotyping which, according to Karniol, "First reliance on colour allows students to disambiguate gender ambiguous contexts and second, colours drive stereotyped-based expectation as to the association of objects, clothing, disposition, and activities with individuals of a given gender" (2011, pg.120). This author points out that the warm colours specially pink and purple are preferred and attributed to girls and cold ones in the blue-green range. Therefore, is essential to analyze the colours in which characters of the text books are dressed because they could influence in children gender-based preferences of colours. This influence of colours and the huge amount of variables to analyze related to the different types of clothes, explain why I have devoted special section to the analysis of the representation of colours in the three textbooks.

The graphics organize the data of the top five of used colours in girls', women's, boys' and men's clothes:

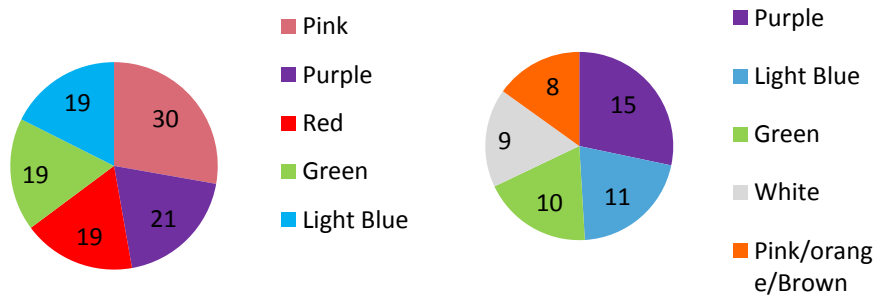


Figure 14: Girls' clothes in Quest 6

Figure 15: Women's clothes in Quest 6

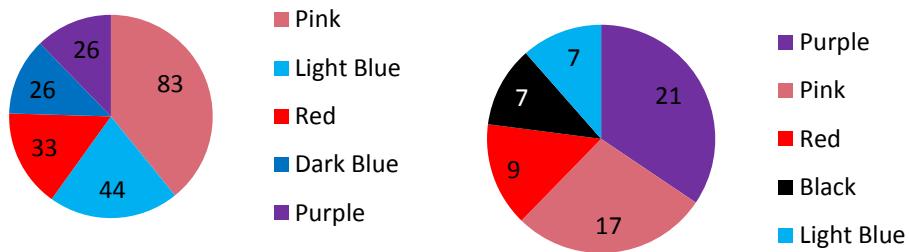


Figure 16: Girls' clothes in Great Explorers

Figure 17: Women's clothes in Great Explorers

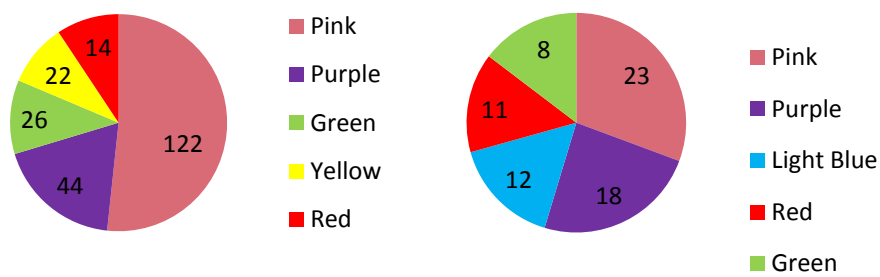


Figure 18: Girls' clothes in Rooftops

Figure 19: Women's clothes in Rooftops

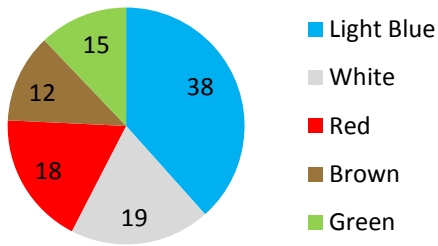


Figure 20: Boys' clothes in Quest 6

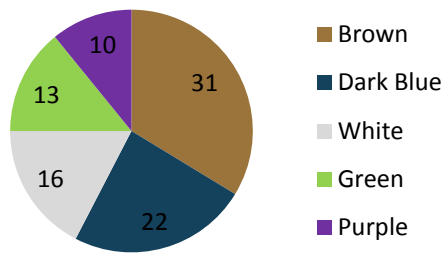


Figure 21: Men's clothes in Quest 6

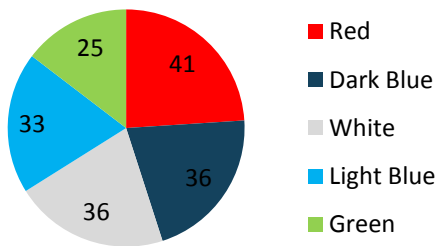


Figure 22: Boys' clothes in Great Explorers

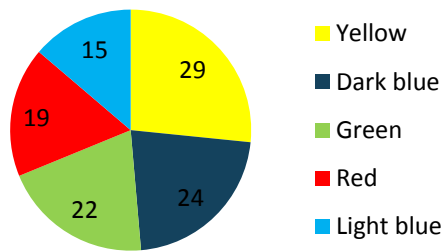


Figure 23: Men's clothes in Great Explorers

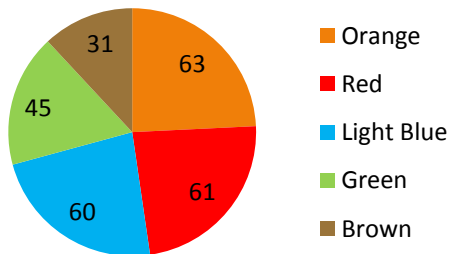


Figure 24: Boys' clothes in Rooftops

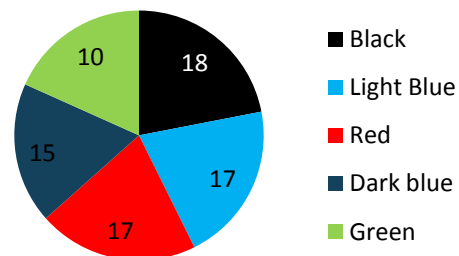


Figure 25: Men's clothes in Rooftops

The graphics demonstrate that there is a huge difference in the use of colours between girls' and boys' clothes. It is clear that in the three text books pink and purple are the most used colours in girls clothes, especially in *Rooftops*, and in boys' clothes are used red and light blue and green. However, those colours do appear in girls clothes.

Moreover, adult characters are usually dressed with darker colours than children, although there is also a difference between men and women clothes. The tendency in women's colour is purple and second pink or light blue. A remarkable data is that *Quest 6* describes women in purple with less frequency than the other books do, and does not introduce pink in women clothes.

Adult men are in the three books portrayed with dark blue, black or brown, although there are introduced other vivid colours like yellow or green. Furthermore, *Quest 6* introduces purple in men's clothes which is relevant because this colour is usually linked to girls and adult women.

Other remarkable data in relation to characters' clothes (Appendix 12) are that in *Quest 6* and *Rooftops* skirts or dresses are the most used clothes for girls, that women in the three books are mostly depicted wearing dresses, and the most used clothes in adult men are suit of dark colours which are a symbol of office work. Furthermore, and added accessory to girls' aesthetic is the decoration of their hair with flowers or headbands in every book.

With regard to accessories, glasses as a symbol of knowledge and intelligence are usually portrayed in men and in some occasion in old women. The difference between the number of girls and boys that wear glasses is highly remarkable especially in *Quest 6* where no girl appears wearing glasses while thirty boys wear them, and in *Rooftops* one girls wears glasses while eighty five boys wear glasses.

Attending to the data, *Rooftops* is the book that portrays the highest number of stereotypical features based on the following aspects colours (girls wearing pink and purple in 72 % of the clothes), the percentage of characters who wear glasses (93 % are male) and clothes (81% of the women wear skirt or dress, only the 19 per cent wear trousers).

5.2.4. Final thoughts on the text books analysis and General Guidelines

The analyses of the different levels in each book provide sufficient data to conclude that all the books contain some gender stereotypes and roles or present unequal representation of women and men and therefore, they promote the formation of rigid gender schema.

Regarding the linguistic level, the analysis of the amount of talk show that in all the text books women are significantly less mentioned than men, so in some way they participate in less extent in the stories depicted. Furthermore, it has been found that one form of linguistic sexism is still persistent in two of the text books, *Quest 6* and *Rooftops*, because they usually mention feminine pronouns in grammar in second place defining their status as less important. Concurrently the visibility of women in illustrations is in the three cases minor than the male visibility, being more evident in *Quest 6*. The little representation of women in the graphic and linguistic level is also evident in the quantity and variety of female historical figures.

Furthermore, as has been exposed in the theoretical framework (See pg.11), the influence of gender stereotypes is reflected in personality traits, which have been evaluated in this study by analyzing attitudes and emotions linguistically and graphically. The results show that every text book portrays and describe women as polite, worried about aesthetic and with weaker and warmer emotions while boys are portrayed or described more naturally and with stronger emotions. However, this is more or less evident depending on the text book, and the data suggest that in both levels *Quest 6* is the most stereotypical and *Rooftops* present the least stereotypical traits.

However, stereotypes also exist in other areas, like masculine and feminine roles, which in the three text books and in the graphic and linguistic analyses show that there are highly stereotyped and on many occasions portray and describe women in the private sphere taking care of children and cooking and men are not usually depicted doing these activities. In this sense, it has been difficult to decide which text book presented more stereotypic gender roles because all of them present a high number of stereotypes, although *Rooftops* could be decided as the most stereotypical in this aspect because the gender roles that presents are strongly opposed each other.

Moreover, stereotypes appear in masculine and feminine occupations, the data demonstrate an optimistic perspective in this field of the analysis because all the books to greater or lesser extent introduce characters having non-traditional jobs according to their gender. However, there are still some jobs like dancer or police officer that are not represented in both genders and there is still a great gender-based labour division because men and women are not usually depicted carrying out the same jobs especially in *Quest 6* and in *Great Explorers*, being *Rooftops* the most egalitarian in this aspect.

With regard to hobbies, the panorama is also optimistic especially in the graphic level because characters are portrayed doing non-stereotypical activities for their genders concretely in *Rooftops* and *Great Explorers*. However, girls and boys do not usually appear carrying out the same activities, primarily in *Quest 6*.

In relation to not sharing activities together, this could be analyzed as a stereotypical attitude of men linked to antifemininity, which is the avoidance of stereotypical feminine activities, traits and preferences. This is particularly evident in the use of colours and the types of clothes that the characters wear in the text books. *Rooftops* present the most stereotypic grade in this aspect of the analysis.

Finally, the visibility of other types of families apart from the traditional one and homosexuality is absent in the three of the text books what is a worrying data because the lack of information about a reality is usually compensated by using stereotypes. Therefore, if students are not taught that there are other types of families and sexual orientations apart from the normative ones, they are likely to understand those realities by using stereotypes and this involves in many cases discrimination when they become adults.

Attending to the data, *Quest 6* could be classified as the most stereotypical of the three text books. However, it is difficult to decide which book should be the most suitable to use in the classroom because all of them present to a greater or lesser degree stereotypical values and unequal attitudes in different aspects. Therefore the election of one book or another depends on the personal assessment of which aspects are more determinant.

General Guidelines

Some guide lines for using text books are going to be presented in order to compensate the sexist content that appear on them:

- 1) If all the characters belong to the same gender and carry out traditional roles and occupations, the teacher can ask the students to transform the story including characters of other gender or change the activities and actions that the original characters were developing.
- 2) If the main characters of the text book are highly stereotyped (physically, in roles and in traits) the students can create together three or four characters free of gender roles and traits that can be substituted each time that the original characters appear.
- 3) When the topic of the family appears in the units, the teacher can design activities to talk about families that do not appear in the text book. For instance, the students can be asked to first draw the different families that they know and then prepare a short presentation about it.
- 4) If an activity promotes gender-based division of labour, the teacher can modify these activities by talking about jobs aspirations without making a distinction between boys and girls, and presenting some cases of people who hold non-traditional occupations.
- 5) As most of the text books have Firstness on the male pronouns, the teacher when explaining in the blackboard or designing grammar exercises can display feminine pronouns first.
- 6) Famous female personalities can be included when talking about culture in the classroom (See Appendix 16).

5.3. Students' survey results

The aim of the survey was to analyze if students of 6th year of Primary school have a strong gender schema. The students who answered the survey were from three rural state schools, CEIP Santos Samper, CEIP Montecorona and CEIP Monte Oroel. Seventy six students answered the survey.

Gender	No. Answers	Percentage
Male	34	44.7%
Female	41	53.9%
Other	1	1.3%

Figure26:Students' gender

Question 1 and 10: The aim of these questions is analyze whether or not the images influence in the perception of the students. (See appendix 13)

The results show that although the question asked the students for a general description of a witch, in both cases the answers have been highly influenced by the images.

However, the influence of the image 2 has been less powerful because it contradicts the stereotypical idea of a witch (wicked and ugly). But just the fact of attaching a picture has partly change students' perceptions. So, including images in text books that do not content stereotypes or that portray other types of sexual orientations and families could be a measure that can promote a change in students' perspectives.

Witch 1

Answers (some of the answers are my translation):

Description	No
Ugly	45
Selfish	27
Bad	7
Scary	1
Old	1
Warty	1
Evil	1
Wrinkled	2
Nosy	1
Horrible	3
Hideous	2



Kind	1
Beautiful	1

Figure 27: Descriptive adjectives of Witch 1

	Influenced by the image
	Non-influenced by the image

Witch 2

Description	No.
Beautiful	38
Good	3
Kind	25
Smart	1
Young	1
Friendly	20
Caring	14
Smiling	2
Ugly	13
Selfish	11
Disorganized	1
Evil	3
Warty	3



Figure 28: Descriptive adjectives of Witch 2

	Influenced by the image
	Non-influenced by the image

Question 2: Could you write the end of this story? (Write two or three sentences):

The stories written by the students have been classified in stories with sexist elements and stereotypes and the stories free of stereotypes. The analysis shows that only 7 stories were free of gender stereotypes and 42 stories had some gender stereotypes or sexist element (Appendix13).

The aim of this question was to analyze if students have gender stereotypes and sexist attitudes in their written productions. The results show that there are 43 elements of the stories that contain gender stereotypes as the beautiful princess, wicked and ugly witch and handsome men; sexist elements like the princess got married with a man they live happily, the princess is saved by a man, repression to the princess because is different and a huge number of violent contents, for example the princess is usually killed.

Although many students were highly influenced in their stories by the drawing of the witch of famous fairytale Snow White, it is clear that students have concepts of gender highly stereotyped and express them in the text through sexist attitudes. Here there are two examples that are not related to a traditional fairytale but express sexist attitudes:

a) Once upon a time there was a princess that lived in a castle. One day her parents told her that she should behave like a princess. The princess was different to the other princesses, she liked listening to rock music, talk on the mobile phone and she didn't like wearing extravagant dresses and being extremely polite. However, one she met a boy who was a prince and thus, she changed her behavior (My translation)

b) Once upon a time there was a princess that lived in a castle. Suddenly someone knocked her door, he was a small and hunched man with a deformed and angry face. As the princess didn't mind about his aspect, she let him in. They were talking during many hours but the little prince was getting more and more angrier o he stuck a dagger twice to the princess, but the princess did not died, she became a beautiful tree with sweet and red berries. And this is the origin of what we call now strawberries.

These stories show two types of gender violence that women suffer in current times; psychological violence, the submission of a different princess to the boy she likes; and in the other story, the physical violence when the man kills the princess because he is angry. These stories are examples that justify the need of teaching gender awareness in the school if we want to avoid this type of behavior when they get older.

However, there are some stories that show that some students do not have stereotypical gender schemas and consequently, they do not express sexist elements. In these stories, the princesses are presented as independent people who do not need to be saved by a man and that they want to discover the world. An example of them could be:

c) The princess thought that she should go out of there and that was what she did. She went out of the tower as fast as possible so that she could travel and discover the world. She began to walk through a path and she had a spectacular life. (My translation)

3. Question: Write the personal pronouns that you know (We, you, they...)

The students were asked to write the personal pronouns in English in order to analyze if they were influenced by the usual display of pronouns in the textbook what it is call Firstness.

Organization of pronouns	Frequency	Percentage
Firstness in he	49	90%
Firstness in she	5	10%
Omissions of he	1	-
Omissions of she	7	-

Figure 29: Students' organization of pronouns

The data shows that 90 % of the students wrote first the pronoun he or the equivalent one in Spanish and that in case of omission of any pronoun is usually the female one. The analyses of the three text books demonstrate that two of them always present the pronoun he first and in second place the pronoun she. Therefore, it could be concluded that the order in which a text book teach the pronouns do influence the order in which students write them.

5. Question: Mark the illustrations that usually appear in your English textbook?

The objective of this question was gathering information about the contents in the pictures of the textbook by asking to the real users of the materials, these results will be compared afterwards with the results of the analysis of the textbooks.



Results:

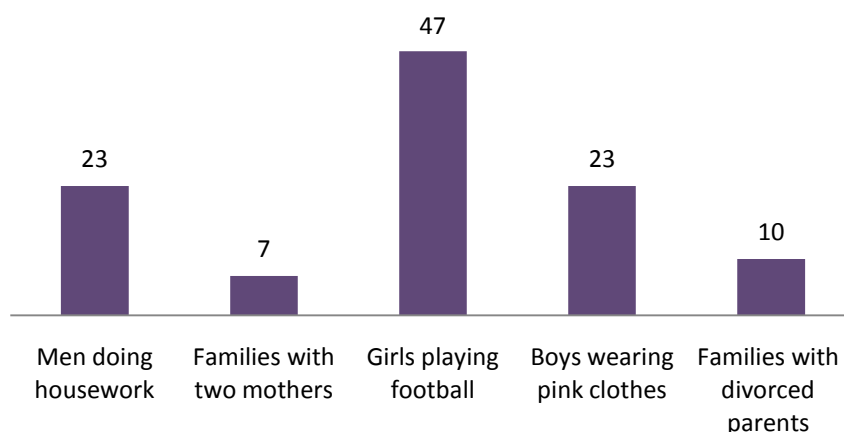


Figure 30: Frequency of the images marked by the students

The results show that the elements that are most socially accepted in our culture like girls playing sports that are usually stereotypical for boys, men doing housework and boys wearing pink have higher visibility than the elements that are less accepted in our society, like homo parental families have less visibility in the textbook.

The three textbooks do not portray the different types of families that the students pointed out. This could be explained because some of the students can use another book that is not one of the analyzed in this study. However, the elements most marked appear occasionally in some text books, for instance in *Rooftops* girls appear playing football, in the three books few boys appear wearing pink and men doing housework (boys cleaning dishes or fathers cooking in the garden).

6. Question: Who do you think that generally participates more in your English lessons?

The aim of this question is to evaluate if students perceive different attitudes of boys and girls in the classroom because Basow (1992) found out that male students usually were more active in class and were given more attention. Furthermore, this attitude is also related with being confident that is a stereotypical trait for men. However, the results show that most of the students think that both girls and boys participate equally in classroom. This is a really good result because it demonstrates that most of the students feel that they have an equal role in the classroom.

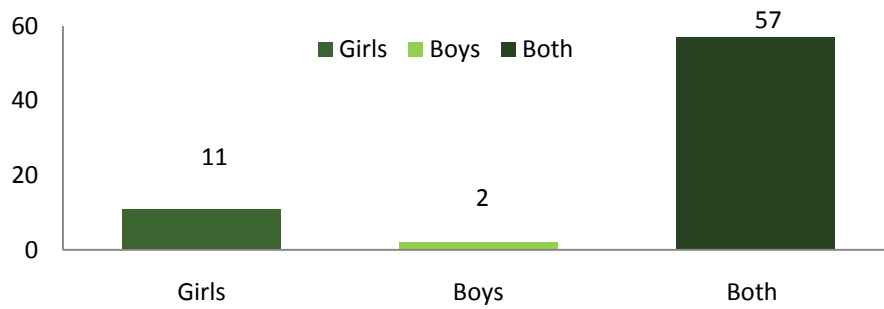


Figure 31: Participation in the English classroom according to students' answers

7. Question: Have you ever talked about the roles of girls and boys in society in your English lessons?

Answer	No.	Percentage
Yes	6	6%
No	32	94%

Figure32: Results of talking about gender roles in the English lessons

Would you like to talk about this topic?

Answer	No.	Percentage
Yes	12	34%
No	12	34%
No Answer	11	32%

Figure33: Students' desire of talking about gender roles in the English classroom

The results demonstrate that only 6 % of the students have talked in the English classroom about gender roles. However, the 34 per cent of the students will be interested in talking about this topic. Therefore, teachers should take advantage of that interest and prepare activities related to gender roles because it seems that is a relevant topic for some of the students.

8. Question: Could you answer this riddle? (See Appendix 13)

The students were asked to answer a riddle that appears in the book *Gender Stereotypes and Roles* written by Basow (1992) in order to analyze if they have a stereotypical view of the jobs that are traditionally related to men and the ones are related to women. Specifically, it would be analyzed the surgeon profession that has been traditionally

carried out by men. The results show that the students have associated the profession of surgeon to a man in 64 % of the answers, even though the easiest answer would be that if the father has died, the doctor should be the mother. Nevertheless, there is a positive aspect to underline, some of the answers show that some of the students have a non-stereotypical idea of family because they have considered that there could be a homoparental family:

<i>Who is the doctor?</i>	<i>No.</i>	<i>Percentage</i>
Stepfather	5	64% of the Answers are male
Adoptive father	21	
The death father	3	
Father has not died	10	
Homoparental family	5	
Mother	25	36% of the answers are female

Figure34: *Students' answers to the riddle*

Extra materials:

The students and teachers were asked in various questions about the extra materials like films, readings and songs. The titles of the extra materials are included in the appendix 1. The extra materials also transmit a great amount of values and ideologies that should be analyzed before using them in class. However, as this study is limited the extra materials are not going to be analyzed but they could be the focus of a further research in this topic.

6. CONCLUSION

The study was set out to analyze quantitatively and qualitatively: 1) the perspectives and training of teachers about this topic, 2) the sexist and stereotyped content of three English text books, and 3) the students' gender schema. The literature on gender and Socialization theories, and specifically in the context of English teaching have guided this research so as to answer the main research question: Do the English teaching materials influence the formation of gender and sexually oriented stereotypes? Now that a rigorous analysis has been carried out, the answer is that the English text books analyzed contain gender stereotypes. Thus, they could be one of the social forces that influence the students' stereotypical views, which can explain the strong gender schemas of some of the students.

Now that the data have been collected and compared, it can be concluded that the main initial objectives have been achieved: 1) the teachers' ideas about the influence of teaching materials in formation of stereotypes have been explored together with their previous training about gender and sexually oriented stereotypes, as well as equality (with a focus on the last grade of Primary School); 2) the English text books that are currently used in the schools have been examined; 3) an improvement proposal to guide teachers on the steps to follow to work different English skills from a social and egalitarian perspective has been created; 4) the ideas of the students about gender, sexual orientation and equality have been analyzed, as a reflection of how our School System educates children about these cross curricular topics; and finally, 5) there has been an evaluation of the extent to which the English teaching materials in Spanish Educative System are decisive in the formation of gender and sexually oriented stereotypes.

To put it briefly, the results of the students' survey demonstrate that some of the students have strong gender schema especially about women's roles and personality traits. Furthermore, the data also show that most of the students under analysis write the pronouns in the order in which are usually displayed in the text books, being masculine pronouns the first ones. Moreover, it is evident the influence of images in students' perceptions.

Yet, despite the evidences previously argued (see section discussion and results), it would be arbitrary to conclude that there is a univocal influence of the English text books in the formation of gender stereotypes, because many factors intervene in the formation of gender stereotypes such as the children's family ideology, the rural environment where students come from and the teachers' attitude towards gender and stereotypes.

Furthermore, the analysis carried out in this study has been applied to three text books most used according to the teachers' survey. But these text books, in some cases, do not coincide with the text book that some students are using so they might be influenced by a material that has not been analyzed. Moreover, it is also essential to considerate the fact that these children are in the last year of Primary school and therefore, they have been influenced by many different modalities of text books a long their school years.

Considering these limitations, it can be asserted that the text books analyzed contain gender roles and stereotypes and that some students have a strong gender schema. However, this reality is sometimes invisible for students, teachers, families, and in general for society because stereotypes can be easily unperceived due to the fact that stereotypes and gender itself are part of people's culture. As a consequence of this, the actions to overcome gender stereotypes are not usually carried out in the school or in other educational institutions.

With regard to the three text books analyzed in particular, I consider that none of the text books are suitable to teach gender awareness in the English classroom because of the fact that all of them contain gender stereotypes and roles. This makes the text book a tool in which inequality and patriarchal values are transmitted to the students. However, all these text books can be used in class if the teachers are aware of the values that these text books transmit and they use them as modifiable and interactive materials in which these stereotypical content can be the origin of debates or replaced by content that promote egalitarian values.

With this purpose in mind, the teachers can use the check lists developed for the analyses of the three text books as a tool to evaluate the sexist content of the teaching materials that they are currently using in their English classroom. At the same time, the

check-lists, the guidelines and the analysis presented in this study can be used as tools for the creation of new future materials.

Finally, considering all the data provided, I personally believe that the origin of the students' strong gender schemas is an interaction of different social agents of which language and school play an important role, so English text books as tools for teaching language influence somehow in the formation of gender stereotypes. However, the relevance of this study is that it highlights two realities: the stereotyped content of some aspects of the text books and the stereotyped gender schemas of some the students of 6th grade of Primary School, which seem invisible for some teachers and educative institutions. Therefore, this study could be the basis for developing some measures to avoid gender stereotypes in teaching materials and encourage the creation of teaching materials free of gender stereotypes.

Another aspect to bear in mind before winding up this research project, is that this study and gender as its main focus, an issue which belongs to Social Sciences because of studying products that are culturally constructed. Although this study has been carried out based on serious theories and criterions, the author who carries out the study might be influenced by culture and therefore by gender stereotypes. Thus, the results of this study cannot be presented as undisputed truth and they should be open to further investigation and discussion.

Further investigation about this topic is closely related to the limitations of this study, its scope of time has limited the original objective of analysing deeply the extra materials obtained in the surveys. Due to the increasing importance of the extra materials and according to the teachers' opinions on this issue, a further research should focus on the analyses of films, songs and reading books used in the English classroom. Another limitation of the study has been given because the three text books analysed did not always coincide with the text books that the students were using because only three schools participated on the second phase of the surveys, so a future project will be an study in only one classroom developing the same surveys but applying some of the guide lines and evaluate their effectiveness. Finally, the most ambitious but necessary future aim will have to do with the analyses of the teaching materials of all the subjects taught in Primary School because, due to the nature of gender, this issue should be studied from an interdisciplinary perspective. Therefore, this dissertation may mean a

small contribution that researchers and teachers should continue if we want to go for an egalitarian society where no more invisible truths blind the eyes of our future generations.

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7.APPENDIX

Appendix 1: Extra materials

<i>Films</i>	
<i>Title</i>	<i>No. Answers</i>
Corpse bride	1
Bee	1
Chronicles of Narnia	2
Harry Potter	1

<i>Reading books</i>			
<i>Title</i>	<i>Author</i>	<i>Editorial / year</i>	<i>No. Answers</i>
<i>Jessica loves soccer</i>	Joe Slade (Writer) David Cockcroft (illustrator)	Reading a-z 2002	1
<i>The giant's garden</i>	Helen Jacobs	Oxford University Press 1995	1
<i>Matilda</i>	Roald Dalh (Writer) Quentin Blake (illustrator)	Puffin Books 2007	1
<i>Charlie and the chocolate factory</i>	Roald Dalh	Puffin Books 2001	2
<i>Snow White</i>			1
<i>The four Robison</i>			1
<i>Winnie the witch</i>	Valerie Thomas and Korky Paul	Oxford University Press 2006	1
<i>The snow queen</i>	Adapted by Rosemary Border	Oxford University Press 2015	1
<i>The beauty and the beast</i>	Adapted by Rosemary Border	Oxford University Press 2004	1
<i>The story of the tea</i>	Adapted by Rosemary Border	Oxford University Press 1996	1
<i>Mr Carter's plan</i>	-	Macmillan	1
<i>The stubborn ship</i>	-	Macmillan	1

<i>Songs</i>	
<i>Answers</i>	<i>No.</i>
Songs of the textbook	10
Titles that they listen in class	- <i>Dear Husband</i> by Meghan Trainor - <i>Hello</i> by Adele - <i>Imagine</i> by John Lennon
Songs that students listen in their free time	- <i>All about that bass</i> by Meghan Trainor

	<ul style="list-style-type: none"> -<i>Stiches</i> by Shawn Mendels -<i>Waiting for live</i> by Avicii -<i>Focus</i> by Ariana Grande -<i>Never enough</i> by One Direction
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LINGUISTIC LEVEL

Appendix 2: Summary of the analysed attitudes

Women	Quest 6	Great Explorers	Rooftops
	<ul style="list-style-type: none"> Understanding Dependent Jealous Ambitious Interested in clothes Naïve Ignorant Strong Weak Luckiness related to being loved by the opposite sex 	<ul style="list-style-type: none"> Scared Crying Caring Worried Clean Interested in clothes 	<ul style="list-style-type: none"> Caring Hard-working Scared Read books Fast

Men	Quest 6	Great Explorers	Rooftops
	<ul style="list-style-type: none"> Independent Give the solution to a problem Not interested in fashion Adventurous Silly Clever Cool strong Frightened Have power Know about science 	<ul style="list-style-type: none"> Noisy Have initiative Related to money Adventurous Dirty Play violent games Penalized for been scared 	<ul style="list-style-type: none"> Shy Confident Like cooking Strong Authoritarian

Both	Quest 6	Great Explorers	Rooftops
	<ul style="list-style-type: none"> Make questions in the school 	<ul style="list-style-type: none"> Like insects Learn how to cook 	<ul style="list-style-type: none"> Talk about clothes Talk about royalty Ambitious Clever

Appendix 3: Summary of the analysed occupational roles

	<i>Quest6</i>	<i>Great Explorers</i>	<i>Rooftops</i>
Women's occupational roles	Fashion models Milkmaid Fairy	Beekeeper Riding instructor Show jumper Teacher PE teacher Shop assistant in the supermarket Scientist	Actress Olympic winner for horse riding Major Doctor Vet Dancer
Working aspirations	-	Architect Compete in the Olympic Games	Inventor Gardener scientist Athlete clothes designer Model
Men's occupational roles	TV presenter Designers Police officers Museum guide Scientist Teacher Seller	Writer Photographer Gardener Police officer Architect Singer Actor	Seller Tour Guide Athlete History professor Writer Illustrator Shop assistants
Working Aspirations	Actor Pop start	Olympic medal of water cycling Vet	Astronaut Vet doctor archaeologist football player Scientific
Both occupational roles	Doctors Chef	-	Coach Magician Filmmaker Runner Chef Inventor

Appendix 4: Summary of the analysed gender roles

	<i>Quest 6</i>	<i>Great Explorers</i>	<i>Rooftops</i>
Women	Women are given flowers Women care taking Mother goes to the market with the children Sing like a woman Women buy clothes Women clean Women do not know many Scientifics Not every woman know how to cook	Women cleaning Women cooking Mum goes to the museum with the children	Mum is good at cooking Only recipes by women The family moves to another place because of mothers' job Mum eats fruit
Men	Talk like a man Father goes to the football stadium with the children Boy visit his grandmother Boys buy technology Men know many Scientifics Some boys know how to cook	Men, especially the father, resting while women prepare the food Men go to the market with the child Men read the newspaper	Men know about ancient history Men only cook in barbeque Dad eats meat
Both	Doing homework	Recipes of mum and dad Boys and girls know how to cook	

Appendix 5: Summary of the analysed hobbies

	<i>Quest 6</i>	<i>Great Explorers</i>	<i>Rooftops</i>
Women	Doing Exercise Dancing Going to the shopping centre Watching football Learn about computers	Taking photos Animals Playing computer games Puzzle Construction games Riding bikes Doing card tricks Cinema Reading books Basketball Technology	Collecting shells Being a guide Animals Doing Adventurous outdoor activities Films Dressing up Watching a football match Reading books Basketball Running

		Favourite subject: cooking	
Men	Meeting with friends Painting Collecting stickers Playing drums Going fishing Going to the cinema Films of adventures Playing tennis Playing Football Going to the gym	Robots Going to the beach Feeding birds Go climbing Playing adventure games Cooking Capoeira Swimming Dancing at the disco Drawing Team sports Travelling with a motor bike Favourite subjects: geography, history and ICT	Playing cards Going online Cooking Watching films Watching videos on the computer Javelin and dumbbell
Both	Painting Playing drums	Ride motor bikes Go sailing Adventure sports Design a webpage Playing tennis Swimming	Being scouts Practicing circus skills Good at sports

GRAPHIC LEVEL

Appendix 6: Summary of the analysed attitudes

Women

<i>Quest 6</i>	<i>Great Explorers</i>	<i>Rooftops</i>
Posing for the photos like models Wicked expressions Intelligent in the school Admire something or someone Polite	Admire something or someone Crying Strong Scared Good at cooking	Posing Have power Successful Kind v wicked expressions Girls dressed up as men Scared Interested in fashion Do not complain

Men

<i>Quest 6</i>	<i>Great Explorers</i>	<i>Rooftops</i>
Posing in a natural way Reluctant expressions Boys having ideas Silly Stronger expressions Brave Frightened Strong Weak Lucky Unlucky	Angry Famous Strong Not good at cooking Noisy Related to money	Interested in science Critical Lazy Hardworking Naughty Arrogant expressions Related to money Thoughtful

Appendix 7: Summary of the analysed occupational roles

	<i>Quest 6</i>	<i>Great Explorers</i>	<i>Rooftops</i>
Women's	Shop Assistant Models Cook Waitress Milkmaid Fight assistant Fairy	Cleaner Doctor Waitress Cooking teacher Math teacher Scientist	Major Librarian Archaeologist Doctor Dancer Athlete Inventor Journalist Writer
Men's	Designers Knights Wizards Sport Presenter police officers Scientific runner Doctors Model Inventor Tourist guides	Postman Teacher office work firefighter Cook in TV actor	Body guard police officer gladiator Chef Waiter Vet Astronaut Clothes designer Architect Illustrator
Both	TV Presenter Cook of TV Teacher Anthropologist	Security guard Taxi driver Musician Nurse shop assistant	Shop Assistants singers

Appendix 8: Summary of the analysed gender roles

	<i>Quest6</i>	<i>Great Explorers</i>	<i>Rooftops</i>
Women	Caretaking Tiding up the room	Doing gardening Mum with the children Mum cooking Buying clothes	Mum with the children Mum cooking Traveling Mum at the market with the children
Men	Playing computer Reading books Getting jobs	Buying Picking berries Dad cutting the grass Not interested in buying clothes Dancing Travelling with the motorbike	Dad doing a barbeque Patriarchal image of the grandfather Boys serve drinks Men painting a fence
Both	Studying Dancing Visiting the family	Visiting museums Learning how to cook cleaning	Washing dishes Playing sports in sex-mixed groups Dancing Women and children prepare food but father never does.

Appendix 9: Summary of the analysed hobbies

	<i>Quest 6</i>	<i>Great Explorers</i>	<i>Rooftops</i>
Women	Paint Do exercise Go fishing	tennis photography animals doing karate listening to music playing video games riding a bike climbing watching TV Doing gymnastics	feeding animals reading magazines texting friends making a snack practising sport (play tennis and football) playing violin swimming
Men	Play videogames Collect stamps Do magic tricks	Robots playing in a match, playing football	playing computer games going online

		hiking dancing	watching a TV serial doing homework
Both	Watch the same programs on TV	Reading books Skating jogging Play instruments Swimming Riding horses Travelling	Doing crafts playing instruments like guitars and drums reading

Attachment 10: Summary of the analysed environment

At linguistic level:

		<i>Quest 6</i>	<i>Great Explorers</i>	<i>Rooftops</i>
Private	Women	Home	Living room	-
	Men	-	-	-
	Both	-	Home, kitchen	Home
Public	Women	Shopping centre	Art gallery	-
	Men	Amusement park	Computer museum	-
	Both	School TV studio Book Shop Football stadium	Working place	Doing outdoor activities School club Library Theatre Market

At Graphic level

		<i>Quest 6</i>	<i>Great Explorers</i>	<i>Rooftops</i>
Private	Women			
	Men			
	Both	At home (but mostly women)	At home (mostly mother and children) garden	At home but mostly women Father is usually in the garden
Public	Women	-	Shopping centre	
	Men	-	Museum (father)	
	Both	Forest TV studio Cinema Boat Park School Shops	Working places school	At the theatre At the market Playing outside In restaurants At the working place

Appendix 11: Clothes Analyses

QUEST 6						
	variable	girls	Adult women	Boys	Adult men	
colour	Pink	30	8	2	5	
	Yellow	12	2	9	2	
	white	12	9	19	16	
	Orange	3	8	6	2	
	Red	19	3	18	9	
	Grey	3	1	10	3	
	Dark blue	1	4	10	22	
	Black	8	2	9	10	
	Light Blue	19	11	38	3	
	Purple	21	15	1	10 (usually in costumes)	
	Brown	5	8	12	31	
	Green	19	10	15	13	
	Type of clothes	Jeans	5	2	9	3
Shorts		3	4	8	1	
Jacket		7	3	11	4	
Jumper		4	1	6	3	
sweatshirt		9		1		
T-shirt		106	11	61	3	
Polo shirt			2	12	4	
dresses		4	12			
Trousers		8		9	1	
Shirts		3	4	12	4	
Skirts		16	4			
Suit					18	
Tie					18	
trainers		1		1	1	
shoes						
Hills			1			
Tracksuits			1	6	1	
Boots		1	1	1		
Bag		3				
Uniforms		11	1	13	15	
Accessory						
		Glasses		6	30	7
		Earrings		1		
	Necklace	4	7			
	Working clothes (pants)					
Apron	1	10	1	8		

	Sward	1			
	bracelet	1	1		
	Cap	1		9	3
	watch			1	
	Hat	1	4	4	5
	Headband/decoration of hair	17	1		

GREAT EXPLORERS						
	Variable	Girls	Adult women	Boys	Adult men	
Colour	Pink	83	17	2		
	Yellow	14	6	7	29	
	White	11	2	36	10	
	Orange	7	1	7	7	
	Red	33	9	41	19	
	Grey	9	5	7	2	
	Dark blue	26	3	36	24	
	Black	2	7	1	11	
	Light Blue	44	7	33	15	
	Purple	26	21	5	2	
	Brown	5	5	15	9	
	Green	9	6	25	22	
	Type of clothes	Jeans	11	6	9	9
		Shorts	7		5	12
Jacket		8	17	5	8	
Jumper		22	2		2	
sweatshirt		25		22	2	
T-shirt		107	5	84	31	
Polo shirt		1	1	8	8	
Dresses		3	12			
Trousers		20	7	23	6	
Shirts		1	14	30	22	
Skirts		14	20			
Suit		-	-	3	31	
Tie		-	-	-	20	
Trainers		2	-	3	-	
Shoes		-	-	-	-	
Hills		-	1	-	-	
Tracksuits		12	-	4	6	
Boots	1	-	-	-		

Uniforms	29	8	24	17
Glasses	5	18	29	39
Earrings	1	15	-	-
Necklace	12	2	-	-
Working clothes (Pants)	-	7	-	10
Apron	13	4	16	8
Bracelet	-	-	-	1
Sword	-	-	2	-
Cap	-	-	-	21
Watch			1	1
Bag	4	-	1	1
Short hair	-	3	-	-
Long hair	-	-	6	-
Hat	5		9	6
Headband/Decoration of hair	31	1	-	-

ROOFTOPS					
	Variable	Girls	Adult women	Boys	Adult men
Colour	Pink	122	23	1	
	Yellow	22	5	14	3
	white	5	4	5	3
	Orange	3	5	63	
	Red	14	11	61	17
	Grey		4		1
	Dark blue	10	4	9	15
	Black	2	2	3	18
	Light Blue	5	12	60	17
	Purple	44	18		5
	Brown	7	3	31	9
	Green	26	8	45	10
	Type of clothes	Jeans	9	1	7
Shorts		7	2	11	2
Jacket		6	3	14	11
Jumper		6	3		5
sweatshirt		7		26	
T-shirt		79	24	53	17
Polo shirt			1	27	3
dresses		18	25		
Trousers		10	5	23	12
Shirts		1	2	54	15
Skirts		8	14	-	-
Suit		-	1	-	17

	Tie	-	-	-	5
	Trainers	1	5	8	
	Shoes	-	5	-	3
	Hills	-	2	-	-
	Tracksuits	17	5	9	5
	Boots		1		
	Uniforms	23	4	34	19
Accessory					
	Glasses	1	6	85	10
	Earrings	1	8	-	-
	Necklace	13	12		1
	Working clothes		1	-	2
	Apron	3	3	3	2
	Bracelet	-	-		
	Cap	-	-	1	1
	watch	-	-	1	
	Hat	5	6		15
	Headband/Hair decoration	96	1	1	-

Appendix 13: Students' survey

Question 1 and 10: Both of the questions ask the same: How does a witch look like? But each time is accompanied by two different photos, the first one is an ugly and evil witch and the other one is a beautiful and kind witch.

Question 2: Could you write the end of this story (write two or three sentences)

Once upon a time, there was a princess that lived in a castle. One day...

Sexist or non-sexist elements in students' written productions

<i>Stories with gender stereotypes, traits and sexist elements</i>	
<i>Elements</i>	<i>Frequency</i>
Princess is killed by a witch	6
Princess is killed by a man	1
Princess is saved by a man	9
Princess is beautiful	6
Witch is ugly	3
Prince is handsome	1
Witch is wicked	4
The princess marries a man	5
Repression because the princess is different	2
Princess dies violently	3
Princess dies because she is not saved	2
<i>Stories free of gender stereotypes, traits and sexist elements</i>	
<i>Elements</i>	<i>Frequency</i>
A man cries	1
The princess at the end governs the country	2
The princess likes rock music	2
The princess reads books	1
The prince is not saved by anyone and she lives happily	4
The princess chooses the man she wants to live with	2
The princess wants to discover the world	4

3. Question: Write the personal pronouns that you know (We, you, they...)

4. Question: Have you watched any film in your English lesson this year?

5. Question: Mark the illustrations that usually appear in your English textbook?

1. Men doing housework



2. Families with two mothers



3. Girls playing football



4. Boys wearing pink clothes



5. Families with divorced parents



6. Question: Who do you think that generally participates more in your English lessons?

7. Question: Have you ever talked about the roles of girls and boys in society in your English lessons? Would you like to talk about this topic?

8. Question: Could you answer this riddle?

A boy and his father were involved in a serious traffic accident. The father died immediately; the son was severely injured. An ambulance drove him to the nearest hospital. When entering the operating room, the doctor exclaimed: "I can't operate on this boy. He is my son. Question: How can this be? Who is the doctor?"

9. Question: Do you usually listen to famous songs in your English lesson?

Appendix 14: Samples from the books

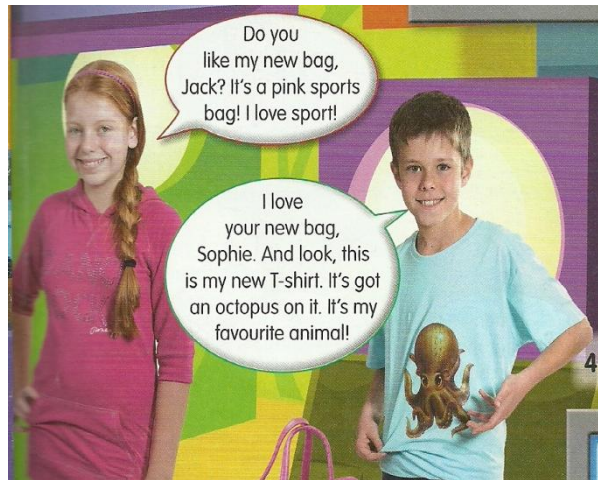
Attitudes and feelings in conversations

Listen and read. Sing the song.

It's the time of brave knights
And mythical creatures.
Strong men fight for their country and King.
A difficult time with dangerous adventures.
When the knights come home,
We hear the bells ring!

*It's the time of our
myths and legends.
The time of our magical past.
It's the time of our
myths and legends.
The magic goes by so fast.*

It's the time of wizards and magical places.
Lucky girls dance with the knights they love.
An easy time with love all around,
With stars shining down from above!

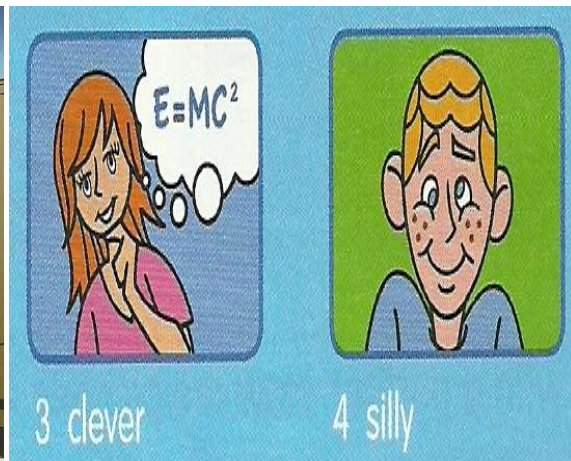


Sample 1: *Quest 6* pg. 21

Sample 2: *Quest 6* pg. 3




Sample 3: *Great Explorers* pg. 58



Sample 4: *Quest 6* pg. 27

Activities that promote division of labour

1 Talk about the flashcards. **2** Read, listen and answer.  48

1 What question does Jake ask his friends? 2 How many pie charts does Jake's teacher draw?

This is Jake's class. They're talking about jobs.

Do boys and girls want the same jobs?

Yes!

No!


Let's make two pie charts. Then we can compare boys and girls.

Jake collects information. He asks all the girls in his class. He records the information in a tally chart. Then he asks all the boys.

What do you want to be?

A doctor.

Jake's teacher puts the information from the tally chart into two pie charts.

3 Look at the pie charts. Answer. 

Girls

Boys

Key

- doctor
- teacher
- firefighter
- musician
- police officer
- dancer

1 What colour is the teacher segment? 7 What job do the girls **not** want to do?



2 Do more girls or boys want to be teachers? 8 What is the most popular job for girls?

3 What colour is the musician segment? 9 What two jobs are the most popular jobs for boys?

4 Do more girls or boys want to be musicians?

5 Do any girls want to be dancers?

6 Do any boys want to be dancers?

 segment  tally chart

Sample 5: Great Explorers pg.19

Jobs questionnaire: Which job is right for you?

Choose the sentence which describes you.
Remember! You can only choose one sentence for each question.

YOU AND SCHOOL

1 Science

A I usually like science lessons. ●

B I sometimes like science lessons. ★

C I never like science lessons. ◆

2 Sport

A I always like sport lessons. ◆

B I often like sport lessons. ●

C I sometimes like sport lessons. ★

3 Music

A I always like music lessons. ★

B I usually like music lessons. ◆

C I never like music lessons. ●

YOU AND YOUR FREE TIME

4 Drawing and painting

A I often draw and paint pictures. ★

B I sometimes draw and paint pictures. ◆

C I never draw and paint pictures. ●

5 Animals

A I often look after animals. ●

B I sometimes look after animals. ★

C I never look after animals. ◆

6 Playing outside

A I often play outside with my friends. ◆

B I sometimes play outside with my friends. ●





C I never play outside with my friends. ★

Now look at your answers and read this key. Do you like the jobs they suggest?

Mostly ● You like science and you like learning new things. You're good in a team.
Good jobs for you: doctor, vet or scientist.

Mostly ◆ You like sport and you're healthy. You like being outside.
Good jobs for you: firefighter, security guard, police officer or postman.

Mostly ★ You enjoy music and you like art too. You don't like sport much.
Good jobs for you: musician or artist.

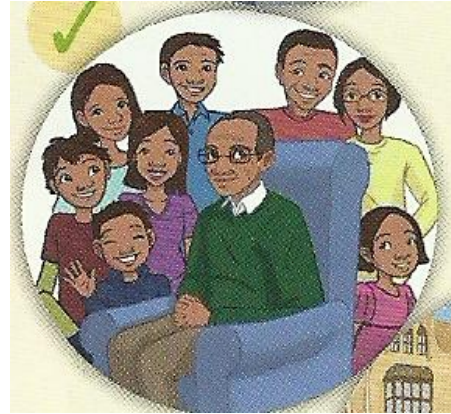





Sample 6: Great Explorers pg.18

Gender roles

4 Listen and repeat. CD3 09

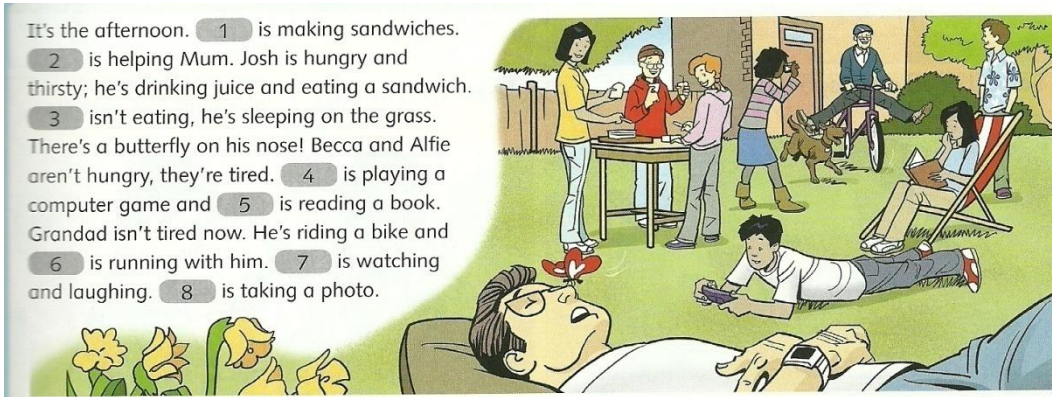
My mum makes the best Sunday lunch.
 My brother has noodles! My uncle has soup.
 My dad has roast duck, and my mum has fruit.
 But I have sushi or toast and orange juice.



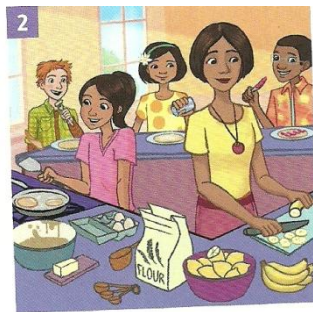
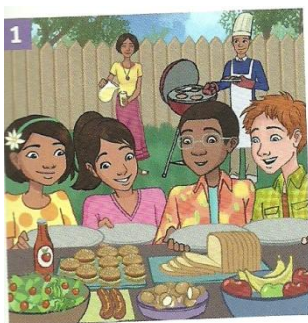
Sample7: *Rooftops* pg.56

Sample8: *Rooftops* pg.68

It's the afternoon. 1 is making sandwiches.
 2 is helping Mum. Josh is hungry and thirsty; he's drinking juice and eating a sandwich.
 3 isn't eating, he's sleeping on the grass.
 There's a butterfly on his nose! Becca and Alfie aren't hungry, they're tired. 4 is playing a computer game and 5 is reading a book.
 Grandad isn't tired now. He's riding a bike and 6 is running with him. 7 is watching and laughing. 8 is taking a photo.

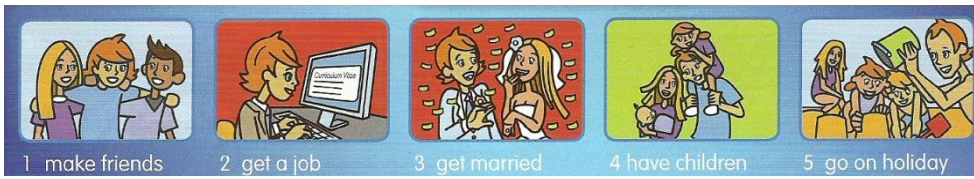


Sample9: *Great Explorers* pg.7

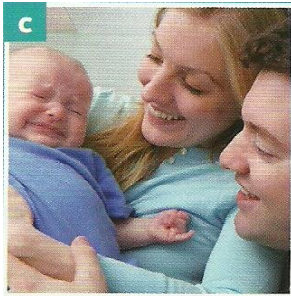


Sample 10: *Rooftops* pg.51

Traditional families



Sample 11: *Quest 6* pg.6



Sample 12: *Rooftops* pg.37

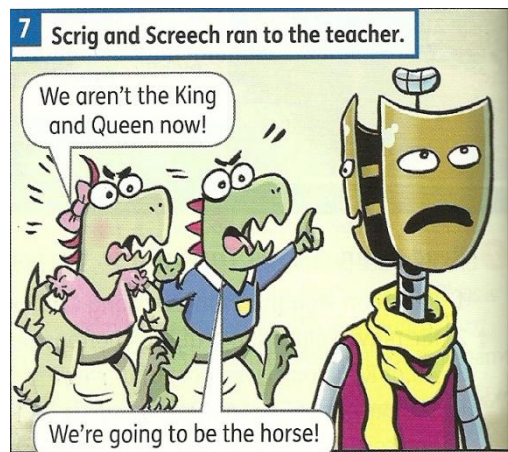


Sample 13: *Rooftops* pg.37

Sexless drawings



Sample 14: *Rooftops* pg.50



Sample 15: *Rooftops* pg.48

Appendix 15: Images used

Resources

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Appendix 16: List of female personalities

(Munden, 2014, p.358)

Mary Anning (British fossil hunter)	Florence Nightingale (British nursing pioneer)
Jane Austen (British novelist)	Michelle Obama (US first lady)
Helen Clark (Prime Minister of New Zealand)	Emmeline Pankhurst (British feminist)
Natalie du Toit (South African swimmer)	Rosa Parks (US civil rights activist)
Amelia Earhart (US aviator)	Hope Powell (British football player)
Elizabeth I (Queen of England)	
Cathy Freeman (Australian sprinter)	Bobbie Rosenfeld (Canadian athlete)
Elisabeth Fry (British prison reformer)	J.K.Rowling (British author)
Ann Harvey (Canadian sea rescuer)	Buffy Sainte-Marie (Native American singer and activist)
Mia Ham (US soccer player)	Mrs Seacole (Jamaican nursing pioneer)
Dorothy Hodgkin (British chemist)	Vandana Shiva (Indian environmentalist)
Billie Holiday (US blues singer)	Mother Teresa (Saint)
Jessie J (British singer)	Harriet Tubman (US freed slave and freedom fighter)
Angelina Jolie (US Actress)	Nancy Wake (New Zealand war heroine)
Helen Keller (US blind and deaf activists)	Emma Watson (British actress)
Kanya Kin (British business woman)	Phyllis Wheatly (Afro-African poet)
Aung San Suu Kvi (Burmese politician)	Malala Yousafzai (Pakistani activist for girls' education)
Ada Lovelace (Computer pioneer)	
Miriam Makebe (South African singer)	