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The American University in Cairo

The School of Humanities and Social Sciences

Responding to Non-Stereotypical Material: A Case Study in Egypt

A Thesis Submitted to

The Department of Applied Linguistics

Teaching English to Speakers of Other Languages Program

In partial fulfillment of the requirements for

the degree of Master of Arts

By

Amira Tarek Kamal Ali Rashad

Under the supervision of **Dr. Reem Bassiouney**

May 2015

The American University in Cairo

School of Humanities and Social Sciences

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Acknowledgements

I would like to extend my gratitude to my first reader, Dr. Reem Bassiouney, for her extensive feedback and continuous support. Without her help, I wouldn't have been able to make it that far.

Dr. Marilyn Plumlee, your constant support and thorough feedback have never failed to guide me throughout the study. No words can ever describe how grateful I am for your help.

I would also like to thank my third reader, Dr. Robert Williams, for introducing me to the field of applied linguistics. Without his help and his insightful feedback, I wouldn't have gained any knowledge of that field.

My sincerest gratitude goes to Dr. Lori Fredricks. What you taught me in the field of Discourse Analysis has inspired me to carry out this study. Thank you for everything.

Dr. Atta Gebril, I will always remember what you taught me regarding research in applied linguistics. I was lucky to be your research assistant and your student.

Special thanks go to the students who participated in the study. I will never be able to repay you.

You will always remain so special and so dear to my heart.

To my family

who supported me and handled me in my worst conditions

To my best friend, Sarah

who I'm lucky enough to have

To all the children

I had the chance to teach, to talk to and play with.

Teaching you and being around you filled every single moment

of my life with happiness and joy

Abstract

Examining the effect of exposing young children to non-stereotypical material has received an increasing amount of attention. Researchers investigated how the different sources of media that young children are exposed to affect their perceptions of gender roles and gender-related characteristics. Researchers in the Arab countries have started calling for enhancing females' representation in children's fiction. However, little research has been conducted with the aim of investigating how young children in the Arab countries would respond to non-stereotypical material. The study examines how eight-year-old Egyptian children perceive gender roles and what kind of characteristics they employ when describing males and females. Sixteen eight-year-old Egyptian children (nine boys and seven girls) responded to pictures of men and women working in non-stereotypical jobs as well as to the non-stereotypical story book entitled *The Paper Bag Princess* by Robert Munsch.

In this study, students discussed gender roles in a whole class discussion as they responded to pictures of men and women in non-stereotypical jobs. They also reflected on the non-stereotypical story book in group discussions in which they expressed how they perceived each character, and how a typical prince and princess would act differently. The students then created princes and princesses through writing. In their written discourse, the students had the freedom to reveal how they actually perceive females and males. Students' writings presented vivid descriptions of princesses and princes. These descriptions not only included their physical appearance, but also their actions, the activities they engaged in and the roles they undertook. The researcher adopted Fairclough's (1995) Critical Discourse Analysis (CDA) model to analyze the students' spoken and written discourse in relation to the social context of the Egyptian society. The researcher thoroughly analyzed students' discourses, examined the framing and

discussed how students' perceptions of gender roles and gender-related characteristics relate to the social context of the Egyptian society.

An important finding is that the change of the mean of representation from oral discussions to written descriptions resulted in different gender representations. In the whole class discussions and non-stereotypical story book group discussions, 11 students (six boys and five girls) reflected some stereotypical representations of gender roles and gender-related characteristics through speaking and writing. In the writing activity, students had more freedom to express their perceptions of gender. Six out of seven girls only presented traditional representations of the females that resembled to a great extent the typical Disney princesses.

Unlike the girls, five out of nine boys presented unconventional representations of females in which princesses were engaged in non-stereotypical activities including fighting, scheming, exercising, rescuing people and working as firefighters and mechanics. There could be many possibilities to explain why boys were influenced by the non-stereotypical material they received in the study more than girls. One possibility relates to the type of the writing task that is writing about a fairytale prince and princess. This writing task may have led six girls and four boys to present stereotypical representations that match typical princes and princesses in classical Disney movies. While boys preferred to do their writing task individually, girls discussed their descriptions of their self-created princes and princesses as they write, which led six of them to have very similar writings. This act of collaboration, which is part of the discourse of femininity (Wohlwend, 2012) could present another explanation to why more boys presented their self-created princesses non-stereotypically. Exposing young children to non-stereotypical material challenges the gender stereotypes they may grow up with, and lets them understand that females and males are equally competent.

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Chapter One: Introduction

Examining the link between literacy and identity has occupied the minds of many researchers for a very long time, which has resulted in a growing number of research studies developed for two main purposes: studying how humans construct their identities through interacting with different sources of media, and how they constitute their shaped identities in both spoken and written discourse. Findings of these studies indicate that literacy and identity are interwoven, as identities are constructed and acted out through literacy practices (McCarthy & Moje, 2002). Studies that examined the relationship between literacy and identity have viewed identity as a multifaceted phenomenon that draws on daily life experiences and interactions with people and endless sources of media (McCarthy, 2001). This view signifies the important role of interaction that Vygotsky emphasized in his Social Constructivist theory (Godley, 2003). This view also agrees with Bakhtin's notion of identity. Bakhtin (1981) believed that identity consists of multiple souls and voices which result from humans' interaction with narratives (p. 356). Researchers who scrutinized the link between literacy and identity based their analyses on Bakhtin's notion of identity and other philosophers who followed in his footsteps such as Mishler (1999).

An important constituent of identity is gender identity. De Beauvoir (1961) first proposed a new understanding of gender in her book *The Second Sex*, which appears in her well-known sentence, "One is not born, but rather becomes, a woman" (Waugh, 2006, p. 319). De Beauvoir's (1961) view implies that gender is an "act of performativity", a notion offered by Butler (1986). Butler (1999) explained "gender performativity" as the way humans act in social contexts categorizes them as women or men (1999, p. 187). Recent work in the field of gender identity and discourse analysis has proposed new insight into the study of gender.

Through discourse, males and females can give meaning to their experiences, their perceptions of gender roles and relations (Litosseliti & Sunderland, 2002, p. 13). Sunderland (2011) presented two models of defining gender: “social gender” (p. 23) and “ideas-based gender” (p. 23). The first model is concerned with how females and males are socially shaped differently in relation to their literacy practices. In other words, this model looks at what they write about, what books they read, and how different they interact through speaking (Sunderland, 2011, p. 23). However, the first model did not pay attention to how males and females make use of language to represent their gender identities. The second model views gender as “an idea or set of ideas” (Sunderland, 2011, p. 29) represented in their spoken and written discourse. This model focuses on how men and women, boys and girls construct their gender identities in their spoken and written discourse, and how they use language to present their ideas and perceptions of gender (Sunderland, 2011, p. 29).

Eckert and McConnell-Ginet (2003) have explained that gender identities are not fixed, that they are rather constructed and shaped as children grow up. Children initially depend on the socialization process through which they acquire gender information and gender norms within their community (Eckert & McConnell-Ginet, 2003, p. 17). Children learn about gender differences at a very young age, approximately by the age of three. They learn how to act as a boy or a girl in the socialization process through interacting with parents, peers and varied media sources (Martin, Ruble, & Szkrybalo, 2002). Studies’ findings indicate that children begin, at a very young age, to form gendered preferences through their choices of the kinds of toys they play with, the cartoons they watch, stories they read and the clothes they wear (Miller, Lurye, Zosuls, & Ruble, 2009).

Exploring the link between gender identity and literacy in early childhood is a topic that has been of great interest to many researchers and educators. As children read story books, play and watch cartoon episodes and movies, they reflect on how gender is represented through the characters they interact with in these different sources of media. Fowler's (1996) Reader-response theory discussed the active role of the reader in constructing the meaning of a literary text. Fowler (1996) stated that meanings do not lie in a text waiting for the readers to figure them out, but it is the reader's role to construct the meaning of a literary text through his or her own interpretation (Fowler, 1996, p.26). Building on Vygotsky's emphasis on the importance of interaction in the learning process, researchers have examined gender representation in story books, toys and cartoon movies and episodes.

Scholars who have studied gender representation in the cartoons children watch and the toys they play with have reached some significant results. Studies that investigated the gender stereotypes present in children's play practices have revealed that they are often gendered practices. This is seen in "princess play" where boys and girls enact the stereotypical gender representation in famous Disney movies (Wohlwend, 2009, 2012a). Other studies that looked at children's toy preferences have found out that children's choices are gendered. Boys' toys usually fall under the categories of action and technology. Girls' toys mostly emphasize the ideas of feminine beauty, nursing and nurturing (Francis, 2010).

Cartoon characters have a great effect on young children. Researchers examined the content of movies, advertisements and TV programs directed at young children. Findings have indicated that gender representation of cartoon characters is stereotypical. Male characters are mostly powerful, adventurous and active. As for the female characters they often appear as shy, beautiful, polite, romantic and helpless (Dill & Thill, 2007; Leaper, Breed, Hoffman, & Perlman,

2002; Thompson & Zerbinos, 1997). Other studies showed that even in cases where female characters act as superheroes their physical feminine beauty is highlighted over their muscular power (Baker & Raney, 2007; Dill & Thill, 2007). Another study that investigated the gendered language in the advertisements directed at children revealed that the advertisements directed at boys contain elements of action, power and competition. The ones directed at girls emphasize nurturing, emotions and fairy tales atmosphere (Johnson & Young, 2002).

Research studies have also examined the gender stereotypes that may occur in young children's story books. Early studies reported that children's story books contain gender stereotypes, as males and females are not portrayed equally in terms of importance, jobs and capabilities. More recent studies indicate that although these typical gender stereotypes are significantly decreasing, male characters still dominate young children's books (Gooden & Gooden, 2001). Scholars have investigated gender representation in reading schemes by famous publishers used for children's reading classes. Results suggest that the image of a gentle, compassionate and motherly female is still prevalent over the courageous outgoing one (Anderson & Hamilton, 2005; Baker-Sperry & Grauerholz, 2003; Wharton, 2005).

Exposing young children to gender stereotyped material may affect their perceptions of gender roles negatively. Recent studies show that in incidents where children read and discuss story books containing gender inconsistent elements, they retell the stories with some modifications to the characters and the events to make them consistent with gender stereotypes (Frawley, 2008). The findings of Frawley's (2008) study revealed that children often modify details of nontraditional storylines to make them more consistent with typical gender stereotypes. This indicates that children maintain their own gender schema in the face of storybooks where gender stereotypes are crossed. Other studies suggested that exposing children to non-

stereotypical material challenges students' biases and stereotypes, and gives them a chance to interact with different characters, plots and storylines (Trepanier-Street & Romatowski, 1999; Yeoman, 1999).

Examining the link between gender identity and literacy is of great importance to language arts teachers. In language arts classrooms, teachers often regard gender as an element that could be used when comparing between groups of students. Teachers usually compare between young boys and girls in relation to their language competency, but they have actually paid little attention to examining how children's gender affect their written and spoken discourse. Dutro (2001) noted in her article that as children read, they often choose story books consistent with their own gender schema. These gender schemas are the result of the processes of observation and evaluation of males' and females' behaviors, attitudes and preferences. Yeoman (1999) emphasizes in her article the role of literacy practices in providing the students with the space to constitute their gender identities and challenge gender stereotypical gender representations. Language arts classrooms may present a great chance for children to challenge their own gender stereotypes through interacting with non-stereotypical story books where narratives elements such as characterization and plot do not conform to typical gender characteristics, behavior, preferences and interests.

1.1. Purpose of the study

The main goal of this case study is to investigate how Egyptian eight-year-old students in the second primary grade react to non-stereotypical material, which includes pictures of men and women in cross gender jobs and *The Paper Bag Princess* story book, and to what extent their gender schemas contribute to shaping these reactions. The analysis of children's discussions and writings aims at examining children's perceptions of gender differences. In the study, the

students will be exposed for the first time to pictures showing men and women in non-stereotypical jobs and a story book where typical gender roles are reversed. In the story book, Prince Ronald looks physically weak, cares only for his physical appearance, carries a tennis racket instead of a sword and is kidnapped by a mighty dragon. While in a typical fairy tale, the fearless and strong prince would seek to rescue the princess, the Prince in this story book waits helplessly to be rescued by the Princess. Examining children's descriptions of Princess Elizabeth and Prince Ronald in the story book group discussions as well as their written descriptions of their self-created princes and princesses will allow the researcher to get a closer look at the students' perceptions of gender roles and gender-related characteristics.

The findings of this study seek to raise the awareness of educators as well as parents to the importance of challenging students' stereotyped perceptions of gender differences through exposing them to narratives where gender boundaries are crossed. Teachers may be able to influence young children's perceptions of gender roles through reading non-stereotypical narratives, and reflecting on them through discussions and writing activities. Challenging young children's perceptions of typical gender behavior and typical gender roles need the efforts of parents as well as schools since both contribute to a great extent in children's socialization process.

This exploratory study employs a critical discourse analysis approach in analyzing second primary grade students' whole class discussions on gender roles, literature group discussions of *The Paper Bag Princess* story book by Robert Munsch and written reflections on the prince and the princess in the story. Critical discourse analysis examines how individuals use language to construct their identities and ideologies in a discourse (Paltridge, 2012, p. 179). The usage of this approach will help the researcher in obtaining a linguistic analysis of the children's

discourse, which will allow the researcher to learn more about these children's perceptions of gender roles as well as their responses to a non-stereotypical story book. The study seeks to find answers to the following research questions:

1. What do the whole class discussion of non-stereotypical jobs, non-stereotypical story book group discussions and students' written descriptions of self-created princes and princesses reveal about students' perceptions of gender-related characteristics?
2. What do the whole class discussion of non-stereotypical jobs and the written descriptions of self-created princes and princesses reveal about children's perceptions of gender roles?
3. To what extent is gender represented similarly in students' written descriptions and non-stereotypical story book group discussions?

1.2. Significance of the study

The study contributes to learning more about how young children, and specifically Egyptian second primary grade students, constitute their gender identities in their spoken and written discourse through examining their responses to non-stereotypical material. The current study adds to the growing body of research carried out since the 1990s. These studies investigated how children's perceptions of gender roles are influenced by media and cultural norms (Messner, 2000). Still, there is a need for more research studies to be undertaken in different parts of the world especially in socially conservative countries such as Egypt. After the Egyptian 25th of January 2011 revolution, more calls have been directed at representing males and females in a non-stereotypical way in different sources of media. Achieving this requires exposing young children to nonstereotypical material that includes images of males and females as equally competent. These images will remain with them as they grow up. Thus, there is an

urgent need to investigate how young children construct their gender identities through responding to non-stereotypical material.

Studies that have examined students' reactions to gender-inconsistent story narratives are few in number. Previous studies (Frawley, 2008; Yeoman, 1999) discussed how students react to reading or writing gender-inconsistent themes and story lines. In these studies students have not discussed actively the content of non-stereotypical material, which is essential to examine their perceptions of gender differences. This current study presents a Critical Discourse Analysis of students' literature group discussions of *The Paper Bag Princess* by Robert Munsch story book in which typical gender roles are reversed. The results of this study may help Language Arts teachers understand more how students constitute their gender identity through literacy practices. The findings of the study may encourage both educators and parents to be selective in the kind of media sources they expose their children to.

1.3. Limitations

The present study examines children's reactions to a non-stereotypical storybook. The study looks mainly at how children's gender schemas influence their responses to this kind of story books. For that purpose, the researcher will analyze whole class discussion of gender roles, children's written reflections on what constitutes a prince and what constitutes a princess. The analysis also includes literature group discussions of *The Paper Bag Princess* where students analyze with the researcher the characters, plot and ending. The study does not examine how children reflect their perceptions of gender differences in play practices. The study only includes an investigation of how eight-year-old second primary grade students constitute their gender perceptions in their writings and discussions. A larger-scale study targeting a larger sample of students enrolled in different school stages is needed to attain richer and more detailed data.

1.4. Definitions

The following definitions will be used in the context of the study:

Gender is a “system of meaning”, a way of interpreting beliefs about males and females. In this system, females and males use language to hold on to or oppose past notions and beliefs, and create or withstand new meanings (Eckert & McConnell-Ginet, 2003, p. 6).

Gender identity is one’s self-perception as a female or a male based on the way he or she behaves, his or her attitudes and interests (O’Sullivan, Graber, & Brooks-Gunn 2001, p. 55).

Gender role is a “pattern or code of behaviors or attitudes” regarded as gender consistent based on dynamic “sociocultural and historical forces” (O’Sullivan, Graber, & Gunn 2001, p. 55).

Gender stereotypes are “subjective perceptions” of how men and women should act and how people are expected to behave (Hong, Veach, & Lawrenz, 2003).

1.5. Organization of the study

This thesis consists of five chapters. The first chapter includes a general introduction to the topic, purpose of the study, significance of the study, brief overview of the methodology, limitations, definitions of important terms used throughout the study, and organization of the thesis. The second chapter reviews the literature related to the field of gender identity and literacy. The literature review analyzes the findings of empirical studies, and states what results other researchers have so far reached in the field of gender identity and literacy. The researcher will also identify the gaps in the reviewed literature, and what the present study seeks to contribute to this body of research. The third chapter of the thesis describes the methodological approach implemented in the study. In this chapter, the researcher discusses the rationale behind using this approach and how it will be of utmost benefit. The chapter will describe the data collection instruments, discuss how the data will be analyzed, and give details about the sample

size, the participants and the context of the study. The fourth chapter first reviews the research questions and the methodological approach used to answer them. Then, the researcher will present the results of each research question and the outcomes of the study. The fifth chapter, that is the final chapter, provides a summary of the findings, the limitations of the study, a discussion of the results, and its implications. The researcher concludes the chapter with suggestions for further investigation in the field of gender identity and literacy.

Chapter Two: Literature Review

The aim of this chapter is to present an overview of four themes relevant to the current study. The chapter starts with a review of the main theories developed to explain early childhood gender development. In the next theme, the researcher discusses gender representations in children's story books. Then the researcher moves on to analyze the literature related to how children constitute their gender identities in literacy practices. The last theme to be inspected involves children's reactions to non-stereotypical narratives. The researcher will not only review the literature for these four themes, but also analyze the empirical studies, and identify the research gap.

2.1. Gender Development in Children

In this section, the researcher will review major theories about gender development in children. These theories influenced the work of many researchers who investigated the link between gender identity and literacy. Martin, Ruble and Szkrybalo (2002) emphasized the role of early theorists in analyzing the differences between sexes, gender stereotypes, and whether the socialization process is of any significance to the development of "gender typing" or not. Martin et al. (2002) noted that more recent theories in gender development in children have examined the role of the child as an active participant in the "sex-typing" process through choosing their peers, clothes, books, favorite cartoon characters, toys, etc. The researcher will start by reviewing Freud's (1899) Psychoanalytic theory and end with Bussey and Bandura's (1999) Social Cognitive Theory.

2.1.1. Psychoanalytic theory

Freud (1899) is considered to be the first psychologist who examined sex differences and how gender typing results. Freud's (1899) Psychoanalytic Theory claims that children learn

about the typical male or female behavior, attitudes and characteristics through interacting and observing the “same-sex parent”. Freud (1899) emphasized that because females and males have different genital organs, gender stereotypes remain inevitable. Bem (1983) noted that researchers have stopped referring to this theory because there were not enough empirical studies to support it. Another reason was that there was no sound proof that a child’s discovery of the difference between female and male genital organs will result in his or her gender-stereotyped behavior or attitude (Bem, 1983). Later, two major theories appeared: Cognitive Development Theory and Gender Schema Theory. These two theories contributed to the understanding of gender development in children from two different approaches: the cognitive approach embraced by Kohlberg (1966) and the social approach held by Bem (1981).

2.1.2. Cognitive development theory

Cognitive Development Theory is a theory proposed by Kohlberg (1966). Kohlberg (1966) claimed in his theory that gender development in children takes place through three stages: gender labelling, gender stability and gender consistency. In the first stage (by the age of two), the child is able to identify his or her gender and that of others. In the second stage (by the age of four), children start to realize that their gender identity does not change over time. In the most distinctive stage, that is gender consistency (by the age of six or seven) the child acknowledges the fact that his or her gender does not change whether he or she engages in an activity consistent with his or her gender or not. Kohlberg (1966) believes that after children reach the stage of gender consistency, they become more motivated to behave and act in a manner consistent with their gender. Children most of the times are motivated to value behaviors, activities and attitudes that are consistent with their gender categories. That is because

they are so keen on being part of the group of people who act in a way that matches their gender (Kohlberg, 1966).

Martin et al.(2002) criticized Cognitive Development Theory, as it overlooked the roles of the social and cultural norms in the process of children's "sex-typing". Another weakness in this theory, as noted by Martin et al. (2002), is that the research has shown that children long before the stage of "gender consistency" adhere to gender-consistent behaviors and preferences. Another theory that looked at the social aspect in children's gender development was needed.

2.1.3. Gender schema theory

Bem's (1981) Gender Schema Theory gave an explanation to how the process of "sex-typing" takes place in early childhood. Although the previous theories have contributed a lot to the study of early childhood gender development, they did not inspect the gender categorization information that the children acquire cognitively. According to Bem's (1981) theory, children acquire gender-related information that is in the form of associations which include not only characteristics pertaining to the biological differences between males and females, but also other features related to their roles in the society, their attitudes, expected choices and behaviors. This "gender schema" is processed by children cognitively in a process defined as "sex-typing". The child is an active member of this process, as he or she evaluates the information and filters all the gender associations he or she gets exposed to. Bem (1981) refers to this process as "the cognitive availability of the schema" (Bem, 1981, p. 355). As children acquire the knowledge of a society's "gender schema", they recognize the kind of characteristics associated with one gender and not the other, and they apply this schema to themselves. Thus, the child's choices, behaviors and attitudes adhere to the gender schema of the society he or she belongs to. The child then is

motivated to match his or her actions to the society's definition of femininity and masculinity (Bem, 1981, 1983; Martin et al., 2002).

The findings of the empirical studies that have been carried out with the purpose of testing Bem's (1981) theory suggested that "sex-typed" individuals are faster in recalling information associated with gender categories than "non-sex-typed" individuals. This may indicate that individuals refer to the gender schemas, which take the form of associations related to each gender, as they judge an item to be masculine or feminine (Bem, 1983; Martin et al., 2002). Just like the previously discussed theories, Gender Schema Theory has some deficiencies. One of these deficiencies is that gender schemas are subtle and hard to define or measure. The theory has given more attention to how children internalize the gender information in their gender schemas rather than the social processing of the gender development. Another weakness is that the theory was helpful in predicting how individuals respond, think of and define items, but it was less helpful in expecting how individuals will behave and act (Martin et al., 2002).

2.1.4. Social cognitive theory

Social Cognitive Theory presented an integrative model that included the two approaches: the cognitive approach and the social one. Bussey and Bandura (1999) examined the role of the varied social forces in instructing children about differences in gender attributes and roles. This theory emphasized the role of the "external environment" in children's gender development process. Gender Schema Theory also focused on the role of the "external environment", but viewed it as something forced on the children. Unlike Bem's (1981) theory, the Social Cognitive Theory saw that children are active participants in creating this "external environment", which is done through choosing their toys, story books, their peers, their clothes

and many different things. Children who insist on selecting items that primarily match their gender are seen as strictly adhering to gender norms set by their societies.

The theory also highlighted the role of observation and modelling. Through observation children learn about expected behaviors, activities and attitudes from each gender. The child then uses his or her observations in evaluating behaviors, attitudes and activities of individuals, and defining them as gender-consistent or not. Cognitive Development Theory has previously pointed out the role of observation and modelling, but they were treated as only acts of imitation. Children rather create their own patterns of behaviors, attitudes and styles based on their observations. Children may combine attributes of both genders and come up with their own gender schema. They may also generalize one attribute associated for example with the clothing style of one of the genders to include also activities and behaviors. Another contribution of Social Cognitive Theory is the explanation of “self-efficacy” in children. Bussey and Bandura (1999) explained that once children start to have their own set of gender-typed behaviors and activities, they start to confidently believe in their abilities to judge their own behaviors as being consistent or inconsistent with their gender. Although this theory has contributed a lot to the understanding of how early childhood gender development occurs, there remains a need for more empirical studies to further examine the implication of this theory.

2.2. Gender Representation in Children’s Story Books

In this section, the researcher intends to discuss and analyze studies that have investigated gender representation in children’s story books. As seen in the previously reviewed gender development theories, children are influenced to a great extent by varied sources of media among which are story books. Scholars have been arguing over the effect of gender representation in story books on children’s perceptions of gender roles and images. Research studies have revealed

writers' tendency to portray female characters as helpless and weak, and male characters as dominant powerful in children's classical literature (Baker-Sperry, 2007; Baker-Sperry & Grauerholz, 2003; Gooden & Gooden, 2001; Hamilton, Anderson, Broaddus, & Young, 2006; McCabe, Fairchild, Grauerholz, Pescosolido, & Tope, 2011; Poarch & Monk-Turner, 2001; Trepanier-Street & Romatowski, 1999; Wharton, 2005). In the following paragraphs, the researcher will review research studies that examined gender representation in classical and contemporary children's literature.

An early study carried out by Kolbe and La Voie (1981) examined the occurrence of gender stereotypes in Caldecott Medal story books winners. Caldecott Medal is an annual award presented to the most prominent children's story books in America. The researchers selected 19 of these books as they are frequently chosen by teachers and parents for young children. The researchers compared the findings of their study to the result of an early study conducted by Weitzman et al. (1972). To investigate the gender stereotypes in these books, the scholars inspected the number of female characters whether they appear in the form of animals or humans. They also looked into the sex of the characters who appear in the titles and in main roles as well as the importance of the roles played by each character. The scholars also collected data related to the sex of the characters on the front and the back covers of the story books as well as of the author and the illustrator. They also looked at the number of female and male characters and their pictures in each book.

The scholars used two raters to examine the characterization of both genders based on certain personal characteristics. If a character was described as **expressive**, then he or she showed qualities of caring, nurturing, compassion and dependency. On the other hand, if a character was described as **instrumental**, then he or she was independent, active, courageous

and ruthless. Characters with **significant** roles undertook main tasks and activities in the story line. Characters with insignificant roles were treated as minor characters that did not perform major tasks that affected events in the story. A character's role would be described as a stereotypical or not based on the extent of its consistency or inconsistency to gender stereotypes.

Results of the study as compared to the findings of the early study by Weitzman et al. (1972) indicate some improvement in the number of female characters in the books' titles as well as inside the books. Kolbe and La Voie (1981) noted that one thing that did really change since Weitzman's et al. (1972) was how writers link females to indoor activities and males to outdoor activities. The frequency of male and female pictures did not change significantly in these eight years (1972-1979). As for female characters' presence in main roles, the findings indicated that it occurred in only five out of eleven books. When the researchers compared the results of their study to those of Weitzman's et al. (1972), no significant change was noted in the characterization of the female and male characters.

Female characters were described as **expressive**, positioned in insignificant roles and undertook stereotypical roles in all stories except for one book in 1972 and the most recent award winning ones selected in 1979. The findings suggest that till 1979, many story books contained gender stereotypes. Even with these results one cannot conclude that the stereotypes present in children's story books affect their perceptions of gender roles. As Kolbe and La Voie (1981) stated, an enhancement in the gender portrayal in story books may or may not affect children's attitudes and perceptions of gender roles. There was a need for more studies to investigate how non-stereotypical gender portrayal may alter children's stereotypical attitudes, actions and behaviors.

Gooden and Gooden (2001) examined in their study gender stereotypes in 83 famous children's story books published from 1995 to 1999. The researchers hypothesized that the findings of their study would show a more non-stereotypical gender portrayal in children's story books than LaDow's study (1976). The children's 83 books selected as a sample for the study were chosen based on a list proved by the American Library Association's website. This list is highly recommended for parents and teachers to be used for young children. The researchers made use of the coding sheet designed by LaDow (1976) to examine these books. As they analyzed each page in these books, they looked specifically at male and female (human and animal) characters' illustrations. The researchers noted pictures where main female and male characters occurred together or separately. They also gave special attention to main characters and their activities.

Results revealed that there was a significant change in gender portrayal in children's story books. In the books examined in the study female characters appeared as the main characters more often than they used to; however, male characters still outnumbered female ones in the illustrations. While female characters appeared more in stories' titles, still in some of the books female characters were involved in traditional activities such as nurturing, washing, cleaning and cooking. Gooden and Gooden (2001) suggested that there was a significant enhancement in gender representation in children's books in the 90s. The scholars have not examined the effect of exposing young children to sexist materials, but they assumed that children's perceptions of gender roles are affected by this kind of material (Gooden & Gooden, 2001).

A more recent study by Hamilton, Anderson, Broaddus and Young (2006) examined gender stereotypes in 200 top-selling children's story books. This sample included both famous

books and award-winning ones. The scholars inspected gender portrayal in illustrations and characters, and more specifically characters' actions, settings and attitudes. The researchers also investigated whether the author's sex influenced his or her choice of characters' sex or not. The researchers hypothesized that gender representation in their sample would be sexist regarding female characters' position in the stories and the activities they engaged in. To test their hypotheses, Hamilton et al. (2006) designed a 22-item survey. The t-test results revealed that female and male characters (adults and children) were not represented equally; male characters appeared on the titles of 75 books, while females appeared on 42 books titles. Males were seen as the main characters in 95 books, while females appeared as main characters in 52 of them. Female characters were seen in traditional roles 10 times more than they were viewed in untraditional roles. Male characters appeared in untraditional roles very few times (Hamilton et al., 2006). The findings of this study indicated that there was a slight improvement in the gender representation, but a more non-stereotypical gender portrayal was still sought.

Recently, some scholars have started inspecting gender stereotypes in Arab children's literature. The scholars have conducted a content analysis of famous Arabic children's story books. Such analysis revealed that these books portray gender roles in a stereotypical way which does not reflect the significant change that typical gender roles in many Arab countries have undergone (El Kholy, 2007; Espanioli, 2009). El Kholy's (2007) study looked into the development of heroism in Egyptian children's literature. Her investigation revealed that authors usually place males in heroic roles that are courageous, brave and fearless in historical tales, fairy tales and superheroes' story books. On the other hand, female characters are sometimes represented as "green-world archetype" which El Kholy (2007) described as the typical fairy tale heroine who loves the nature and escapes from family ties to accomplish heroic missions. El

Kholy (2007) gave examples of story books that portray female characters as fighters, brave, courageous and fearless (2007). These examples show that there is a slight improvement in gender role representation in Arabic story books.

Espanioli's (2009) study also included a content analysis of a selection of Arabic story books. The researcher investigated how female characters are portrayed in Arab young children's story books. Espanioli (2009) included in her study story books published in Egypt, Lebanon, Palestine, Iraq and Jordan, as well as other translated books. In the 217 story books, the researcher looked into the characterization, the roles and the jobs the characters took. The analysis showed that while 80 story books included titles that were characterized as masculine, only 46 were characterized as feminine. The story books' titles portrayed male characters as heroic and noble, and highlighted the physical features in the female characters. In the story books that Espanioli (2009) inspected, male characters were portrayed as the brave knights who are fearless and ready to rescue the helpless princesses. Espanioli (2009) noted that female characters were not represented as equally brave and courageous; they were rather portrayed as weak, helpless, shy and dependent. When looking closely at the activities that male and female characters engage in at home, the researcher found out that females were only responsible for household chores. The sample that the researcher inspected portrayed male characters as only engaged in activities that demand physicality. As for the jobs that female and male characters occupied, male characters occupied a variety of jobs, and female characters occupied a limited number of jobs (Espanioli, 2009). The findings of these two studies reveal that there are few Arabic story books where females and males are represented as equally competent.

Reading is an integral part of children's cognitive and psychological development (El Kholy, 2007; Espanioli, 2009). Espanioli concluded that Arabic children's story books authors

need to obtain a careful non-stereotypical gender portrayal to challenge young children's perceptions of gender roles, and to open their minds to other possibilities where male and females are equally active and equally capable (2009). Although the findings of these studies raise the awareness of authors, educators and parents living in Arab countries towards the necessity of exposing children to non-stereotypical storybooks, the findings have not looked into how children perceive gender roles in their societies, and whether exposing them to non-stereotypical story books would affect their gender perceptions or not.

2.3. Children Constituting Gender Identity in Literacy Practices

In this section, the researcher will draw on research studies that have investigated how young children maintain their gender identities in literacy practices. The research studies that inspected how children constitute their gender identities in literacy practices have not only examined children's written narratives but also their talks with their peers and during interviews as well as role plays (Blaise, 2005; Godley, 2003; Willett, 2006; Wood, 2009). The results of these studies will contribute to the understanding of how gender and literacy are strongly linked.

In a study conducted by Änggård (2005) preschool Swedish children produced their own story books. In their written narratives, the children reused storylines and characters from famous different media sources that they are exposed to. In the process of writing, children represented their gender identities through their choices of narratives' themes and characterization. The researcher based her data analysis on Bakhtin's (1981) "genre concept" and his argument on "dialogism" (p. 279). Words, based on Bakhtin's (1981) perspective, are composed of multiple "semantic and expressive layers" (p. 279). A dialogue cannot be viewed as a separate act, as it should be viewed instead in relation to humans' daily experiences and reflections on different media sources (Bakhtin, 1981, p. 279).

The study took place in two pre-schools located in one of the towns in Sweden. The data was collected through observations, video recordings and face-to-face conversations with the children in the study. The researcher also took note of children's drawings and other art objects. The study included three girls and five boys who produced their own story books. This activity was managed by their teacher, Anki. The data that the researcher collected included 10 video recordings in which children were working on their books or were talking about them. The video recordings gave more details about children's gestures as they interacted with their books. Änggård (2005) explained that the teacher gave the students instructions to help the children understand what was requested from them, and then the children selected the themes they wanted for their stories, and then began working on their books. In instances where the teacher worked with the students to write their narratives, the researcher did not participate actively in the activity. In other instances where children worked by themselves, the researcher interacted with the children through questions (Änggård, 2005).

Results revealed that boys chose themes that are related to action and bravery where the male characters are portrayed as brave heroes in struggles, conflicts and rescue missions. Girls' books talked about Barbie princesses with her friends or with princes in their daily lives. These findings may suggest that children's choices of their narratives' are driven by their gender (Änggård, 2005). Girls and boys in the study seemed to assert their gender identities as boys or girls through their choices of narratives' themes. Girls' narratives involved topics of relationships and romance, and boys' narratives were all about action and heroism. Boys viewed the occurrence of female characters in their stories as something unnecessary, and even when they occurred they only fulfilled the roles of romantic partners. As for the girls, they saw that the

existence of male characters in their narratives as something primary even if they occupy secondary positions of romantic partners (Änggård, 2005).

Other studies that looked at girls' and boys' writing have discovered that young children use a variety of ways to assert their gender identities. One study carried out by Peterson (2000) investigated how students know if one of their female peers or their male ones wrote a certain text. The purpose of the study was to identify the "gender markers" in students' writing as well as the kind of topics that girls and boys select when writing. 200 fourth grade, 232 sixth grade and 185 eighth grade students from 27 classrooms in north central Ohio filled in a questionnaire administered by the researcher after reading nine narratives selected by the researcher. Students were also asked to list the topics they wrote about. In the process of the data analysis, Peterson (2000) divided the gender markers into four categories. First category pertained to the topics that the two genders choose when writing. Research studies suggested that girls usually write about their daily life experiences and emotions, and boys usually write about more general topics that are not related to immediate situations or experiences. Second category dealt with how girls and boys position their female and male characters in their narratives. Studies suggested that girls tend to position the female characters in the leading roles whether they are powerful or weak, and to have male characters in their narratives. As for boys they tend to position male characters in the main roles, and to pay little attention to the existence of female characters in their stories. Another gender marker that Peterson (2000) has identified is associating elements of action and violence with boys' stories more than girls', and that girls only include elements of violence when they write thrillers and horror stories. The last category examines girls and boys competency in writing (Peterson, 2000).

Results showed that the students applied the four categories that the researcher identified. The students did not apply the rule of restricting the typically male-oriented topics to boys only. Some of the written stories by girls talked about general topics and were not about romantic relationships. On the other hand, students believed that the themes of action and violence were restricted only to boys (Peterson, 2000). The researcher concluded that limiting the choices of topics for girls and specially boys limits their chances of self-exploration. Peterson (2000) noted that the results also revealed that the stereotypical image of girls being more competent regarding writing skills should be challenged. The researcher concluded by suggesting that it is a teacher's role to create an environment where children can explore different possibilities and work against the stereotypes that constrain their creativity in the process of writing (Peterson, 2000).

In a study that aimed at exploring children's perceptions of gender differences, Miller, Lurye, Zosuls and Ruble (2009) asked 256 children from suburban public schools in Northeastern United States of America whose ages range between three and 10 to provide detailed descriptions of girls and boys. In the study, the children answered open-ended questions that the researchers used to see what these children knew about boys and girls. The researchers divided these questions into groups pertaining to different activities boys and girls are engaged in, toys they play with, their appearance, and their characteristics. Such grouping allowed the researchers to examine more closely the stereotypical information children hold regarding gender differences (Miller et al., 2009). The study sought to find answers about whether boys and girls refer to the same categories, specified by the researchers, when describing boys and girls, and whether they use these information differently based on their age. The sample included 69 preschoolers, 31 kindergartners, 87 first graders and 69 enrolled in grades four and five. The

children in the study were interviewed separately by female interviewers, and their answers were analyzed through a measurement tool called “Gender Accessibility Measure”.

Findings of the study revealed that children more often referred to the category of physical appearance when they described girls. They also referred more to the category of activities and actions when describing boys (Miller et al., 2009). The results may suggest that children still hold to the stereotypical images of females and males when describing girls and boys. Miller et al. (2009) suggested that there should be more studies investigating how children’s cognitive development may affect how they perceive gender differences. Further investigation is also needed to examine how children’s life experiences and cultural backgrounds may contribute to their different perceptions of gender differences (Miller et al., 2009).

Blaise’s (2005) study aimed at investigating how kindergarten students constitute gender in their everyday classroom interactions based on their understanding of gender differences. The study lasted for nine months that included a six-month pilot study where the researcher familiarized herself with the classroom and the data collection procedures. The data Blaise (2005) collected in the study included field notes that she took while she was observing students’ interactions. The data also included audio recordings of children’s discussions in the classroom and at play time, video recordings of the students’ talks and actions and interviews with the teacher as well as the students. The researcher also incorporated in the collected data the students’ items. The collected data was analyzed based on the “feminist post-structuralism framework” through critical discourse analysis approach. Through this approach, the researcher identified incidents where students do gender, and analyzed them as “discourse of heterosexuality” (Blaise, 2005).

The findings of the study identified five spoken discourses that included “wearing femininity, body movements, make-up, beauty and fashion talk” (Blaise, 2005, p. 92) through which children performed gender. As children perform gender, they maintained gender power relations in classrooms (Blaise, 2005). This study has significant pedagogical implications. Educators need to work on designing a curriculum where stereotyped representations of females and males are challenged. Blaise (2005) suggested that it is important to present females and males as equally capable, so children will not perceive female gender as less important which may affect how they maintain the order of gender relations in social contexts.

Willett (2006) noted in her study the importance of examining and analyzing “informal” young children’s talk to learn how they maintain their gender identities and challenge stereotypical gender roles. The data that the researcher analyzed in her study were collected earlier in a one-year study conducted in a classroom of eight-to-nine-year-old students. This study investigated how children maintain their identities in writing tasks. The researcher applied ethnographic and discourse analysis approaches in analyzing the collected data which included audio recordings of children’s talk during “the writing program” that Willett (2006) designed. In this “writing program”, the students were given the freedom to choose what they want to write about, the writing materials they wish to use and the way they prefer to sit, but within the limits specified by the researcher. The audio recordings included students’ discussions of their stories and other informal conversations. The researcher identified four themes while transcribing the recordings. These themes included: “opinions and values, “fan knowledge”, “drawings” and “displays of intimacy” (Willett, 2006). The use of discourse analysis technique enabled the researcher to recognize the “complexity” of how children position themselves through different discourse, and how they are shaped by these discourse (Willett, 2006).

The study (Willett, 2006) shed some light on the importance of investigating how children maintain their gender identities through talking. As children are shaped by the surrounding social forces, they enact them in discourse. Through informal discussions girls in some instances accepted some of the dominant gender roles, and practiced them through talking about singers, movies and what they should wear. In other instances, girls challenged traditional “forms of femininity” and refused to practice them. As for boys, they practiced gender roles that conformed to typical traditional masculine roles through their discussions. During writing sessions, the boys had the chance to perform “less-masculine” behavior such as getting stuffed toys. Another thing that the researcher noted in the findings was that through informal talks, students were able to constitute their gender identities, and to challenge some of the traditional masculine or feminine practices (Willett, 2006).

Research studies that examined how children constitute their gender identities in literacy practices have reached significant results. Findings have shown that students are shaped by the social forces, and they enact gender roles that they view as conforming to their gender schema. That was clear from young children’s choices of topics and characterizations in the process of writing. This was also recognized in children’s talks and discussions about different forms of masculinity and femininity. Although these research studies have aided educators in understanding how children enact their gender identities in literacy practices, there still remains a gap in the research. Scholars need to examine how children constitute their gender identities in literacy practices in places where people have to strictly abide by gender norms to see whether these studies will yield similar results or not.

2.4. Children Reacting to Non-Stereotypical Story Books

Recently, a great deal of attention has been directed towards investigating how young children respond to non-stereotypical behavior and material. Examining children's responses to non-stereotypical material and behavior gives scholars the chance to explore how children perceive gender roles and gender differences. The researcher will discuss studies that have examined children's reactions towards non-stereotypical material, and specifically story narratives, presented in classrooms.

Dutro (2001) examined children's reactions towards non-stereotypical behavior through exploring how students respond to story books' selections that do not conform to gender boundaries. The study took place in a fifth grade classroom where the researcher and the students read famous series story books. The purpose of the study was to understand how children maintain and challenge gender boundaries regarding story books' choices and how and who set these boundaries. The researcher shared some of the discussions that she had with the students about gender boundaries in students' selections of story books. These discussions were during the researcher's visits to one of the classrooms (Dutro, 2001). The data that the researcher collected were based on the literature group discussions that the students took part in, group interviews with the students about their reading, and the discussions during the book clubs planned by the researcher. The researcher took field notes while observing the children's interactions between one another and with the story books, and also audio taped classroom discussions that took place in the classroom and the book clubs (Dutro, 2001). As the students' were choosing from the storybooks offered in the reading activities, the researcher noted that the boys seemed to be concerned about choosing a story book that did not conform to their gender schema. When boys

were forced to choose a book that they perceived to be a “girls’ book”, they laughed about it and made fun of the situation to assert that they had to cross gender boundaries.

The findings of the study indicate that boys’ and girls’ assumptions about the kinds of books read by boys and the ones read by girls are based on stereotypical images of femininity and masculinity. Dutro (2001) presumed that children built their choices of story books on the traditional typical preferences of males and females. In the study, both boys and girls were given the chance to challenge their perceptions of what constitutes a typical “girls’ books” or a typical “boys’ book” when girls read books about basketball for example, and when boys read, liked and discussed books about girls. The results of the study highlight the importance of discussing with the students why they prefer certain kinds of books and reject other types of books. The researcher suggested that it is rather a teacher’s role to create a comfortable atmosphere where students can challenge their traditional perceptions of what constitutes a female story book or a male story book (Dutro, 2001).

Children respond differently to non-stereotypical material. Frawley (2008) conducted a study to examine how children would respond to two story books that contained gender-inconsistent elements. The researcher drew on a study that reported how children’s information about gender differences affected how they recall the details of a story book containing non-stereotypical elements (Bigler & Liben, 1992, as cited in Frawley, 2008, p. 292). The purpose of the study was to examine how far gender stereotypes would hamper children’s recall of gender inconsistent information in story books (Frawley, 2008). The sample included 72 children (33 girls and 39 boys) enrolled in first and fourth grades. The researcher selected students from first grade, as by that age children are expected to have developed their own gender schema. The researcher also included students in the fourth grade, as the older children are, the more they are

capable of processing gender-related information whether they are consistent or inconsistent with gender stereotypes.

In the study, Frawley (2008) presented two award winning story books on two separate class visits. In each visit, the participants listened to one of the story books, and then they were asked to retell the story as well as answer its discussion questions on the same day of the visit or one day later. All responses to story retelling and its discussion questions were audio recorded, and the researcher noted the instances where children misremembered details from the story. The researcher also audio recorded the interviews held with the students (Frawley, 2008).

The data analysis focused on the occasions when students produced errors related to gender-consistent and gender-inconsistent story details. When students' retold the story details and answered the discussion questions of "Mirette on the high wire" they distorted some of the events, as they viewed Mirette as a burden, and that Bellini had to protect her by preventing her from walking on a high wire because she was afraid to fall. In the other story "Peppe the lamplighter", Peppe displayed his emotions, as he was seen sometimes crying. When the students were asked about how Peppe felt, they viewed him in a stereotypical way as a male who does not display his emotions (Frawley, 2008). The results of the study indicate that children's gender schema affects how they recall story details specially ones that are gender-inconsistent. The researcher emphasized the role of teachers in investigating children's perceptions of gender differences. Discussing with the students gender stereotypes and challenging them through reading non-stereotypical story books may alter the way children perceive gender roles (Frawley, 2008).

Yeoman (1999) noted in her study that as children write, they use their "intertextual knowledge" of different narratives and varied sources of media. The study (1999) inspected how

children referred to traditional narratives when they were writing their stories. The aim of this study was to analyze examples of these stories. This case study explored how media sources contribute to shaping children's gender identities, and how that children through literacy practices can challenge gender stereotypes existing in traditional narratives (Yeoman, 1999). The participants in the study are nine-to 11-year-old children enrolled in grades four and five. The children listened to a selection of story books described as challenging in terms of gender, race or class, and then they participated in different follow up activities. The activities included explaining a story they listened to, creating or modifying the ending of one of the stories, rewriting a story from a different point of view. The researcher included in the data analysis the audio taped group discussions and activities held with the students, samples of children's writings, and field notes of the daily activities in the classroom.

The analysis of the collected data showed that children were strongly influenced by traditional storylines, and fairy tales in their discussions and writings. Yeoman (1999) described how the students in the study were able to challenge the stereotypical gender representations present in varied media sources. In some of the students' writings, female heroines were viewed as strong, brave, fearless and independent. The study highlights the importance of exposing students to non-stereotypical material and engaging the students in discussions where students have the space to challenge different stereotypes (Yeoman, 1999).

Trepanier-Street and Romatowski (1999) examined in their study the effect of sexist story books on children's perceptions of gender roles. The study was carried out for two main purposes: inspecting young children's perceptions regarding gender roles, and evaluating whether a careful selection of children's story books and reading activities would affect children's perceptions of gender roles positively or not. In the study, 74 children from three

different schools in United States of America got engaged in different activities with the purpose of experiencing non-stereotypical gender activities and roles. The researchers selected children story books where typical gender stereotypes were surpassed for the study. Children were asked to list activities their parents liked to engage in as well as the roles the children would like to perform when they grow up. The researchers used these lists for discussions with the children where the children's perceptions of gender roles were investigated. The children created two story books that portrayed their parents engaged in activities at work, and they participated in role plays where they performed different kinds of jobs.

Trepanier-Street and Romatowski (1999) compared the results of the pretest, before exposing children to non-stereotypical material, to the ones of the posttest, that was after the treatment. The findings suggested that there was an evident relation between the way the children responded and the time the test took place. This study may indicate that children's perceptions are starting to be less non-stereotypical regarding gender roles. The results of the posttest can indicate that exposing children to non-stereotypical material can affect children's gender roles perceptions positively (Trepanier-Street & Romatowski, 1999). The scholars concluded that the careful selection of non-stereotypical story books for reading classes are of great importance to young children. Although the findings of this study may indicate that exposing children to non-stereotypical story books affected their perceptions of gender roles positively, conducting such study in a more conservative context such as Egypt may yield different results.

The different studies reviewed in this section of the literature share one significant result that is literature discussions in Language Arts classrooms offer a comfortable zone for children to examine gender representations in story lines, and challenge gender stereotypes through

discussing characters' behaviors, themes and events of non-stereotypical story books. Despite the fact that there is a need for more research studies examining how children respond to non-stereotypical story books, and whether such exposure influences young children's gender perceptions or not, researchers (Kane, 2006; Messner, 2000; Wohlwend, 2009, 2012a) have given more attention to investigating children's reactions to nontraditional behavior.

When looking at the body of research pertaining to the field of gender identity and literacy reviewed in this chapter, it becomes evident that studies which examined gender representation in story books and how children constitute their gender identities in literacy practices are more in number than ones that examined how children respond to nontraditional story narratives. The present study aims at increasing the number of research studies that examine how children respond to non-stereotypical story books. Such examination will enable the researcher to explore children's perceptions of gender roles, and challenge the gender stereotypes that they may hold on to.

Chapter Three: Methodology

This chapter includes a discussion of the methodological approach employed in the present study. The chapter begins with an overview of the research design and a rationale behind choosing this design. Next, the researcher provides a detailed description of the setting, and the participants. The researcher will also identify the material used for data collection, and explain how they will be used to answer the research questions. Full descriptions of data collection procedures and data analyses processes are also provided in the chapter. This is a qualitative study that seeks to examine eight-year-old children's responses to a non-stereotypical story book through answering the following research questions:

1. What do the whole class discussion of non-stereotypical jobs, non-stereotypical story book group discussions and students' written descriptions of self-created princes and princesses reveal about students' perceptions of gender-related characteristics?
2. What do the whole class discussion of non-stereotypical jobs and the written descriptions of self-created princes and princesses reveal about children's perceptions of gender roles?
3. To what extent is gender represented similarly in students' written descriptions and non-stereotypical story book group discussions?

3.1. Design

A qualitative design approach was used in the present study to answer the previously stated research questions. The proposed qualitative exploratory study investigated eight-year-old second primary grade students' perceptions of gender differences and gender roles. Exploring these perceptions required observing closely how children perform gender in their spoken and written discourse. Qualitative research approach provides the researcher with rich descriptive data that is needed to examine perceptions, behaviors and attitudes (Perry, 2011, p. 80). The face

to face interactions provided by qualitative research allowed the researcher to analyze young children's natural reactions and interactions as they discussed and reflected on non-stereotypical material.

Critical Discourse Analysis (CDA) enabled the researcher to examine the role of the cultural norms in eight-year-old children's spoken and written discourse. Through Fairclough's CDA framework (1995, p. 188) the researcher could see how the students enacted societal norms through the whole class discussion, story book group discussions and the written descriptions of their self-created princes and princesses. The "linguistic analysis" that is part of the CDA method of analysis enabled the researcher to analyze how the children in the study made use of the language to express their perceptions of gender (Fairclough, 1995, p. 188). The "intertextual analysis" that is another part of this method of analysis allowed the researcher also to focus on how these children drew on cultural and societal norms as well as different genres through intertextuality (Fairclough, 1995, p. 189). The linguistic analysis was employed to analyze the students' spoken and written discourse with the purpose of identifying recurrent patterns. The researcher also highlighted the framing in the discussions and the written texts.

3.2. Participants

The participants were eight-year-old second primary grade students in one of the international schools in Egypt. In international schools, students work on their reading, speaking and writing skills in English extensively. The class in which the study took place included 16 students (seven girls and nine boys). These students have been studying English extensively since the age of four which has resulted in their excellent skills in speaking, reading and writing. Selecting eight-year-old children for this study is based on Kohlberg's (1966) Cognitive Development Theory which states that by the age of six or seven children reach the stage of

gender consistency. During this stage, children acknowledge the fact that their gender does not change whether they engage in an activity consistent with their gender or not. In the study, the students took part in a whole class discussion that revolved around gender roles. The students also participated in group discussions of the non-stereotypical story book, and they were asked to describe a prince and a princess through writing.

3.3. Stimuli

3.3.1. Non-stereotypical story material

3.3.1.1. Non-stereotypical story book.

The study aimed at investigating eight-year-old children's perceptions of gender differences and gender roles through examining their responses to a non-stereotypical story book. For this purpose, the researcher selected *The Paper Bag Princess* by Robert Munsch. This story book has been described by many researchers as an unconventional story where typical features of a fairytale are fractured (Davies, 1989; Gooden & Gooden, 2001). Not only are gender roles reversed, as the Princess is the one rescuing the Prince, but also the Prince's role is intentionally marginalized and he lacks many of the qualities of a typical male (Allan, Atkinson, Brace, DePalma, & Hemingway, 2008; Davies, 1989; O'Neil, 2010; Sipe & McGuire, 2006).

The Prince is portrayed as helpless, physically weak, incapable of fighting and arrogant. In the story, Elizabeth, at the beginning, is portrayed as the typical fairytale princess who looks pretty, dresses elegantly and is looking forward to getting married to her prince Ronald. Then when the dragon attacks her castle, burns everything, and takes away her beloved prince, Elizabeth turns into a fearless princess who wears a dirty paper bag, and is determined to face the powerful dragon and get her prince back. After facing the dragon, Princess Elizabeth outwits the dragon with her intelligence, and saves her prince. Prince Ronald however ignores all the efforts

Princess Elizabeth has exerted in her pursuit to rescuing him, and refuses to meet her unless she looks like a real princess, all neat, pretty and elegant. Seeing that she is not appreciated for what she has done, Princess Elizabeth answers him, “Ronald, your clothes are really pretty and your hair is very neat. You look like a real prince, but you are a bum.” and they do not get married in the end.

The very act of a princess rescuing a prince is considered unconventional, and crosses gender boundaries. Children at that young age are usually exposed to traditional fairytales where the princess is portrayed as weak and is held as a captive till the brave and fearless prince comes and rescues her, and they get married and live happily ever after. The story disrupts the notion of a typical fairytale, and using it in the study will reveal children’s perceptions of gender roles and gender differences (Søndergaard, 2002). The illustrations provided in the book have played a significant role in portraying the change that Princess Elizabeth goes through from a pretty carefree princess to a fearless and determined princess wearing a paper bag, and on a mission to rescue the prince. The illustrations also portray the prince as carefree, arrogant and weak since he is seen holding a tennis racket and not a sword throughout the story. The last picture in the story where Princess Elizabeth is portrayed as running happily wearing the paper bag and opening her arms widely in the face of the sunset asserts females’ independence in following their pursuit of happiness.

The story book was used in two activities: a whole class reading and literature group discussions. In the whole class reading, the students were asked to listen silently as the researcher read the story. The students then were divided into two groups in which the researcher discussed with the students in detail the description of the prince and the princess, what is a prince and what is a princess, the events that took place in the story, and what they liked about

the illustrations and what they didn't. The researcher selected the story to investigate whether the students who grew in the conservative Egyptian society would resist the unconventional portrayals of the Prince and the Princess or not.

3.3.1.2. Pictures of non-stereotypical jobs.

Before reading the non-stereotypical story book, the researcher also examined children's perceptions of gender roles through showing them pictures of females and males working in jobs that cross gender boundaries as defined by the Egyptian society. In Egypt, jobs that include nurturing, child-caring and household are usually associated with females and not males. In the Egyptian society, females work in many fields, but still jobs that demand physical strength are only offered to males. These jobs include the jobs of firefighters, mechanics and carpenters. The pictures included images of muscular females working as firefighters and mechanics as well as males working as babysitters and preschool or kindergarten teachers. Then, the students these pictures, the students were asked the following questions:

1. What do you need to become a man/ a woman?
2. What is a man?
3. What is a woman?
4. Who should work as a babysitter, a preschool teacher, a mechanic and a firefighter?

The activity took the form of a whole class discussion, and was based on the above listed questions. The questions were extended as the students also discussed typical and atypical gender roles in their society and why men or women may or may not be able to perform a job.

3.4. Data Collection

After the researcher received acceptance from the TESOL program at AUC on her feasibility study, she discussed the study with the Primary school coordinator in the British

division of the International school she used to work in. The coordinator agreed to provide the researcher with two sessions (each session is 50 minutes), and then the researcher handed her a detailed plan of the study, as requested. The coordinator then proposed to help the researcher by asking the students' parents to sign a consent form. After meeting with the classroom's teacher, she agreed to supervise the students while they work on their written descriptions.

The researcher began by displaying the pictures of males and females in non-stereotypical jobs, and then had a whole class discussion on gender roles as explained previously. Then, the researcher held a whole class reading of the non-stereotypical story book where the students listened silently as the teacher read the story. The story reading was followed by two activities. The researcher then divided the classroom into two groups: one with the researcher which included an analysis of the non-stereotypical story book. The other one was supervised by the classroom teacher in which the students worked on their written descriptions of their self-created princes and princesses. The non-stereotypical story book group discussion included a literature discussion of the characters, the events, the students' notions of princes and princesses, and the illustrations of the book. The second activity included descriptive writing where the students wrote individually describing a prince and a princess. The students were informed that they can describe any prince and princess, and that they did not have to describe the ones in the story. Each activity took from 30 minutes, and each group had to finish the two activities in the specified time.

3.5. Data Analysis

After transcribing the audio recorded class discussions, the researcher reviewed the transcription several times and then started categorizing each utterance produced by one of the boys or the girls. That resulted in an average of 10 categories. The researcher then tried to select

the categories that could be combined to form another category. This process resulted in two main categories: gender-related characteristics and gender roles. These two main categories were also used in analyzing the children's written descriptions of any prince and princess.

The researcher adopts the CDA method of analysis to examine how the students made use of language to reflect their perceptions of gender roles and gender-related characteristics in their spoken and written discourse. In the results chapter the researcher will draw readers' attention to students' use of intertextuality in their written descriptions of their self-created princes and princesses. The collected data included transcribed whole class discussion of the pictures that show females and males in non-stereotypical jobs. The data also include transcribed group discussions of the non-stereotypical story book and written descriptions of the children's self-created princes and princesses. The collected data were organized into two categories: gender-related characteristics and gender roles. These two categories were used to answer the three proposed research questions. The researcher adopts Fairclough's (1995) Critical Discourse Analysis (CDA) model in analyzing what the students have revealed in each of the two categories.

The researcher examines what is foregrounded, backgrounded and presupposed by the students in their discussions and written reflections to see how they perceive gender roles and gender-related characteristics. For example, the students may foreground the physical beauty of females in their story group discussions and written reflections, which may indicate that students represent the female gender stereotypically in their spoken and written discourse. Students may also background females' ability to engage in activities that show them as skillful, brave and smart, which may emphasize how they stereotypically portray females and males. It may be presupposed by the students that females are only responsible for household chores and nurturing

tasks, and that males are only capable of fighting, defending and fulfilling tasks that require physical strength.

The researcher investigates how students revealed their perceptions of gender through two different means of representations, which include oral discussions and written descriptions. The use of CDA enables the researcher to identify how power is exercised in non-stereotypical jobs whole class discussion and non-stereotypical story book group discussions and how the dominant group maintains hegemony through interaction. Fairclough discussed how a person or a group of people may exercise power in “face-to-face” interactions through following many techniques such as interruptions (Fairclough, 1989, p. 43). Gumperz and Kyratzis discussed how that interruptions usually appear a lot in young children’s writings, as at that age they still find it hard to understand the concept of taking turns in conversations(as cited in Schiffrin, Tannen, & Hamilton, 2001).

The linguistic analysis employed as part of the CDA included identifying the recurrent patterns in students' verbal and written descriptions of males and females. The researcher examined the linguistic features listed in table 1. Students highlighted a male’s or a female’s inability to do a job through using modal and auxiliary verbs. They also described males with adjectives and verbs that emphasize activeness and physical strength to highlight their masculine features. On the other hand, students described females by using verbs and adjectives that emphasized their physical attractiveness, physical weakness and their nurturing qualities. Identifying these patterns helped the researcher recognize what was foregrounded, backgrounded and presupposed by the eight-year-old children in their spoken and written discourse.

Table 1

Linguistic Features

Linguistic Features	Examples
1- Action verbs	<i>“hold babies”, “put makeup” and “exercise”</i>
2- Modal verbs	<i>“will scream” and “can’t hold”</i>
3- Auxiliary verbs	<i>“don’t have muscles” and “doing a trick”</i>
4- Adjectives	<i>“afraid, “scared” and “amazing”</i>
5- Comparative Adjectives	<i>“stronger than girls”</i>
6- Intensifiers	<i>“very” and “so”</i>
7- Possessive ’s	<i>“woman’s job”</i>

3.6. Summary of the Chapter

The chapter explained the research design, the participants, the data collection and data analysis procedures used to answer the research questions. The study adopts a qualitative research approach to make use of the rich descriptive data that is needed to explore the children’s perceptions of gender roles and gender-related characteristics. The chapter also gave detailed description of the non-stereotypical material and provided an explanation of how they were used in the study. A Critical Discourse Analysis approach is used in analyzing the transcribed discussions and the written reflections.

Chapter Four: Results

This chapter presents the results of the study. To fulfill the aim of the study, that is examining Egyptian eight-year-old children's perceptions of gender roles and gender-related characteristics, the researcher used a Critical Discourse Analysis method in analyzing the whole class discussion where the children maintained some of the gender stereotypes and challenged others. The same method of analysis was also followed in analyzing group discussions in which the children analyzed *The Paper Bag Princess*' story's characters and children's written descriptions of their self-created princesses and princes. The results provided in this chapter answer the following research questions:

1. What do the whole class discussion of non-stereotypical jobs, non-stereotypical story book group discussions and students' written descriptions of self-created princes and princesses reveal about students' perceptions of gender-related characteristics?
2. What do the whole class discussion of non-stereotypical jobs and the written descriptions of self-created princes and princesses reveal about children's perceptions of gender roles?
3. To what extent is gender represented similarly in students' written descriptions and non-stereotypical story book group discussions?

The Critical Discourse Analysis (CDA) results will be presented in tables. The researcher will first present each of the specified categories in a separate table, and will then comment on the recurrent pattern, i.e. how many boys and how many girls referred for example to the category of "physically weak" when describing females. The reported results will be organized into two main themes: gender-related characteristics and gender roles. After identifying the recurrent patterns in the tables, the researcher will discuss what is foregrounded, backgrounded

and presupposed by the students in their spoken and written discourse with the purpose of answering the proposed research questions.

4.1. Gender-Related Characteristics

To identify the gender-related characteristics that children employed to describe males and females, the researcher analyzed the girls' and boys' descriptions of males and females in the whole class discussion, the group discussions and the written descriptions. The results of question 1 are shown in tables 2, 3, 4, 5, 6 and 7.

4.1.1. Characteristics girls and boys associated females with

Table 2

Girls' and boys' descriptions of females in a whole class discussion

Categories	Girls' speech	Boys' speech
1- Gender-related characteristics	<p>Sensitive: 1. "Girl 5: She (ehhhh) she is afraid because she can't (ehhh) she can't hold it"</p> <p>Motherly: 3. "Girl 2: Because a woman can only hold the babies because the women can do feed the babies when they cry"</p> <p>Physically attractive: 5. "Girl 4: You need to have a tall hair"</p> <p>7. "Girl 6: She has to get her hair long"</p> <p>Physically weak: 9. "Girl 3: they don't have muscles"</p> <p>11. "Girl 5: they are not strong enough to climb"</p> <p>Physically strong: 13. "Girl 2: Girls can be strong like boys because they go to the gym and they</p>	<p>Sensitive: 2. "Boy 6: If they work as firefighters they will be scared"</p> <p>4. "Boy 6: They will be scared from the fire and they will scream"</p> <p>Physically attractive: 6. "Boy 2: and she has to put makeup"</p> <p>8. "Students: To wear a skirt"</p> <p>Physically weak: 10. "Boy 9: Yes but men are still stronger than girls"</p> <p>Physically strong: 12. "Boys: She is a she Hulk"</p> <p>14. "Boy 4: Girls can have muscles as well"</p>

Table 2 illustrates the characteristics girls and boys associated females with during the whole class discussion over the pictures showing men and women working in non-stereotypical jobs. Only one girl and two out of nine boys described females as emotionally vulnerable and sensitive. These girls and boys referred to this characteristic as a negative one that makes females unable to perform the job of a firefighter. Examples 1, 2 and 4 show how females' sensitivity and emotional vulnerability were highlighted through using **adjectives** like, "*afraid*" and "*scared*" and the **modal verb** "*will scream*". All the girls portrayed females as mothers or caregivers as seen in example 3 through using **action verbs** such as "*hold the babies*" and "*feed the babies*". All students saw that physical beauty is a required feature for a girl to be a woman. Examples 6 and 8 show how the students emphasized the importance of maintaining physical beauty for a girl to be a woman through using the **action verbs** "*put makeup*", "*wear a skirt*" and "*get her hair long*" as well as **modal verbs** such as "*have a tall hair*". Two girls highlighted the importance for a female to have a long hair through using the **adjectives** "*long*" and "*tall*", as seen in examples 5 and 7.

The data presented in table 2 also indicates that six girls viewed females as physically weak and incapable of performing the jobs that require physical strength. This is seen in examples 9 and 11 in which the **adjective** "*not strong enough*" and the **auxiliary verb** "*don't have muscles*" were used. Example 13 shows that only one girl perceived females and males as equally strong through describing women as "*strong like boys*". All the boys accepted the idea that women can be strong, and they can have muscles. This is shown in examples 12 and 14 in which the female mechanic was described as "*a she Hulk*" and through using the **modal verb**

“can have muscles”. Example 10 indicates that still eight boys saw that males are still physically stronger than females through using the **comparative adjective** “stronger than girls”.

Table 3

Girls' and boys' descriptions of Princess Elizabeth in group discussions

Categories	Girls' speech	Boys' speech
1- Gender-related characteristics	<p>Smart: 15. "Students: She's trying to get him tired she's doing a trick"</p> <p>17. "Girl 1: No wait! Here she is smart"</p> <p>18. "Group 1: Here she made a trick burn the forests and got tired"</p> <p>Fighter: 19. "Girls: A princess can fight"</p> <p>Brave: 22. "Researcher: Now who was really brave the prince or the princess? Group 1: The princess"</p> <p>Beautiful: 24. "Boys: Ugly! Girls: Beautiful! Boys: Ugly ugly! Girls: Beautiful beautiful!"</p> <p>Ugly: 26. "Group 1: Angry and nervous and ugly"</p> <p>Unclean: 29. "Girl 3: She is unclean"</p> <p>Free: 31. "Group 1: She is freee!"</p>	<p>Smart: 16. Boy 6: She made a plan</p> <p>Incapable of fighting: 20. "Boy 3: She can't fight because first of all she can't carry a sword and second thing she is a woman and the third thing the men have muscles and she doesn't men are stronger than women and four thing men care about women and he defends the woman like a knight or a king"</p> <p>21. "Boy 1: Because the prince is braver than the princess Girl 3: No!"</p> <p>Brave: 23. "Group 1: Turn ugly ugly turn brave"</p> <p>Beautiful: 25. "Researcher: Is she beautiful or not? Group 2: Beautiful"</p> <p>Ugly: 27. "Boy 4: She is beautiful but she caught fire so she became ugly"</p> <p>28. "Boy 7: And she wasn't a princess she's like an ugly bird"</p> <p>Unclean: 30. "Boy 8: Because she was ugly and not clean and her hair was messy and she was wearing a bag paper"</p> <p>Free:</p>

<p>Happy: 33. "Girl 1: No! She is happy because she didn't marry him"</p> <p>Sad: 35. "Girl 3: She is sad because she didn't marry the prince"</p>	<p>32. "Boy 6: She was running and (ehhh) dancing and free"</p> <p>Happy: 34. "Students: She is really happy"</p>
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Table 3 illustrates the characteristics boys and girls associated Princess Elizabeth with. The results presented in table 2 show that all students described the Princess using the **adjective** “*smart*”, as seen in example 17. The students also gave detailed descriptions of how she used her mind to manipulate the dragon and rescue the Prince which can be seen in examples 15, 16 and 18. In these examples the boys and the girls used the **auxiliary verb** “*doing a trick*” and the **action verb** “*made a plan*”. All girls depicted the Princess as a fighter, which is shown in example 19, through using the **modal verb** “*can fight*”, and is seen in example 22 through using the **adjective** “*brave*”. All the boys described the Princess as brave, but they saw that she is incapable of fighting or rescuing. This can be seen in example 20 in which one of the boys used the **modal verb** “*can't carry a sword*” to indicate his refusal of the portrayal of a princess as a fighter. Only one boy believed that the Prince is still braver and stronger than the Princess which appears in examples 20 and 21 where they used the comparative adjectives “*braver than the princess*” and “*men are stronger*”.

Table 3 also shows that all the girls and six boys described the Princess using the **adjective** “*beautiful*” which appeared in examples 24 and 25. All the students also used the **adjective** “*ugly*” to describe the Princess and compared her to “*an ugly bird*”, as seen in examples 26 and 28. Boys also used the **action verbs** “*caught fire*” and “*became ugly*” to highlight Princess Elizabeth’s ugliness which appeared in example 27. Only two girls and one boy used the **adjectives** “*unclean*” and “*messy*” to emphasize the Princess’ uncleanliness which

appeared in examples 29 and 30. All seven girls and nine boys used the **adjectives** “happy” and “free” to describe the Princess, as seen in examples 31, 33 and 34. One boy associated the **action verbs** “running” and “dancing” with the **adjective** “free” which appeared in example 32. The students pointed out how happy and free the Princess felt at the end when she did not get married to the Prince who rejected her for not being neatly dressed like any princess. Example 35 shows that only one girl described the Princess as sad through using the **auxiliary verb** “*didn’t marry the prince*”.

Table 4

Girls' and boys' written descriptions of their self-created Princesses

Categories	Girls' written sentences	Boys' written sentences
1- Gender-related characteristics	<p>Physically beautiful: 36. <i>Girl 6: [... had a really really long long long hair.]</i></p> <p>38. <i>Girl 4: [... she wears a pink dress and a silver shoe and she loved to see her self in the mirror]</i></p> <p>Romantic: 40. <i>Girl 5: [... and she have to have a baby and a handsome prince and a cute baby...]</i></p> <p>42. <i>Girl 3: [and then she married a price called Youssef and she looked butiful.]</i></p> <p>Brave: 44. <i>Girl 1: [She rescue people]</i></p> <p>Little girl: 46. <i>Girl 6: [She had a doll name Emma.]</i></p> <p>48. <i>Girl 4: [... and she loved to</i></p>	<p>Physically Beautiful: 37. <i>Boy 4: [She was wearing a crown on her head, lovely princess cloth and a shiny red shoes. She looked like she was a real princess with beautiful hair,shiny golden crown and shiny red shoes, fancy dress and she had a pretty face.]</i></p> <p>39. <i>Boy 3: [... she is so beutfule ...]</i></p> <p>Romantic: 41. <i>Boy 6: [She wants to marry a prince.]</i></p> <p>Smart: 43. <i>Boy 2: [... she is so sooo smart she make triks to fight the thivs.]</i></p> <p>Brave: 45. <i>Boy 1: [One day, a beautiful princess called Farida she was kind and brave... her job was defending the kingdom.]</i></p> <p>47. <i>Boy 2: [... she make triks to fight the thivs. She works in a fire station she is a fire fighter.]</i></p>

play with her golden ball...]

Physically active:

50. *Girl 7: [She loves riding horses.]*

Mentally active:

52. *Girl 2: [... and she love draw and write...and learning math.]*

Sweets lover:

54. *Girl 1: [She loves to eat cakes.]*

Damsel in distress:

56. *Girl 6: [Princess Raupanzel had a really really long long long hair. When she was born a witch came and took her and named her princess Raupanzel...]*

58. *Girl 6: [Her mum sneked and took Raupanzel.]*

Little girl:

49. *Boy 8: [... and playing with a shiny ball]*

Physically active:

51. *Boy 4: [She play's, she dances... she rides horses... she exercices, swim's, run's...]*

Mentally active:

53. *Boy 7: [... her hobbies were math, science and reading.]*

Helpful:

55. *Boy 4: [She plays's, she dances, she help's people...]*

57. *Boy 7: [... she was helpful and kind...]*

Kind:

59. *Boy 1: [One day, a beautiful princess called Farida she was kind and brave ...]*

60. *Boy 7: [Her job was a mechanic and she was helpful and kind...]*

Creative:

61. *Boy 6: [She love singing.]*

Lazy:

62. *Boy 3: [her job is to be slepy]*

Table 4 presents the characteristics boys and girls associated their princesses with in their writings. As seen in examples 56 and 58, only one girl portrayed the princess in her writing as helpless and submissive which appeared in the **action verbs** “took her...”, “named her...” and “took Raupanzel”. Here the princess took the position of an **object** in these sentences who is subjected to the witch’s and the mum’s actions. Examples 36, 37, 38 and 39 show that all students used the **adjectives** “beautiful”, “pretty”, “lovely” and “amazing” to highlight their self-

created princesses' physical beauty. As seen in these examples, they gave a detailed description of her hair using the **adjectives** “*really long long long hair*”, “*very, very, very, very, long hair*” and “*with beautiful hair*”. The students gave also a detailed description of the princesses' features including their faces through using the **adjective** “*a pretty face*” as seen in example 37. The students also gave a thorough descriptions of the princesses' clothes, which appeared in examples 38 and 39 through using the **adjectives** “*pink dress*”, “*silver shoe*”, “*lovely princess cloth*”, “*shiny red shoes*”, “*golden crown*” and “*fancy dress*”. A girl's use of the **action verb** “*loved to see her self in the mirror*” in example 38 may imply that the princess in her writing is concerned only with her physical beauty. The students' use of **intensifiers** such as “*really*” and “*so*” aimed at emphasizing the princesses' physical beauty. Examples 40, 41 and 42 show that three out of seven girls and only one boy portrayed the princesses in their writings as romantically involved with their princes. This revealed in their use of the **action verbs** “*wants to marry...*” and “*married a prince*” as well as the **modal verb** “*have a baby and a handsome prince...*”

Example 44 indicates that only one girl described the princess in her writing as a brave rescuer through using the **action verb** “*rescue people*”. Examples 45 and 47 show that three out of nine boys described the princesses in their writings as brave and fearless through using the **adjective** “*brave*” and the **action verbs** “*defensing the kingdom*”, “*works in a fire station*” and “*fight the thivs*”. As seen in examples 46, 48 and 49, four girls and three boys portrayed the princesses in their writings as little girls through using **action verbs** “*play with her golden ball*” and “*playing with a shiny ball*” and the **modal verb** “*had a doll*”. Examples 50 and 52 show that only one girl used the **action verbs** “*loves riding horses*”, “*love draw and write*”, “*learning math*” to highlight her princess' physical and mental activeness. Only one girl wrote that her

princess loves eating sweets, as seen in example 54. Girls' use of **intertextuality** was clear in their reference to models of females presented in different sources of media including Disney Princesses such as "*Princess Rapunzel*" in cartoon movies and classical fairy tales. The girls' and boys' portrayals of the princesses are so similar to the portrayals of Disney princesses such as Snow White, Aurora in *Sleeping Beauty* and Cinderella.

The results presented in table 4 indicate that unlike girls, boys engaged their self-created princesses in different types of activities that require mental and physical capabilities. Only one boy described the princess using the **adjective** "*sooo smart*" and the **action verb** "*make triks*" which appeared in example 43. Examples 55, 57, 59 and 60 indicate that two out of nine boys described their princesses using the **adjectives** "*kind*" and "*helpful*" and the **action verb** "*help's people*". Examples 53 and 61 show that three out of nine boys described the princesses in their writings as creative and mentally active through using the **verbs** "*likes math, science...*", "*loves reading and writing stories...*" and "*loves singing*". As seen in example 51, two boys portrayed the princesses in their stories as physically active through using the **action verbs** "*play's*", "*dances*", "*rides horses*", "*exercises*", "*swims*" and "*run's*". Example 62 shows that one boy described his self-created princess using the **adjective** "*slepy*" to suggest her laziness. Boys' use of **intertextuality** was clear in their reference to models of females presented in different sources of media including Disney princesses in cartoon movies and classical fairy tales such as *Peter Pan* and *Snow White and the Seven Dwarfs*. Moreover, boys referred to non-stereotypical female representations to which they were exposed in the study including the pictures of non-stereotypical jobs as well as the non-stereotypical story book *The Paper Bag Princess*.

4.1.2. Characteristics boys and girls associated males with

Table 5

Girls' and boys' descriptions of males in a whole class discussion

Categories	Girls' speech	Boys' speech
1- Gender-related characteristics	<p>Incapable of nurturing: 63. "Girl 3: <i>The man cannot be a babysitter because the man can't deal with the baby and he may kill it</i>"</p> <p>Capable of nurturing: 65. <i>Girl 7: Because they can get the babies food and then they stop crying"</i></p> <p>Gentleman: 67. "Girl 6: <i>If you want to be a man you need to study and not just sit you have to be helpful and if you see a lady standing and you are sitting on a chair you have to let her sit because she is a girl and you have to help your wife</i>"</p> <p>Active: 69. "Girl 6: <i>If you want to be a man you need to study and not just sit...</i>"</p> <p>Helpful: 71. "Girl 1: <i>and help everyone</i>"</p> <p>73. <i>Girl 6: you have to be helpful... and you have to help your wife</i>"</p> <p>Physically strong: 74. "Researcher: <i>Who do you think is holding the hose?</i> <i>Students: The man because it's heavy</i>"</p>	<p>Incapable of nurturing: 64. "Boy 8: <i>Because because men don't hold the babies the man can only hold it to play with it</i>"</p> <p>Capable of nurturing: 66. "Boy 2: <i>That's possible because is taking care of his wife and because she is (ehhh) he helps her clean the house and sit with the baby</i>"</p> <p>Lazy: 68. "Boy 7: <i>Girls can do girls' things but men sit on the couch drink coffee and watch TV</i>"</p> <p>Brave: 70. "Boy 1: <i>If you want to be a man you should be brave</i>"</p> <p>Helpful: 72. "Boy 2: <i>That's possible because is taking care of his wife and because she is (ehhh) he helps her clean the house and sit with the baby</i>"</p> <p>Physically strong: 75. <i>Boy 9: Yes but men are still stronger than girls</i>"</p> <p>76. "Boy 7: <i>Train and exercise</i>"</p> <p>Father-like appearance:</p>

Table 5 shows the characteristics boys and girls associated males and females with. Examples 63 and 64 show that five out of seven girls and eight boys saw that men are incapable of nurturing or taking care of others specially babies. This appeared in their use of **modal verbs** "can't deal with the baby", "may kill it" and "can only hold it to play" as well as **auxiliary verb** "don't hold the babies". Students used modal verbs to indicate uncertainty of males' ability to do the job of a babysitter as well as refusal of the idea that men perform nurturing tasks. On the other hand, two out of seven girls and only one boy thought that men are capable of working as babysitters, as seen in example 65. This appeared in their use of **modal verbs** "can get the babies food" and **action verbs** "sit with the baby". Examples 67, 70, 71, 72 and 73 indicate that all girls and 2 boys believed that for a boy to be a man he has to be a brave helpful gentleman. This was revealed in their use of **action verbs** "help everyone", "help your wife", "helps her clean" and "sit with the baby". They also used **modal verbs** "have to let her sit" as well as **auxiliary verbs** "be helpful" and "be brave".

Examples 69, 74, 75 and 76 reveal that all students described males as physically strong and active. This appeared in their use of **action verbs** such as "not just sit", "train" and "exercise" as well as their use of the **comparative adjective** "still stronger than girls" in example 75. The results may suggest that students saw that males are only capable of performing tasks that require physical strength such as holding heavy things. As seen in example 68, only one boy described men as lazy through using the **action verbs** "sit on the couch", "drink coffee" and "watch TV". Only one boy saw that a boy has to look like his dad to be a man through using the **action verb** "look like your dad" which appeared in example 77.

Table 6

Girls' and boys' descriptions of Prince Ronald in group discussions

Categories	Girls' speech	Boys' speech
1- Gender-related characteristics	<p>Inconsiderate: 78. "Girl 3: <i>Unkind</i>"</p> <p>80. "Girl 4: He is <i>mean</i> and <i>rude</i>"</p> <p>Knight: 82. "Group 1: Princes have to be the <i>ones rescuing the princesses</i>"</p> <p>Abnormal: 84. "Girl 7: No he <i>doesn't want to be a prince</i>"</p> <p>86. "Girl 5: He <i>just likes to play tennis</i> and he <i>doesn't want to fight</i>"</p>	<p>Inconsiderate: 79. "Boy 4: He's <i>selfish</i> and <i>mean</i>"</p> <p>81. "Girl 4: He is <i>mean</i> and <i>rude</i> Boy 1: and <i>selfish</i>"</p> <p>Knight: 83. Boy 1: Because the <i>prince is braver</i> than the princess"</p> <p>85. "Boy 9: But usually the <i>prince rescues the princess</i> not the (ehhh) the opposite"</p> <p>Abnormal: 87. Boy 8: They <i>usually have (ehhh) a sword</i>"</p> <p>88. "Boy 9: Because he really <i>doesn't know how to hold sword</i> how to defend himself"</p> <p>89. "Boy 6: Because a <i>normal prince doesn't like sitting</i> and <i>doing nothing</i>"</p>

Table 6 displays the characteristics girls and boys associated Prince Ronald with. As seen in examples 78, 79, 80 and 81, all students described the Prince using the **adjectives** “*selfish*”, “*mean*”, “*rude*” and “*unkind*”. These results may suggest that the students saw that the Prince's act of rejecting the Princess at the end of the story, because she was not dressed as a typical Disney princess, was inconsiderate. The results displayed in table 6 may indicate that four out of seven girls and all the boys described a typical fairytale prince as a brave knight, which appeared in examples 82, 83 and 85. This was done through using the **action verb** “*rescuing the*

princesses” and the **comparative adjective** “*braver than the princess*” to indicate that a typical male has to be physically strong. All boys as well as three out of seven girls characterized the Prince as “not normal”, which was seen in examples 84, 86, 87, 88 and 89. To emphasize his lack of the qualities of a typical male, the students used the negative form of the **auxiliary verb**” in “*doesn’t know how to hold sword how to defend himself*”. The students also portrayed a normal prince as someone who “*have a sword*” and “*doesn’t like sitting and doing nothing*”.

Table 7

Girls' and boys' written descriptions of their self-created Princes

Categories	Girls’ written sentences	Boys’ written sentences
1- Gender-related characteristics	<p>Fairytale prince: 90. <i>Girl 7: [other princess loved a prince she loves called nemar... he lives in a huge castle with big castle doors and with big castle soldiers and he was amazing...]</i></p> <p>92. <i>Girl 5: [The prince have to be a handsome prince and he have to have a princess... and he lives in a castle.]</i></p> <p>Physically active: 94. <i>Girl 2: [... he loves to play football and basketball and he want almost to play.]</i></p> <p>96. <i>Girl 7: [he also rides horses... his hobbies are fighting and racing...]</i></p> <p>98. <i>Girl 4: [... his hobbi was to fight and he lives in a castle.]</i></p> <p>Good looking: 100. <i>Girl 7: [and he wears a lovely crown and a lovely pans and a lovely shirt and a lovely coat he looks very cute...]</i></p> <p>102. <i>Girl 3: [... and he had five clothes for a prince the 1th one is red and the 2th</i></p>	<p>Fairytale prince: 91. <i>Boy 1: [One day, a handsome prince called Ali... his job was defending the kingdom too!]</i></p> <p>93. <i>Boy 2: [There was a prince called Jamie... He live in a castle... His job is defend his kingdom...]</i></p> <p>Physically active: 95. <i>Boy 2:[... he likes fiting with boys. He rides horses and plays with swords.]</i></p> <p>97. <i>Boy 8: [... he plays with his friends he like to jump to the pool...]</i></p> <p>Good looking: 99. <i>Boy 3: [... there was a prince calld jacsen he was so handsome...]</i></p> <p>101. <i>Boy 6: [He have a nice hair. He is tall and he is strong.]</i></p>

one is yellow and he loved color red and he looks handsome.]

Ugly:

104. *Girl 1: [The prince name is Ali. The prince is ugly.]*

Helpful and kind:

106. *Girl 4: [... he was so kind and helpful...]*

Romantic:

108. *Girl 5: [... and he have to have a princess...]*

110. *Girl 6: [his wife named Emma and they loved ech others]*

Little boy:

112. *Girl 6: [He had a princess doll named Amena.]*

114. *Girl 3: [... had a boy doll like the princess and a nother boy doll called yehya...]*

Sweets lover:

116. *Girl 1: [the prince likes football and basketball and cakes.]*

Ugly:

103. *Boy 2: [He live in a castle he looks ugly... he wear shorts and huge boots.]*

105. *Y.W.: [... he was in a castl he was ugly he was wearing a paper bag ...]*

Kind and helpful:

107. *Boy 1: [... he is brave and kind he likes... birds and nature ...]*

109. *Boy 4: [... he help's people...]*

Romantic:

111. *Boy 6: [He want to marry a princess.]*

113. *Boy 4: [He lived with the princess in the castle... he rides horses with the princess...]*

Little boy:

115. *Boy 4: [... and play's with his doll prince.]*

Brave:

117. *Boy 3: [... he loves fiteing...]*

118. *Boy 1: [... he is brave... his job was defending the kingdom too! He is a knight]*

Lazy and selfish:

119. *Boy 9: [... but he was so lazy and has no job, he was selfish.]*

Gluttonous:

120. *Boy 2: [... he looks ugly]*

Table 7 illustrates the characteristics boys and girls associated their self-created princes in their writings with. As seen in examples 90, 91, 92 and 93, all students portrayed the princes in their writings as the typical fairytale Disney prince. This was revealed in their thorough description of their princes' lives through describing their castles using **adjectives** "*a huge castle*". The students also gave a description of the typical brave Disney princes through using **action verb** "*lives in a huge castle*", **modal verbs** "*have to be a handsome prince*" and "*have to have a princess*" as well as **auxiliary verbs** "*was defending the kingdom*" and "*is defend his kingdom*". Examples 94, 95, 96, 97 and 98 show that four girls and seven boys depicted the princes in their writings as physically active through using **action verbs** such as "*loves to play football and basketball*", "*rides horses*", "*likes fiting*" and "*plays with swords*". Examples 99, 100, 101 and 102 reveal that six girls and five boys described the princes in their writings as handsome and good looking through using the **adjectives** "*very cute*", "*handsome*", "*really handsome*", "*tall and... strong*" and "*nice hair*". These students also gave vivid portrayal of the princes' clothes using the **adjectives** "*lovely crown*", "*lovely pans*", "*lovely shirt*" and "*lovely coat*", as seen in example 100. Only one girl and two boys described the prince in their writings using the **adjective** "*ugly*" because of wearing "*a paper bag*" and "*short and huge boots*", as seen in examples 103, 104 and 105. These results may indicate that some of the girls and the boys accept portraying a male as ugly, but would never accept portraying a female as ugly.

Examples 106, 107 and 109 show that only one girl and two boys used the **action verb** "*help's people*" and the **adjectives** "*helpful*" and "*kind*" to portray their self-created princes. Three girls and two boys described the princes in their writings as romantic which appeared in examples 108, 110, 111 and 113. These students used the **action verbs** "*want to marry*", "*loved*

ech other”, *“lived with the princess”* and *“rides horses with the princess”* and the modal verb *“have to have a princess”*, as seen in example 108. Only one boy and three girls depicted the princes in their writings as little boys, as seen in examples 112, 114 and 115. These students used the **modal verbs** *“had a princess doll”* and *“had a boy doll”* as well as the **action verb** *“play’s with his doll prince”*. Only one girl wrote that the prince in her writing loves eating sweets, as seen in example 116. Only one boy used the **adjectives** *“so lazy”* and *“selfish”*, as seen in example 119. Only two boys used the **action verb** *“eat a lot”* to portray their self-created princes as gluttonous, which appeared in example 120.

Boys’ and girls’ use of **intertextuality** was clear in their reference to models of males presented in their society and in cartoon movies and story books such as superheroes that include Superman, Spiderman, Ben 10 and Batman. In the process of writing, the students did not view Prince Ronald in *The Paper Bag Princess* story book as a model they could refer to since he lacks many of the qualities of a typical male or a Disney prince including bravery, physical strength and fearlessness.

Question one: What do the whole class discussion of non-stereotypical jobs, non-stereotypical story book group discussions and students’ written descriptions of self-created princes and princesses reveal about students’ perceptions of gender-related characteristics?

Based on the patterns identified through the linguistic analysis of tables 2, 3 and 4, females’ physical beauty is foregrounded. This indicates that both boys and girls view that physical feminine beauty is the main characteristic of a female. The students also foregrounded females’ nurturing qualities to indicate that all women have a maternal instinct. Students’ discussions presuppose that a girl is expected to become a mother when she grows up. Another presupposition present in the discussions is that a woman is expected to dress femininely and

look beautifully. Other qualities were backgrounded in students' discussions including a female's ability to multitask, her skillfulness, patience and perseverance. Students also foregrounded females' physical weakness and inability to perform jobs that demanded physical strength. A very few number of students saw that women can be as strong as men. Women's physical strength was backgrounded throughout the whole class discussion.

Moreover, in the non-stereotypical story book discussions, the students foregrounded Princess Elizabeth's cleverness, intelligence and ability to set plans to defy the dragon. The students also foregrounded the Princess' bravery and fearlessness as she faced the dragon to rescue Prince Ronald. During the group discussions all the boys foregrounded the Princess' ugliness and uncleanliness, and they related it to her act of wearing a paper bag instead of an elegant dress like a "real princess". Unlike the boys, the girls foregrounded the Princess' physical beauty, but they also agreed that she failed to be a "real princess" when she was wearing a paper bag. In the story group discussions, boys also backgrounded the Princess' ability to fight, and they insisted that only a prince can hold the sword and fight. Both boys and girls foregrounded the Princess' independence and her ability to live freely and happily without marrying the Prince.

Furthermore, students' written descriptions of their self-created princesses foregrounded the feminine physical beauty of a princess. Again this indicates that it is presupposed that a female has to dress beautifully and look elegant. In their writings, many of the students foregrounded the princesses' romantic relationships with the princes. Some of the students also foregrounded the princesses' child-like behavior that includes playing with dolls, cats and shiny balls. Girls backgrounded princesses' roles that include working, helping people or studying. It was presupposed in the girls' writings that princesses live a carefree life with nothing to do except waiting for their princes to come. On the other hand, boys foregrounded princesses'

physical and mental activeness. Boys also foregrounded princess' intelligence, bravery, helpfulness and kindness. It was presupposed in boys' writings that females and more specifically princesses have active roles in life and do not just wait helplessly for their princes to come.

The patterns in table 5, 6 and 7 that are identified through the linguistic analysis indicate that students foregrounded males' inability to nurture and to care for babies. Students also foregrounded males' physical strength and ability to perform jobs that demand energy and strength. It was presupposed in boys' writings that a typical male has to be helpful, brave and fearless. In the story group discussions, the students foregrounded the prince's rudeness, selfishness and meanness, as he rejected the Princess for she was not femininely dressed. It was presupposed in the story book group discussions that a prince is a brave knight who knows how to hold the sword, how to defend himself and how to fight. However, the students did not see that Prince Ronald in *The Paper Bag Princess* story book is the typical brave knight that is present in fairy tales. When students wrote about their self-created princes, they presented traditional portrayals of a typical Disney prince.

In their writings, the students foregrounded the princes' handsomeness and gracefulness. The students also foregrounded the princes' activeness and physical strength. Few students foregrounded the princes' romantic love relationships with their princesses. Students also foregrounded the princes' helpfulness and kindness. On the other hand, some of the boys foregrounded other negative qualities including the princes' laziness, selfishness, ugliness and gluttony. This may indicate that some of the boys in the study were influenced by the Princess Elizabeth's and Prince Ronald's portrayals in the story book. Boys viewed Princess Elizabeth as not a "real princess" since they believed that feminine beauty and elegance is the main

characteristic of any female. In their written descriptions, students backgrounded princes' mental capabilities. These results may indicate that when students characterized females, they gave more attention to females' mental capabilities and their physical appearance. Moreover, when they characterized males, they focused more on males' physical strength, bravery and heroism.

4.2. Gender Roles

To identify the roles that children gave to males and females, the researcher analyzed the girls' and boys' descriptions of males and females in the whole class discussion as well as their written descriptions. Students' utterances and written descriptions are presented in tables 8, 9, 10 and 11. The linguistic analysis for each table is used in identifying the recurrent patterns. The researcher then highlights what is foregrounded, backgrounded and presupposed by the students in their spoken and written discourse.

4.2.1. Roles boys and girls assigned to females

Table 8

Roles boys and girls assigned to females in a whole class discussion

Categories	Girls' speech	Boys' speech
2- Gender roles	<p>Firefighters: 121. "Girl 5: I think firefighters climb and the girls (mmm) they are not strong enough to climb"</p> <p>123. "Girl 7: A woman who is veiled cannot be a firefighter because she has to wear a long skirt and if she wears pants she will not be a firefighter or a veiled woman"</p> <p>-----</p> <p>125. D.T.: They will be trained"</p> <p>Babysitters:</p>	<p>Firefighters: 122. "Boy 6: They will be scared from the fire and they will scream"</p> <p>124. "Boy 7: and even when they are climbing they can't because of their clothes"</p> <p>126. "Boy 9: and they don't have enough energy"</p> <p>-----</p> <p>128. "Boy 5: anybody can be a firefighter because they train and they train good really well"</p>

127. "Researcher: Is this a man's job or a woman's job?"

Students: **A woman's job**"

129. "Girl 3: **The man cannot be a babysitter because the man can't deal with the baby and he may kill it**"

131. "Girl 4: **It is possible a man or a woman can be a babysitter they can clean the house and a man or a woman can be a babysitter**"

133. "Girl 7: **A man can do the job. I saw before a man but not in Egypt in a club and women give him money and he takes care of their babies**"

Mechanic:

135. "Girl 2: **Yes she fixes the motorcycles**"

137. "Researcher: **What is this girl doing?**

Girl 4: **She is fixing the car**

Researcher: **Do you think she can do it?**

Students: **Yes she can**"

139. "Girl 7: **But if a girl is fixing the car she will get mixed up and do it wrong and if she fix it wrong someone can die**"

Household Chores:

141. "Girl 7: **She has to do some work like clean the house and she has to take care of her children**"

143. "Girl 4: **and to make food**"

Babysitters:

130. "Boy 8: **Because men don't hold the babies the man can only hold it to play with it**"

132. "Boy 5: **Because men can only sit with babies but they can't do anything with them**"

134. "Boy 2: **That's possible because is taking care of his wife and because she is (ehhhhh) helps her clean the house and sit with the baby**"

136. "Researcher: **Do you mean that men cannot do this job?**

Boy 1: **A man can do this job**"

Mechanics:

138. "Boy 1: **I think women can do that because one time when I was in Cairo Festival City mall my Dad needed to clean the car and a woman was there**"

140. "Researcher: **But can she fix the car?**

Students: **Yes! Yes!**

Boy 2: **Miss it's anybody's job**

Boy 1: **Miss if a girl gets trained and she knows science she can do this**"

Household Chores:

142. "Boy 1: **She needs to make two things when she prepares dinner and lunch she becomes exhausted so we help her**"

Table 8 displays the eight-year-old children's descriptions of females in the whole class discussion held over non-stereotypical jobs. These descriptions were analyzed in order to

identify the roles that boys and girls assigned to females. As seen in examples 121, 122, 123, 124 and 126, five girls and seven boys believed that females cannot perform the job of a firefighter seeing it as a job that requires physical strength. This showed in their use of **adjectives** “*not strong enough*” and **modal verbs** such as “*cannot be a firefighter*”, “*will be scared from the fire*” and “*will scream*”. Girls also explained in example 123 that because women have to wear modest clothes (Hijab), they cannot perform some tasks such as climbing the ladder which was seen in their use of **action verb** “*wear a long skirt*” and the **modal verb** “*can’t because of their clothes*”. Examples 125 and 128 show that only two girls and two boys thought that females can do the job of a firefighter as long as they get the required training, which was revealed in their use of the **modal verb** “*will be trained*” and the **action verb** “*train and train good really well*”. The **intensifier** “*really*” was used in example 128 to emphasize women’s ability to work as firefighters.

Table 8 also shows that four girls and six boys saw that only women are capable of performing the job of a babysitter, as they are motherly by nature. This was revealed in their use of the **possessive’s** in “*woman’s job*”, as seen in example 127. They also used the **auxiliary verb** “*don’t hold the babies*” and the **modal verbs** “*can only hold it to play with it*”, “*cannot be a babysitter*”, “*can’t deal with the baby*”, “*may kill it*” and “*can’t do anything with them*”, which appeared in examples 129, 130 and 132. Only three girls and three boys believed that men and women can both work as babysitters, and that the job of a babysitter is not only a woman’s job through using **action verbs** such as “*taking care of his wife*” and “*sit with the baby*”, as seen in example 134. Examples 131, 133 and 136 also show that **modal verbs** “*can be a babysitter*” and “*can do the job*” were used to stress on men’s ability to do the job of a babysitter.

Examples 135, 137, 138 and 140 show that six girls and all boys believed that women can work as mechanics, which was shown in their use of the **action verbs** “*fixes the motorcycles*”, “*fixing the car*” and “*gets trained*” as well as the **modal verb** “*can do it*” and the **possessive’s** in “*anybody’s job*”. Only one girl did not see women as capable of performing the job of a mechanic through using the **modal verb** “*will get mixed up*”, as seen in example 139. Only two girls and one boy saw that women are only responsible for household chores, which was revealed in examples 141, 142 and 143. This was seen in their use of **action verbs** “*make food*”, “*take care of children*” and “*prepares dinner and lunch*”.

Table 9

Roles boys and girls assigned to their self-created Princesses in their writings

Categories	Girls’ sentences	Boys’ sentences
2- Gender roles	<p>Fairytales princess: 144. <i>Girl 6: [When she was born a witch came and took her and named her princess Raupanzel she let her in a very very tall castle...]</i></p> <p>146. <i>Girl 3: [Once upon a time there was a princess she lived in a beautiful castle and she’s name is Rapunzel...]</i></p> <p>Rescuer: 148. <i>Girl 1: [She rescue people and she loves to eat cakes.]</i></p> <p>Mother: 150. <i>Girl 5: [... and she have to have a baby and a handsome prince and a cute baby...]</i></p>	<p>Fairytales princess: 145. <i>Boy 7: [One day there was a princess her name was Jana she was a beautiful princess she lived in a huge castle ...]</i></p> <p>147. <i>Boy 1: [One day, a beautiful princess called Farida... she lived in a huge castle she like ... birds and nature ...]</i></p> <p>149. <i>Boy 3: [Once upon a time there was a princess her name carly... she lives in a lovely castel withe her family... her job is to be slepy]</i></p> <p>Firefighter: 151. <i>Boy 2: [She works in a fire station she is a firefighter.]</i></p> <p>Defender: 152. <i>Boy 1: [... her job was defending the kingdom.]</i></p>

153. Boy 5: [*the dragen take care about the princess. she said no body go to my castle. she said to the dragen.*]

Helper:

154. Boy 4: [*She play's, she dances, she help's people...*]

Mechanic:

155. Boy 7: [*Her job was a mechanic ...*]

Table 9 illustrates the roles that boys and girls assigned to their self-created princesses. All students assigned their princesses the roles of a fairytale princess, as they gave a thorough description of a castle where a typical Disney princess lives. As seen in examples 144, 145, 146, 147 and 149 the students used the **adjectives** “*very very tall castle*”, “*beautiful castle*”, “*huge castle*” and “*lovely castel*”. The students also portrayed their princesses’ interests and hobbies using the **action verbs** “*she like... birds and nature*” and “*she love singing*” as well as the **auxiliary verb** “*be slepy*”, which appeared in examples 144, 145, 146, 147 and 149. Five out of seven girls did not assign any additional roles to their princesses. These girls’ writings included images of typical classical Disney Princesses who live in huge castles, have many fancy dresses and live happily with their princes. Only one girl assigned the princess in her writing the role of a rescuer which appeared in her use of the **action verb** “*rescue people*”, as seen in example 148. Only one girl gave the princess in her writing the role of a mother through using the **modal verb** “*have to have a baby and a handsome prince*” which appeared in example 150.

As seen in example 151, only one boy assigned the princess he wrote about the role of a firefighter which appeared in his use of the **action verb** “*works in a fire station*”. Examples 152 and 153, two out of nine boys assigned their self-created princesses the role of defending their kingdoms, which was revealed in their use of the **action verbs** “*defensing the kingdom*” and “*said no body go to my castle*”. Only one boy gave the princess in his writing the role of a kind

helper to all people which was shown in his use of the **action verb** helps in “*she help’s people*”, as seen in example 151. Only one boy assigned the princess he wrote about the role of a mechanic, which was revealed in example 155. The results displayed in table 8 may indicate that boys included more roles for the princesses in their writings if compared with girls’ writings. Boys’ and girls’ use of **intertextuality** reveals that while six girls referred to stereotypical models of females that are present in their society and cartoon movies and fairy tales, five boys referred to non-stereotypical models of females represented in the non-stereotypical material the class was exposed to including the pictures of non-stereotypical jobs and non-stereotypical story book.

4.2.2. Roles boys and girls assigned to males

Table 10

Roles boys and girls assigned to males in a whole class discussion

Categories	Girls’ speech	Boys’ speech
2- Gender roles	<p>Firefighters: 156. “<i>Girl 5: I think firefighters climb and the girls (mmmm) they are not strong enough to climb</i>”</p> <p>Babysitters: 158. “<i>Researcher: Is this a man’s job or a woman’s job?</i> <i>Students: A woman’s job</i>”</p> <p>160. “<i>Girl 3: The man cannot be a babysitter because the man can’t deal with the baby and he may kill it</i>”</p> <p>162. “<i>S.S.: Because they might take the baby away</i>” -----</p> <p>164. “<i>Girl 4: It is possible a man or a woman can be a babysitter they can</i>”</p>	<p>Firefighters: 157. “<i>Boy 6: If they work as firefighters they will be scared</i>”</p> <p>159. “<i>Boy 6: They will be scared from the fire and they will scream</i>”</p> <p>161. “<i>Boy 9: and they don’t have enough energy</i>”</p> <p>Babysitters: 163. “<i>Boy 8: Because men don’t hold the babies the man can only hold it to play with it</i>”</p> <p>165. “<i>Boy 5: Because men can only sit with babies but they can’t do anything with them</i>” -----</p> <p>167. <i>Boy 1: A man can do this job</i>”</p>

clean the house and a man or a woman can be a babysitter”

166. *“Girl 7: A man can do the job.”*

Preschool teachers:

168. *“Researcher: Okay do you think a man can be a preschool teacher?
Students: Yes! Yes!”*

170. *“Researcher: do you think it could have been a male teacher instead of Ms. S.?
Girls: Yes!”*

Preschool teachers:

169. *“Boy 2: They can be everything all the people in the world have their own minds and they can be anything they can be a teacher they can be anything they want”*

171. *“Boy 6: Because men can’t work as KG teachers they can only be PE teachers”*

Table 10 shows the eight-year-old children’s descriptions of males and females as they responded to pictures of men and women working in non-stereotypical jobs. Examples 156, 157, 159 and 161 reveal that six girls and seven boys saw that the job of a firefighter is a man’s job by portraying women using the **adjective** “*not strong enough*”. These boys and girls see that men are physically stronger than women and more emotionally stable through using the **modal verbs** “*will be scared*” and “*will scream*” as well as the **auxiliary verb** “*don’t have enough energy*”. Examples 158, 160, 162, 163 and 165, four girls and six boys believed that men cannot work as babysitters because they lack the qualities of a nurturing mother through using the **modal verbs** “*cannot be a babysitter*”, “*can’t deal with the baby*”, “*may kill it*”, “*might take the baby*” and “*can only hold it to play with it*”. They also used the **possessive’s** to emphasize that the job of a babysitter is a “*woman’s job*”. On the other hand, examples 164, 166 and 167 reveal that three boys and three girls saw that men and women can both perform the job of a babysitter which was revealed through their use of **modal verbs** such as “*a man or a woman can be a babysitter*”, “*can do the job*” and “*can get the babies food*”.

Examples 168, 169 and 170 show that all girls and eight boys thought that men can work as preschool teachers and not only as Physical Education (PE) teachers, which appeared in their use of the positive word “yes” when asked if it possible or not, and their use of the **modal verb** “*can be a teacher*”. As seen in example 171, only one boy saw that men cannot work as preschool teachers, which was revealed in his use of **modal verbs** “*can’t work as KG teachers*” and “*can only be PE teachers*”.

Table 11

Roles boys and girls assigned to their self-created Princes in their writings

Categories	Girls’ sentences	Boys’ sentences
2- Gender roles	<p>Father: 172. Girl 5: [... <i>and he have a dauter called Sofia...</i>]</p> <p>Knight: 174. Girl 4: [<i>his hobbi was to fight and he lives in a castle</i>]</p> <p>176. Girl 7: [... <i>and with big castle soldiers and he was amazing... he also rides horses... his hobbies are fighting and racing...</i>]</p>	<p>Scientist: 173. Boy 7: [... <i>his hobbie was science his job was a scientist.</i>]</p> <p>Knight: 175. Boy 4: [... <i>he rides horses with the princess...</i>]</p> <p>177. Boy 5: [... <i>His job is to save the people.</i>]</p> <p>178. Boy 2: [... <i>he likes fiting with boys. He rides horses and plays with swords. His job is defend his kingdom...</i>]</p> <p>179. Boy 1: [... <i>he is brave and kind... his job was defending the kingdom too! He is a knight</i>]</p>

Table 11 displays girls’ and boys’ written descriptions of their self-created princes in which they assigned them different roles. Example 172 shows that only one girl portrayed the prince in her writing as a father through using the **auxiliary verb** “*have a dauter*”. As seen in examples 174, 175, 176, 177, 178 and 179, two girls and all boys described the princes in their

writings as brave and fearless knights, which is a role that applies mostly to typical classical Disney princes. The students portrayed their self-created princes using the **adjectives** “*knight*”, “*brave*” and “*kind*”. The students also chose the **action verbs** “*loves riding horses*”, “*loves fiteing*”, “*save the people*”, “*likes fiting*”, “*plays with swords*”, “*defend his kingdom*” and “*defensing the kingdom*”. Only one boy assigned the prince in his writing the role of a scientist using the **auxiliary verb** “*was a scientist*”, as seen in example 173. Boys’ and girls’ use of **intertextuality** is revealed in their writings about their self-created princes. In the process of writing students referred to models of males available in their society and in their cartoon movies as well as story books such as Disney princes and Marvel superheroes. The portrayal of Prince Ronald in *The Paper Bag Princess* story book had little impact on the students since his physical weakness, inability to fight and rudeness did not match the typical characteristics of a man or a fairy tale prince.

Question two: What do the whole class discussion of non-stereotypical jobs and the written descriptions of self-created princes and princesses reveal about children’s perceptions of gender roles?

Based on the linguistic analysis of the data presented in tables 8 and 9, 11 students (five girls and seven boys) foregrounded women’s physical weakness and emotional vulnerability which may prevent her from performing the job of a firefighter. They also foregrounded a female’s nurturing qualities to suggest that only a female can work as babysitters. Students foregrounded females’ ability to work as a mechanic as long as she had enough knowledge of math and science. It was also foregrounded in the students’ whole discussion that women are responsible for household chores, and that men may help them if they get tired. What the students said in the whole class discussion indicates that it is presupposed that women in their

society are responsible for tasks that include nursing a baby, preparing food, cleaning and washing. Jobs that include the element of danger such as the job of a firefighter were backgrounded in the roles that most of the students assigned to females.

In their writings, boys and girls foregrounded different roles for their self-created princesses. In the girls' writings traditional roles such as the role of a mother and the role of a fairytale princess were foregrounded. Other untraditional roles such as the roles of a rescuer, a firefighter, a mechanic and a defender were backgrounded. Only one girl foregrounded in her writing the princess' role in rescuing people. On the other hand, many of the boys foregrounded the princesses' physical activeness, bravery, fearlessness and helpfulness through assigning them the roles of a firefighter, a mechanic, a helper and a defender.

The data presented in tables 10 and 11 suggest that traditional roles of males were foregrounded. Students assigned males jobs that required physical strength including the jobs of firefighters, mechanics and PE teachers. Unconventional roles that relate to nurturing and caregiving were backgrounded in the students' whole class discussion. Very few students saw that males may work as babysitters and preschool teachers. It was presupposed in the whole class discussion that females are mostly responsible for nurturing and caregiving tasks. Moreover, the students' writings foregrounded traditional representations of princes who are brave and strong. Other roles that relate to nurturing and caregiving were backgrounded. However, one of the girls portrayed the prince in her writing as a father. Another boy portrayed the prince in his writing as a scientist. These results may show that students mostly assigned males roles that demand physical activity and heroism.

Question three: To what extent is gender represented similarly in students' written descriptions and non-stereotypical story book group discussions?

Based on the linguistic analysis of the spoken and written discourse presented in tables 3, 4, 6, 7, 9 and 11 gender was represented differently in *The Paper Bag Princess* story book's group discussions and the students' written descriptions of their self-created princesses and princes. In the group discussions, Princess Elizabeth was described by most of the students as smart, brave, happy and free. Throughout the group discussions boys depicted the Princess as ugly, unclean and incapable of fighting. Girls opposed to boys' descriptions, and they portrayed her instead as beautiful, brave and capable of fighting. Nevertheless, both boys and girls saw that the Princess was not femininely dressed and she did not have the beautiful feminine appearance of a typical Disney princess. In the group discussions, all the students described the Prince as mean, rude and inconsiderate. The students also agreed that Prince Ronald does not resemble the typical brave fearless prince who defends his kingdom and rescues his princess. During the group discussions, the students regarded the Prince as a secondary character, and they saw him as an unkind person who did not appreciate the help of his Princess. Although the boys and girls seemed to disagree regarding whether the Princess was beautiful or ugly and whether a princess can fight or not, they represented gender differently in their writings.

In six out of seven girls' writings princesses were depicted as the typical Disney princesses who are strikingly beautiful, dress femininely, live in huge castles, enjoy the nature, fall in love with princes and live happily ever after. All six girls had typical descriptions that did not include any images of princesses fighting or princesses rescuing people or ones working as firefighters and mechanics. Unlike girls, some of the boys included in their writings untraditional images of princesses rescuing people, making plans, fighting thieves, defending their kingdoms and working as mechanics and firefighters. The results may reveal that females' representation in

boys' and girls' written descriptions contrasts their representation in the story book group discussions.

Although the Prince was represented in the story book group discussions as rude, inconsiderate, weak, incapable of fighting and mean, girls and boys represented the princes differently in their writings. Girls and boys included typical portrayals of the brave fearless Disney princes who fight the enemies, are physically strong, ride horses, defend their kingdoms and love their princesses. A few students depicted the prince as ugly, and one of the boys described the prince as ugly wearing a paper bag. In girls' and boys' descriptions princes were portrayed as active and strong, however one of the boys described the prince in his writing as lazy, selfish and jobless. The portrayals of the prince as ugly wearing a paper bag, jobless, selfish and lazy may suggest that these two boys were influenced by Princess Elizabeth's and Prince Ronald's characterization in *The Paper Bag Princess* story book. The results may indicate that males' representation in the story book group discussions differs from their representation in the students' written descriptions.

4.3. Summary of the chapter

In this chapter, the researcher presented the results of the case study conducted in one of the international schools in Egypt where English is used as a medium of instruction. In this case study, 16 eight-year-old students (nine boys and seven girls) discussed traditional and nontraditional gender roles as well as characteristics associated with males and ones associated with females. Students' discussions and written descriptions were analyzed and presented in tables 2 to 11. In the whole class discussion as well as the story group discussions most of the students, except for two girls and three boys, gave stereotypical representations of females. These representations mainly highlighted females' physical beauty and portrayed them as

physically weak. The change of the mean of representation from oral discussions to written descriptions resulted in a significant change in five boys' and one girl's writings. In these six students' writings females had roles that demanded physical and mental abilities. The data presented in the 10 tables were employed to answer the three research questions. The analysis of the data initially indicates that exposing young children to the pictures of females and males in non-stereotypical jobs and the non-stereotypical story book had a slight effect of these children's representation of females. This effect was noted in some of the boys' and girls' discussions and writings. The following chapter presents a thorough discussion of the results presented in this chapter.

Chapter Five: Discussion and Conclusion

This chapter offers a thorough discussion of the key findings presented in chapter four with reference to the previously stated three research questions. The researcher will first interpret the characteristics the students associated males and females with in the whole class discussion, the non-stereotypical story book group discussions and the written descriptions of the self-created princes and princesses. The researcher will also discuss the roles the students assigned to males and females in the whole class discussion and the written descriptions of the self-created princes and princesses. The researcher will also present the implications of the research, the limitations of the research, and directions for further research.

5.1. The Role of the Socialization Process

Researchers have emphasized the role of the socialization process that children go through starting at a very young age. Eckert and McConnell-Ginet (2003) have explained that gender identities are dynamic and are constructed and shaped as children grow up. Children initially depend on the socialization process through which they acquire gender information and gender norms within their community (Eckert & McConnell-Ginet, 2003, p. 17). Children learn about gender differences at a very young age, approximately by the age of three. They learn how to act as a boy or a girl in the socialization process through interacting with parents, peers and varied media sources (Martin, Ruble, & Szkrybalo, 2002). Studies' findings indicate that children begin, at a very young age, to form gendered preferences through their choices of the kinds of toys they play with, the cartoon they watch, stories they read and the clothes they wear (Miller, Lurye, Zosuls, & Ruble, 2009). As a result of this socialization process, young children grow up with preconceived notions of expected gender behavior and characteristics that they have to follow to become males or females.

The boys and the girls who participated in the study grew up in the Egyptian society that has witnessed lots of changes in the recent years. Some of the students witnessed their mothers working, becoming breadwinners and busy doing different things at the same time. Thus, many of the students seemed to accept the idea that women can take more roles in the society other than the traditional roles that relate to nurturing and managing household chores. Even though women in many families may be working and supporting their families financially, they are still expected to fulfill the roles they were born to meet which relate to bringing up their children and managing household chores. That is the reason why students seemed to view that women are solely responsible for nurturing, and other tasks that relate to household chores.

Moreover, students agreed that women can have different jobs, but 11 of them saw that females are incapable of performing jobs that required physical strength such as the job of a firefighter. Boys' and girls' portrayals of females' and males' physical appearance are based on the stereotypical images of males and females presented in the different sources of media including Arabic movies, advertisements, cartoon series and TV and English and Arabic story books. These sources of media focus mainly on the physical beauty of females, and they assign females the typical roles of mothers, wives as well as jobs that do not demand physical strength. Growing up seeing these stereotypical images led the students to strongly believe that a man has to look muscular and well-built while women have to look physically beautiful and modest.

Schools contribute a lot to a child's gender identities development, as young children interact with their teachers as well as their peers. Children learn that they have to adhere to typical accepted behavior of a boy or a girl to belong to the group of boys or girls. Even through playing, young boys are usually seen engaging in games that include fighting, racing and wrestling to assert their physical strength. As for girls, they are usually seen in role plays where

they act the role of a famous Disney Princess such as Snow White (Wohlwend, 2012). In the Egyptian society, teachers usually present in Language Arts classrooms very traditional material that do not propose any additional roles for females that show them as physically strong, independent and brave. Having worked as a kindergarten teacher for four years in different schools, the researcher has witnessed the kind of material that teachers use in classrooms including story books and cartoon movies. In these cartoon movies and story books males and females are rarely seen as the protagonists, and if seen, their physical beauty is highlighted over their physical strength (Baker & Raney, 2007; Dill & Thill, 2007).

Egyptian teachers should contribute to young children's gender development identities by exposing them to different kinds of materials and challenging their preconceived notions of typical females' and males' behavior through different activities including class discussions and descriptive writing. As easy this may seem, teachers are always faced with many challenges including facing parents' reactions to non-stereotypical material as well as having Arabic story books that include non-stereotypical representations of females (Espanioli, 2009).

5.2. The Use of Intertextuality

Drawing on Bakhtin's (1981) concept of "Dialogism" one could understand the children's use of intertextuality when they created princes and princesses through writings. Bakhtin explained that a spoken or written word cannot be understood on its own, and that in trying to interpret a speech or a written text, one has to reflect on his or her daily life experiences and previous narratives. When examining the children's use of intertextuality in their written texts, one could see that they referred to images of classical Disney characters, superheroes and non-stereotypical material they were exposed to in the study. The writings of six girls and four boys heavily drew on the stereotypical images of Disney princes and princesses that children see

in cartoons and read about in fairytales. What made the writings of five boys and one girl non-stereotypical and non-traditional is that their descriptions of their self-created princesses included characteristics that do not match a typical Disney fairytale princess such as Snow White, Cinderella, Aurora and Rapunzel. While writing these children reflected on their discussion with the researcher on non-stereotypical jobs, which appeared in two boys' writings who assigned their self-created princesses the roles of a mechanic and a firefighter. These six students also reflected on the non-stereotypical narrative of *The Paper Bag Princess story book*, which appeared in their descriptions of the fearless brave princess and their descriptions of the princes as ugly. Other studies that referred to young children's use of intertextuality in their written narratives, and how that they reflect through writing on their daily interactions with their surroundings that include their peers, parents, siblings, teachers, story books, cartoons and toys and many other things (Änggård, 2005; Wohlwend, 2009, 2012b).

5.3. Gender-Related Characteristics

The first research question investigated how Egyptian eight-year-old children perceive gender-related characteristics. Based on the results of the CDA of the non-stereotypical jobs whole class discussion, non-stereotypical story book group discussions and the written descriptions of the self-created princes and princesses, the researcher saw how the boys and the girls provided stereotypical gender representations in some instances and non-stereotypical ones in other instances. Based on the linguistic analysis of the discussions and the written descriptions, all the students asserted that physical beauty is an essential characteristic of a woman. Although the students admired Princess Elizabeth's courage, bravery and intelligence, they did not see her as a real princess since she did not look physically beautiful. Boys even harshly criticized her by focusing on how messy her hair was, how unattractive and unclean she

was. As for males, students highlighted a father-like appearance, handsomeness and dressing neatly as essential features that have to be present in every male.

These stereotypical representations are based on images of typical Egyptian men and women that boys and girls see in their daily lives. The Egyptian society still puts so much emphasis on a woman's physical appearance, as grown up Egyptian women are expected to wear feminine clothes, put makeup and look attractive. A female who does not look physically attractive enough is usually regarded by others as having a male-like appearance. As parents raise their children, they oblige them to follow gender norms set by the Egyptian society that relate to a typical physical appearance of a man or a woman. As children develop their gender identities, they fully understand that a boy who puts makeup or wears a skirt or a dress cannot be described as a typical Egyptian man. Girls also learn that they have to wear feminine clothes, look beautiful and put makeup when they grow up. Accordingly, a girl or a woman who wears men's clothes and has a muscular appearance is not regarded as a typical female. These images are also reinforced in the cartoon young children watch as well as the English and Arabic story books they read. Women are usually portrayed as wearing makeup, having long hair and eyelashes and wearing dresses or skirts, and a very few number of cartoon movies and story books do not represent females in the same stereotypical way.

Moreover, students provided a stereotypical representation of women as passive, emotionally vulnerable, incapable of facing danger and physically weak. This was revealed in the linguistic analysis in which students described females as not having enough energy and incapable of fighting. Students also referred to modest clothes (Hijab) that women in the Egyptian society have to wear, and how that they restrain women from taking more unconventional roles and jobs such as the job of a firefighter. While a very few number of

students (3 boys and 2 girls) saw that women can be strong and have muscles, students all held to the preconceived idea that men are physically stronger than females. This was clearly seen in students' reaction when seeing a picture of a muscular woman working as a mechanic. The students responded to this picture by depicting the woman as a "*Hulk*" or in other words a man. This may clearly reveal students' view of physical strength as something females lack and that what makes them dependent on men, as they need a man to fulfill the tasks that demand physical strength.

Exposing the students to the story book of *The Paper Bag Princess* helped the researcher challenge some of the students' preconceived ideas regarding what females are capable of doing. Princess Elizabeth's portrayal as a brave, fearless, independent, free and remarkably intelligent princess had a significant impact on some of the students especially boys. In the story book group discussions students put more emphasis on the Princess' cognitive abilities and her ability to use her mind and trick the dragon. However, students still focused so much on Princess Elizabeth's physical appearance throughout the story, but they refused to link a female's beauty to her mental capabilities. In both the story group discussions and the written descriptions of the self-created princes and princesses the students offered an improved representation of females as they highlighted females' mental and physical abilities through rescuing people and exercising and not only their abilities to nurture babies and to manage household chores. However, all girls, except for one, overlooked females' abilities to think, plan, rescue and defend in their writings. These girls' writings only reflected a traditional stereotypical portrayal of females as only occupied by their physical beauty and their romantic relationships with their princes. This shows that the change of mean of representation from oral discussions to written descriptions gave the

students more freedom to express their perceptions of gender-related-characteristics and gender roles without feeling pressured to agree with the views of the peers of the same gender.

In the discussions, the students especially boys felt that agreeing with the idea that women can work in jobs that are dominated by males in the Egyptian society including the jobs of firefighters and mechanics would imply that they are crossing gender norms set by their society. Although there were three boys that viewed women as capable of working as firefighters and mechanics, the other boys refused to share their views as they did not match the views of the dominant group. Writing gave 5 boys the opportunity to reflect their perceptions of gender roles and gender-related characteristics through writing without feeling obliged to agree with the views of the dominant group.

Students' representations of males were stereotypical as they mostly focused on males' physical strength and ability to face danger, defend, rescue while paying very little attention to their mental capabilities. In the whole class discussion, most of the students viewed men as lacking the nurturing qualities, and they clearly suggested that women are solely born with these qualities. Throughout the story group discussions, Prince Ronald was depicted negatively. Students portrayed him as not a real prince for he lacked the qualities of a typical male. This reflects that students strongly believe that a man has to be the one who saves the woman and not the opposite. As the students expressed their perceptions of gender-related characteristics through their spoken and written discourse, the boys and the girls mostly based their views on the typical images of males and females present in their society including their mothers, neighbors and their peers, as well as the material available to them including cartoon movies and episodes, story books, video games and toys. Males are usually portrayed as strong and muscular acting the roles of rescuers and fighters in story books and cartoon movies and series. They are

rarely seen babysitting or performing household chores. These representations led the students to believe that only males are capable of fighting and defending, and that a male who does not match these characteristics is depicted as "not normal".

5.4. Gender Roles

The second research question aimed at examining Egyptian eight-year-old children's views of gender roles, that are the kind of roles females and males take in their society. Based on the results of the linguistic analysis of the non-stereotypical jobs whole class discussion and the students' written descriptions of their self-created prince and princesses, the researcher identified some differences in the roles females and males were assigned in the students' writings than the ones they were assigned in the whole class discussion. In the whole class discussion, students mostly assigned traditional roles that relate to babysitting and household chores. Students seemed to accept that women can work as teachers or doctors for example, but they saw that women are incapable of working as firefighters as they are physically and emotionally weak and restricted by the modest clothes (Hijab). Only five students (two girls and two boys) saw that women can work as firefighters as long as they receive training. This stereotypical view of the types of jobs women can have in their society is based on the children's observations of the jobs men and women have in the Egyptian society.

In Egypt men dominate jobs that require physical strength such as the jobs of mechanics, firefighters, drivers and builders. Cases in which women work for example as taxi or Tuk Tuk drivers draw the attention of all Egyptians specially the press that is because they view these women's behavior as a non-stereotypical one. When the students saw a picture of a muscular female working as a mechanic, they made fun of the picture and saw that she is a "Hulk". However, when the students saw a second picture of another female working as a mechanic by

the end of the discussion, they responded more positively and agreed that women can work as mechanics just like men. This may prove that young children's preconceived notions of the typical jobs and roles females and males have can be challenged through exposing them to different non-stereotypical material.

Students also assigned males the typical jobs of firefighters, mechanics and PE teachers. Although few students agreed that men can take care of babies and can get trained to become babysitters, students saw that the job of a babysitter is primarily "*a woman's job*". When students saw that men can work as preschool teachers, they could not relate to any examples of men who have this job in their society, and they referred only to their kindergarten and preschool female teachers. The jobs and roles boys and girls assigned to males and females highlights the importance of the socialization process that children go through. Based on the young children's observations of the kinds of jobs and roles men and women have in their society, they form ideas of the expected jobs and roles men and women should have. Children grow up in the Egyptian society knowing that only females are responsible for nurturing tasks and household chores. A man may help his wife in fulfilling these tasks, but women remain primarily responsible for them.

In their writings the students had the opportunity to express freely their perceptions of gender roles. The researcher hoped that through writing, the students would reflect on the non-stereotypical images of males and females presented in the whole class discussion and the non-stereotypical story book. In the students' writings males were only assigned the traditional roles that emphasize males' physical activity and heroism. Before analyzing the students' written descriptions, the researcher was expecting that the girls' writings would have more non-stereotypical representations of their princesses, as during the story group discussions the girls

sympathized with the Princess, admired her fearlessness, bravery and intelligence. The girls also argued that princesses can fight just like princes. However, the researcher identified more non-stereotypical representations of females in the boys' writings. Some of the boys wrote that the princess is defending her kingdom, rescuing people, making tricks to catch thieves and working as firefighters or mechanics. This finding may suggest that although young girls may see that females are capable of doing different things just like males, they still give more value to the traditional roles that the society imposes on females. The girls' stereotypical views of the roles and jobs females have are based on the strong belief they grew up with that a woman should work in jobs that do not demand physical strength. Another important finding is that changing the mean of representation from speaking to writing gave the students the space to reflect truthfully their views and beliefs regarding gender roles.

5.5. Interaction between the Students

In this section, the researcher discusses how the students interacted with each other during the whole class discussion, the story group discussions and the writing activity. Literacy classrooms usually provide the children with various opportunities to reveal their thoughts and ideas through speaking, listening, reading and writing activities. The study sought to investigate the eight-year-old students' perceptions of gender roles and gender-related characteristics through responding to non-stereotypical material. Fairclough's (1995) CDA framework was employed in the study to examine how the dominant's group exercise of power over the weaker group affected the students' contributions in the whole class and story group discussions. Fairclough discussed how a speaker may interrupt another in a conversation to exercise power and gain control over what should be said in a discussion (1989, 45). Gumperz and Kyratzis also pointed out that young children's spoken discourse is usually full of overlaps, as young children

take time to fully understand the importance of turn taking during discussions (as cited in Schiffrin et al., 2001). As previously noted, three boys provided gender representations in the whole class discussion and the story group discussions that opposed to the ones they provided in their written descriptions. One thing that may have led to this finding is how the students interacted with one another during whole class and story group discussions.

During the whole class discussion, the 16 students (nine boys and seven girls) were sitting as one group. This created a kind of competition between the students that appeared in the form of overlaps. The whole class discussion and the story book group discussions were both full of overlaps which the researcher marked with a left squared bracket (see appendix A). In the spoken discourse, a student's unconventional non-stereotypical opinion would be overlapped by one or many students. Students tended to do this throughout the discussions to subdue a student's attempt to share a view that does not agree with the majority of the students' views. This has been noted in more than one incident in the non-stereotypical whole class discussion. Students who viewed women as strong and capable of working as firefighters and mechanics as well as students who viewed men as capable of working as babysitters were interrupted and their speeches were overlapped.

Since the boys in the class, where the study took place, are greater in number, they dominated the whole class discussion and exercised power over the subordinate group of girls. Most of the boys, with the exception of two or three boys, contributed to the whole class discussion to support and gain the approval of the group of boys. Most of the girls who contributed to the discussion only supported and aligned with the opinions of the dominant group. Fairclough explained how "dominant groups" exercise power in classrooms through creating alliances and affiliating with the subordinate group to gain their approval and achieve

hegemony (2010, p. 63). An example to illustrate Fairclough's words is at the beginning of the whole class discussion after the students saw the picture of three women working as firefighters. The students agreed that females can't work as firefighters because they don't have energy, they are not strong enough and they will be afraid of the fire. Then, one boy challenged the opinion of the dominant group by referring to the possibility that they can receive training to become firefighters. Seeing that a boy and a girl started to agree with this boy's opinion, which did not align with the dominant's group view, the dominant group who viewed women as incapable of working as a firefighter, tried to maintain control. One girl referred to Egyptian women's modest clothes (Hijab) claiming that women are restricted to wear skirts, which makes them incapable of wearing the firefighter's uniform, and if a female wears pants she won't be a veiled woman. This girl's proposed view enabled the dominant group to maintain their control over the subordinate group of only (three boys and two girls). The students after hearing that girl's view seemed to be convinced and they all aligned with the view of the dominant group.

During the story book group discussion, the first group that included an equal number of boys and girls witnessed some disputes. In this group the girls sympathized with Princess Elizabeth who has been rejected by Prince Ronald. When the boys described the Princess as ugly, the girls opposed to their description and described her as beautiful. By doing this, the girls sought to create solidarity. Solidarity is established when students create alliances and agree with one another to achieve power (Tannen, 1993, p. 167). To maintain their position as the dominant group in the class, the group of boys aimed at defying the group of girls by giving them sharp looks and then raising their voices which resulted in silencing the group of girls and a change in their views by describing the Princess as both beautiful and ugly.

Another example that showed how girls maintained solidarity to challenge the boys' views was when they were discussing princesses' ability to fight. When all girls' agreed that princesses can fight, the boys opposed to this view since they grew up in the Egyptian society understanding that males are always stronger and they are only capable of fighting. To win over the girls' view, the boys strongly opposed with the word "No!", and then one of the boys stated his argument in the form of a scientific fact to assert his opinion, "... *first of all... second thing... third thing... four thing...*" After hearing his argument, the girls got convinced and said that princesses can use their mind, which implies that they aligned with the boys group's view that females are physically weak and incapable of fighting. This urge that students had to align with the powerful group influenced their views in the whole class discussion as well as the story group discussions.

The Paper Bag Princess story book gave the girls in the study the opportunity to relate to a powerful independent Princess. The girls throughout the story group discussions maintained solidarity with the Princess as a female and sympathized with her. Princess Elizabeth's portrayal inspired the girls and opened their minds to the possibility of having a princess who is capable of fighting, scheming and of achieving happiness without the need of a prince (Sipe & McGuire, 2006). On the other hand, the boys did not relate to Prince Ronald and they described him as "not normal". Thus, having identified with the powerful and brave character in the story book, the girls sought to challenge the boys' dominance which is something they did not accept.

To maintain solidarity, during the writing activity, girls preferred to sit next to each other to discuss what they will write and compare their writings to make sure they are all the same. This act of collaboration, that is part of the discourse of femininity (Wohlwend, 2012) may be the reason why six out of seven girls had very similar descriptions of their self-created

princesses. Unlike girls, boys worked on their writings individually and they freely expressed their views of gender-related characteristics and gender roles without feeling the urge to align to the views of the dominant group. Thus, five out of nine boys' writings included non-stereotypical images of females. In many of the boys' writings princesses were portrayed as smart, interested in math and science, physically active, brave, and fearless and have the jobs of firefighters and mechanics.

5.6. Conclusion

Through literacy practices, young children are provided with an opportunity to reflect on their daily life experiences, the different sources of media they are exposed to and their interactions with their family members, people at the neighborhood and their peers at the school (McCarthy & Moje, 2002). Bakhtin (1981) believed that identity consists of multiple souls and voices which result from humans' interaction with narratives (p. 356). In the study during the discussions students asserted their gender identities through responding to non-stereotypical material. As students expressed their views on gender roles and gender-related characteristics they reflected on their observations of men and women at home, in the neighborhood and at school. In some instances, some students challenged some of stereotypical images that include portraying females as less smart and less active. However, students still held to the belief that women have to look physically attractive and men are physically stronger than women. Students agreed that females can work, but they refused to let go of the notion that a woman is mainly responsible for household chores and babysitting.

5.7. Implications

Recently, more scholars and feminist organizations have started increasingly calling for getting rid of all gender stereotypes that characterize Egyptian women as incompetent.

Achieving this requires lots of efforts from everyone including schools, parents and authors. Egyptian children need to receive nonstereotypical material as early as possible. Exposing them to these kinds of material during the socialization process will result in implanting more nonstereotypical images of males and females that will remain with them as they grow up. Language classrooms should aim not only at teaching ESL learners the English language, but also at challenging students and opening their minds to new possibilities. At the beginning of the study, the students seemed shocked by seeing a female firefighter, a muscular female working as a mechanic, a weak helpless prince and a brave fearless princess. However, by the end of the study many of the boys and the girls seemed to let go of some of their stereotypical images of females and males. Teachers need to be selective in the kinds of material they use in their classrooms. The students who participated in the study usually receive stereotypical material in the form of Classical fairytales. This material had a significant effect on students' perceptions of gender roles and gender-related characteristics. This effect was clearly identified in students' responses to the pictures of non-stereotypical jobs and the non-stereotypical story book. However, there remain some challenges that would face any teacher. In Egypt which is a very traditional society, parents may refuse a teacher's attempt to challenge their children's notions of typical gender behavior and typical gender norms.

A teacher's attempt in the classroom to alternate how students view males and females may remain ineffective if children continue receiving a different kind of input from their parents who may enforce the same stereotypical images of females and males. Challenging young children's stereotypical beliefs of typical gender behavior and gender roles needs the effort of both the schools and the parents, as both are essential components of children's socialization process (Martin et al., 2002).

5.8. Limitations

The study was conducted on a relatively small number of students that is 16 students. The classes in the international school where the study took place are all relatively small in number. Moreover, the school administration did not allow the researcher to access more than one class. Although the results may present significant findings, this small sample does not allow the researcher to generalize them. Another limitation that should be noted is that the researcher was allowed only a maximum of two sessions, and the duration of each session was 50 minutes.

To manage the activities in that time, after having a whole class reading, the researcher had a brief whole class discussion of what happened in the story. The students commented on Princess Elizabeth's and Prince Ronald's actions and what does a female need to be a princess. The researcher then had to ask one of the two groups of students to work on their writings before having the detailed story book group discussion. This may have affected the results of the study, as the researcher was originally planning to have a story book group discussion before the writing activity, which would have allowed more students from the second group to reflect more thoroughly on the characters in the story book as they write. Four students from group one (one girl and three boys) reflected on Princess Elizabeth's and Prince Ronald's portrayals as they wrote about their self-created princes and princesses. On the other hand, only two boys from group two reflected on the Prince and the Princess in their writings through presenting non-stereotypical representations of their self-created princesses.

Another limitation is the choice of the type of writing task the children were asked to do, this is writing about a prince and a princess. Asking the children to write about fairytale princes and princesses may have led many of them specially girls to write typical representations of Disney princes and princesses. As the researcher was analyzing the data, it was noted that the

students gave more attention to describing females and discussing the typical roles they may take. The portrayal of Prince Ronald in The Paper Bag Princess story book as a secondary character who had little influence in the story's events may have led the students to give more attention to describing their self-created princesses.

5.9. Suggestions for Further Research

The present study aimed at investigating eight-year-old Egyptian children's perceptions of gender roles and gender-related characteristics through responding to non-stereotypical material. The findings indicate that exposing students to non-stereotypical material may influence their views of gender roles and gender-related characteristics positively. In this study, the students were asked to write about fairytale princes and princesses. More research studies are needed to examine children's responses to non-stereotypical material through a different writing task. There is also an urgent need for studies conducted on a larger number of students in order to be able to generalize the findings. Additionally, there is a need for longitudinal studies that would track how Egyptian students' perceptions of gender roles and gender-related characteristics develop as they grow older.

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Appendices

Appendix A

Transcription of Non-stereotypical Jobs Whole Class Discussion and Non-stereotypical Story Book Group Discussions

Researcher: Now guys I'm gonna show you some pictures and I need you to tell me what you think of them. Okay?

Students: Okay

Researcher: So look at the pictures and then we will talk (.) Okay?

Students: Okay

-The presentation that includes pictures of females and males working in non-stereotypical jobs starts playing on the Smart Board

Researcher: Okay guys, what do you see here?

Students: Three firefighters

Researcher: Three firefighters

BOY 1: they have muscles

Researcher: They look strong right?

Students: Yes

Researcher: Do you think they are males or females (.) I mean boys or girls?

BOY 2: [girls

GIRL 3: [girls

7 Boys: [boys

BOY 2: [girls and boys

Researcher: Who thinks they are not girls? Let me count (-) so it's a majority (-) why do you think they are not girls or females?

Students: There is one man and two girls

Researcher: Which one is the man?

Students: The third one

Researcher: Do you think guys that women can work as firefighters?

BOY 2 and BOY 5: Yes! Yes!

Students: No! No!

Researcher: Why do you think they can't?

GIRL 3: { Because they don't have muscles

BOY 6: { If they work as firefighters they will be scared

GIRL 1: { They will be trained

BOY 6: { They will be scared from the fire and they will scream

Researcher: { Okay

GIRL 5: { No, because I think firefighters climb and the girls (*mmmmm*) they are not strong enough to climb

Researcher: { They are not strong enough to climb. Okay

BOY 5: { It is right because anybody can be a firefighter because they train and they train good really well

Researcher: So you mean as long as they get trained (.) anyone can be a firefighter a woman or a man?

BOY 2 and GIRL 3: Yes!

GIRL 7: A woman who is veiled cannot be a firefighter because she has to wear a long skirt and if she wears pants she will not be a firefighter or a veiled woman (.) she has to wear a long skirt like this and to wear something even in the summer only in the house they can take off the veil and they can put pajamas

Researcher: So you think women cannot be firefighters because they can't put on the uniform

BOY 7: and even when they are climbing they can't because of their clothes

GIRL 6: I said this

Researcher: So the two of you agree on the same thing [pause] women cannot climb the ladder

BOY 4: and if they are doing

BOY 9: and eh

Researcher: Let him finish what he wanted to say

BOY 4: If there is something wrong eh if the house was on fire the women cannot get inside because she can't climb the ladder and if she saw all this she will cry

BOY 9: and they don't have enough energy

GIRL 2: I agree eh but I say that BOY 9 and BOY 7 are eh I agree with them

Researcher: Ok let's look at another picture (-). Okay what do you see?

Students: Two men

Researcher: Well, I think they are women

Students: No, men men.

BOY 8: that one is a man and that one is a woman

Researcher: Who do you think is holding the hose?

Students: The man because it's heavy

GIRL 5: She eh she is afraid because she can't eh she can't hold it

Researcher: Okay so how about this picture?

Students: A man

Researcher: And what do you think he's doing?

GIRL 4: He's cleaning the house

Researcher: And he is holding a

Students: A baby he is a babysitter as well

Researcher: Do you think this is possible or it's a funny picture?

Students: No, it's a funny picture

GIRL 1: No it's possible

Researcher: Okay, why do you think it's a funny picture?

BOY 8: Because because men don't hold the babies the man can only hold it to play with it

GIRL 3: The man cannot be a babysitter because the man can't deal with the baby and he may kill it

Researcher: Why do you think a man might kill a baby?

BOY 5: Because men can only sit with babies but they can't do anything with them

BOY 7: Girls can do girls things but men sit on the couch drink coffee and watch TV

BOY 2: That's possible because is taking care of his wife and because she is ehhhh he helps her clean the house and sit with the baby

BOY 7: No, he will sit on the couch and watch TV

BOY 2: No it is possible

Students: No it isn't possible

Researcher: Now I can see that few of you are saying that it is possible and the others are saying no

GIRL 6: — Because they might take the baby away

GIRL 4: — It is possible a man or a woman can be a babysitter they can clean the house and a man or a woman can be a babysitter

Researcher: I want to ask the girls (.). Do you think that only girls and women can be babysitters?

Girls: Yes

GIRL 2: No

Researcher: Why Not?

GIRL 2: Because the maid can take care of the baby

Researcher: Do you mean that men cannot do this job?

BOY 1: — A man can do this job

GIRL 7: — A man can do the job (-) I saw before a man but not in Egypt in a club and women give him money and he takes care of their babies

Researcher: Okay let's move to the next picture

Students: She is a woman

GIRL 1: — She ehhe she does the motorcycles

GIRL 2: — Yes she fixes the motorcycles

Researcher: So what is her job?

Students: — She is a mechanic

BOY 6: — She is Hulk

Researcher: Why do you think she is Hulk?

Boys: She is a She Hulk

Researcher: Why?

BOY 6: Because she has muscles

Researcher: Do you think men only have muscles or women can have as well?

BOY 4: — Girls can have muscles as well

BOY 9: — Yes but men are still stronger than girls

Researcher: Why?

BOY 9: Because first they go to gym (.) they swim and they save their children because one day my brother was in the pool and he lost his floaters and my father saved him

GIRL 2: — Girls can be strong like boys because they go to the gym and they swim

GIRL 7: — But if a girl is fixing the car she will get mixed up and do it wrong and if she fix it wrong someone can die

Researcher: Okay now we will see another picture (.) girls sitting at the back. Please sit closer so I can hear you (-) Okay girls do you think a man can be a preschool teacher?

Students: Yes yes!

Researcher: Have you seen this before at the school?

Students: Yes! In the PE

BOY 2: I saw it in other schools in America

Researcher: Who was your KG teacher?

Students: Our teachers were Ms. M and MGirl 6

Researcher: Okay guys now you had MGirl 6 as you teacher (.) do you think it could have been a male teacher instead of MGirl 6?

Girls: [Yes!

BOY 6: No!

Researcher: Why not?

BOY 6: Because men can't work as KG teachers they can only be PE teachers

BOY 2: They can be everything all the people in the world have their own minds and they can be anything they can be a teacher they can be anything they want

Researcher: Okay what is this man doing?

Students: He is feeding the baby

Researcher: Is this a man's job or a woman's job?

Students: A woman's job

BOY 5: Anyone's job

Students: No! It's only a woman's job

BOY 5: If you train men they can do it

Researcher: What is this girl doing?

GIRL 4: She is fixing the car

Researcher: Do you think she can do it?

Students: Yes she can

BOY 1: I think women can do that because one time when I was in Cairo Festival City mall my

Dad needed to clean the car and a woman was there

Researcher: But can she fix the car?

Students: Yes yes!

BOY 2: Miss it's anybody's job

BOY 1: Miss if a girl gets trained and she knows science she can do this

Students laugh when they see the last picture

Researcher: Why do you think this is a funny picture? What is his job?

Students: [He is a babysitter

BOY 5: [No it is not a possible picture because nobody can hold six babies at the same time

Researcher: Okay now boys can your father work as babysitters?

Students: [No!

GIRL 7: [No my dad can be a babysitter when my mum is not here

BOY 1: when we were babies our dads used to sit with us

Researcher: Okay now girls can a man be a babysitter?

Girls: No!

Researcher: [Why not?

GIRL 2: [Because a woman can only hold the babies because the women can do feed the babies when they cry

GIRL 7: [Women only know how to stop the babies when they cry and the nannies but not men

Researcher: Can a man stop a baby from crying?

Students: [No!

GIRL 1: [Yes they can

GIRL 5: [Because they can get the babies food and then they stop crying

Researcher: [Three claps] class classclass

Students: Yes yesyes

Researcher: Now before we read a story I need to ask you a question (-) what do you think you need to do to be a man?

Students: Be strong

BOY 1: If you want to be a man you should be brave helpful and kind (.) don't shout

and look like your dad

BOY 7: Train and exercise

Researcher: Okay what else?

GIRL 1: To be a man you have to help everyone and be a gentleman and help everyone

GIRL 6: If you want to be a man you need to study and not just sit you have to be helpful

and if you see a lady standing and you are sitting on a chair you have to let her sit because she is a girl and you have to help your wife

Researcher: Okay now what do you need to be a woman?

GIRL 4: You need to have a tall hair

GIRL 6: She has to get her hair long

GIRL 7: She has to do some work like clean the house and she has to take care of her children

BOY 2: and she has to put makeup

GIRL 4: and to make food

GIRL 3: and she has to wear a dress

BOY 1: She needs to make two things when she prepares dinner and lunch she becomes exhausted so we help her

Students: To wear a skirt

Researcher: Okay guys ready for the story?

Ms. N.: If you're ready for the story sit quietly on the carpet

Students sit quietly on the carpet facing the Smart Board

Researcher: Okay what's the title of the story?

Students: The Paper Bag Princess

Researcher: Now as I read you the story I need you to listen carefully and then I will ask you some questions (.) Elizabeth was a beautiful princess she lived in a castle and had expensive princess clothes (.) she was going to marry a prince named Ronald (.) unfortunately! A dragon smashed her castle burned all her clothes with his fiery breath and carried off Prince Ronald so he took the prince away (.) Elizabeth decided to chase the dragon and get Ronald back she looked everywhere for something to wear but the only thing she could find that was not burnt was a paper bag (.) do you know what's a paper bag?

Students: Yes! We see it when we buy things at City Stars mall

Researcher: So she put on the paper bag and followed the dragon does she look happy and calm?

Students: No angry

Researcher: [She looks angry yes

Students: [and nervous

Researcher: Yes! He was easy to follow because he left a trail of burnt forests and horses' bones

BOY 1: Horses Bones!

Researcher: Yes! Finally Elizabeth came to a cave with a large door that had a huge knocker on it *Da dadada* she took hold of the knocker and banged on the door (.) the dragon stuck his nose out of the door and said well a princess I love to eat princesses but I have already eaten a whole castle today I am a very busy dragon come back tomorrow (.) he slammed the door so fast that Elizabeth almost got her nose caught

Students: Oh my God!

Researcher: Elizabeth grabbed the knocker and banged on the door again! the dragon stuck his nose out of the door and said go away I love to eat princesses but I have already eaten a whole castle today I am a very busy dragon come back tomorrow (.) Wait! Shouted Elizabeth is it true that you are the smartest and fiercest dragon in the whole world? Yes! Said the dragon

GIRL 5: It is a nice story

Researcher: Is it true said Elizabeth that you can burn ten forests with your fiery breath? Oh yes! Said the dragon and he took a huge deep breath show me how to take a huge breath

Students: hhhhhhhhhhhhhhhhhhhhhfooooooooooooooooooooo

Researcher: and he breathed out so much fire that he bunt up fifty forests

Students: FIFTY FORESTS!

Researcher: Yeah! (.) fantastic said Elizabeth and the dragon took another huge breath take another one

Students: hhhhhhhhhhhhhhhhhhhhhhaaaaaaaaaafoooooooooooooooooooo

Researcher: and breathed out so much fire that he burnt up one hundred forests magnificent! Said Elizabeth and the dragon took another huge breath

Students: hhhhhhhhhhhhaaaaaaaaaaaaaaaaaaaaa

Researcher: But this time what happened?

Students: Nothing

Researcher: Nothing came out! The dragon didn't even have enough fire left to cook a meatball (.) he was really tired he breathed all the fire out

BOY 9: Not even to cook a meatball!

Researcher: Yes! Elizabeth said dragon is it true that you can fly around the world in just ten seconds? Why yes! Said the dragon and jumped up and flew all the way around the world in just

ten seconds he was very tired when he got back that Elizabeth shouted fantastic! Do it again
what is she trying to do? What do you think?

Students: She's trying to get him tired she's doing a trick

L. H: She is letting him do things a lot so he loses his power and when she goes inside the cave
he won't be able to stop her

Researcher: So the dragon jumped up and flew around the whole world in just twenty seconds (.)
when he got back he was too tired to talk and he lay down and went straight to sleep

Students snore

Researcher: Elizabeth whispered very softly hey dragon (.) the dragon didn't move at all (.) she
lifted up the dragon's ear and put her head right inside she shouted as loud as she could HEY
DRAGON! Come on shout

Students: HEY DRAGON!

Researcher: The dragon was so tired he didn't even move (.) Elizabeth walked right over the
dragon and opened the door to the cave there was Prince Ronald he looked at her and said
Elizabeth you are a mess! You smell like ashes your hair is all tangled and you are wearing a
dirty old paper bag! Come back when you are dressed like a real princess (.)

GIRL 7: I think she left him

Researcher: Ronald! Said Elizabeth your clothes are really pretty and your hair is really neat you
look like a real prince but YOU ARE A BUM! Do you think she's angry?

Students: Yes yes

Researcher: { Why do you think she is angry?

Students: { Because they didn't get married after all

Researcher: { Why didn't they get married?

GIRL 2: Because he was always telling her because he shouted at her and he was sad
from her

Researcher: Why was the prince sad?

GIRL 1: The prince was sad because her clothes weren't neat and she wasn't clean

Researcher: Okay now can you describe the last picture what is Elizabeth doing?

BOY 2: She is angry because all she did he shouted at her and all she did was for nothing and he told her go and when you look nice come and take me

Researcher: Do you think she is happy now or sad?

Students: She is really happy

BOY 4: and free

BOY 9: She is dancing in the sun

Researcher: Now guys can you tell me what is a princess? Who can be a princess?

BOY 1: Not me

GIRL 4: She has to be a woman

GIRL 1: A princess needs to wear a crown a dress

Researcher: Can she fight?

GIRL 1: Yes!

BOY 7: No!

Researcher: But didn't she fight the dragon here?

Boys: No no

Researcher: Who rescued the prince?

Girls: The princess

Researcher: The princess rescued the prince can this happen in real life?

Boys: No!
GIRL 6: Yes yes
Boys: No! No!
GIRL 4: Yes!
BOY 2: That's a fiction story because no dragon can talk

Researcher: Now guys we will divide the class into two groups one will be with Ms. N. and the other will be with me and then we will switch

The researcher explains to the group how to work on the writing task

Researcher: First of all write your names on the sheets and then you will first write about a princess any princess what is her name what does she wear what does she like to do what does she look like and what does she wear her hobbies

Ms. N.: Is it repeated Researcher?

Researcher: In the second page guys you will write about a prince

Ms. N.: Guys you read a lot of stories about princes and princesses you just try to remember any of the characters in these fairy tales and write about them

The researcher talking with her group

Researcher: Now we will discuss the story we read in detail[pause] Okay guys do you remember what happened in the story?

Group 1: Yes

GIRL 4: There was a princess was wearing a beautiful dress then the dragon took the prince and her clothes were all burnt

Researcher: Now who was really brave the prince or the princess?

Group 1: The princess

Researcher: Okay can you describe me the prince?

BOY 4: He's selfish and mean

BOY 2: Greedy

GIRL 3: Unkind

Researcher: What did he have in his hand?

GIRL 2: A tennis racket

Researcher: Did he have a sword?

Group 1: No it's a tennis racket

Researcher: But usually princes have what?

Group 1: A sword

Researcher: So is he good at fighting? Do you have to be a prince to fight or a princess can fight too?

Gilrs: A princess can fight

BOY 3: No!

GIRL 1: Yes!

BOY 3: She can't fight because first of all she can't carry a sword and second thing she is a woman and the third thing the men have muscles and she doesn't men are stronger than women and four thing men care about women and he defends the woman like a knight or a king

GIRL 4: She doesn't need anything of that she only needs her mind and she can think on her own

Researcher: Yes! Did she use a sword?

Group 1: No!

Researcher: What did she use then?

Group 1: Her mind

Researcher: Now describe me Princess Elizabeth

BOY 4: She is ehhe she is brave

GIRL 4: Helpful

BOY 3: and mean

Researcher: Why is she mean?

BOY 3: Because she left the prince at the end

GIRL 2: and she is beautiful

BOY 2 [interrupts]: Only at the beginning she looks like the movie *The Croods*

Researcher: Do you think she's beautiful or ugly?

Boys: Uglyyy!

Girls: Beautiful!

Boys: Ugly ugly!

Girls: Beautiful beautiful!

Boys: She's like the Croods

Researcher: Why do you think she was ugly?

BOY 3.: Because she was wearing a paper bag dress

BOY 4: She is beautiful but she caught fire so she became ugly

GIRL 4: I think she is ugly and beautiful

BOY 1: Medium! Medium! Medium!

Researcher: Okay can you tell me what the problem was?

BOY 4: The dragon took the prince and ehheh

Researcher: Is the dragon a male or a female?

Group 1: A male

Researcher: Why do you think so?

BOY 2: Because it's like a dragon he eats anything

GIRL 3: Because his voice is so ugly

GIRL 2: And he eats everything

BOY 2: First thing his voice is ugly and second thing he don't have eyebrows like girl he have tiny eyebrows

GIRL 3: and he is a man because he can blow fire but women are kind and can't blow fire

Researcher: Can this happen in real?

Boys (interrupt): No!

Researcher: Can a princess rescue a prince or princes have to be the ones rescuing the princesses?

Group 1: Princes have to be the ones rescuing the princesses

Researcher: Why?

BOY 1: Because the prince is braver than the princess

GIRL 3: No!

Researcher: Now I will show you the pictures and the story and I will ask you some questions. If you want me to turn to the next page tell me Ms. Researcher turn.

Group 1: Miss turn

BOY 1: The princess ugly

Group 1: Angry and nervous [pause] and ugly

Researcher: Okay

Group 1: Turn [pause] ugly ugly [pause] turn [turn] brave

Researcher: Brave

BOY 4: Because she is not scared of the dragon and wants to get the prince

Group 1: Turn turn

GIRL 1: No wait! Here she is smart

Group 1: Here she made a trick burn the forests and got tired

GIRL 4: and nothing came out and her trick worked

Researcher: Yes! Her trick worked

GIRL 2: She wanted to get him tired because she is smart

Group 1: Turn the page miss the dragon slept

Researcher: Okay I need you to describe what is happening in this picture

GIRL 4: He is mean and rude

BOY 1: and selfish

GIRL 3: She is unclean

Researcher: Did he thank her for rescuing him?

Group 1: Noooo!

Researcher: What did he tell her?

Group 1: To come back when she is clean

Researcher: Does a princess have to wear a dress? Do you have to wear a dress to be a princess?

Group 1: You can be a princess even if you are not wearing a dress yes!

Researcher: What about this picture?

Group 1: She is freeee!

BOY 3: She is free and beautiful

GIRL 4: She is still wearing a paper bag

Researcher: Is she happy?

Group 1: Yes!

Researcher: Did she get married to the prince?

Group 1: No!

GIRL 3: She is sad because she didn't marry the prince

GIRL 1: No! She is happy because she didn't marry him

Researcher: Does this story have a nice happy ending?

Group 1: Yes yes!

BOY 1: No!

GIRL 2: Yes, because she is free

BOY 1: No no! But she didn't get married to the prince

Researcher: Do you think that is why it is not really happy?

GIRL 1: It is a happy ending because she is free

Researcher: So do you think it is happy or not that happy?

GIRL 3: It is happy because she didn't marry the prince

Researcher: Thank you group 1

Group 1: We finished!

The researcher is explaining to the group 1 the writing task and moves to sit with group 2

Researcher: Okay guys let's start our discussion

Group 2: Discussion?

Researcher: Yes! We will discuss the story [pause] Okay guys do you remember what happened in the story?

GIRL 5: The princess took the prince and burnt her castle and then she went to dragon to save the prince

Researcher: What happened when the dragon took the prince?

Group 2: The princess saved the prince

Researcher: Can this happen in real life?

Boys: No! No!

Girls: Yes yes!

BOY 9: But usually the prince rescues the princess not the ehhhhh the opposite

BOY 8: But I want a prince to rescue a princess and hold her on his arms

Researcher: Can you describe me the prince in the story?

BOY 7: He's mean

GIRL 6: He had a tennis racket

Researcher: Princes usually have tennis rackets or

Group 2 (interrupts): Noo!

BOY 8: They usually have eh hh a sword

Researcher: Yeah swords why does he have a tennis racket?

BOY 9: Because he really doesn't know how to hold a sword how to defend himself

GIRL 7: No he doesn't want to be a prince

BOY 5: Or he wants?

GIRL 5: He just likes to play tennis and he doesn't want to fight

Researcher: Really?

Group 2: Yes!

BOY 6: Because a normal prince doesn't like sitting and doing nothing

Researcher: Can you describe me the princess?

BOY 9: The princess wants to marry a prince

GIRL 7: She was gorgeous and she wanted to marry the prince and she had a beautiful dress

Researcher: Is she beautiful or not?

Group 2: Beautiful

GIRL 6: She is beautiful

Researcher: Even when she was wearing a paper bag?

Group 2: No she wasn't

BOY 5: She was ugly but she was brave and smart

Researcher: Do you think that a girl should be ugly so she can be smart and brave?

GIRL 6: Yes! maybe

BOY 5: Noo! she can be beautiful and smart too

BOY 7: I agree anyone can be anything if ugly or beautiful

Researcher: Okay [pause] can you describe me the dragon?

Group 2: A huge mean green monster and arrogant

Researcher: Is he a male or a female dragon?

Group: He is a man

Researcher: Why?

Group 2: No lipstick

GIRL 5: No long eyelashes

GIRL 7: No! He is not a man or a woman he is an animal

GIRL 6: He doesn't have a baby

Researcher: Now what was the problem in the story?

BOY 8: That the dragon took the prince

Researcher: Did the princess use a sword? How did she save the prince?

Group 2: With her brain

BOY 6: She made a plan

BOY 9: She was smart and she had a plan

Researcher: How did the prince feel at the end? Was he happy that the princess saved him or not?

Group 2: Noo!

Researcher: Why not?

BOY 8: Because she was ugly and not clean and her hair was messy and she was wearing a bag paper

BOY 9: And she was not a real princess

BOY 7: And she wasn't a princess she's like an ugly bird

Researcher: Now I need you to look at the pictures in the book [pause] I will keep turning the pages and if you want to stop me say stop

Group 2: Okay [pause] turn turn [pause] no! stop! turnturn

Researcher: Can you describe this picture?

Group 2: She had a plan [pause] turn turn!

Researcher: Okay what happened here?

Group 2: He flew in ten seconds around the world

Researcher: Now I need you to describe this picture?

GIRL 6: The prince is angry of the princess because he is mean

GIRL 7: Because ehhhh she wasn't wearing a dress

BOY 5: and her hair was messy and she wasn't wearing a dress

BOY 9: He shouldn't have shouted at her because she saved him

Researcher: Okay can you describe what was happening in the last picture?

BOY 6: She was running and ehhe dancing and free

Researcher: Is she happy or sad?

Group 2: Happy!

Researcher: But why is she happy?

BOY 6: Because she didn't marry the prince

GIRL 6: She didn't want to marry him because he is mean

GIRL 7: She didn't marry him because he told her she was ugly and she doesn't look nice

BOY 8: She left him alone and the dragon will come again and eat him

Researcher: Okay guys do you think the story has a happy ending or a sad ending?

Group 2: A happy ending

Researcher: But she didn't get married at the end?

GIRL 5: No! But she's happy because she didn't get married after all

GIRL 7: She didn't marry him but she is happy

Researcher: Okay guys thank you very much

Group 1:Group 2:

GIRL 4	GIRL 1	GIRL 5	BOY 5
BOY 4	BOY 1	BOY 9	BOY 6
BOY 2		BOY 8	
GIRL 3	4 girls	BOY 7	3 girls
GIRL 2	4 boys	GIRL 6	5 boys
BOY 3		GIRL 7	

Appendix B

Interview Transcription Conventions

(.) Short pause

[Overlap

Appendix C

Girls' Written Descriptions of Self-created Princes and Princesses

Name: ~~Anna~~

Girl 1

Write about a princess (her name, what she wears, what she looks like, where she lives, what she does, her hobbies...).

The princess name is Farida. She lives in a castle. She wears a dress covered with flowers. She has a very big haer her haer is brow. She likes to waer a silver crown. She rescue people and she loves to eat cakes.

Girl 1

Write about a prince (his name, what he wears, what he looks like, where he lives, what he does, his hobbies...).

The prince name is Ali. The prince is ugly. the prince likes football and basketball and cakes, and playing evry were.

Name:



Girl 2

Write about a princess (her name, what she wears, what she looks like, where she lives, what she does, her hobbies...).

The princess name is Emma She lived in a beautiful big castle. She had many friend and she has a brother. She wears a beautiful dress its couler is sparkling white and she had stars on her dress and a moon it shine when the moon light get on it she look pretty and lovely and she love draw and write and learning math.

Name:



Girl 2

Write about a prince (his name, what he wears, what he looks like, where he lives, what he does, his hobbies...).

The prince name is yossef he wears pretty cloth and he has on it Football and its color is Sparkling blue he look like the a friend he lives in a beautiful big castle he loves to play football and basketball and he want all most to play

Name: ~~XXXXXXXXXX~~

Girl 3

Write about a princess (her name, what she wears, what she looks like,
where she lives, what she does, her hobbies...).

once upon a time there was a princess she lived
in a beautiful ^{Castle} castle ~~she~~ and ~~at~~ she's name is Rapunzel
and she always wore her golden crown and she has
six dresses and the ^{dresses} ~~dresses~~ was a pink, yellow,
red and a blue dress and she loved to play with her
golden ball and ~~she~~ Rapunzel loved her doll ^{and her} ~~was~~
doll dressed in pink and she called Bella and her favorite
color was pink and she had so much fun
with her doll and she had another doll
called Emma and then she married a
prince called Yossef and she looked
beautiful.

Name:

Girl 3

Write about a prince (his name, what he wears, what he looks like, where he lives, what he does, his hobbies...).

one day there was a prince called
^{Neymar}
~~neymar~~ and ^{neymar}
~~price~~ and ^{neymar}
~~neymar~~
had a boy doll like the princess
and a mother boy doll called yehya
and he had five clothes for a prince
the 1th one is red and the 2th one is
yellow and he loved color red
and he looks hand some.

Name:

Girl 4

Write about a princess (her name, what she wears, what she looks like, where she lives, what she does, her hobbies...).

The princess was named really she lived in a huge castle
she wears a pink dress and a silver shoe and
she loved to see her self in the mirror
and she loved to play with her golden ball
she had long brown hair and her face was
white.

Name:

Girl 4

Write about a prince (his name, what he wears, what he looks like, where he lives, what he does, his hobbies...).

The name of the prince was aled-matis he was
so kind and helpful he wears a shirt and
pants. he looks nice and his face was
white and he had brown hair. his hobby was
to fight and he lives in a castle

Name: _____

Girl 5

Write about a princess (her name, what she wears, what she looks like, where she lives, what she does, her hobbies...).

The Princess lives in a beautiful castle and she wears a beautiful dress and her name is Emma and she wears a beautiful crown made of diamonds and she wears a beautiful shoe made of ice and she have to have a baby and a handsome prince and a cute baby and she have to be a beautiful princess and a real princess and she have to have a lot of maids and she have a beautiful face.

Name:

Girl 5

Write about a prince (his name, what he wears, what he looks like, where he lives, what he does, his hobbies...).

The prince have to be a handsome prince and he have to have a princess and he have to have a horse and his name is James and he have a daughter called Sofia and dressed in a real prince and he wears a hand some shew and he lives in a castle.

Name: ~~XXXXXXXXXX~~

Girl 6

Write about a princess (her name, what she wears, what she looks like, where she lives, what she does, her hobbies...).

Princess Rapunzel had a really really long long long hair.
When she was born a witch came and took her and named her princess Rapunzel she let her in a very very tall castle that didn't have a door or ~~stairs~~ ^{stairs} it = just had a window. Her hair was made ~~with~~ ^{with} a ~~brush~~ ^{brush}. She had a doll name Emma. Her ~~is~~ ^{is} ~~mother~~ ^{mother} and took Rapunzel. ~~and~~ When the witch woke up and didn't find princess Rapunzel but the witch went to Rapunzel and she didn't find her. ~~and~~ Princess Rapunzel married a prince named Ali. ~~and~~ She was wearing a dress

Name:

Girl 6

Write about a prince (his name, what he wears, what he looks like, where he lives, what he does, his hobbies...).

Prince Nymmer he was really ~~and~~ handsome -
~~he~~ He had a princess doll named Amena. ~~and~~
~~to~~ ~~he~~ He had a crown made of gold.
He lives in a beautiful castle - his
wife named ^{Emma} ~~Mariam~~ ~~Maria~~ and they
loved ~~e~~ each others

Name:



Girl 7

Write about a princess (her name, what she wears, what she looks like, where she lives, what she does, her hobbies...).

Once upon a time there was a princess
called nelly. she is wearing a fancy
dress and she had very, very, very,
very, long hair. and she had
a very nice crown.
and she is ^{veiled} veiled
she looks so
Beautiful. she is so
amazing. she lives in
a fantastic castle
it was full with
amazing stuff
inside the castle she
had a talking doll

Name:

Girl 7

She loved her so much she
never let her go
away. She loves
riding horses, and playing
with her doll. She loves
playing to as her
hobbies.

Name:

Girl 7

Write about a prince (his name, what he wears, what he looks like, where he lives, what he does, his hobbies...).

the princess lovely prince she loves
called hemar. and he wears
a lovely crown and a
lovely pants and a lovely
shirt and a lovely coat
he looks very
cute he lives in
a huge castle with
big castle doors
and with big
castle soldiers
and he was amazing
and so lovely
he had a doll

Name:

Girl 7

called Amena. he
also rides
horses and loves
princesses. his hobbies
are fighting and
racing and loved
cute princesses
he never will hate
a princess who
~~she~~ loves and
never leave her
alone and loves
her forever and
never ever ever
ever ever ever
going to leave her

a gain and loves her
forever.

Appendix D

Boys' Written Descriptions of Self-created Princes and Princesses

Name:

Boy 1

Write about a princess (her name, what she wears, what she looks like, where she lives, what she does, her hobbies...).

One day, a beautiful princess called Farida she was kind and brave. She lived in a huge castle she like... birds and Nature her job was defending the kingdom.

Name:

Boy 1

One day, a handsome prince called Ali he is brave and kind he likes... birds and Nature his job was defending the kingdom too! He is a knight.

Name:

~~XXXXXXXXXX~~

Boy 2

Write about a princess (her name, what she wears, what she looks like, where she lives, what she does, her hobbies...).

Once upon a time there was a princess her name is Sofia. She was so beautiful she has long brown hair big dress and shiny shoes. She has lot of clothes she is so smart she make tricks to fight the thiefs. She works in a fire station she is a fire fighter.

Name:

Boy 2

Write about a prince (his name, what he wears, what he looks like, where he lives, what he does, his hobbies...).

There was a prince called Jamie. He live in a castle he looks ugly he eat a lot he likes fighting with boys. He rides horses and plays with swords. His job is defend his Kingdom he wear shorts and huge boots.

Name:



Boy 3

Write about a princess (her name, what she wears, what she looks like, where she lives, what she does, her hobbies...).

once upon a time there was a princess her name
called Lily she is so beautiful and she
lives in a lovely castle with her
family she wears a lovely dress she
likes math, science her job is to
be sleep

Name:

Boy 3

Write about a prince (his name, what he wears, what he looks like, where he lives, what he does, his hobbies...).

once upon a time there was a prince called
jacob he was so handsome he loves
fighting he wears a shirt and pants

Name:

~~Boy 4~~ Boy 4

Write about a princess (her name, what she wears, what she looks like, where she lives, what she does, her hobbies...).

One day, there was a princess who was called Emma. She was wearing a crown on her head, lovely princess clothes and ~~a~~ shiny red shoes. She looked like she was a real princess with beautiful hair, shiny golden crown and shiny red shoes, fancy dress and she had a pretty face. She lived in a huge castle made of pretty gold and silver rocks and different ~~kind~~ kinds of crystals. She lived in a castle in front of a pond that had a lot of ducks and chicks. She plays, she dances, ^{she} helps people, she rides horses and playing with her doll princess. She ~~exercices~~ exercises, swim's, run's, play's and etc.

Name:

Boy 4

Write about a prince (his name, what he wears, what he looks like, where he lives, what he does, his hobbies...).

One day, there was a prince who was called Johnny he wore handsome cloth a golden crown with jewels and a shiny black shoes. He had a handsome face and he looked very handsome with nice cloth. He lived with the princess in the castle that was in front / the pond that ~~was~~ ^{was} made from silver and golden rocks. He play's tennis, exercises, he ~~is~~ help's people, he rides horses with the princess and play's with his doll prince.

Name:

~~XXXXXXXXXX~~

Boy 5

Write about a princess (her name, what she wears, what she looks like, where she lives, what she does, her hobbies...).

oneday there was a Princess called Harry and she was
living in a castle and it was beautiful. She was wearing
a lovely red dress. She was tall but her
castle was short, but from inside it is big. there
is a dragon. the dragon take care about the princess.
she said no huge go to my castle she said to the
dragon.

Name:

Boy 5

Write about a prince (his name, what he wears, what he looks like, where he lives, what he does, his hobbies...).

~~one day there was a prince called Mawmen and he was~~
~~living in a castle and his job is to save the~~
~~people. He was wearing a crown and~~
~~a shirt and pants.~~

Name:

Boy 6

Write about a princess (her name, what she wears, what she looks like, where she lives, what she does, her hobbies...).

~~There was a princess called Lucy. She wear a~~
~~golden dress. She had a tall and a straight hair.~~
~~Her shoe were white. She have a blu eyes.~~
~~She wants a prince. She wants to marry a~~
~~prince. She lives in a castle in a big garden. She love~~
~~singing.~~

Name:

Boy 6

Write about a prince (his name, what he wears, what he looks like, where he lives, what he does, his hobbies...).

There was a prince called ~~*~~ Michell. He have a nice hair. He is tall and he is strong. He ~~have~~ ride a brown horse. He live in a big and in a beautiful castle. He want to marry a princess.

Name:

Boy 7

Write about a princess (her name, what she wears, what she looks like, where she lives, what she does, her hobbies...).

One day there was a princess her name was Jane. She was a beautiful princess she lived in a huge castle. Her hobbies were math, science and reading. Her job was a mechanic and she was helpful and kind and she was wearing a blue dress and a golden shoe.

Name:

Boy 7

Write about a prince (his name, what he wears, what he looks like, where he lives, what he does, his hobbies...).

One day there was a prince called Ali he was in a cast he was angry he was wearing a paper bag his hobbies was science his job was a scientist.

Name:

Boy 8

Write about a princess (~~her name, what she wears, what she looks like, where she lives, what she does, her hobbies...~~).

oneday There was a princess her name was aeng her favourite dress colour was blue dress she had a crown and a pink shoe she lived in a big castle she always swims and playing with ashby ball

Write about a prince (his name, what he wears, what he looks like, where he lives, what he does, his hobbies...).

oneday there was a prince, his name was victor
the princesses dress was sparkling blue
he had a crown and a blue shoes he
Lives in a small castle he plays with
his friends he like to jump to the
pool and he likes to eat a lot

Name:

Boy 9

Write about a princess (her name, what she wears, what she looks like, where she lives, what she does, her hobbies...).

once upon a time there was a princess
her name was sare, she wears an outstanding
beautiful white dress. she has a long brown hair,
her eyes were like magic, her smile is the best smile
in our world, she lives in a far place in a far
country, she loves reading and writing stories, her
favourite hobby is playing with cats

Name:

Boy 9

Write about a prince (his name, what he wears, what he looks like, where he lives, what he does, his hobbies...).

Far time ago there was a prince his name
is Ali, he wears a nice suit and he is handsome
He lives in the biggest palace in his town but he was
so lazy and has no job, he was selfish. he loves
riding horses

Appendix E

Consent Form



Documentation of Informed Consent for Participation in Research Study

Project Title: Responding to a non-stereotypical story book

Principal Investigator: Amira Tarek Kamal Ali Rashad, a KG co-teacher in The International Schools of Elite Education.

Email: amiratarek276@aucegypt.edu

*You are being asked to participate in a research study. The purpose of the research is to *investigate how young children perceive gender roles and gender-related characteristics. The study also seeks to find how young children maintain their gender identities in speaking, reading and writing.* The findings may be *published in a journal article and presented in a conference.* The expected duration of your participation is two to three sessions (100 to 150 minutes).

*The procedures of the research will be as follows. Students will look at pictures of females and males working in non-stereotypical jobs, and then they will discuss the characteristics related to females and males. The students will also read *The Paper Bag Princess* story book by Robert Munsch and analyze it. They will also write about any prince and princess based on their own imagination.

*There *will not be* certain risks or discomforts associated with this research.

*There *will be* benefits to you from this research. The students will have the chance to discuss freely their perceptions of gender roles and the characteristics related to each gender. The activities in which students will take part may broaden their perspective about the possible roles males and females may occupy in a society. The study aims at challenging the gender stereotypes children often get exposed to in different media sources.

*The information you provide for purposes of this research *is confidential*. The researcher will not include any personal information about the students in the study. The students' real names will not be used, and pseudonyms will be used instead.

**Questions about the research, my rights, or more details about the activities that the students will participate in should be directed to (Amira Tarek Kamal Ali) at (amiratarek276@aucegypt.edu).*

*Participation in this study is voluntary. Refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may discontinue participation at any time without penalty or the loss of benefits to which you are otherwise entitled.

Signature _____

Printed Name _____

Date _____

Appendix F

IRB Acceptance Letter

CASE #2014-2015-56



To: Amira Tarek
Cc: Maida Torossian
From: Atta Gebril, Chair of the IRB
Date: Dec 21 , 2014
Re: Approval of study

This is to inform you that I reviewed your revised research proposal entitled "**Responding to a cross-gender story book**," and determined that it required consultation with the IRB under the "expedited" heading. As you are aware, the members of the IRB suggested certain revisions to the original proposal, but your new version addresses these concerns successfully. The revised proposal used appropriate procedures to minimize risks to human subjects and that adequate provision was made for confidentiality and data anonymity of participants in any published record. I believe you will also make adequate provision for obtaining informed consent of the participants.


Please note that IRB approval does not automatically ensure approval by CAPMAS, an Egyptian government agency responsible for approving some types of off-campus research. CAPMAS issues are handled at AUC by the office of the University Counsellor, Dr. Amr Salama. The IRB is not in a position to offer any opinion on CAPMAS issues, and takes no responsibility for obtaining CAPMAS approval.

This approval is valid for only one year. In case you have not finished data collection within a year, you need to apply for an extension.

Thank you and good luck.

A handwritten signature in black ink that reads "Atta Gebril".

Dr. Atta Gebril
IRB chair, The American University in Cairo
2046 HUSS Building
T: 02-26151919
Email: agebril@aucegypt.edu



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