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MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH  
DJILLALI LIABES UNIVERSITY OF SIDI BEL ABBES  
FACULTY OF LETTERS, LANGUAGES AND ARTS  
DEPARTMENT OF ENGLISH**



**Gender Studies and Literature Didactics:  
Research and Teaching.**

**Dissertation Submitted to the Department of English in Candidacy for the Degree of  
Doctorat in Women's Studies and Literature Didactics**

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**Academic Year: 2020\_2021**

# Dedications

This work is dedicated to my lovely parents, my lovely husband Naimi and my children Imane, Kamal and Islam.

# Acknowledgements

This thesis could not have been produced without the help, encouragement, and support of a number of people. Firstly, all my thanks to my supervisor, **Mr Ouerrad Belabbas**, for all his intellectual contributions but also for his patience and kindness.

I am highly indebted to **Prof. Bedjaoui Fewzia** for giving us the opportunity to do research and providing invaluable guidance throughout this research

I must express my gratitude to the board of examiners headed by **Prof. Bedjaoui Fewzia** together with **Dr. Omari Fatima Zohra Imene, Dr. Lamri Chamseddine and Dr. Bensafa Abdelkader** for reading and evaluating my work.

I am grateful to all the teachers and students who accepted to answer the questions of the interview. My special thanks go to the headmasters and teachers in the different secondary schools for facilitating the task of getting into contact with the students inside the classrooms.

## **Abstract**

Gender issue is encountered everywhere and in different fields namely education through the literary texts students read every day in their EFL textbooks. Despite the inclusion of many texts that display gender neutral, there are several ones that contain gender stereotypes that may affect students' perceptions of gender. The purpose of this study is to investigate gender portrayal in EFL textbooks literary texts in the Algerian secondary education and how it affects students' perception of gender. The aim of this research is to raise gender awareness among students, to reinforce women's empowerment in the Algerian society and to help promoting a culture of gender equality. The data were collected using a qualitative study through a textual analysis and content analysis methods where the three EFL textbooks texts that are currently in use in the Algerian high school were observed and analysed. These methods were carried out to examine gender representation in the selected texts from each textbook. Besides, classroom observations and interviews were designed to answer the second research question that is to explore to what extent gender representations in the EFL textbooks texts affect students' perception of gender. Findings from textual analysis and content analysis revealed that both textual and visual texts contain gender bias where gender is portrayed stereotypically; they represent traditional views of gender where women are depicted subordinate to men and occupy traditional gender roles. Besides, classroom observations showed that teachers mediate the texts to the students uncritically where students raise traditional attitudes towards gender. This dissertation will show that the secondary education EFL textbooks do not live up to the requirements for gender equality and women's emancipation. Finally, the dissertation includes some practical ideas on how to work with gender issues in the classroom.

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## **List of Abbreviations and Acronyms**

**AFMA:** Association des Femmes Musulmanes Algériennes

**AN:** Assemblée Nationale

**CA:** Constitution Algérienne

**CBA :** Competency-Based Approach

**CBLT :** Competency-Based Language Teaching

**CRM :** The Civil Rights Movement

**EFL :** English Foreign Language

**ELT :** English Language Teaching

**ESL :** English as Second Language

**FIS:** Front Islamic du Salut

**FL :** Foreign Languages

**FLN:** Front de Libération Nationale

**GE :** Gestion & Economy

**GIA:** Groupe Islamique Armé

**LPh :** Letters and Philosophy

**MEN:** Ministry of National Education

**MT:** Mathematics

**NGOs :** Non-Governmental Organizations

**NOW:** National Organization of Women

**NWPC:** National Women's Political Caucus

**PPA:** Parti Populaire Algerien

**PCA:** Parti de la Communiste Algérienne

**SE:** Experimental Sciences

**SE1 :** First Year Secondary education

**SE2 :** Second year secondary education

**SE3 :** Third year secondary education

**TEFL:** Teaching English as a Foreign Language

**TESOL:** Teaching English

**TM:** Technical Mathematics

**UFA:** Union des Femmes Algeriennes

**UGEMA:** L'Union Générale des Etudiants Musulmans Algériens

**UNESCO :** United Nations Educational Scientific & Cultural Organization

**UNFA:** Union Nationale des Femmes Algériennes

**WEAL :** The Women's Equity Action League.

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# GENERAL INTRODUCTION

# General Introduction

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## General Introduction

Gender issues are encountered in every aspect of our life, in schools, in institutions, and in the family. Ideas and ideologies about gender are reflected and noticed in speech, beliefs, books, songs, films and so forth. Therefore, society views on gender still persist and have an influence on behaviors and everyday life. These beliefs are shared based on the dominant view of the world that every member of the society has adopted. Despite the progress that the current century has brought to mankind and societies, there is still lack of gender equality mainly in education, especially, in Third World countries. Unfortunately these ideas and ideologies about gender are taken for granted in our Algerian institutions and schools that they are right and true. Gender issues in education in general and in teaching English as a foreign language textbooks ( EFL textbooks) in particular has become the most important topic to be searched and developed. Thus, examining the relationship between gender issues and teaching literature is a crucial area to research in education. Much research has been carried out on gender issues in textbooks more specifically since the textbook, in general, is a teaching material that has a great role to play in affecting learners' perception of gender.

Gender representation are included in educational teaching materials which are designed to reflect the most common and prevailing features of gender in a society. Thus, it is necessary to be examined for the investigation of gender representation that is subconsciously acquired by the learners and may cause long term drawbacks on their social behavior. Despite the selection of many texts that display modern gender roles in the classroom, there are many resources that enclose gender stereotypes that can affect students perceptions on gender stereotypes. Gender issue is clearly embodied in what students read, write and see daily in their textbooks. The textbook texts and illustrations contents include gender stereotypes. This manifestates gender inequality in textbooks in general and these manifestations particularly have influences on learner's beliefs and roles and even on the learning process of the language in general since textbooks are considered as the most important teaching material in school curriculum that play an essential role in enhancing students achievements. Gender bias aspects included in EFL textbook texts regarded as obstacle to gender equality in education contexts that lead to a misunderstanding and constructing of unfair ideas of the social roles females play and the

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contributions they have achieved. Therefore, if gender bias is presented in textbooks, students will develop a gendered identity and there will be gender inequality. Gender representations should be fairly treated to establish a gender-fair society. Consequently, it is worth to analyse and investigate how gender is represented in the textbook texts and illustrations.

Textbooks have further goals than teaching a language item or content, they enable the learners to promote their critical thinking skills, creativity and autonomy. Besides the educational perspectives of textbooks, there are also policy issues which are the most crucial aim. Therefore, since a textbook is a basic tool in the learning process for learners and teachers, this necessitates the curriculum to be designed fairly and attentively. Textbooks can have a great impact in the development of cultural prejudices and gender stereotypes through the textual and visual contents since the textbook contents tackle various issues that can develop new attitudes and opinions among the learners. For instance, the use of texts that neglect women contributions for the society and their experiences further compounds gender bias in schools curriculum which may have an impact on developing their gender identity. In fact, textbooks generally affect learners' attitudes and opinions because besides learning the contents, they may also acquire attitudes and opinions on the topic included in the textbook. Hence, such themes are ranging from political, economic, environmental, and social issues to multiculturalism. These attitudes are presented directly or indirectly and they are learnt subconsciously, but they play a main role in how to see and construct the world around them.

It is revealed most of time that since textbooks are considered as materials where ideas and experiences are depicted, the idea of women are subordinate to men is clearly persuaded through textbooks that can reinforce the male supremacy and female degeneration since the textbook is considered as a tool that contains a language that is a reflection of political, social and cultural ideologies. Several studies have also revealed that the idea of preferring males over females unfortunately still exists especially in the developing countries and it is found everywhere more particularly in the field of education notably in textbook texts. Furthermore, Research has shown that most textbooks texts are extremely gendered where women are generally invisible and illustrated in a stereotyped way whereas men are always in the front.

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In this respect and as it is mentioned above gender representations are clearly included in educational materials through the literary or factual texts selected to be used as authentic sources in the English foreign language teaching learning process. Textbooks as educational materials through their contents reflect the most common and prevailing features of gender beliefs in a society and the attitudes of a particular society towards gender that are subconsciously acquired by learners and may cause long term drawbacks on their performance and their social behavior. Acknowledging the gender role and gender stereotypes associated in the textbook texts that affect the perception of what a specific gender should look like, is significant for the students to understand as they continue to be exposed the rest of their studies career and beyond school. Therefore, it is necessary to be examined for the investigation of gender representation so as to exhibit gender equality in the field of education and therefore to establish a gender-fair society.

Gender bias is considered as an invisible obstacle to gender equality in education that leads to make textbooks as a source to develop stereotypes about gender role, so it is necessary to be examined for investigation of gender representation and gender issues in education that should be taken into account to prevent any aspect of gender inequality. Although research has been done to analyze the EFL textbooks from the gender perspective, not much has given attention to analyze and examine gender portrayal in secondary education English texts included in the EFL textbooks in Algeria, that is one of the countries that aspires to gender equality in its national law and policy, and its impact on students' perception of gender.

Research questions that have been raised are:

- How is gender represented in the Algerian secondary school EFL textbook texts?
- How does this gender representation affect male and female students' perceptions of gender?

To answer the posed questions above, the researcher presupposed the following hypotheses:

- Firstly, presuppose that EFL textbooks texts that are currently in use in the Algerian secondary schools are biased against women and the illustrations included represent the original copies of society's cultural stereotypes

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- Secondly, The gender bias represented through the Algerian secondary school EFL textbooks texts and illustrations affects female and male students' perception of gender.

The purpose of this study is ranged in a set of objectives. The focal aim of this study is to spotlight gender issues in education in general, the textbook in particular. Firstly, it aims to analyze the ways of gender representation in the literary texts included in secondary school EFL textbooks. In other words, it strives to examine if females and males had equal appearance and first place in reading passages, dialogues, activities, and also in the illustrations accompanied. In particular, to investigate gender portrayal in high school textbook texts of English and find out how the texts included in the textbook depict gender and most important its effects on students' perception of gender. This work will offer a clear view whether the pictorial contents used in high school textbooks of English are sexist and discriminatory against women and girls or they are rather neutral represent the two sexes in an impartial and fair manner. The general objective of this study is the rise of awareness about gender among teachers as well as learners and also to uncover sexism and stereotyping in such important teaching tool in order to establish a gender fair society through a fair treatment of gender representations.

To achieve the above main objectives, the present study examines how gender is represented in both texts and illustrations in the three textbooks of English currently used in the Algerian high schools. They are selected **intentionally** for the analysis of gender representation and its effects on male and female students' perception of gender involving the cultural perspectives. Textual analysis method will be surveyed of particular texts and illustrations used in the Algerian secondary school EFL textbooks respectively. This analysis will be designed to address the first research question which pursued to examine the way gender is portrayed and constructed in both written and visual texts. Textual analysis , that is a research method will be used to describe and interpret the content, structure, and functions of the messages contained in texts and images, is based on feminist theory criticism and gender studies approach to literature to put a frame work by which the

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way selected literary texts should be analyzed. The aspects of gender that are targeted in texts and illustrations analysis include gender stereotypes discussing masculinity versus femininity in the texts, the status of males versus females (the superiority of men), voiceless women, protagonists, gender roles for women and men, gender identity, gender occupations and the sexual division of labor. As for the second research question that sought for the effects of gendered texts on students' perception of gender, classroom observations will be undertaken to obtain in-depth information about the way teachers are mediating the gendered texts to students and students' responses to those texts during the teaching –learning process. Besides, interviews will be structured and submitted to the teachers to know their views and experiences towards the issue of gender bias in textbooks. And focus group interviews will be submitted to students as well to know about their perception of gender and what their beliefs are about gender. This is to obtain information about the impact of gender representation on their perception of gender.

This research starts by the general introduction in which the background of the study, statement of the problem, the research questions and hypotheses and also the research methodology are all highlighted. Our research comprises two parts which are, in turn, divided into chapters. The first part is meant to go over theoretical and conceptual framework of the study. It encloses three chapters. The first chapter presents definitions of the key concepts Feminism and Gender Studies. In this chapter there will be a clear idea about these two main concepts of the thesis. We start by an overview of the concept of gender studies by defining gender and sex, gender identity, gender roles, gender order, gender stereotypes, gender bias and gender neutral. Then, there will be a brief definition of feminism, its various branches and theories and its history including the three different waves and their goals. The second chapter gives an overview of the literature review related to gender issues in literature didactics. There will be a short talk about the field of literature didactics where the term literature will be defined presenting its different types and a talk about the issue of gender in education. Furthermore, this chapter will offer a talk about gender and sexism in the EFL textbooks.

The second chapter paves the way to the third chapter where the background of the study will be detailed by presenting the status of teaching English in Algeria mainly the presentation of the teaching and learning process of English as a foreign language in

## **General Introduction**

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secondary education and the three different EFL textbooks that are currently used in the Algerian high schools. It will present a description of the textbooks of English currently used in the Algerian secondary school.

As for the second part, it includes the practical phase of the study. It encloses two chapters. The fourth chapter which details the research methodology used in our study. Besides, it consists of the discussion of the findings reached through data collection and analysis. The language data with detailed discussion will cover this chapter. The fifth chapter will present recommendations, implications and suggestions to raise gender awareness among textbook designers, educators, teachers and learners as well and to realize a gender fair society through designing gender fair curriculum that contributes to the construction of gender equality. Finally, a general conclusion of our research is presented. It displays the summary of the major points of our study and suggestions that would be a source for further research in the area of gender issues in EFL textbook literary texts.

# Chapter One

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### 1.1. Introduction

This chapter gives an obvious insight over the concepts of feminism and gender studies since the issue of gender is the focal aspect of our study. To start with, defining the most essential terms linked to feminism and gender studies can serve as a way to introduce the points with which our discussion is concerned. A brief definition is given to the concept of feminism accompanied with a brief history about it and its different branches on the whole advocate for reaching women's rights and the struggle for their equality to men in society. Then, it sheds light on feminism in Algeria, in particular, women's status in the Algerian society. Furthermore, the light will be shed on the definition of gender studies and its origins accompanied with brief definitions to some key concepts related to gender studies. This is considered as a starting point to spotlight on the representation of gender in EFL textbooks texts through dealing with feminism movement and gender studies issues.

### 1.2. Definition of Feminism

Feminism is the movement that advocates equal rights for women in all realms of life (Tuttle, 1986). The overall thought of feminism is to make men and women equal politically, socially, and economically and to avoid men's supremacy and oppression to women. Most feminists struggled to be equal in all opportunities, treatment, respect and social rights to men. The feminist theory attempts to improve a comprehensive account of the degeneration of women, to develop effective strategies to liberate women and highlight the reason for women's subordination. Tong (2009) argues that feminist theory attempts to describe strategies for women's liberation. Jane Flax in ' Women Do Theory ' suggests that theory is a systematic, analytic approach to everyday experience '. Therefore, the experiences of each woman and the women collectively generate a new web of meaning that leads to the emergence of new thoughts that were theorized by feminists and feminist theorists. As Frye (1983) in her essay ' The Possibility of Feminist Theory' where she notes, ' Our process has been one of the discovering, recognizing, and creating patterns- patterns within which experience made a new kind of sense. Instead, of bringing a phase of inquiry to closure by summing up what is known as other ways of generalizing do, pattern recognition /construction opens fields of meaning and generates new interpretive possibilities. Instead of concluding observations, it generates observations'. The feminist's experiences of life and the real practices they exercise lead women to voice the basic causes of oppression and fight for freedom.

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According to Tong (2009), women were suffering subordination due to false belief by a society that women, by nature, are less intellectually and physically capable than men. Thus the feminist theory tends to stop this oppression and discrimination against women in the academy, the forum, and the marketplace. At this point various feminist thoughts developed to eradicate this injustice, as liberal feminists see it, this belief is unfair. Whereas, women should have the same opportunity as men. So feminist theory aimed at achieving equality and justice by fighting the forces that create gender discrimination.

### 1.3.Feminism History

Feminism has a long history since the 18th century at least starting with the work of early liberal feminist thinkers such as Mary Wollstonecraft and John Stuart Mill. Feminism is considered as a response to women's lives and experiences and the varieties of feminisms reflect the changing and varied nature of women's experience. Feminism has known a set of movements and rebellions that were carried by feminists to call for women equality and empowerment. Each movement depends on a certain time, place and culture. Most of the Western feminist thinkers such as Germaine Greer (1999) believes that any trial or work look for women's rights should be regarded as a feminist movement. Other historians like Katherine Marry states that feminism is the conviction that defends the improvement and expansion of the role of women in society. Thus, the history of feminism can be divided into three waves. The first feminist wave was in the 19th century and early 20th century, the second feminist wave was in the 1960s and 1970s, and the third wave was extended from the 1990s to the present day. As Beverly (2002) cited in Tong (2009), writes

*The first phase is primarily the nineteenth-century woman suffrage movement, followed by the second phase which began in the mid- 1960's and was catalyzed primarily by the Civil Rights movement; and the third wave, referring to a younger generation of women in the 1990's who was certainly influenced their feminist foremothers but who would define feminism differently, and in some ways reject what they perceived to be the doctrine aspects of ideology, mainstream feminism, that they both respect and find limiting ( p271).*

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To start with, the first wave feminism refers mainly to women's suffrage movements. These movements began at the first women's conference in Seneca Falls, America in 1848 when hundreds of feminists assembled to advocate to get white middle and upper-class women inside the public and cultural world from which they were excluded (Arneil, 1999). The first wave feminism discusses the social, civil and religious conditions and defends the role of women in society. The first wave focused mainly on the promotion of equal contract and property rights for women and the opposition to ownership of married women by their husbands. According to Arneil (1999) the first-wave feminists fought for civil rights and accepted women's role in the private sphere as a given (p.154). Scholars published that the major issues of this wave were equality in legal and political rights. It aimed to show that women must gain political power including the right to vote and to participate in society. The first wave feminists planned to work against the society that always arranged women under the mercy of men, a husbandless woman was regarded as a property of her father and a married woman as a property of her husband. Mary Wollstonecraft was one of the first modern feminist writers. Modern feminism begins with Mary Wollstonecraft's *Vindication of the Rights of Woman* (1792). 'She published her essay in response to Rousseau's political and educational writing, which differentiated the roles of men and women based on 'nature' (Arneil, 1999). According to Arneil, Wollstonecraft dares Rousseau's claims that women were not rational, or lacked rationality. She added that Rousseau denies women not only the right of citizenship but their basic humanity. So, the first wave feminist fought the women's right to citizenship, to vote, to education because as Wollstonecraft states women also have the capacity for a reason by nature (as men do). Yet, some researchers and scholars argue that African- American women in the South had a long fight on this issue because of racism. Black and brown women could not fight for the property because they were considered as property, so they did not get the right to vote along with their white counterparts until about 50 years ago. Major figures of the first wave are Margret Sagner, Voltairine de Cleyre, Elizabeth Cady Stanton, and Susan Anthony. In short, women during this period became aware that they have to achieve political power (the right to vote). This leads to issues of sexual, reproductive and economic matters.

The second wave feminism started in America and later spread and became a worldwide movement. It extended during 1960 and lasted until 1980. According to Dorey-Stein (2015)

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the second wave of feminism focused on the workplace, sexuality, family and reproductive rights. It encouraged women to understand aspects of their personal lives as politics was concerned. During this period, Dorey- Stein argues, women were aware of the Black Civil Rights Movement, Anti Vietnam Movement, Chicano Rights Movement, Gay and Lesbian Movement, and Students Movements of 1960 that were considered as the origins of the Women's Liberation Movement in America. They also were part of many other groups fighting for equality, since they had desires to power their voices by initially fighting for gender equality to be heard. As a result of these participations women got more and more consciousness-raising. The second wave feminism started with the leader or mother of the movement ' Betty Friedan' in her book ' The Feminine Mystique', published in 1963 that was the reason why the second wave called up after a dead history. Betty Friedan portrays in her book the miserable life of women who were considered only as housewives or mothers. As Friedan pointed, 'part of the strange newness of the problem is that it cannot be understood in terms of the age-old material problems of man: poverty, sickness, hunger, cold'. She also writes ' we can no longer ignore that voice within women that says: I want something more than my husband and my children and my home' (Friedan, 1963). Talking about the appearance of second-wave feminism in Britain is somewhat different as Sue Thornham (2000) states,

*In Britain, too, American women were working against the Vietnam War, and this provided another strand. The biggest impetus, however, came from women active in radical left-wing politics, and this gave the British Women's Liberation Movement, in common with its European counterpart, a Marxist-socialist inflection rather different from the liberal or radical feminism dominant in the USA. (pp. 26-27)*

According to Thornham (2000), similarly, the 1960s saw the emergence of Equal Rights groups, yet these were not identified official but with industrial militancy of working-class women like the sewing machinist at Fords in Dagenham, who in 1986 went on strike for equal pay. Some second-wave activists are Lise Vogel, for instance, dared the consensus that had developed by the 1990s that race and class were not of interest to feminists until the 1980s. Another activist, Wini Breines also tried to prove issues like race and class were part of the

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feminist. To sum up, second-wave feminism both in America and Britain largely emphasized issues of equality such as ending discrimination; protecting women and girls from violence, sexual harassment and rape; and advocating for workplace rights including maternity leave and equal salary.

The third wave of feminism began in the 1990s, it refers to the continuation of the fight for women's rights, and a reaction to the perceived failures of second-wave feminism, beginning in the 1990s after the end of the second wave. Third-wave feminism may be the most diverse and individualistic feminist wave to date. It focused less on laws and political processes but more on individual identity. The third wave feminism has begun out of the realization that women are of many colors, ethnicities, nationalities, religions and cultural backgrounds. This phase is considered as a continuation of the second wave by the rise of a new discourse on gender relations. According to Beverly (2002), the third wave refers to a young generation of women in the 1990's who was surely affected by their feminist foremothers and who would define feminism differently. Also, Tong (2009) puts:

*Third-wave feminists are more than willing to accommodate diversity and change. They are particularly eager to understand how gender oppression and other kinds of human oppression co-create and co-maintain each other. For third-wave feminists, the difference is the way things are. Their world is the Heraclitean world, not the Parmedian world. [...] Third-wave feminists expect and even welcome conflict and contradiction, including self-contradiction. p271.*

Archer and Huffman (2005) agree that the third wave analysis should be different from the prevailing view, a new generation of young feminists who came of adult age in the 1980s and 1990s and who presented several novel interests, concerns, and strategies for political actions. Rather, it is argued that the third phase of feminism should be viewed as deeper progress that is the rise of framing and understanding gender issues. Thus, supporters of this wave claim that it allows women to define feminism to themselves by incorporating their own identities into their belief system of what feminism is and what it can become. The term 'feminist' during this movement is received less critically by the female population due to the varying feminist outlooks. Major figures of this wave are Bell Hooks, Cherrie Moraga, Chela Sandoval, Audre Lorde. The various themes of women writing are around love, marriage,

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wealth and the British aristocracy (as in 'Pride and Prejudice' by Jane Austen, creating stories where women do not need a man to survive). These writers contributed to changing the common view of 'women' and their feminine side. Feminist literature aimed to found and defend equal civil, political, economic and social rights for women. Briefly, this wave could break the boundaries of gender and give themselves a suitable identity. To sum up, feminism at the early beginning of the twenty-first century seems in some ways different from feminism in the 1970s or at the turn of the century, but in other ways it remains very much the same supporting and looking for women's best interests (Tong, 2009).

### 1.4. Feminism Branches

Feminism is a theory that men and women should be equal politically, economically and socially. This is the base of all other famous theories and it is considered as 'core feminist theory'. Feminism has known different changes that lead to the emergence of various other feminist theories and branches that are recognized by feminists and feminist scholars. The feminist theory had a role in the process of human liberation as the feminism movements were related to social, political and economic equality. Feminists use a variety of categories to organize and understand women's special reality and women's lives. This led to the emergence of several varieties of second-wave feminist thoughts under various distinct feminist theories. Therefore, the feminist theory had known different feminist thoughts and thus different movements to depict all the sorts of feminism. As Tong (2009) states '.... *Feminist thought is old enough to have a history complete with a set of labels: liberal, radical, Marxist/socialist, psychoanalytic, care-focused...*' (p. 1). Thus, there are many types of feminism that each one of them has principles and conditions that have been set for the advocacy of women's rights.

#### 1.4.1. Liberal Feminism

Liberal Feminism is one of the branches of feminism. It aims to achieving gender justice. According to Tong (2009), liberal feminists see women subordination as unfair and women should dare this bad realm and all the false beliefs against them. Thus, as she notes, liberal feminist insist on gender justice and equity as she writes:

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*Gender justice, insist liberal feminists, requires us, first, to make the rules of the game fair and, second, to make certain that none of the runners in the race for society's goods and services is systematically disadvantaged.*

Liberal feminism fights for equal rights for women, as Nash (1998) argued, it was originally advocated by John Stuart Mill in 'The Subjection of Women'. According to Nash, Mill's (1869) statement of liberal feminism was most influential in the first wave feminist movement. Most achievements of the women's movement in the West have been made in terms of liberal rights. As she puts:

*Mill argues that women should not be excluded from exercising that capacity in professional work and political life by being confined to the domestic sphere under the direction of their husbands. They should have equal rights with men to education to access to training and work, to the representation of their political interests by means of the vote, and to personal autonomy with rights over property, divorce and so on (p. 259)*

Liberal feminism aims to achieving equality between men and women. It focuses on the power of an individuality to change discriminatory practices against women. It is considered as the most essential types of feminism, that advocates for the integration of women into society. Most liberal feminists seem to favor welfare liberalism which advocates for governments interventions in the economy so as to avoid inequalities.

Some of the liberal feminists, thinkers and organizations are Mary Wollstonecraft, John Stuart Mill, Harriet Taylor, Betty Friedan, The Woman's Suffrage Movement (WSM) in the United States and the National Organization for Women (NOW). As Tong (2009) argue s, it is to prove the overall goal of liberal feminism despite its shortcomings. These liberal feminists and thinkers, mentioned above, brought various liberal ideas that advocated for women liberation for instance the eighteenth century thought was evolved by Mary Wollstonecraft that is the right of equal education by her writing 'A Vindication of the Rights of Woman'. It was between (1759-1799) when the European women's economic and social position was indecent. Wollstonecraft argued the girls and women have the same opportunity of education as men. Tong states that Wollstonecraft could present a vision of a strong woman in mind and

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body, a person who is free from her passions, her husband, or her children. All that Wollstonecraft wanted for women is personhood. Thus, as Tong notes, Wollstonecraft claimed that a woman should never be an instrument or a means to the man's pleasure or happiness.

John Stuart Mill and Harriet Taylor (Mill) developed the nineteenth-century thought that is equal liberty. Mill and Taylor started from Wollstonecraft in insisting that if society is to gain sexual equality, of gender justice, then society must provide women with the same political rights and economic opportunities as well as the same education that men enjoy (p16). Harriet Taylor and Mill wrote several essays on sexual equality. They co-authored 'Early essays on Marriage and Divorce' (1851), and Mill wrote 'The Subjection of Women' (1869).

The nineteenth-century had also known the Women's Rights Movement (WRM). The women's rights movement was related to the slaves' rights movement. The American WRM prominent leaders, Lucretia Mott and Elizabeth Cady Stanton were not allowed to speak in the 1840 World Anti-Slavery Convention in London since men at the convention had silenced women. Thus, the American Women's Rights Movement leaders promised to hold a women's rights convention upon their return to the United States. In 1848, three hundred women and men met in Seneca Falls, New York, and produced a Declaration of Sentiments and twelve resolutions. They stressed the issues Mill and Taylor had focused on in England. Another twentieth-century action was Equal Rights movements where liberal feminism advocates equal rights. Mill argues that women should exercise their capacity of professional work domestically under the orientation of their husbands. He also argues that women should have equal rights with men to education, access to work, to vote and express their political interests, and to personal autonomy with rights over property and divorces. Yet, he suggests that only exceptional women could do that whereas the others would principally be wives and mothers under the support of their husbands. Liberal feminism has been criticized for the empty formalism of rights which do allow women to realize equality.

Liberal feminists advocate for being fully liberated economically, sexually and having the right to civil liberties. Thus, the self-identified liberal feminists in the nineteenth century where most liberal feminist had joined the National Organization of Women (NOW), the National Women's Political Caucus (NWPC), or the Women's Equity Action League (WEAL) that aimed to improve the women's status by making pressure on the political institutions and

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to increase women's awareness about their oppression by men. It is argued that despite their efforts, desegregation against women did not end. This was a reason to change all this to the Civil Rights Movement (CRM) since it was thought that discrimination against Blacks was the same case as discrimination against women, as Tong states. In 1961, president John F. Kennedy founded the 'Commission on the Status of Women', which produces much new data about women, and resulted in the formation of the 'Citizens' Advisory Council' that contained different state commissions on women's status and the passage of the Equal Pay Act. Among the liberal feminist activists was Betty Friedan who was a member of NOW who challenges sex discrimination in both spheres private and public in her book 'The Feminine Mystique'. However, this was rejected and criticized by the second-wave feminist. Firstly it was argued that the formal, legal rights are not only insufficient to liberate women, they even contribute to women's subordination, Second it was argued that the distinction between public and private fundamental to liberalism obscures and mystifies women's oppression in the home, Third according to the critique of liberalism as masculinist, but liberal feminism is also a contradiction in terms. This is because, as Nash (1998) argues, liberalism is considered as a gender-neutral individual who is a man, so it is very difficult to find a formulation for maternity leave rather than a gender-neutral illness. In short, the main focus of liberal feminism is that an individual woman should be able to determine her social role with great freedom as does a man. But, it faces many different critiques.

### 1.4.1.1. Critiques of Liberal Feminism

Many critiques from non-liberal feminists were leveled against liberal feminism which is quite harsh, as Tong (2009) argues that these critiques point to the great focus on women becoming like men and a focus on white and privileged women's interests only rose questions and critiques on the lack of class or race analysis and a lack of basic gender relationships (p37). Alison Jaggar is one of the critics who formulated a powerful critique. Alison (1992) claimed the rational, free and autonomous self is 'male' self or 'female' self. She defended her point arguing that men tended to devalue the body whereas women tended to value the body due to their heavy reproductive and domestic roles, and the much time devoted to child-rearing, yet men have much time to spend cultivating the life of the mind. As a result, as Alison (1992) explained, men are rational whereas women are emotional since they care about

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people's bodies. And thus they do not have enough rational capacity to realize political and moral equality. Consequently, Alison saw liberal feminism's priority of the mental over the bodily is wrong and not true. Alison Jaggar and some other critics questioned liberal feminism's focus on the individual and not to the community considering '*the individual to be the basic unit for political thought*', as Nussbaum (1997) puts

*'It treats the individual as before society's* (p.6). He states that liberals often failed to notice that law and institutions that are the public sphere shape the family institution that is the private sphere and determine the privileges and rights of its member (p.13).

According to Tong (2009) liberal feminism's defenders dare Alison Jaggar and Scheman's critique claiming that liberalism of liberal feminism is not the same as the liberalism of liberal non-feminists. Besides, critics of liberal feminism emphasize the focus on women becoming like men. Elshtain cited in Tong (2009) asserts that liberal feminism is wrong to focus on '*individual interests, rights, and personal autonomy than to the common good, obligations, and social commitment*' (p. 40). Additionally, she questioned the liberal feminism's emphasis on women becoming equal to men and it ignores the traditional female roles. Furthermore, Tong (2009) states that there is a historical critique of liberal feminism that gives much importance and focus on its racist, classist and heterosexist past (p.40). Critics accused liberal feminism of the focus on white privileged women's interests only and white middle-class women who could be as men. According to Friedan, in '*The Feminist Mystique*' describes that child-rearing and house-keeping are regarded as oppressive for white, middle-class and well-educated women. Critics such as black feminists and postcolonial feminists argue that liberal feminism stressed only middle class, heterosexual, white women's interests ignoring women of different races, cultures or classes (Mill, 1998).

### 1.4.2. Radical Feminism

Radical feminism is one other branch of the feminist theory. Radical feminists believe that women's oppression is due to being women biologically. According to Tong (2009), women's oppression as women is more principal than other forms of human oppression (p. 49). Women's experiences of life and the real practices they exercise, as Bryson (1999) claimed,

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women had experienced different trauma such as illegal abortion, rape, house holding, fulfilling men's sexual desire (p. 27). Radical feminists view that sex/ gender is the basic cause of oppression. They reckon that women's biology is closely related to their oppression and sexual abuse. They also questioned why women must adopt certain roles based on their biology. Based on these ideas, experiences, practices and observations the radical feminist theory arose and originated to women from the men's oppression. The radical feminist theory battles for women's freedom from men's supremacy and men's domination sexually through sexual harassment, rape, pornography, prostitution as well as childbearing. The radical feminist theory later has known changes and new ideas arising among radical feminists. Therefore, they have been divided into two groups: Radical libertarian feminists who believe in biologically- determined behaviour and radical –cultural feminists who believe in culturally-determined behaviour. 'These feminists voiced very different views about how to fight sexism' as writes Tong (2009, p. 49). Here are the main views and goals of each part:

### 1.4.2.1. Radical Libertarian Feminism

The radical libertarian feminists believe that the main cause and root of female oppression is women's ability to give birth to children. The libertarian feminists support reproductive technological advances. Thus, they argue that women do not need to be biological mothers. They see the time devoted to the reproductive process is keeping women from being in the same facets of society that are occupied by men. Radical libertarian feminists generally disagree with the ideas of the 1960s and 1970; radical feminists view sex /gender and sexuality as a fundamental cause which often limits women's development as full human persons. The radical feminists longed for androgyny. The concept of androgyny captured the radical feminists desire to transcend the limits of the sex /gender system to be masculine as well as feminine. Thus, liberal feminine focuses on gender and gender equality. This group emphasizes the traditional understanding of human nature and personhood: (rationally, individualism, and self –fulfillment). All human beings possess a common nature. Radical-libertarian feminists deny the idea of gendered roles. Instead, they view that a just society is a society that allows individuals to exercise their freedom and fulfill themselves. Libertarian feminists ' major focus is individual autonomy, rights, liberty, independence and diversity.

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### **1.4.2.2. Radical -Cultural Feminism**

Contrary to radical libertarian feminists, some radical feminists later disagree with the idea of being masculine at all. This group of radical feminists refused androgyny replacing it with the support of women's 'femaleness'. So radical cultural feminists denied what libertarian women believe in. They expressed the view that it is better to be female /feminine than to be male/masculine. Therefore, women should not try to be like me; they should try to be more like women. Radical cultural feminists think that there are fundamental differences between men and women and that women's differences are special and should be celebrated. The feminist theory supports the notion that there are biological differences between men and women. For example, 'Women are more peaceful and tender than men'

### **1.4.2.3. Points of Conflict**

Radical libertarian feminists, as it is mentioned above, idealize androgynous persons and support the idea of being feminine/masculine. They widely tend to encompass men and focus on barriers that both men and women face due to their gender; whereas, radical cultural feminism celebrates women's femaleness. For radical libertarian feminists, sexuality is a powerful physical force that society aims to control by separating so-called good- sexual practices from bad-sexual practices. Supposedly, married reproductive heterosexuals are society's 'good' girls and boys; deliberately, non-reproductive or unmarried heterosexuals, lesbians, gays, and prostitutes are 'bad' girls and boys. Thus, radical-libertarian advises women to transgress sexual taboos. Radical cultural feminists disagree with radical-libertarian feminists' support of heterosexuality. They see that heterosexuality as male domination and female subordination. It is an aspect of patriarchy that includes pornography, prostitution, sexual harassment, rape, and woman-battering. Therefore, radical-cultural feminists conclude that the key to women's liberation is to eliminate all patriarchal institutions and sexual practices in which sexual objectification occurs (Ferguson 1984, p.108).

Another point of disagreement between radical libertarian feminists and radical cultural feminists is about how women's reproductive roles affect women. While radical-libertarian feminists believe that women should substitute artificial for natural modes of reproduction, radical-cultural feminists believe it is a great power for women to be able to procreate

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naturally. Radical-libertarian feminists think that sex and reproduction threaten women's free lives. Thus they urge women to limit production using the reproduction-controlling technologies of contraception, sterilization, and abortion and to support artificial reproduction in order not to be biologically enchained to reproducing the human species. Radical-cultural feminists find radical-libertarian feminists' ideas about reproduction as mistaken as ideas about sexuality. Radical cultural feminists see that women's ability to biologically reproduce is women's source of power. They deny the idea of women's reproductive oppression is caused by female biology in and of itself, but men's desire to replace women's biological reproduction by technological artificial reproduction techniques that may be considered as men's patriarchy to make sure women have number and kind of children they supposedly want.

### 1.4.2.4. Critiques to Radical Feminism

Many critiques were set to the movement of radical feminism. Critics assert that the early women's liberation movement of the 1960s and the 1970s largely lacked a developed theoretical approach. Hence the movement could assert without much detailed analysis a notion of unity among women and regard 'feminism' as a framework. Beasley (1999) claims that radical feminism focuses on three various terms/bases: psychology (androgyny), reproduction and sexuality that are regarded as fundamental causes of women's oppression. To begin with, concerning sexuality, as Shulman (1980) in his essay of 'Power and Sex: Sexual Bases of Radical Feminism' wrote;

*Radical feminist critiques of sexuality and sexual repression, originally presented as aspects, for examples, of much larger male domination of women, hardly as leading by themselves to solutions, have been diverted into concern with mere sexual technique or increased activity (p. 603). He added 'Sexual liberation can mean nothing unless it includes the freedom to reject or enter into sexual relationships fearing neither exploitation nor punishment. But sexual exploitation and punishment still threaten every woman (p. 603).*

The cornerstone of Rich's notion of compulsory heterosexuality is the theory of 'The law of male sex-right to women' (1986, p.47) – a theory of heterosexuality as a means for men to gain access to women's emotions, sexuality, and bodies (pp. 36\_37, 50). So this notion means to

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some extent male power. Kathy Miriam, in her essay 'Toward a Phenomenology of Sex-Right: Reviving Radical Feminist Theory of Compulsory Heterosexuality', wrote 'Elizabeth Grosz's claim along these lines is typical; she argues that the theory of 'patriarchy as the system of universal male right to the appropriation of women's bodies opens the way for a 'victim discourse' (1994, p. 9). Such critics might point to the radical –liberalization of sexual norms as evidence of woman's and girl's active integration in (hetero) sexual relations that may lead to some punishments for sexually active women such as the responsibility for rearing children and the psychological intimation of rape victims. Also, as radical-cultural feminists see it, heterosexual relations as practiced within patriarchy are about male domination and female degeneration, and may set as reasons for pornography, prostitution, sexual harassment and rape. *'Patriarchal force [...] relies on a form of violence particularly sexual in character and realized most completely in the act of rape.'* (Millett, 1971, p. 44).

As far as the denial of reproduction by libertarians is concerned, Firestone (1979) considered the development of artificial reproduction as a means of eradicating patriarchy by freeing women from the burden of reproduction. But, this is an aspect of women's subordination and degradation by men since men could substitute her by artificial reproductive techniques.

On the contrary, for Rich (1986), the fact that only women can reproduce is a source of power which women should control. She states that biological parenting is not the source of the problem, but motherhood. As a result, based on the critics of the feminists and theorists mentioned above the so-called radicals whose proclaimed purpose in life was the end of oppression, women still live the different aspects of oppression one of them the sexual domination by men.

### 1.4.3. Marxist and Socialist Feminism

Feminism movement has known various mainstream theoretical perspectives in its explaining and searching of women's oppression causes (Inability of liberal feminism and radical patriarchal feminists struggle for women's liberation) paved the ways for Marxist and Socialist feminism. According to Marxist feminists, women's liberation can only be achieved

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through the destruction of capitalism. Desai (2014) puts, '*Marxist feminists view women's oppression as the outgrowth of the capitalist mode production*' (p. 119).

Marxist and socialist feminism focuses on the perspectives of social justice and socio-economic differences. Marxist feminists believe that women's oppression originated in the introduction of private property that is capitalism is the cause of women's oppression, as they think. Both Marxism and Feminism share some common basics. Both of them have a prime emphasis that is to fight the conflict between two classes. According to feminists, men and women are the two broad classes. Men always consider themselves superior and powerful than women and this resulting in women's segregation. In the case of Marxism, the conflict is among the two classes of Bourgeoisie and the Proletariat where one class controls the forces of production and becomes the powerful one; whereas the second class is the one that has no control over the forces of production and therefore no power. So both Marxism and feminism are not satisfied with the existing state. Marxism fights for a classless society and feminism fights for the change of women's inferior status where all forms of discrimination based on gender will be eradicated and all women will be with complete equality. Marxist feminists argue that the capitalist system in which the means of production belong to one and all Marxist feminists see women as a distinct economic class, rather than individuals, focusing on the relations between women's work status and the conception of themselves. According to Marxist feminists, capitalism supports the subordination of women by enforcing their economic dependence on men. Marxist feminists focused on analyzing how women are oppressed through systems of capitalism and private property (Desai, 2014). Marxist feminists argue that the way to gender equality is achieved by the destruction of capitalist society. Marxist feminism perspectives include the issues of unequal pay, difficulty to achieve certain fields, and the state of the family.

Socialist feminism rose in the 1960s and the 1970s as a result of the feminist movement that focuses upon the patriarchy and capitalism. Socialist feminists argue that liberation can only be achieved by putting an end to the economic and cultural oppression. Tong (2009) states that socialist feminists believe that classism is not the main reason for women's subordination since women's lives under Communism were not better than women's lives under capitalism. She explained that women's integration into the productive workplace had

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not afforded them equality to men either there (workplace) or at home. Therefore, socialist feminists integrate class and sex, as well as other aspects of identity such as race/ ethnicity or sexual orientation (Tong, 2009, p. 96). Socialist feminism is a result of a combination of Marxist analysis and radical feminism (Tuttle, 1986, p. 306). Socialist feminism as a feminist theory searches for the basic cause of women's oppression. Socialist feminists believe that not only gender is the basis of oppression as radical feminism does, but both class and gender are considered as the basis of women's oppression. Socialist feminist theory considers the oppression of women caused by the other forms of oppression in society, such as racism and economic injustice. The most focus of socialists is to create a more equal society that should be classless unlike capitalism. Therefore, socialists had struggled for the achievement of more social equality where all are the same unlike capitalism that is regarded as oppression by socialist feminism as well as Marxism. They believe that not only one form of patriarchy is the most important. Instead, all forms including sex/gender, class, race and sexual orientation should be all treated. As Holmstrom (2002) explained,

*A socialist feminist means anyone trying to understand women's subordination coherently and systematically that integrates class and sex, as well as other aspects of identity such as race/ ethnicity or sexual orientation. This is to help liberate women.*

Another socialist basis is that socialist feminism did not recognize gender as a fundamental oppression of women only, but they continue to believe that class and gender are both taken into account (Napikoski, 2018). She writes, '*Socialist feminists wanted to integrate the recognition of sex discrimination within their work to achieve justice and equality for women, for working class, for the poor and all humanity*'. Based on this, socialist feminists had fought for the total eradication of social inequality, women's political and economic roles in society are limited to staying at home rearing children and raising a family that is the major reason of oppression. They see the problem as a combination of male domination and class exploitation as noted by Watkins, et al (1994). They call for a major shift in the field of education, work, sexuality and parenting. The sexual division of labor should be abolished to fight the stereotypical occupational categories. Socialist feminists argue that women should be accepted in all types of work within traditionally both male and female fields and compensated for it.

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Also, another point is to recognize the family structure of sharing of child-rearing responsibilities. Socialist feminists also fight to apply alienation to women work in the home not only in the workplace, unlike Marxist feminists. Forcefully, socialist feminists think that the home is not a place of consumption only, but production as well. Keeping house, doing all types of housework, raising children are all forms of production which contributed to prosper society, this type of product has, according to socialist feminists, a great social worth (The Feminist eZine, nd)

In short, despite all of these differences, all these forms of feminism agree that women have been oppressed and treated harshly and unjustly. They all share one common goal that is to liberate women and eradicate patriarchy in one way or another.

### **1.5. Feminism in Algeria**

Feminism in Algeria has known three waves. The first wave emerged after the death of President 'Boumedienne' in 1978 when the Algerian women heard the news about the creation of a commission on a family code. Thus the Algerian women demanded to know the identity of the members of the commission. Besides, the Algerian women protested against the 'Bendjedid' government's prohibition of traveling alone without a male guardian. So they organized mass demonstrations on the streets of Algiers. The second wave was when the government passed the conservative Family Code in 1984. The Algerian feminists took on the fundamentalists and their desire to apply the Shari'a law and the emergence of Front Islamic du Salut (FIS: Islamic Salvation Front). Thus, several new organizations were originated in that period by women to challenge the new Family Code (Sengeeta, 2012). The third wave of feminism started in 2001 after calming down the war and terrorism, women were promised better. This wave focused more on gender equality and the development of no gender roles culture.

#### **1.5.1. Women and The National Revolution**

The Algerian women have known several struggles since the national liberation movement up to now. During the war of liberation (1954-1962), there were three associations of women that emerged between 1943 and 1947. The first one was the Algerian People's Party (PPA: le Parti du Peuple Algerien), the Union of Algerian Women (UFA: Union des Femmes

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d'Algérie), and the Association of Muslim Women of Algeria (AFMA: Association des Femmes Musulmanes Algériennes). Bouatta (1997) argues that women's militating in such organizations were under the shadow of political parties. She suggests that these associations may be the means of the political parties to transmit the ideologies to the women's circles.

The women's participation in the war of the national liberation movement and their integration, the National Liberation Front (FLN: Front de Libération Nationale), was not explained by any attempt of women's emancipation, but women's priority was the liberation of the country. It is worth mentioning that political expression was not on the side of women. This was explained by the absence of women in the media of the FLN that was dominated by men during the war ( Bouatta, 1997). She asserts that despite men domination, the Algerian women used to always plan to bring other liberties after the independence of the country; in 1958, during a nationalist meeting at the Casablanca Labour Exchange, a group of Algerian women spoke before hundreds of men, saying *'You make revolution, you fight colonialist oppression but you maintain the oppression of women, beware, another revolution will certainly occur after Algeria's independence, a women's revolution'* (Bensemra, 2016). This means that the leaders were generally men who used to make decisions. Besides, the Algerian women suffered a lot from colonial domination. In most cases, women and girls were raped by the French soldiers as an act of dominance (Salhi, 2009). Furthermore, the Algerian women were victims of the mistreatment of their husbands who came back home angry and tired after a working day under their French employers. Both the domestic and public spheres became against them.

Algerian women activism has been started since the 1940s. In 1943, the UFA was originated under the Algerian Communist Party (PCA: Parti Communiste Algérien) the only Algerian political party that believes in gender equality. Salhi (1996) writes

*'... [I]n its first congress in 1944 the PCA deplored the miserable condition of the Algerian women, and set up an agenda to make women aware of their loss and suggest possible solutions such as education among rural and urban girls'.*

Besides, there was a creation of another association on the 2nd of July 1947 that was the AMFA by Mamia Chentouf and Nafissa Hamoud. Its chief duty was basically social that is to

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help the poor, the sick and the victims of May 1945 by food and clothes. Also, this association with the UFA tended to make parents aware of the education of their daughters and sons'. Militating in these associations spread awareness among women and prepared them for the challenge and for the struggle for independence that leads to great achievements and contributions such as becoming war heroines and leaders.

Nafisa Hamoud the leader of AFMA joined the freedom fighters in 1955. She was the first woman doctor who joined the army to struggle for freedom and national independence. Then, Fatima Benosmane the leader of the UFA who was arrested and tortured in 1957. These two women were followed by many other nurses and female university students, following the strike of the General Union of Algerian Muslim Students (UGEMA: Union Générale des Etudiants Musulmans d'Algérie). The Algerian women's participation in the national revolution was a giant leap from domestic life to the public sphere. This was one reason to dare any social taboo. Also, the national revolution put more confidence in the Algerian women and got rid of all previous fears and anxiety. Many of them were tortured violently and murdered like Hassiba Ben Bouali, Baya Hocine and many others. Some French writers like Simon De Beauvoir and Jean Paul Sartre sympathized with the Algerian women fighters and criticized the French colonial policy in Algeria. The Algerian women learned, during wartime, how to challenge patriarchy. The Algerian women were great. They could play active and heroic roles during the war by planting bombs, carrying weapons and nursing the sick and standing against the French colony as well as against the traditional attitudes of the Algerian society refusing the patriarchal concept of the division of labor between genders rejecting their traditional roles as wives, mothers, and daughters in the household.

### 1.5.2. Women after War

After gaining independence, most of the men (freedom fighters) who were in the mountains took high positions in the government and they divorced their wives who were joining them in the revolution and got married younger and educated women. As Bouthaina Chaaban (1988) writes:

*'This was very common. It was the norm. There were lots of men who married their women comrades in the mountains. Once they came down, however, and got*

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*a good position or good job in the towns they divorced their comrades and got married to younger, more presentable women. As women we paid the price from every point of view, and now they will not allow us to put our own laws on the market. I am convinced that all men are aware that women understand things a lot better than they do. That is why they feel inferior to us and in a stand of having the courage to face us to outwit them, just as we outwitted the French. I do not know. Not very long, I hope'. (p. 200)*

In the post-colonial period, the National Union of Algerian Women (UNFA: Union Nationale des Femmes Algériennes) was the only re-organized women's organization that was created in 1963 with three objectives (Bouatta, 1997):

- The emancipation of women
- The participation of women in political life for the construction of the country
- Social protection of the mother-infant and the disabled

Bouatta asserts that women's question was one of the priorities of this organization when it was created. Most of the women's activities (conferences and congresses) were chaired by men of the FLN, she added. She also argues that this organization was close to the left-wing of the FLN and the men of FLN were the ones who influenced the UNFA orientation. And that women's question was far from being the primary interest of this organization. Instead, it was used as an instrument to achieve some political objectives.

During Boumedienne's rule, the woman question was among the list of the developmental program. During the 1966 UNFA congress, Boumedienne declared that:

*'The Algerian woman has, in effect, imposed herself in our society thanks to her efficient action, her sacrifices and the many martyrs which she has given to the cause of a free, modern and socialist Algeria [... ..] All the same, it is absolutely necessary that this evolution naturally takes place within the framework of the Muslim religion, since our society is at the same time Arab Muslim and socialist and it has foundations and traditions which we must respect'*

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(Vince, 2015).

In 1967, women were elected communal assemblies. In 1976, the National Charter had given women chances of integrating into the national program of prosperity and progress and took into consideration the equality between men and women. Besides, the 1976 National Constitution supported the equality of sexes and the freedom of women.

### 1.5.2.1. Women During the Ben Bella's Era (1962-1965)

Ben Bella supported women and their important roles in the national revolution. Ten women were elected in the first National Assembly (AN: Assemblée Nationale). He opposed those who wanted to leave women outside the country reconstruction. Based on the Tripoli program, the first Algerian Constitution (CA: Constitution Algérienne) which was adopted in September 1962 reinforced the same recommendation for women. It also gave them the right to be full citizens and the right to vote and guaranteed gender equality and no discrimination (Kheddi, 1998). Fatima Khemisti, one of the ten women elected in the NA, managed to pass a law making marriage before the age sixteen is unlawful and she demanded nineteen for the purpose girls could continue high school. Sangeeta (2012) writes, *'During President's regime (1962-1965) women had gained civil and political rights. The right to vote and right to stand for political office was granted during this period'*

### 1.5.2.2. Bendjedid's rule and The Institution of The Family Code

Chadli Bendjdid became president in 1978 after the death of President Boumedienne. This period had known many feminist movements that mainly advocated for women's emancipation. During the 1980s, some of the Islamist ideas cropped up; one of them was that women could not travel alone. They should be accompanied by a male relative. It happened that some of the university female students were stopped at the airport and were prevented from joining their universities (Salhi, 2009). Therefore, a group of university students decided to meet the minister of interior and it was on March 8, 1980; a great number of women were gathered demanding the abolishment of women's non-freedom of movement (Salhi, 2009). Besides, during the presidency of Chadli Bendjedid the Family Code was reformulated. It was considered as a betrayal for the Algerian women (Sangeeta, 2012). Also Cherrad (2001) writes:

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*'The 1984 code was part of the government strategy to appeal to the base of the Islamic fundamentalist forces by meeting some of the wishes of that base. In Algeria as elsewhere in the Magrib, a majority of the Islamic fundamentalist movement comprised members of the urban underprivileged mostly young men and women alienated from their social environment, often of rural origin and usually unemployed'. (p. 199)*

Many independent feminists determined to continue the fight for the rights of all the Algerian women (Salhi, 2009). And several new women's groups emerged including the Algerian Association for the Emancipation of Women and the Committee for the Legal Equality of Men and Women. Salhi claims that only in this period a real feminist movement had bloomed in post-colonial Algerian society. The Algerian women activists struggled to have an eye on the family code that the government decided to debate it on the secret by the organization of demonstrations and marches. On June 9, 1984, the family code was enacted a Law no 84-11. It was a great betrayal to the Algerian women who decided to constitute themselves as an opposition to both the state and the Islamists (Salhi, 2009).

### **1.5.3. The 1984 Family Code**

The 1984 Family Code is a list of provisions that tend to regulate marriage and the family. It is debated between those who support their family life organized along Western lines and those who support a family life based on Islamic principles and ethics. This code was discussed three times over two decades before it was passed into law in 1984. Most of the provisions included in the 1984 Family Code are more liberal and they are obtained from Shari'a. As mentioned before, there was opposition from female members of the National People's Assembly; they organized street demonstrations in Algiers and many different other cities regarded as the first event happened in Algeria. Unfortunately, despite the efforts of the Algerian feminist women to prevent the government from passing the Family Code into practice, it was officially passed into law. Salhi (2009) claims that despite the numerous demonstrations and struggles organized by the feminist women and secular feminist activists, old and young feminist activists who repeatedly voiced their rejection of the government's introduction of the Family Code, the women groups failed to stop the Family Code from passing into law in June 1984. According to Cheriet (1996), the 1984 code brought many

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disastrous effects on women's rights, especially on divorced women who had to take the streets as home for them and their children. Talking about the negative effects of this code on the Algerian women Salhi (2003) writes:

*'In the 19 years since the Family Code came into force, Algeria has seen increasing levels of homelessness among women and children. Thousands of mothers wander the streets with their children; others sell their labour as domestic servants at very cheap rates. The streets of Algeria's major cities are the homes of many desperate divorced women. Some of them have found shelter in the slums; others have sought refuge in the hostels run by the organization SOS Women in Distress. However, according to newspaper reports, this organization was unable to cope with the large number of requests it receives every day, because of its lack of financial backing'* (p. 130).

Furthermore, the 1984 code gave men all supremacy and domination of women's life. The woman cannot be married without a guardian, but man can do as well as he can divorce anytime he decided without any fixed conditions and in case of divorce the woman has no right to keep the family home, but she has to leave it with her children. Also it was based a lot on a conservative version, where women had to obey, serve and respect their parents and relatives (Salhi, 2003; Bouatta, 1997). So, as Bouatta argues, the 1984 Family Code was based on Islamic bases (Sharia) and its elements are religious and traditional, but it had some harmful effects on women's social life. As a result, after the passing of the 1984 code, many women's associations acted and appeared. Some of them demanded the abolition of the Family Code and replace it with civil laws, for instance, 'Egalité, Emancipation et Triomphe'. Whereas, some others like 'Defense et Promotion' voiced the amendments of the most biased articles of the Code

### 1.5.4. The Algerian Women and The Civil War

Despite several attempts to change the 1984 Family Code, it remained unchanged (Salhi, 2003). She writes: *'There was no question of repealing it. The Islamists argued that Shari'a law should be applied throughout society, and called for stricter measures about the treatment of women'*. Islamists were integrated into power during Chadli administration (1979-1991) who made compromises with Islamic opponents to stay in power, compromises that sacrificed

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women's autonomy (Turshen, 2002). By 1988, a civil war was developed into an armed civil conflict between the Algerian government and the Islamists. ' *The government of president Chadli Bendjedid initially made the situation worse by brutally repressing the protests; however, the government then initiated reforms, including the drafting of a new constitution allowed freedoms and the right to establish new political parties*' (Turshen, 2002). Therefore, a new political party emerged that was the FIS which received 54 percent of the popular vote in the May 1990 local elections (p. 897).

Despite the 1989 constitution, FIS was dissolved in March 1992 by the new government of Mohamed Boudief. The following decades had known a transition period that was dramatic for both the Algerian women and men. During this period, women were caught between modernity and traditionalism (Rohloff, 2012). During that period, young girls and women were kidnapped and forced to serve the Islamists as cooks and cleaners and to provide sex when they were asked to do. A march was organized by FIS in April 1990 that demanded the application of Shari'a. A code that would extremely shorten and reduce women's rights (Turshen, 2002); starting by the Arabization of the educational curriculum. Also, discouraging women from working outside the home, and they suggested to separate public administrative services, transportation, beaches for male and female (Rohloff, 2012). Besides, women could be killed if they did not wear Hijab, they should not put makeup, perfume, or slim clothes (Turshen, 2002, p. 898). Many young girls and women were assassinated because they left their heads uncovered in public places. Also, many young girls were kidnapped and raped by the terrorists. A nurse was burned violently by her fundamentalist brother because she was working with men in the hospital. Another example of the Algerian women suffrage during the civil war was that, as Salhi writes, during the summer of 1989 acid was thrown at women on beaches and other public places because they were exposing parts of their bodies.

As a reaction to the FIS aspects and beliefs, women refused the Islamism by demonstrating that in a march in the streets, as Turshen (2002) claims. The Algerian women evolved the press and wrote many articles, for example, in 1989 women marched in Algiers and issued a declaration calling for legal equality and in 1990 women marched in the capital, in Oran, in Blida, in Batna and other cities ( Ibid, 2002). Also, in 1994 women defied the Armed Islamic Group (GIA: Groupe Islamique Armé) call for a boycott of school and in November 1995, women were the first to vote in the presidential elections, despite the FIS called for a boycott

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(Ibid, p.902). Besides, the Algerian women started to found Non-Governmental Organizations (NGOs : Organisations non-gouvernementales) for example SOS Women in Distress in 1999 which were established to fight the degrading social conditions of women and to support them. Despite the 1990s decade was painful and fearful, the Algerian feminist movements were flourished.

### **1.5.5. Women In The 2000's**

The 2000s brought progressive changes to the Algerian women. The new government by President Abdul Aziz Bouteflika promised social justice and to protect women's rights. During his rule, noticeable changes occurred in the Algerian women's life. According to Salhi (2009), on 22nd November 2004, a prosal draft of amendments to the Family Code was introduced to the Algerian government who examined and approved the changes. In 2005, the government attempted a partial reform of the 1984 Family Code to improve women's position in society. Some of the elements of this reform were to power the position of the divorced women with children, disallowing forced marriage, and polygamy should be consent to by the first wife. She believed that these changes are achievements and a giant leap in women's struggle. She considered these amendments as a step towards others by time. One of these achievements is, as Slackman (2007) states that the Algerian women become dominating all the fields traditionally attributed to men. They are visible everywhere. They are lawyers, judges, in medicine, most of the university students. Briefly, the Family Code and terrorism were two reasons to evolve women's awareness of women's issues in the Algerian society in one way or another.

### **1.5.6. The Modern Algerian Woman**

The Algerian women had known much oppression since the colonial era (Rohloff, 2012). To begin with, the gendered prejudices of the French colonialists largely reinforced the concept of the Algerian woman as being subordinate and as a sexual object no more. These beliefs and thoughts became norms among the Algerian men and even after independence 1962. She explained that this colonial view of women had become as stereotypes that both men and women are required to accept as cultural notions in society. While many women fought to develop their education and seek for work, many others still hesitate to challenge the

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male-dominated institutions of Algerian society, she illustrates. In this respect, according to ElAhl (nd), women in Algeria are on the rise unlike any other place in the Arab world. According to ElAhl, the Algerian family law classifies women as minors. This can be explained as a mixture of traditions and the traditional ideologies about women with the modern views risen by the several feminist movements and their call for equality. Consequently, equal rights for the Algerian women are taken into account seriously. The women can drive trains, taxes, hold positions as judges, in education they are the majority of students and many of them are policewomen that is an uncommon job for Arab women. The Algerian women can also, by law, have the right to access bank credits and are free to hold business or financial contracts. They have the right to possess property such as land or wages or any other personal possessions. However, their husbands have the authority to control this property especially in the rural areas where families are less educated. Women in Algeria managed to have equal rights with men in the constitution, but the Family Code 1984 (this will be mentioned in detail later in this chapter) was still an obstacle to women's emancipation. Various feminist NGOs were struggling to change the provisions of the 1984 Family Code. This struggle became fruitful in 2003 when there was a successful amendment in the Family Code that was in favor of women (this amendment will be displayed later). These are some of the great achievements the Algerian feminist women realized and many others are in the queue. Briefly, most of the Algerian women are seeking for having equal rights and fighting for fair social justice meanwhile they accept and like so much to serve and love their husbands and children and to be ideal wives, mothers, daughters and sisters.

To sum up, the Algerian women have continuously struggled to take up a progressively more outstanding role, challenging gender equality and the closure of the patriarchal Family Code.

### **1.6. Patriarchy**

Patriarchy has various concepts (Walby, 1989). Patriarchy starts from private sphere to public sphere. It is a social classification indicated by the supremacy of men, for instance, as a father in the family as a controller and as a powerful member. Patriarchy also can be used to describe the society that is characterized by current and historical inequality between women and men whereby women are oppressed. This is what can be remarked in women's

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subordination in state institutions, in decision making positions and at the workplace (London Feminist Network, 2020). Likewise, Pilcher (1999) define it as follows, '*patriarchy means rule by the male head of a social unit*' (p. 93) and as follows the Patriarchy is '*a societal elder who has legal power over others in the social unit including other men, all women, and children*' (p. 93) . Walby (1989) suggests several definitions for the concept patriarchy. However, by the development of the feminist movements and the widespread feminist consciousness-raising, this term has got another different definition as Pilcher and Whelehan (2004) as they put it '*However, since the early twentieth century, feminist writers have used the concept to refer to the social system of masculine domination over women*'. Talking about patriarchy in the radical feminist perspectives, patriarchy is regarded as male domination over women; it is the society's social division where the family as an institution that is dominated by men (Millett, 1977). Also, another aspect of patriarchy in some radical feminist analyses is the control of men over women's bodies either by controlling women's reproduction or through sexuality or male violence in the form of harassment (Rich, 1980 cited in Pilcher and Whelehan, 2004). While the dual system reckons that patriarchy means the existence of capitalism and racism ( Walby, 1989, p. 214). As far as Marxist feminism is concerned, patriarchy is the domination of the capitalist economic system whereby women labour do not have the right to be paid and thus women's subordination to men in society is assured due to capital's subordination of labour and social inequality that led gender inequality (p 93). Patriarchy in the dual-system theory is the support of capitalism and patriarchy that over-focus class and capitalism as critiques assigned to Marxist feminism and the overemphasis of patriarchy and/or biology as critiques assigned to radical feminism (p 94). According to Walby (1990) '*Patriarchy is a system of social structures and practices in which men dominate, oppress and exploit women's*' (p20). For Walby, '*There are six structures of patriarchy which are (household, production, paid work, the state, male violence, pervasiveness and interconnectedness of women's subordination*'

The theorists of patriarchy consider males very much where men are seen as controllers of much institutional power with a certain ideology, philosophy, art, and religion to suit their needs where women are perceived as an oppressed class. This means that patriarchy is the manifestation of males over women and children in the family and the widespread of male domination over women in the society on the whole (Sultana, 2011). Lerner (1989) writes, '

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*men hold power in all the important institutions of society'* (p 239). Thus, patriarchy means that men always have the dominant or masculine roles and women always have the subordinate or feminine one, as Sultana (2011) argues.

Patriarchy in one form or another is the main cause of women's oppression (Lindsey, 2006). There is some traditionalist who believes that men's domination of women is a natural rule that cannot be changed as Aristotle who considers men active and women passive. He views woman as biologically inferior and thus has inferiority in her capacities, her ability to reason and, thus, her ability to make decisions. So, woman must be ruled by men who are superior to her (Sultana, 2011). Whereas, others believe that patriarchy is man-made and can be changed despite the biological differences that cannot explain men are dominant such as Frederick Engels (1940) who believed that patriarchy began with the development of private property when the world-historical decline of female sex took place. Besides, as it was discussed before, radical feminism, socialist feminism, Marxist feminism all have shown patriarchy and explain women's subordination to men differently and in various views. According to Lerner (1989), patriarchy is a process developing over almost 2500 years (from approximately 3100 BC to 600 BC). Even patriarchy is of old origins, feminist movements will continue to eradicate women's subordination and inferiority to men and will continue also to be equal with men to live in free- patriarchy society. Women's emancipation is a part of the political strategy to follow and control the socialization process of boys and girls since childhood is all the social agents such as the family, the most important unit, religion, the legal system, the economic system and political system, the educational institutions and the media which are responsible for the inferior status of women. Patriarchy is considered an important and essential concept in the field of gender studies that developed many theories questioning the bases of women's degradation to men (Pilcher & Whelehan, 2004, p. 93) and it is essentially in analyzing gender relations.

### 1.7. Introduction to Gender Studies

Gender studies is defined as 'The academic discipline which analyses constructions of gender in society, often with reference to class, race, sexuality and other sociological characteristics' (Definitions and Translations, nd). The field of gender studies contains women's studies, men's studies and queer studies. It analyses gender identity and gendered

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representation categories. Exclusively, in what way gender roles are defined by biology and how they are defined by cultural trends. The field emerged from a number of different areas: the sociology of the 1950s and later; the theories of the psychoanalyst Jacques Lacan; and the work of feminists such as Judith Butler (Definitions and Translations, nd). One of these fields that the research is concerned with is the study of gender and sexuality in the fields of literature and language.

### 1.7.1. A Brief History

Gender studies have recently emerged. It has been originated by the 1960s and its evolution bloomed by second-wave feminism (Pilcher & Whelehan, 2004). Along with the call for gender equalities especially economically, socially and politically as women were invisible. They were featured in their traditional roles as wives and mothers within families only. Pilcher & Whelehan write,

*'In the context of second-wave feminist critiques, however, several disciplines across the social sciences, the arts and humanities began to pay increasing attention to gender.....It is this stage, during the late 1960s in the USA and from the mid- to late 1970s in the UK, that women's studies as a specialized area of academic interest began to develop, as well as rapidly spreading elsewhere around the globe.....The discipline of gender studies emerged from the identification that women as a group were misrepresented in both public and private sphere' (pp. ix, x, xiii).*

The second wave feminism developed a critique of gender inequalities as an issue of sociological concern to draw attention to gender. That is to say all the experiences, interests and identities of women that were excluded before became gradually taken into consideration. During the late 1960's the US and from the mid- to late 1970s in the UK that women's studies as a specialized area of academic interest began to develop (Pilcher & Wheleham, 2004. P. x). Therefore, women's studies were born. Gender studies are considered as a multi-faceted topic, but its main focus is on feminist perspectives. It includes various disciplines in relation to gender identity and gendered representation.

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### 1.7.2. Key Concepts of Gender Studies

The following are some key concepts in gender studies that reflect the move in studying gender as an implicit and branched topic. These concepts reflect the understanding of gender issues as a recent topic of current concern: difference, equality, the family, feminism, first-wave feminism, gender, gendered, gender order, gender segregation, sexism, heterosexism, masculinity, femininity, patriarchy, post-feminism, representation, second-wave feminism, socialization, stereotype, third-wave feminism, women's studies and so forth. Many women's studies courses contributed to the consciousness-raising and that the creation of this area firmly announced that women were worthy of study in their own right, experiences and identities and expected a tangible success for feminist political analysis.

#### 1.7.2.1 Gender/sex

Gender means one's identification as male, female, or intersex. Gender may also be based on the legal status, social interactions, public persona, personal experiences, and psychological setting. Gender is the result of a combination of individual gender identity and gender roles and how they are expressed. However, sex means the biological and physiological status of a person that was born in. As Oackly (1972) explains,

*'For many people the terms 'gender' and 'sex' are used interchangeably, and thus incorrectly. This idea has become so common, particularly in Western societies, that it is rarely questioned. We are born, assigned a sex, and sent out into the world.... Yet biological sex and gender are different; gender is not inherently nor solely connected to one's physical anatomy' (p 16).*

Based on this, sex includes physical characteristics such as hormones, and reproductive organs, while gender is culturally determined; as Oackly (1972) states, *'sex is a biological term; gender is a psychological and cultural one'* (p 115). Similarly, the philosopher Simone de Beauvoir (1982) said, "One is not born a woman, one becomes one". This means that in gender studies, 'the term "gender" should be used to refer to the social and cultural constructions of masculinities and femininities, not to the state of being male or female in its entirety. However, this view is not held by all gender theorists. Other areas of gender study

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closely examine the role that the biological states of being male or female have on social constructs of gender. (Definitions and Translations, nd).

In this respect, Wind Goodfriend (2017) contends that our society teaches little girls and boys our stereotypical expectations very early. She focuses on the concepts of sex and gender in her lesson about Sex and Gender in Society where she defines the difference between the terms 'sex' and 'gender' as follows, sex refers to biological differences between males and females. She explains that these biological differences can be split up into two categories: primary sex characteristics and secondary sex characteristics. The former includes internal and external genitals. Also, men are usually taller and physically stronger than women. In contrast to the biological concept of sex, Wind Goodfriend (2017), states '*gender is how masculine or feminine a person feels and how she or he expresses those traits to others*'. She added, '*Modern gender studies try to avoid defining gender based on gender stereotypes*'. She continues explaining that people used to have stereotypes about men being better enjoying sports than women. And they used to have stereotypes about women enjoying being around children, baking and wearing pink frilly dresses. So according to Wind, thinking about your own preferences and behaviors, are you pretty masculine or more feminine? This psychological experience of being male or female is gender. Obviously, gender is shaped by cultural, social relations, and the natural environment. It is based on customs, values, norms and laws women and men could have evolved different gender roles. Thus, gender roles and expectations are learned, gender as defined by Women's Commission for Refugee Women and Children (2005),

*'It refers to the roles and responsibilities of men and women that are created in our families, our societies and our cultures. The concept of gender also includes the expectations held about the characteristics, aptitudes and likely behaviors of both women and men (femininity and masculinity)'. They can change over time and they vary within and between cultures. 'Systems of social differentiation, such as political status, class, ethnicity, physical and mental disability, age and more, modify gender roles. The concept of gender is vital because applied to social analysis, it reveals how women's subordination (or men's domination) is socially*

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*constructed. As such, the subordination can be changed or ended. It is not biologically predetermined nor is it fixed forever' (UNESCO, 2003).*

### 1.7.2.2. Femininities/ Masculinities

Femininities and masculinities describe gender identities. Kimmel (2001) writes '*Masculinities and femininities refer to the social roles, behaviors, and meanings prescribed for men and women in any society at any time*'. Therefore, femininities and masculinities are not biologically constructed, but by socio-cultural processes. He adds, 'Such normative gender ideologies must be distinguished from biological 'sex,' and must be understood to be plural as there is no single definition for all men and all women'. Masculinities and femininities differ from one culture to another and from one individual to another.

Femininity and masculinity mean to be masculine or feminine, in other words, to be a woman or man in society. This is included in one's identity (Burke et al, 1988). Men generally see themselves as masculine while females see themselves as feminine. However a person can be a female and see herself as masculine or a male and see himself as feminine (Burke et al, 1988). Femininities and masculinities are plural thus there are many forms of femininity and masculinity. This means to be known as feminine or masculine differs by region, religion, class, national culture and other social factors. 'Feminine' and 'masculine' behaviour are shaped by observing what women and men do. Messages about feminine and masculine are included in media, news, educational materials, and so forth.

According to gender stereotype theory, women are generally regarded as feminine than men whereas men as being more masculine than women. Femininity and masculinity include traits, appearances, interests, behaviors that are relative to women and men respectively. While masculinity is embedded in the trait which focuses on ambition, acquisition of wealth differentiated gender roles, femininity is embedded in the trait which focuses on caring and nurturing behaviors, sexuality, equality, environmental awareness, and more flexible gender roles, in other words, the love to be a woman (Hofstede,2001).

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### a. Feminine/ Femininity

Femininity means 'womanliness' or 'girlishness' that means to be feminine and to have traits and characteristics that are traditionally expected to be typical of or suitable for a woman. Being feminine means emotional, caring, tender, etc. Feminine is defined as referring to objects and properties or qualities that are traditionally associated with women, objects such as articles of clothing or qualities such as sensitivity or gentleness, and weakness (Spence and Buckner 1995, p. 107). However, femininity is more than the woman who is pretty, wears high heels, or dresses in skirts. Women may dress in heels and skirts but are not feminine, as mentioned before as what is named masculine femininity. Thus, femininity does not include concrete objects such as skirts, high heels, makeup but the standard. Femininity is to be a woman and act accordingly. Femininity is commonly defined as associated with being a woman, a female. Therefore, femininity means the behaviors, appearances and acts women ought to have and do. Femininities differ from one culture to another as mentioned above; in Western cultures, for instance, being a feminine includes having long hair, clear skin, a narrow waist and soft skin. In many Muslim countries, putting on a Hijab is concerned with a symbol of feminine modesty and morality (Daniels, 2009). Femininity is defined by (Munyi et al, 2014) as,

*'It embodies a constellation of meanings, it generally refers to the attributes, behaviors, interests, mannerisms, appearances, roles and expectations that we have come to associate with being female during the socialization processes. Gender role socialization relies on modeling and reinforcement - girls and women learn and internalize socially expected and acceptable feminine traits and behaviors and are rewarded for gender-appropriate behavior'.*

Femininity, hence, means to be feminine. By the way, the opposite of the ideal feminine is to be a lesbian who opposes the definition of woman. However, according to Virginia Woolf, the ideal feminine is to be a woman as, she describes her, the Angel of The House. Virginia writes in her essay 'Professions for Women':

*'She was intensely sympathetic. She was immensely charming. She was utterly unselfish. She excelled in the difficult arts of family life. She sacrificed herself*

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*daily. If there was chicken, she took the leg; if there was a draught sat in it - in short, she was so constituted that she never had a mind or a wish of her own but preferred to sympathize always with the minds and wishes of others. Above all- I need not say it- she was pure. Her purity was supposed to be her chief beauty- her blushes, her great grace. In those days- the last of Queen Victoria- every house had its Angel'*

### **b. Masculine/ Masculinity**

Masculinity means 'manhood' or 'manliness' is a set of attributes, behaviors and roles associated with boys and men. It is constructed socially based on bodies and biology. It varies across different cultures. It is worth mentioning that both males and females can exhibit masculine traits and behavior (Halberstam, 2004). Masculine traits include strength, courage, independence, violence as Kimmel (1994) claimed. As mentioned above, masculinities vary from one culture to another and from one society to another and also by social class. Traditional masculinity means the behaviors, roles, and appearances that traditionally addressed to men. Raewyn Connell (2005) has named traditional masculinity as hegemonic masculinity. She defines it as

*'...the configuration of gender practice which embodies the currently accepted answer to the problem of the legitimacy of patriarchy, which guarantees the dominant position of men and the subordination of women' ( p. 77).*

According to Halberstam (1998) women can also exhibit masculine traits and behaviors. However, female masculinity is often attributed to 'Lesbianism'. It is described as a type of gender performance that dares traditional masculinity and male dominance, as Gardiner (2009) argues. Radical Libertarian Feminists believe that as women with stereotypically masculine personality traits could fight males and stand against patriarchy, women with feminine personality traits also could do so. Masculinity, according to Pilcher and Whelehan (2004), means the social practices and cultural representations related to being a man. Hofstede (2001) defines masculinity as follows,

*'Masculinity stands for a society in which social gender roles are clearly distinct. Men are supposed to be assertive, tough, and focused on material*

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*success; women are supposed to be more modest, tender, and concerned with the equality of life'; and femininity as being 'stands for a society in which social gender roles overlap: Both men and women are supposed to be modest, tender, and concerned with the quality of life' (p. 297).*

Besides, masculinity means those behaviors, languages and practices that commonly related to males in a certain cultural and organizational group or society. He explained, masculine traits that signify identity for male, as a negative where males consider themselves not the 'other' (feminine). The plural 'masculinities' is used in realizing that ways of being a man and cultural representations of/about men vary both historically and culturally, between societies and between different groupings of men within any one society. Masculinities refer to how men should act out and how they are expected to behave in a certain setting. In all societies and cultures, men are expected to be superior to women. Since having been born, they get a sense of supremacy and entitlement. *'By virtue of being born male, men are granted access to power, position, and resources on a preferential basis to women'* (p6). Women contribute to gender privilege and the sense of superiority men have. Mothers teach their sons at an early age to learn they have to be aggressive, strong, tough and powerful. Boys are also allowed more freedom and few restrictions whereas their sisters are taught to stay indoors to help with the domestic household. This makes men and boys feel superior to women and girls. All this happened at an early age. As they grow up, they are offered better jobs. Therefore, masculinities are largely constructed indoors (in the family) and outdoors such as classrooms, sports clubs, the military, the mass media and factories. According to men and boys, gender equality is not acceptable. They think that to be equal to women and girls means loss of privilege; they may get a feeling of worthlessness. Men are reinforced to stick to their gender roles and norms of masculinity. Thus, this may explain the depression and the unhealthy situation men get if they lost the breadwinner status due to job shortage. Current youth are suffering from unemployment that is the opposites of one important base of masculinity definition, these *'youth are resorting to violence, terrorism and drug'* p7, as a consequence. It is worth to say that some masculine norms and behaviors are position and nonviolent which are parts of masculinities around the world. *'men as peacemakers, men as caring fathers, men as non-violent negotiators, men as supportive husbands who often sacrifice much of themselves to provide for their wives and children'* (Connell, 2005).

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Furthermore, according to Connell (1995), masculinities are classified at the top of the gender hierarchy characteristic of modern Western societies. As mentioned before, masculinities means various ways and behaviors of being a man. The idea of masculinity that the hegemonic masculinity centered around supremacy, physical power and strength, heterosexuality and paid work as Connell explains. Then comes homosexual masculinity and at the bottom are femininities. According to Connell, recent research on masculinities throws important conclusions that are 'there are multiple masculinities; there are hierarchies of masculinities that is called hegemonic, masculinities are collective as well as individual; masculinities are actively constructed in social life; masculinities are internally complex; masculinities change on history'. Therefore, new masculinities are emerging in modern society. In Connell's account the historical change in modern world history has affected gender. He explains the colonial spread and conquest, and also neocolonialism and postcolonialism are crucial contexts for the emergence of masculinities, both the colonizer and the colonized. This was confirmed by research evidence as Connell noted. In short as Butler (1990), a feminist philosopher, contends femininity and masculinity are created through acting the performances of gender repeatedly that define the traditional categories of sex and/or gender.

### 1.7.2.3. Gendered

In Simone de Beauvoir's account women and men are not born but they are made. The making of a woman or a man starts from the curiosity to know if the pending child is a boy or a girl. The common and possible question that a pregnant woman usually receives 'Are you pregnant of a boy or a girl?'. After birth 'it' changes into a 'she' or a 'he' (Butler, 1993), later during their lifetime they tended to be assigned as male or female starting by the selection of the appropriate name. For example, in the Islamic religion, there are obvious lists of legitimate female and legitimate male names. Thus, even people's names are classified to be gendered. Also, any pregnant woman once she gets informed by the doctor through the medical visit whether she is pregnant with a girl or a boy, at birth she provides pink colored clothing if it is a girl or blue-colored clothing if it is a boy. In the first years of the lifetime of a child, adults start treating as a boy or as a girl and consider carefully its every feedback like that of a boy or a girl. Later, the child learns to do its own gender work. This confirms the act of gendered and learning to be gendered through assigning gender roles and gender identities sooner just after birth (McConnel and Eckert, 2013). Thus, the concept 'gendered' means to have a feminine or

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masculine character or to differ by gender. As illustrated by Pilcher and Whelehan (2004), blue and pink are gendered colors. The pink color is generally addressed to feminine and the blue color is usually addressed as masculine. McConnell argues that this seems quite common for society's members, but in fact, this coding color as she explained, points out no difference. Connell (2005) considers that color integration to our way of thinking about gender as an 'arbitrary sign'. In other words, as Pilcher and Whelehan (2004) write about the term 'gendered', '*to say something is gendered, is a way of describing it*'. They explained the terms 'gendering' and 'gendered' as two concepts that mean outcomes that are socially constructed and make males more prestigious and privileged than females.

Talking about the educational institution as being gendered, (Connell, 1995) claimed, they are gendered in various ways. Male staff predominates in school administrations and higher education, whereas women staff predominates in kindergarten and elementary teaching. Also, the curriculum is divided into 'masculine' subjects and 'feminine' subjects. He added that some parts of it similarly bias youth on gender lines. He argued that gender issues are taken into account by feminist critics who have focused on criticizing the sexist language, sexist images of women in mass media, and in school textbooks, etc. Connell added that a similar critique of '*patriarchal images of masculinity has now emerged*'

### 1.7.2.4. Gender Identity

Gender identity can be defined as a personal understanding of being as male or female (or rarely both or neither). This concept is so far based on the concept of gender role which is all that reflect the gender identity. Gender identity, therefore, means self-identified as male, female, a mixture of both or neither. It is how a person perceives himself and what he calls himself. Gender identity can be the same or different from their biological sex at birth. This means that if a person was born male or female biologically this does not mean that his identity will be the same. Two psychoanalytic theories could be related to the development of gender identity which was invented by Freud (1977) and Kohlberg (1966). Concerning the psychoanalytic theory invented by Freud, the child constructs his gender identity through identification with the same-sex parent. Boys come to develop masculinity from their fathers and girls come to learn femininity from their mothers. The second psychological theory on gender development invented by Kohlberg (1966) that is the cognitive-developmental theory sees that gender identities take place in stages. Kohlberg suggested three stages for cognitive development about gender identity. Gender identity develops as children understand that one

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gender group. A girl is expected to be a man and as a result certain relevant activities are done by each gender group. Hereby gender identity can be known and identified through gender roles.

### **1.7.2.5. Gender Roles**

Gender role is the external appearance of one's gender identity that may or may not correspond to socially defined behaviors and characteristics typically associated with being either masculine or feminine. Gender role is shown within a society by clear factors for instance behavior and appearance. Blackstone (2003) states, 'Gender roles are based on the different expectations that individuals, groups, and societies have of individuals based on their sex and based on each society's values and beliefs about gender'. In other words, if a person identifies himself a male and refers to his gender in masculine terms, this means his gender role is male unless he manifests typically male traits in behavior, dress and/or mannerisms. Therefore, gender role is mostly performance of gender identity but not necessarily to fit the traditional gender roles as many gender roles were formed by the environment and the needs of society; they are social constructs developed over time and are not based on natural human behavior (Power, 2015). As Blackstone (2003) argues 'Gender roles are the product of the interactions between individuals and their environments, and they give individuals cues about what sort of behavior is believed to be appropriate for what sex. Appropriate gender roles are defined according to a society's beliefs about differences between the sexes'. Therefore, it is crucial to note that cultural differences are plentiful in the expression of one's gender norms that may differ from one society to another, from one ethnic group and from one culture to another as they can change in the same society and the same group. Thus, gender roles are not permanent; they may change since both men and women are able to do many of the same necessary tasks in many of the modern societies today (Bobolts, 2015). While many people seem to fit within the explicit categories of masculinity or femininity, these generalizations are straightforward social constructs (Eagly and Wendey, 2015). Briefly, gender role means socially acceptable characteristics for a given sex that can be change over times through the destruction of gender stereotypes that perpetuate many strict traditional roles on both genders.

### **1.7.2.6. Gender Stereotypes**

A stereotype is a generalized view or preconception about attributes or characteristics that should be possessed by or the roles that should be performed by members of a certain social group (OHCHR, 2014); and gender stereotyping is the action of addressing to an individual

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woman particular attributes, characteristics, or roles by reason only of her or his membership in the social group of women or men. Sziron (2001) writes, '*Social reality, which defines males as superior and females as inferior, is developed, transmitted and maintained in social situations by a complex process of socialization*' (p xi). This means that stereotypes are considered as ideological knowledge that is an imaginary representation of the way that things are (Althusser, 1984). Similarly, Abolaji & Mills (2014) state that stereotypes are ideological formations that are presented to the reader as if they represented common sense or knowledge which appears to present itself as if it were natural or self-evident( p3). According to Bobolts (2015), many gender stereotypes are known today were not always present in the past, they are new perspectives in human society. The document explains that it is because of the social expectations of each gender change over the world. Bobolts (2015) stated that many gender stereotypes can change over time. She illustrates how gender stereotypes can change by the example of gendered colors. The color blue addressed to boys and the color pink assigned to girls are new concepts. She explains more that the years 1918 and 1940, pink was regarded as masculine color whereas blue was seen as a feminine color. This demonstrates that attributes people join with traditional gender concepts were various only a few centuries ago, and cannot be taken for granted as reliable bases for establishing roles today.

There are four types of gender stereotypes. Firstly, personality traits that are to say some people believe that women are generally expected to be pretty, emotional and passive; while men are generally expected to be strong, active and bold. Secondly, stereotypes about domestic behaviors where some people expect that women are responsible for reproduction, raising children, keeping house hold; while men take care of finances, work outside home, and win bread. Thirdly, stereotypes about occupations where some people think that women should be nurses and teachers only; and that pilots, doctors, and engineers are men. Fourthly, stereotypes about physical appearance women are expected to be thin and graceful while men are expected to be tall and muscular. Concerning clothing, women are expected to put on long dresses and makeup, yet men are expected to put on pants with short hairstyles. Many feminist theorists have been critical of representations which seen as anachronistic, conservative and stereotypical to prevent gender bias and look for gender equity. To sum up, stereotyping is a collective judgment or bias about a person or a group. Thus, gender stereotypes can cause unequal and unfair treatment because of a person's gender. That is sexism.

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### 1.7.2.7. Gender Order

Gender order means ways in which society makes notions of masculinity and femininity into power relationships. This term was developed in 1984 by Jill Mathews since her study revealed that any society made differences between males and females (as cited in Pilcher and Whelehan, 2004). Pilcher and Whelehan (2004) define it as follows

*'The gender order is a patterned system of ideological and material practices, performed by individuals in a society, through which power relations between women and men are made, and remade, as meaningful. It is through the gender order of a society that forms or codes of masculinities and femininities are created and recreated, and relations between them are organised'* (p. 61).

By this it means that based on gender order society and its males and females organise power relationships. Therefore, gender orders are the power distinctions that women and men hold within a particular society. Similarly, McConnell-Ginet and Eckert (2013) state that gender order is a code of gendered acts that females and males should perform where male domination is predominant. Marshall (1994) finds the concept of the gender order valuable for the analysis of gender, particularly for understanding the relationship between individual gendered subjectivities and gender as a social structure (p. 63). The document sum up the relationship among the terms gender, gendered, gender order as the following: 'These key terms are all very connected, for example, when a child is born they are given sex, put into a sex category and are usually assumed to the gender that fits with their sex category, they are then taught how ideologically they should be within their gender through doing 'gendered' acts that therefore contribute to 'gender order'. Raewyn Connell (2015) states that gender order can differ as different gender societies recognize different gender categories. She writes, '*There are not only women and men; there may also be third gender, or variations on two that seem to multiply the gender categories in which people can live*'. This due to transgender.

### 1.7.2.8. Transgender

According to Bevan (2014), the term transgender originated in 1965 and spread in the late 1990s. Transgender means the gender identity or the gender you feel inside does not match the sex you were assigned at birth. For instance, one was born male but has a female gender or vice versa. Transgender people's identity and gender expression do not associate the sex they

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were assigned at birth. Thus, 'a transgender man' refers to the female sex at birth and 'a transgender woman' refers to the male sex at birth. As mentioned before, gender identity refers to one's internal feeling of being male, female or something else and gender expression means the way one behaves, dresses, speaks, etc to show his gender identity to others and to live as the gender he feels inside. Besides, Transgender people may sometimes have surgery to change their sex from one to another so they match their gender identity. Those are called 'transsexual'. They transmit from one sex to another. And, thus, they make a gender transition. Transsexual has generally been used to describe transgender people since the 1990s (Bevan, 2014) who seek medical assistance for instance sex surgery. He also states that the term 'transgender' was popularized with varying definitions by various transgender, transsexual, and transvestite people. Differences between 'transsexual' and 'transgender' are based on distinctions between gender as a psychological and social construction of one's identity and sex that the physical and biological status of one's sex assigned at birth. Many transgender people prefer transgender and refuse transsexual (Polly & Nicole, 2011). Transgender people can be aware of their transgender identity in various ways. Being 'transgender' can be realized at any age. So they can explore their gender-non conforming attitudes during adolescence or much later in life.

Transgender people may face discrimination in the different aspects of their lives (Lombardi et al, 2008). According to The National Center of Transgender Equality Association (2013) and The National Gay and Lesbian Task Force published a report in 2011 entitled 'Injustice at Every Turn' which confirmed the unacceptable discrimination against transgender people. Studies showed that a large number of transgender people face high levels of discrimination in employment, housing, health care, education, legal systems and even in their families (Whittle,2002). Transgender people may face distress when they face obstacles such as lack of social support necessary to freely express their gender identity and severe discriminations. These experiences may result in transgender's suffering with anxiety, depression or related disorders. This is called gender dysphoria. For these people, they need counseling, hormone therapy, and medical procedures (Maizes, 2015)

Concerning the sexual orientation of transgender people is something separated from gender identity. Sexual orientation means to whom one is attracted to romantically, physically and/ or emotionally, yet gender identity refers to one's feeling of being male or female, or something else. Transgender people can be straight, gay, lesbian, bisexual, or asexual, just

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cisgender people, who are the people whose gender identity and gender expression associate with the sex assigned at birth, can be. (American Association Psychological, 2018)

### **1.7.2.9. Gender Equality**

Gender equality means that women and men have equal conditions for realizing their full human rights and for contributing to, and benefiting from economic, social, cultural, and political development. Gender equality is, therefore, the equal valuing by society of the similarities and the differences between women and men, and the roles they play. It is based on women and men being full partners in their home, their community and their society (UNESCO, 2003). UNESCO says 'Gender equality means that women and men, and girls and boys, enjoy the same rights, resources, and protections. It does not require that girls and boys, or women and men, be the same, or that they are treated exactly alike' (Le Moyne, 2011). This means that it is necessary women and men be the same, but that their responsibilities, rights and chances will not depend on whether they are born male or female. This leads to the fairness of treatment for women and men. Therefore, gender equality means that women and men become equal and treated equally in the absence of all the limitations set by stereotypes, gender roles and prejudices. It is worth saying that gender equality could be reached via gender-inclusive curricula (rather than gender biased curricula) in the schools through textbooks and the other different teaching materials and also in other life aspects and therefore they would both benefit.

### **1.7.2.10. Gender Bias**

Gender bias, according to Macmillan dictionary, is unfair differences in the way a person is treated because of his gender. Gender bias is to prefer one gender over the other consciously or unconsciously (Diversity, nd). There are many attempts and trials over the past decades to eradicate gender bias. The legality of gender bias is an area of huge contention in regard to pay equity between the sexes (Diversity, nd). Despite these efforts, many scholars confirm that fighting gender bias could not be reached. Gender bias can be direct or indirect and it has certain effects, for example, gender bias in schools leads to inequality. Gender bias in education has long become an issue.

### **1.7.2.11. Gender Segregation**

Gender segregation is the physical, legal, and cultural separation of people according to their biological sex. According to Pilcher and Whelehan (2004), gender segregation means when women and men are located separately from one another while they are participating in

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the same set of activities. Boys play with boys and girls with girls is a pattern repeated cross-culturally, in non-industrial and industrial societies (McConnell & Eckert, 2013).

Children pass some of their age in same-sex groups including day care, preschool and elementary school, but when they age they tend to participate in mixed groups. McConnell believes that although children lean towards same-sex groups, in fact they often prefer to participate in mixed-groups. McConnell & Eckert suggest that segregation between and girls in same-sex groups contribute to developing different peer cultures. Children in same-sex groups acquire 'different behavior', 'different norms' and 'even different understandings of the world' (p.14). They added, 'Certainly, if girls and boys are segregated regularly, we can expect that they will develop different practices and different misunderstandings of the world'. They put this over saying *'The extent to which this actually occurs depends on the nature of the segregation- when, in what contexts, for what activities- concerning the actual contact between boys and girls'* (p.14). Thus, gender segregation is itself social issues and it is so reinforced by any culture that it becomes an activity with some potential effects that influence change and develop ideas about gender affect children's choices, preferences and opportunities.

Gender segregation can be also defined as distinctions in patterns of representation of women and men in employment, social and political life, unpaid domestic work and caring and education. Gender segregation in education can occur when boys and girls are educated separately in 'single-sex' schools or universities. Gender education can also occur in the way that boys and girls often study different subjects. Talking about single-sex education or single-gender education exists in many countries and many cultures based on tradition and religion. Single-sex education is practiced in most of the Muslim countries, in the West it is the most popular in Chile, Israel and South Korea. Also in Singapore, Ireland, the UK, Hongkong, China, Newzealand and Australia (Riordan, 2011). In the Muslim World, a single-sex educational system is usually embedded in public schools, whereas, in the Western world it is the opposite: the state schools are usually mixed-sex. In the Muslim world, the ideas of sex-segregation are derived from some traditional beliefs that boys and girls behave and learn differently. Discrimination against women and girls in education opportunities is one-factor underlying gender segregation in the labour market in many parts of the world. Studies clearly show that there is still gender segregation in working life and that change is slow so far due to lack of measures pertaining to curricula and practices of schools that aimed at reducing it in

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various professional and academic careers.

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### **1.7.2.12. Gender Representation**

Gender Representation is another term or concept related to gender studies. The term representation means the depiction of someone or something in a particular way.

Talking about women's representation often defined by how men or society see women (BBC, Bitesize, nd). Many of the women's representations focus on sexuality and emotions or their domestic and passive positions either as childrearing or householders. (Bitesize, nd) mentions two types of gender representations, there are negative representations that accept society's expectations and also positive representations showing women as active rather than passive, as heroes not victims. However, the main focus of men representation is still on the traditional idea of masculinity which is strong, heroic, with the ability to outsmart life's problems and survive against all odds (BBC, Bitesize, nd). Gender representations appear in different fields, one of them that our study is concerned with is gender representation in literature and language.

### **1.7.3. Gender Stereotyping in the Algerian Society**

As mentioned before, a gender stereotype is an overview of the characteristics of the roles that are or should be possessed by, or exerted by women or men. In many parts of the world, stereotypes can be harmful to instance such stereotypes that do not comply with human rights and/or women/men's fundamental freedoms. Some stereotypes may steal women's equality with men. So many wrongful stereotypes cause discrimination against women. Talking about gender stereotyping in Algerian society, Algerian women as all Arab women, are traditionally treated as weaker than men in mind, physically and spiritually. Honor is the most important thing in the family status of first men. It is based on women who should be decorous, modest and discreet. Female virginity before marriage is one of the most sacred traditions and one of the bases of a family's honor. In the Algerian society, girls are brought up to believe that they are inferior to men and must obey them whereas boys are taught to bear in mind that they are entitled to the care of women. In the Algerian society, it is prohibited for women to meet men to whom she was not related thus they should be veiled in public. The majority of the Algerian women are obliged to do the traditional roles at home only whereas men are to be outdoors and breadwinners and the family-leaders.

### **1.8. Conclusion**

This chapter tried to give the reader a clear image about the concept of feminism, its history and the various branches that have appeared over time since it had emerged. The feminist

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theories hold different principles but they all advocate for one important purpose that is women's liberation and emancipation. Also the term gender studies was defined briefly by giving a brief history about its origins. The chapter further defined the most key concepts related to gender studies to make the reader be more familiar with them. The focal purpose of this chapter is to have a clear idea about the feminist movements and how feminism led to the appearance of gender studies. Gender studies were attentively mentioned since they deal with women's and men's representations in the various fields specifically in literature and language that is deeply related to our study.

# Chapter Two

## Literature, Didactics of Literature and Gender Issues

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## Chapter two: Literature, Didactics of Literature and Gender Issues

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### 2.1. Introduction

This chapter includes a literature review since reviewing the literature related to our research topic is an important aspect of completing our study. It is essential to gather what other people have studied regarding the same topic. This chapter firstly gives a definition to literature and its various types, didactics of literature and how to teach literature in EFL classroom considering the necessary tasks. Then it describes the relationship between didactics of literature and gender issues by reviewing the literature about gender portrayal in EFL textbooks texts in general and gender portrayal in the Algerian secondary school EFL textbooks in particular. Finally, the chapter presents the impact of gendered texts students are exposed to read and interpret every day in their textbooks on their attitudes and perceptions of their gender and gender identity.

### 2.2. Literature

Generally, literature can refer to any written form from short stories or novels to the description of products on the labels of canned food. However literature as a subject matter, which is itself a discipline, holds a more specific definition. It is an art form whose medium is language, oral and written, and is different from the ordinary spoken and written language in three various ways. Its purpose is not simply to explain, argue or make a point but rather to give a sense of pleasure in the discovery of a new experience, it is concentrated and meaningful and third it demands intense concentration from readers (Henderson et al, 1994).

In other words, literature is the art of written work. More specifically, it refers to writing considered to be an art form or any single writing deemed to have artistic or intellectual value, often to use language in ways that differ from ordinary usage. The term 'Literature' can be also defined in a broad definition as everything has been written down in some form or another.

However, literature varies according to language included and genres. Thus, it is any piece of written works and it is used to refer to all written accounts. McRae (1994) distinguishes between literature with a capital L - the classical texts e.g. Shakespeare, Dickens - and literature with a small l, which refers to popular fiction, fables and song lyrics. Furthermore, *'literature can be summed up as human expressions in words that are*

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*especially arranged in a powerful, effective and captivating manner and forms to convey thoughts, feelings, ideas and/or life experiences in creative and imaginative ways'* (Harison, 2009).

### 2.3. Types of Literature

Literature is commonly classified as having two major forms- fiction and non-fiction- and two major techniques- poetry and prose. Literature may consist of texts based on factual information, as well as on original imagination, such as polemical works as well as autobiography, and reflective essays as well as belles-lettres. Literature can be classified according to historical periods, genres, and political influences. The concept of genre, which earlier was limited, has broadened over the centuries.

The two main types of literature are fiction and non-fiction. Fiction literature is literature that is made up ; texts that feature events and characters that have been made up is the category of fiction. It is based on the imagination of the authors ; whereas, non-fiction is literature about real people, places, things, ideas. Both fiction and non-fiction literature can be divided into different genres.

To start with, fiction literature contains myths, fables, romances, novels, novellas, science fiction and short stories such as fairy tales. Its writing style is narration ; that is to recount events or actions. The focus of fictional works is on characters with regard to their ability to make decisions, their awareness and insight, their attitude toward others, their sensitivity, and their moral capacity.

Talking about non-fictional narratives, non-fiction can be creative such as the personal essay, or factual, such as the scientific paper. Most of the time, the main purpose of non-fiction is to pass information and educate the reader about certain facts, ideas, and/or issues. It consists of news, reports, feature articles, essays, editorials, textbooks, autobiography, self-help books, literary criticism, historical and biographical works, or the other works describing or interpreting facts and presenting judgments and opinions. It can be long non-fiction as books or short nonfiction as an essay. Its writing styles are narrative and expository discussing facts and information. It includes themes and topics, it might contain diagrams, photographs and other illustrations and it contains information

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that can be checked by looking at other sources. Its purpose is to present truths and conclusions about the factual world of history, science, and current events.

Prose that contains both fiction and non-fiction works is the type of literature read most often in English classrooms. The varieties most often used in the classroom are textbooks, literary criticism and essays of various sorts. Also, most of what students practice writing in the classroom is the non-fiction essay, from factual to personal to persuasive. It is worth saying that non-fiction is often used to support and expand students' understanding of fiction texts. So fiction texts are often used in textbooks of English that are considered as non-fiction prose to expand learners' literary competences (Haley Drucker, 2018). The literature used in English language teaching (ELT) classrooms today is no longer restricted to canonical texts but includes the work of writers from a diverse range of countries and cultures using different forms of English.

### 2.4. Literature Didactics

Literature didactics means the teaching of literature in the EFL classroom. Literature didactics encloses the use of lyrical, dramatic and narrative texts from different periods of English language literature as well as images, audio plays, films, TV formats and hypertexts in foreign language teaching. Teaching literature also includes teaching fiction as well as non-fiction or factual texts in foreign language teaching. Dealing with literary texts is the main interest of literature didactics. One of the literature didactics interests corresponds within the branch of foreign language teaching. Literature didactics fosters the importance of literature in educational processes, curricula, educational aims, study contents and the overall orientation of English foreign literature teaching (<https://www.uni-goettingen.de/en/1.2+literature+didactics/207109.html>) This means aims can be achieved by working with literary texts in foreign language classes. EFL textbook can accomplish with the inclusion of the literary texts. It contains both textual and visual texts which are considered as an authentic medium of EFL teaching. So here we need first to talk about teaching literature and what, how and why literature is used as a medium of foreign language teaching particularly in secondary education. And then a review about the gender issues that it can include.

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### 2.5. Approaches to using literature in EFL teaching

Carter and Long (1991) divide the approaches to teach literature into three main models: 'cultural model', 'linguistic model' and 'personal growth model' (p. 2). These three models are considered as traditional approaches to teaching literature since they are teacher-centered approaches. The methodology of these models and approaches work to improve aesthetic, linguistic understanding and more importantly critical thinking of students.

#### 2.5.1. Language enrichment model

Literature is used to give students knowledge with some creative uses of language and to confront students with examples of good use of language and the main focus in language-based approach for teaching literature is to help the students to be able to find his own way into a text. In this language-based model, the activities are learner-centered. Hirvela (1993) suggests that *'reading and writing only information-based texts may prevent students from developing the array of rhetorical and linguistic resources [...] that they need for their writing'* (p.468). Likewise, Brumfit and Carter (2000) reckon that using literature for another reason than just to develop reading skills, notably to assist the development of language competence in English. The texts may be used as contexts for exemplification and discussion of linguistic items that have no basis on the value of the work as literature. Literature can help students understand linguistics, grammar and develop their vocabulary, but as they argue, this is not the proper use of literature.

#### 2.5.2. Cultural enrichment model

Throughout world history, literature can teach us about culture and values. In Padurean's opinion (2015), the cultural model approach is a trans-disciplinary approach to teaching literature as it does not emphasize language acquisition only but also on the knowledge of culture and ideologies of a country. Savvidou (2004) states that this approach is to discover and interpret 'the social, political, literary and historical context of a specific'. It focuses on transmitting culture and ideology more than any other thing. Similarly, Brumfit and Carter (2000) also deem that the reason for including literary texts is to teach culture. 'Studying literature is asserted to enable us to better comprehend foreign culture' (p.25). They proceed to explain how literature and factual texts in any syllabus can function side by side:

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*A good language syllabus, then, may include literary texts, but will not necessarily do so. A syllabus intended to provide cultural information will probably include literary texts but should include a great deal of other information and sources of stimulus, including historical and journalistic material, samples of other art forms, and accounts of scientific and technical and sociological factors (p.28).*

Therefore, literary texts would be a more natural part of the syllabus in learning about the culture. However, as quoted by Paran (2008), Edmondson thinks that literature and language teaching as such are not compatible and that the teacher's understanding and interpretation is all that matters in literature teaching. He claims further that other curriculum topics are likely to provide a better understanding of culture than literature; that literary elements and language references are not more essential than other cultural references. (p. 468).

In other words, although learners may learn culture in other and more efficient ways, only literature can be personal and provides students an insight into how cultural and historical events might have felt for those who have experienced it, which can work to foster greater knowledge. In comparison, Brumfit (2000) says '*The fundamental ability of a good reader of literature is the ability to generalize from the given text either to other aspects of the literary tradition or to personal or social significances outside literature*' (p.188), Which may apply to culture as well as to personal development. In short, literature should be a significant component of English as it can create many other abilities and competencies other than understanding reading. Reading and working with literature will also lead to personal growth, enabling learners to experience worlds outside of themselves and enabling them to describe themselves to other cultures as opposed to others and their culture.

### **2.5.3. Personal growth model: Reading for understanding and strengthening one's identity**

According to Carter and Long (1991), the personal growth model is a mixture of the language and cultural models. The text contains a variety of language in use and presents a specific cultural context. Thus, the students grow interaction with the literary text that develops language competence, literary competence and the learners' feeling and

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sensitivity towards the literary texts. Duff (1992) states that we can provide experiences, explorations to make students able to think and feel life and to develop an understanding of what it means to be a human being and thus to understand themselves through literature (p.207).

Literature is therefore an important part of developing an identity and thereby strengthening one's values and beliefs. The teacher aims to help students achieve an engagement with the reading of literary texts. This approach considers the learner as the center of the reading process where he can relate, respond and make connections with personal life. As Carter and Long (1991) state teaching literature using the personal growth model provide chances of interaction between the reader and the selected text using individual and collective experience. So the students engage in reading by creating meaning through meaningful contexts. They acquire literary competence and language competence too. The main aim, thus, of this approach is not the study of literature but the student's personal engagement with the literary text that helps the students creating linguistic responses to the text and be more motivated. Rosenblatt (1994) states, '*... the new experience challenges the reader's assumptions and understandings, he may be stimulated to clarify his own values, his own prior sense of the world and its possibilities*' (p.145). In brief, in this approach students are encouraged to draw on their personal experiences and give their responses to literary texts, thereby becoming more actively involved in the classroom activities, and responding emotionally to different topics brought up by literary texts. Therefore, they get the chance to develop skills, feel a sense of achievement and be aware of what is happening around him.

### 2.6. What kinds of texts are appropriate to use?

The kind of literature used in English foreign language (EFL) textbooks is quite diverse, and the literature selected should ideally both be interesting to the students and also representative of different genres, literary periods and literary themes. As well as being challenging enough for the students to learn new vocabulary and observe new uses of language and grammatical features. The reader's interest is taken into consideration by selecting texts that are similar to what the students encounter in real life, '*In order to maintain students' motivation and involvement*' (Rivas 1999, p.14).

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According to McKay (2001), many of the texts selected to be in the EFL textbooks are often selected because they deal with subjects and themes that occupy young adults, making it easy for learners to participate actively with the text. McKay (2001) writes '*literature which deals with either of these themes [personal growth and development] should be highly relevant to them*' (p.194). It is much essential to pick topics that learners can identify with; otherwise, the students will inevitably lose motivation and interest. In the same vein, Christenbury (1992) elaborates that

*[...] The literature itself must have some connection to the students' lives [...] students must be involved, must be engaged to the point where the discussion leads them \_to raise personal meaningful questions... [and] to seek in the text the basis for valid answers (p.34)*

EFL textbooks that are in current use do not only use classic texts; but also extracts from modern novels, fables, short stories, etc are used. This type of literature has often presented different cultures and values belonging to the author or protagonist in question, an awareness of cultural diversity as well. These differences may, therefore, be discussed in the class as a way of raising awareness and expanding the students' knowledge and appreciation of different cultures. However, Kachru (2000) introduces us to the reality that the literature in the subject of English no longer is English literature, but literature in English, meaning that the author's language is of significance rather than nationality and the requirements for the use of the text. It is the same case in our country, the EFL secondary school textbooks contain some texts that are written by some writers the students may have heard of but not be familiar with, such as Shakespeare, Austen, Dickens, Bronte, Alice Walker etc. However, generally the use of literature in English language teaching (ELT) classrooms is partly reduced to language development rather than to the students' literary development. The textbooks contain extracts from novels and short stories but the focus is on the development of the four skills listening, speaking, reading and writing much more than to develop the other skills.

Nevertheless, the selected literature to be used in ELT should be beneficial for learners. According to Karolides (1992), the language of a text, the situation, characters, or the expressed issues can put off a reader from the comprehension of the text and thereby restrain involvement with it; he further states, '*In effect, if the reader does not have enough*

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*linguistic or experiential background to allow participation, the reader cannot relate to the text, and the reading act will be short-circuited'* (p.23). Therefore, in order to be effective in reading and understanding a text, there must be something about the text that will interest the learners in some manner, and if this is not given in the text itself, instruments should be used to evoke such a commitment.

### 2.7. How can literary texts be used?

Teachers can exploit literary texts in a large number of ways in the classroom. Classroom work with literary texts may involve pre-reading tasks, interactive work on the text and follow up activities. Since the reader, viewer or listener uses both content and context to interpret and understand what they are reading, watching or listening to, learners benefit from genuine cultural texts of different types with suitable scaffolding and follow-up assignments. Interactive reading and listening comprehension tasks should be intended and performed with suitable follow-up tasks which include activities that provide learners with the opportunity to apply or practice the new skill or concept and therefore promoting interpretation.

In most cases, there is at least one type of task in literary texts available in the EFL textbooks, either pre-reading tasks or post-reading tasks or both. They also include a number of distinct duties, particularly post-reading. Here is a short theoretical framework as to why such activities can be successful in promoting the text interpretation and what they can produce in terms of learning. We will start by presenting relevant theories for pre-reading tasks, mind-reading tasks, and post-reading tasks, and then focus on different types of tasks within these categories.

#### 2.7.1. Pre-reading tasks

Teachers can introduce the topic or theme of the text, pre-teach essential vocabulary items and use prediction tasks to arouse the interest and curiosity of students. What the learner brings to the reading will have an impact on how they understand what they are reading. Many individuals claim that helping the learner understand what they are reading can be very essential. In other words, pre-reading activities can assist prepare learners for the exercise of reading. Long (2000) admits that asking a series of questions before reading the text is generally helpful to create the right mental attitude for receptivity, a

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process is known as set induction [...] They [possible questions/tasks] are in no sense a test, even of general knowledge, and above all are designed to stimulate a response, and a willingness to respond' (p.47). Likewise, Kelly (1992) writes,

*[...] pre-reading activities are necessary to provide the bridge between a student's experience and the literature' and '[...] a pre-reading activity helps students connect their personal experiences with literature. The students understood the text, not from a literary stance but personal associations [...]' (p.87).*

A typical pre-reading task will, therefore, try to link with the student by allowing them reflect on what they expect the text is about, for instance by the title of the text, or by offering them with a brief overview of the text or information about the historical and/or cultural background of the text. Pre-reading activities have several advantages. Pre-reading activities can assist the learner to be more ready for what they are about to read. It can assist them to anticipate the reading subject. They can also prepare for the kind of language, vocabulary, and even grammar that could be used in the text by doing this. Moreover, if done properly, it can encourage learners to want to read and maybe even boost their motivation for reading. Here are some examples of pre-reading activities to use in class:

### **a. Speedchatting**

Prepare one or two simple questions related to the topic of the reading. Ask the class to make two rows facing each other. Then, encourage your learners to ask each other the questions, but warn them that they only have 60 seconds to do so. Once the 60 seconds are up, one of the rows rotates so each learner has a new partner. Repeat the process several times.

### **b. Discussion**

Encourage the learners to discuss the topic of the reading. Prepare four or five sentences with various opinions relating to the reading. Read them out to the class and then place them around the room. Encourage the learners to go and stand near the opinion that they agree with the most. Then encourage that group to prepare reasons for agreeing with that particular sentence. Once they have done this, the learners can then interact with people from other groups to share their opinions and reasons.

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### c. Brainstorming

Give the class five minutes to brainstorm ideas relating to the topic of the reading. Then

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give them a further five minutes to organize their ideas and to form sentences. Once they have completed this, encourage them to get up and move around the room and share their ideas with other learners.

### **d. Pictures**

Select three or four pictures that relate to the topic of the reading. Ask the students to make small groups and give each group a copy of the pictures. The learners should work together to connect the pictures and to try to guess what the reading will be about. Each group takes it in turns presenting their ideas.

### **e. Thetitle**

Ask the students to make small groups and tell the groups the title of the reading. The learners should work together to pool their knowledge of this topic. Again, once the group has finished, each group can share their ideas with the other groups.

### **f. Storytelling**

Prepare a short personalized narrative about something related to the topic of the reading. Be creative with the story. It doesn't have to be 100% accurate to something that actually happened to you, but it should be personal, and be told enthusiastically. It will help if there are a little suspense and humor in the story too.

### **g. Shortconversations**

This time give the students a sentence from the reading. The students then have a conversation with a partner about the sentence. However, tell them there is one rule. They cannot use more than three words each time it is their turn to speak.

### **h. Pictionary**

Select some of the keywords from the text. Put the class into two or three groups. In turn, a learner from each group (at the same time) comes to the whiteboard. They are told the word and they have to draw that word. They are not allowed to use letters or numbers in their drawing. The other students try to guess the word and earn points for their team. This can get very lively indeed!

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### i. Purpose

Give the students a purpose for completing the reading. This can be in the form of some discussion questions about the content prepared by the teacher. Give the questions to the students before they read the text. Ask them to read them and then while they are reading the text, they should prepare answers to these discussion questions. When they have read the text, they then discuss the questions with a partner.

### j. Videos

There is so much good free content available these days. First, find a short video relating to the topic of the reading. I would suggest something around three minutes long. After watching the video yourself, prepare some simple discussion questions. Play the video and then ask the students to talk with a partner about what they saw.

(NEILMILLINGTON, 2016)

### 2.7.2. While-reading tasks

While-reading tasks are represented in most of the EFL textbooks that are in current use. While-Reading Activities are described as activities that assist learners to concentrate on and better comprehend elements of the text. The objective of these operations is to assist students to cope with it as they would handle it as if the text were written in their first language. This type of task is applied usually to the short stories as fiction texts and also to the non-fiction texts, and the tasks are usually about text comprehension, basically what is happening in the text, or specific details about the text, for example, descriptions. This enables the students and the teacher to stop the reading for a short while and solve these tasks, to get all the students to understand and know what is going on in the story or what is discussed in the reading passage before they go on reading. During this phase, students will be able to confirm predictions, gather information and organize them through scanning and skimming the text. In this regard they may be similar to both pre-reading and post-reading tasks, by ensuring that difficult terms are explained and understood, and reminding students of what the text is about and what the storyline is about.

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Here are examples of while-reading activities

- a. **Identify topic sentences** and the main idea of paragraphs. Remember that every paragraph usually includes a topic sentence that identifies the main idea of the paragraph.
- b. **Distinguish between general and specific ideas.** If you want to know what I mean, have a look at this reading exercise
- c. **Identify the connectors** to see how they link ideas within the text. For a full list of linking words, have a look at these linking words grouped by category.
- d. **Check whether or not predictions and guesses are confirmed.** A reading class might start with one of these pre-reading activities. Some pre-reading tasks might go beyond its stage.
- e. **Skim a text for specific information.** Skimming is the ability to locate the main idea within a text, using these reading strategies will help students to become proficient readers.
- f. **Answer literal and inferential questions:** Literal simply refers to what the text says and inferential is using the text as a starting point to get a deeper meaning
- h. **Infer the meaning of new words using the context:** All language learners rely on context to decipher the meaning of a word, a reading strategy used quite a lot when you do extensive reading.
- i. **Coding text** involves teaching students a method of margin marking so they can place a question mark next to a statement they don't understand or an exclamation mark next to something that surprised them.
- j. **Student-to-student conversation,** you can ask students to have a conversation after they have finished a paragraph or a stanza of a poem so they can clear up any confusion they might have.
- k. **Scan a text for specific information:** You can when you look for your favorite show listed in the TV guide. If you want to use this reading strategy successfully, you need to understand how the reading material is structured as well as have a clear idea about what specific information you have to locate. This technique is key if you need to find information in a hurry.

(10 examples of while-reading activities- EnglishPost.org)

### 2.7.3. Post-reading tasks

This type of tasks is not to prepare the students for what they are about to read, but rather to work through what they experienced during the reading. As it is defined by (EnglishPost.org, nd) *'Post-reading activities help students understand texts further,*

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*through critically analyzing what they have read and these are carried out after you have implemented successfully Pre-Reading Activities and While-Reading Activities'. The types and number of tasks in this category are usually larger as the students will have reached a conclusion about and expressed his personal opinion about what has been presented, whether they liked it or not, they agreed with the author's opinion or not, etc. As it is stated in the third year EFL textbook 'New Prospect' ' [...] After reading a text, you must also respond to it. Ask yourself some questions: How are the opinions expressed in the text ?, Do I agree or disagree with them? Why ?, Do I like this text or not? Why? What lessons for life (if any) does the text contain ?' (Arab et al, 2007, p. 191). In the same vein, Rivas (1999) writes 'The post-reading phase helps learners to consolidate what they have read and, at the same time, aims to relate the text to the learners' experience, knowledge, and opinions' p.18.*

Often in the post-reading tasks, the aim is to put the literary text into a context in which reading makes the students aware of the real world and cares about the various issues they face in their real-life such gender issues. Long (2000) argues that ' *[...] the questions [to the text] are an aid to response, leading the learner/reader to get an insight into the text which might not be possible otherwise' (p.45).*

These tasks can be divided into two or three rather comprehensive categories: talking about the text and writing about/from the text, but also text comprehension. At this point, students offer expressive or emotional responses to the text, articulate new learning from the text, make critical inferences and judgments about the text, and they communicate their points clearly. Thus, teachers while teaching literature should help students to appreciate the ways that writers talk about gender issues to achieve particular effects, provide frameworks for creative response and invite learners to modify, extend or add to a text. Here are examples of post-reading activities

### **a. Creative Writing**

Ask students to select 10-15 words or phrases from the text. You can provide categories for the words e.g. the most interesting words / the most important words. Then the students use these words or phrases to compose a text. This text could be a story, poem or news report.

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### **b. Areas of Interest**

Ask students to say which part of the text is the most important/interesting and which part is not interesting or important.

### **c. Creative Discussions**

Prepare four or five simple questions and ask students to talk about those questions for 3 minutes and after that ask one member of each pair to go and talk to another person of the group.

### **d. Quiz Your Classmates**

Ask your students to prepare 5 questions about what they read and ask them to their classmates in group work.

### **e. Finding Related News**

After students have finished reading, they can surf on the internet for a new related to something they read and share it with their classmates.

### **f. Prepare a Survey**

Students can prepare a survey about the information they just read; for example, if you read something about gender bias, students can prepare questions such as:

1. How do men and women express their feelings when there is grief?
2. How do men and women express their feelings when they are happy?
3. How do fathers and mothers deal with their children?

they can prepare the survey in class and ask the survey to their classmates or they can go home and bring the results and report them during the next class.

### **g. Parts of the Speech**

Ask students to spot the different parts of the speech from the reading, then they quiz their classmates asking questions such as:

1. Why type of word is moral? How would you use that word in a sentence?

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### **h. Questions from Pictures**

Teachers show a collage and ask the student to look at the collage carefully and how some of the pictures relate to the reading they did.

### **i. Character Analysis**

If you read a story, there must be one or two characters involved, analyze those characters and prepare a set of questions that you would like to make them. When all classmates have prepared their questions, ask them to give you their answers and then as a group tries to answer the questions.

### **j. A Graphic organizer**

(Also known as a concept map or mind map) is usually a one-page form with blank areas for learners to complete with ideas and information which are connected in some way.'

(13 examples of post reading activities, EnglishPost.org.)

### **2.7.4. Talking about the text**

The different phases and tasks that the students have seen during reading the passage show their response to the text's content and the author as well. By doing this, the students are presented with a more reader-centered way of reading, and they may learn to appreciate the different opinions and experiences different people may have with a text, and by that appreciate the differences in people in general. Talking about and discussing the text in the classroom and learning what their classmates have shared of the relevant text, may lead to new insight into the students own relationship with the text. Yang (2001), as cited in Paran's article (2008, p.479), used questionnaires and interviews, and found strong support for the use of literature in a class of adult learners.

*The interviews suggested that the students felt that the discussion of the novel they were reading was, more "substantial" than simply answering grammar questions [...] students in the class where literature was taught in a more student-centered way showed a much more positive attitude to the literature used in the class.*

Another study that was done by Boyd and Maloof (2000) found that through connecting literature to the students' own lives, classroom talk was more likely to extend into discourse when the students did not have to interpret the meaning of Literature and relied on their own experiences and expertise to talk about a cultural topic (p.475).

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### 2.7.5. Writing about/from the text

After reading, learners need to summarize what they have learned and expand their comprehension beyond the text itself. It may be suitable to connect new information to known information, evaluating the author's intent, retelling or summarizing, or constructing a graphic representation of the information may be appropriate at different times. Again, there are probably the most efficient combinations of methods (Duffy, 2003). Therefore, and as mentioned before, the post-reading activities phase allows students to offer expressive or emotional responses to the text, articulate new learning from the text, make critical inferences and judgments about the text, and they communicate their points clearly. In this case, having the students write down their immediate responses before sharing them with the rest of the class may feel safer to some students, as they can respond to the text but they are not necessarily required to share that response with anyone else, which may evoke more genuine response. Duffy (2003) suggests that by letting students do role-playing or write letters, *'they might be their own opposites in personality, sex, and race. Creating dialogue from their roles would necessitate their (a) internalizing the character and (b) analyzing their responses by reflection, their attempt to make meaning of this experience'* (p.217). Also he explains that offering the students the opportunity to have an oral discussion about the text enables the students to express their own thoughts and feelings (p.209).

Carter (2000) thinks that tasks asking the students to predict or write a new storyline or ending to a text without knowing the original ending might be a good task, as he puts it *'[...] a heightened degree of attentiveness to the story can be brought about by prediction. There is increased involvement from the natural desire of seeing one's own expectations fulfilled or contravened'* (p.112). Similarly, Brumfit (2000) claims *'[...] the attempt to write literature might teach students something about the mind of the writer, helping them to see how the writer of poetry or fiction sees and think'* (p.122)

### 2.7.6. Text comprehension and interpretation

Text comprehension is the ability to comprehend and construct meaning from the text the learners have already read. Readers use many different text comprehension strategies. These include checking the progress of understanding, answering and generating questions, summarizing and being aware of and using the structure of a text to aid comprehension. Almost all the literary texts in the textbooks which are targeted in this study have comprehension questions as the first category of tasks preceding the text. These questions

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are usually there to control to what extent the students have actually understood during the reading of the text and how much they remember, such as details about place or characters, what happens, etc. However, these tasks may also ask the students why they think a character did what he did or why something happened, based on what they have read into what the text says. These questions can be reference questions or inference questions. The latter requires them to make inferences from the clues scattered in the speech and/or the facts and the reasoning developed in the text. As it is stated in the third year EFL textbook (New Prospect) " *To answer inference questions, we should, therefore, learn to compare, analyze, interpret the facts while reasoning, very often in the light of our own experience of life. We should learn to 'read between the line' "* (Arab et al, 2007, p. 189) and see the text as something which could happen in real life.

Besides, Mattix (2002), argues that *'before they can deal with aesthetic elements of a poem, L2 learners need to reach an understanding of the language and the meaning of the poem'* (p.476). This could explain the use of reading comprehension tasks that usually include vocabulary comprehension after having read a text. Many of the texts in the textbooks are introduced with a small vocabulary list, to ease the reading. Text comprehension requires the students to be familiar with the words and phrases included in the text to understand the meaning of the text and be able to respond to it. Besides, the use of summary as a task is essential for students in their personal process of interpretation. Thus, it is important to make as many tasks to ask the students to write a summary which will most often turn out as a rather comprehensive paraphrasing of the text. These three types of tasks and their traits are convenient in the analysis of the texts. They make the students live the events and facts included in the text and thus being affected by them.

### 2.8. The Power of Literature on Learners

Andrew Goodwyn (2008) writes in his discussion of the importance of English and reading literature in high schools.

*English is a vital way of communicating in school, in public life and internationally. Literature in English is rich and influential, reflecting the experience of people from many countries and times. In studying English pupils develop skills in speaking, listening, reading and writing. It enables them to express themselves creatively and imaginatively and to communicate with others effectively. Pupils learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts. The study of English helps pupils understand how language works by looking at its patterns,*

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*structures and origins. Using this knowledge, pupils can choose and adapt what they say and write in different situations.*

Reading literature helps to grow knowledge about genres and formal aspects and abilities to contextualize literary texts because of the previous knowledge about literature and its cultural history. Therefore, this growing knowledge can be used in a certain manner so that interpretation becomes more appropriate with regard to the text.

### 2.9. Integration of Literature in EFL Teaching

Janat Alsup (2015) argues in her discussion of the influence of reading literature on behavior change of individuals that affects others around them, the so-called social action, that social justice, which is regarded as one concept related to social action, is a significant theme developed by English teacher educators in educating youth. In this case, she writes '*[S]ocial justice is discussed by English teacher educators who are seeking ways to help pre-service teachers think about educating youth with social justice approach, or sensibility, promoting fairness, equity and respect for all students no matter their race, gender, sexual orientation, gender identity, or disability status*' (p.70). She added, '.... *[M]any teachers and teacher educators see literary reading and response as one way to encourage awareness and understanding of many different types of people, cultures, and communities among their students*'. She explains more putting, '*through narratives of experiences, empathy will result, which may lead to attitudinal changes toward individuals different from the readers themselves*' (p.70).

Janat Alsup in her description of the various key literature teaching curricular frameworks from the 1990s to the present, she arranged different frameworks that are relevant to secondary school teachers. She identified the response-based approach that is the response-based literature curricula. Here as she explained, teaching literature is based on the student reader's response. This type of curriculum is based on classroom discussion through reading, interpretation and criticism, as she notes.

Secondly, the thematic or integrated approach, this is when textbooks, as she highlighted, are organized by theme (E.g. 'family', 'Schooling'....) rather than historical period or genre. But, teachers can design a literature curriculum about the different themes and issues expected to be taught, and then choose literature that is convenient to these themes that should be hopefully relevant and interesting to the students (p.84).

Thirdly, she presents the cultural studies or socio-cultural approaches to literature teaching. It focuses on 'cultural and social issues and concerns'. It includes 'literature that

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speaks to these issues such as gender stereotyping, racism, poverty, violence, homophobia'. These issues are about which literature is written (p.84). This literature is considered as a mirror of real-life issues of society and a living realm. Hence, readers through the fact of reading become affected by the content. Alsup describes other approaches to teaching literature such as a literary theory-based approach; workshop-based approach and the literacy practices approach. However they are not concerned with secondary school teaching English curriculum. Talking about the teaching of English language arts in secondary school and literature teaching, Alsup explains the standards-based movement and literature teaching. The Rand Corporation (2008) defines the standards-based reforms as including 'academic expectations for students', 'alignment of key elements of the educational system', 'use of assessments of student achievement', 'decentralization of responsibility for decisions to curriculum', 'support and technical assistance to foster the improvement of educational services' and 'accountability provisions that reward or sanction schools or students based on means used performance' (p.2). Alsup writes, 'These characteristics are connected to political and policy trends in the US, as well as to changing attitudes toward teachers among the general populace' (p.86). She explains the impact of standards-based approaches and policies on the literature curriculum in the secondary school as summarized below what Janet sees 'as the major challenges to literature curriculum and literary study posed by standards-based education and often related high stakes assessments'. One of these challenges is the scripted curriculum that is designed for teaching use, that accompanies, 'explicit instructions for how teachers should introduce the lessons, including pacing, activities, topics, expected student responses, and even precise scripts for teachers to read' as Janet states (p.88). Another challenge, as Alsup claims, is the national curriculum.

### **2.10. The importance of literature in EFL classroom**

Literature is important as it links individuals with larger truths and ideas in a society. Literature creates a way for people to record their thoughts and experiences in a way that is accessible to others, through different forms of writing. Therefore, the inclusion of literary texts in EFL textbooks deemed as authentic sources of EFL that helps to expand vocabulary and structure sentences and paragraphs. Also, the integration of literature in EFL teaching has been proved of its crucial value to promote learning English as a foreign language through providing language in meaningful contexts that allow learners expand their cultural and socio cultural knowledge and thus imposing them to the real world

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social reality depicted by literary texts where they can express and interpret their preconceptions about the world around them. Therefore, it helps to expand students' culture, cultivate imagination and creativity and promote social skills and the ability to think critically.

In addition, as literature reflects real-life it brings into the classroom the real socio-cultural aspects about men and women to teach moral lessons and thus it gives insight into the real world. Moreover, literature can make students engage with the content of the literary text, which makes them eager to communicate what they have read. According to Duff and Maley (1990) the 'genuine feeling' of literary texts, acts as a strong factor and touches on themes to which learners can bring a personal response from their own experience. Many writers point out the chief role that literature plays in educating the whole person and allowing him to discover, analyze and evaluate the world around them. It involves learners "in a personal way, allowing them to express themselves, stimulating the imagination, developing critical abilities and increasing emotional awareness" (Gilroy and Parkinson, 1996). Hence, it becomes enjoyable and interesting.

Through reading literature students are given a chance to put various emotions and experiences into words, and may thus develop new ways of seeing themselves and the world. Lazar (1993, pp. 14-15) provides a summary of the benefits of literature teaching: students enjoy it and it is fun; it is authentic material; it has general educational value since literary texts are non-trivial; it encourages students to talk about their opinions and feelings since literary texts are open to multiple interpretations; it provides examples of different styles of writing, and representations of various authentic uses of the language; it involves emotions as well as intellect, which adds to motivation and may contribute to personal development; it develops students' interpretive abilities; it encourages empathetic, critical and creative thinking; it helps students to understand another culture; it is part of the target culture and has value as part of the learner's general education; it raises awareness of different human situations and conflicts; it contributes to world knowledge; it expands students' language awareness; it is a good basis for vocabulary expansion; it can supply an excellent jump-off point for discussion or writing; it fosters both intensive and extensive reading skills; it is a stimulus for language acquisition, etc.

In short, literature is a vital element of the foreign language curriculum. Integrating literature into the EFL syllabus is beneficial to the learners' linguistic, (inter)cultural, and

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intellectual development, we need to select an approach which best serves the needs of EFL learners and the syllabus.

### **2.11. Why teaching Literature in EFL classroom**

Several studies revealed that teaching literature in EFL classroom is essential for various reasons. During 1980's, there was much research on the benefits of literature in language teaching (Sapargul and Sartor, 2013). It was realized that literature can help to improve critical thinking skills (Oster 1989). Literature is an authentic material that educates learners by examining values in literary texts where teachers encourage learners to develop attitudes towards them. These values and attitudes relate to the world outside the classroom. Duff and Maley (1990) point out the authenticity of literary texts which "offer genuine samples of a very wide range of styles, registers, and text-types at many levels of difficulty".

In addition, literature is deemed to be an effective source of input for learners' acquisition of language successfully and developing proficient readers through practice during reading works of literature. Brumfit and Carter (1984) contend that "literary texts provide examples of language resources being used to the full, and the reader is placed in an active interactional role in working with and making sense of this language". According to Van (2009), literary texts are effective in promoting English language development in all four skills "through interaction, collaboration peer teaching, and student independence".

Similarly, McKay (2001) argues that using literature as content, besides being an appropriate medium for integrating the four skills, also raises cross-cultural awareness. Janez Skela (2013) argues that literary texts in the context of foreign language education may facilitate change for intercultural learning and can thus help to develop students' intercultural communicative competence. Furthermore, like Stern (1992) notes literary works can, "epitomize the thoughts, feelings, and values of the target culture in memorable ways". In other words, the literary text has considerable potential for language learning and encountering a foreign culture (Fenner 2000, 146).

### **2.12. Literature in EFL textbooks**

The most knowledgeable teachers often use the book as a primary resource because they lack the time to prepare their own materials. For students, as Janez (2013) posits it, the textbook represents an authoritative source of information whose truth value often goes

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unquestioned'. Literary texts in EFL textbooks are usually chosen to illustrate themes or values of the culture, as well as for their specific literary quality. The textbook may include popular fiction, folklore, folk tales, ballads, nursery rhymes, children's literature, widely read books which "constitute a common heritage of literacy" (Stern 1992, p. 230), or "*anything else that can illuminate the thought and life experience in the culture*" (Rivers 1981, p. 338). Besides, Janez (2013) puts '*If the textbook does not provide literary texts, teachers can supplement it by using resource books, readers or anthologies designed to complement a course or syllabus requirements*'. Of course, this approach of supplementing a textbook usually requires extra effort and time to bring literature into classrooms.

### 2.13. Gender in Education

Gender can be one of the other factors that long affected the field of education and the content of instruction formally and informally (Clarck, 2018). She added several beliefs and ideas about distinctions between physical and psychological traits of women and men and about gender differences to address social roles are through education.

Talking about gender bias within schools, studies show that girls and boys are treated unequally at schools. Chapman (nd) writes '*The socialization of gender within our schools assures that girls are made aware they are unequal to boys*'. She explains that teachers are affirming that girls and boys should be treated differently whenever students are lined up by gender. She added illustrating that by an example of an administrator who ignores an act of harassment, this means the degradation of girls ; the same as Baily (1992) writes, 'when schools ignore sexist, racist, homophobic, and violent interactions between students, they are giving tacit approval to such behaviors'. Baily argues that the fact is that girls are not worthy of respect whereas boys are always supported whenever they exert power over girl or other weak boys. This is to encourage them having the supremacy feeling. Also, another example when some behaviors are tolerated for boys than for girls based on the belief that 'boys will be boys'; thus, schools are contributing to the oppression of females.

In Amanda's account, girls are more successful than boys academically as it was proved by some evidence, but examination of the classroom, as he writes, 'shows that girls and boys continue to be socialized in ways that work against gender equity'. According to Bailey (1992), teachers socialize girls toward feminine ideal yet boys are encouraged to be masculine. Bailey writes 'Girls in grades six and seven rate being perceived as competent or independent. Boys, on the other hand, are more likely to rank independence and

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competence as more important'. Although men and women can have the same level of education, it is more difficult for women to have higher management jobs, and future employment and financial worries can intensify (Grummel, 2009). Similarly, Marshall (1994) assured that classrooms clearly reflect children perceptions on gender roles since classrooms as Marshall describes are 'microcosms' of society they mirror everything.

Furthermore, gender bias in education occurs in the way of gender socialization, it also can be embodied in textbooks, lessons, and teacher interactions with students. This gender bias every day affects students through a hidden curriculum of lessons taught to boys and girls. According to Sadker and Sadker's research (1994), most of time boys receive reward and praise from a teacher than girls. Also, talking about the texts chosen for classroom use ignore the contribution of women and their experiences of emancipation, or stereotype gender roles (Adaman, 1995). Klein (1990) noted that schools continue to implement gender bias texts. Research shows that the use of gender equitable material contributes to make and encourage students have more gender-balanced knowledge and have more convenient attitudes towards gender roles (Adaman 1995). Bailey (1992) mentioned that researchers at a 1990 conference noted that texts designed to adopt gender and race equity used in textbooks still present language bias, neglect of women's opportunity to have scholarship and omission of women as developers of history and women being invisible in accounts of technological developments. Therefore, Bailey suggested to combat gender bias within classrooms, materials used for classrooms and within school in general. Gender issues in education may occur in aspects of students' emotional responses, psychological and moral development, communication and learning styles.

Also, gender differences in students' achievements and performance, participation in school activities behavior in class besides, the content of educational materials and tools and the different educational curricula. Sadker and Sadker (1994) claims, '*Sitting in the same classroom, reading the same textbook, listening to the same teacher, boys and girls receive very different educations*'. They argue that on mostly every measure achievement, girls do the same or better than boys, but after graduating high school that become behind. Many textbooks around the world differences in gender attributes and roles appeared in pedagogical materials used in schools to prepare young children to social gender roles.

Our present study tends to investigate gender representation in literary texts included in secondary school EFL textbooks and its effects on students' perceptions of gender. In this respect, we need first to display some previous studies about gender issues in EFL

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text books in general and then in the Algerian secondary school EFL textbooks particularly.

### 2.14. Gender bias in literature

One of the fields that gender studies contain is to examine gender issues in literature. The literary texts included in secondary education curriculum are gendered. They featured femininity and masculinity. They take the students through the various configurations and reconfigurations that determine gendered classifications such as femininity and masculinity. Despite it is generally held in many societies that women and men are equals, gender bias is still frequently existed in the literature students are exposed to. As it is mentioned before in this chapter literature reflects the real life and brings into classroom the real socio-cultural aspects about women and men to reach moral lessons and to have an insight about the real world around us. It plays a great role to transmit society's culture where gender roles are significant part in society where gender issues largely affect the major part of our society through textbooks to students.

Several studies have analyzed the way males and females are depicted in literature including content, language, illustrations (Jett-Simpson & Masland, 1993). Many literary texts include various gender issues such as portraying men as leaders and bread winners and also the owners beings husbands and fathers. And many others are under current of sexism and racism. Male characters are supported much more frequently than female characters. This bias may be seen in the extent to which a gender is represented as that main character and how that gender is depicted. Many classics and popular stories where girls are portrayed usually reflect stereotypes of masculine and feminine roles (Barbara Kolan, nd). Girls are represented as sweet, naive, conforming, and dependent ; while boys are typically described strong, adventurous, independent, and capable (Ernst, 1995). According to Temple (1993) boys tend to have roles as fighters, adventurers and rescuers, while girls in their passive role tend to be caretakers, mothers, princesses in need of rescuing, and characters that support the male figure. Similarly Rudman (1995) argues that if female characters are portrayed as active and strong, they are often portrayed in a passive light toward the end of the story. Girls characters who retain their active qualities are clearly the exception. Thus, it is worthy saying that both genders are frequently presented in stereotypical terms and this is harmful for both genders as it may affect their identity. In this issue, Barbara writes

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*Many researchers and authors argue that readers identify with characters of their own gender in books. Therefore, the relative lack of girl characters in texts can limit the opportunity for girls to identify with their gender and validate their place in society.*

The manner in which genders are represented in literature impacts learners' attitudes and perceptions of gender-appropriate behavior in society. Sexism in literature can be so insidious that it quietly conditions boys and girls to accept the way they 'see and read the world'. In the same divine, Fox (1993) and Rudman (1995) contend that stereotypes limit boys and girls freedom to express themselves and pressure them to behave in ways that are 'gender appropriate' rather than ways best fit their personality. This means that when girls are depicted only in passive and domestic roles, boys are seldom portrayed as being scared or sad, having occupations that are not stereotypically male. This limits their freedom. Therefore, reinforcing gender understanding should be taken into account, as Fox (1993) points out, this reinforcement causes ambiguity among learners towards themselves and the existing social life around them. These narratives are relevant to students today that may have an impact on male and female students' perception of gender.

Briefly, the issue of gender in literary texts ought to be addressed otherwise genders will continue to believe the societal constructs of gender that has been expressed both in the texts and in the classroom. Thus, students can begin to deconstruct the gender roles and stereotypes that are kept by the literary texts which are included in the secondary English curriculum.

### **2.15. Teaching Literature and Gender issues**

A research study conducted by Kelly (1986) in order to find out if the content or genre of the material being read affect students perceptions of the sex-appropriateness of reading or not. The research has revealed that the specific content of the reading material influenced the way in which reading was perceived. Adermahar (2000) to examine students' perceptions of gender and feminism in particular showed that among students who opt for women's writing modules there are different attitudes to the concept of gender. The research reveals that the majority of students see gender as an important category of social experience and analysis shaping their reading choices and pleasures. At the same time, they resist certain feminist concepts which consider man as the other. Many other studies have been conducted in the field of gender and teaching literature in the different

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education' levels to investigate the gender issues among students and teachers. However, little research has been done about students' perceptions about gender and reading literary texts in secondary education. Some of them are as follow. Similarly, feminists such as Bordo (1993) and Butler (1990) stated that social discourse is the origin of gender, arguing that gender is constructed unawarely and unlimitedly through the individual's interaction with social texts and language.

### 2.15.1. Feminist Theory Criticism

Feminist theory is used as a guide in the analysis of literary texts from the gender perspective as well as developing interview questions. Lois (2006) gives the following definition: "Feminist criticism examines how literature (and other cultural productions) reinforces or undermines the economic, political, social and psychological oppression of women" (p.83). Feminist criticism is usually applied to examine how gender roles in literary works reflect or subvert "traditional" gender roles. Feminist critics include such theory ' to increase our understanding of women's experience, both in the past and present, and promote our appreciation of women's value in the world' (p.119)

Feminist critique, as defined by Elaine Showalter (1979), studies the representation of women in male texts, "Feminist critique is the political and polemical reading of male texts and male culture by feminist criticism, and it is concerned with the woman as reader " (170). It is analyses of images and stereotypes of women in literature, how women are omitted and interpreted wrongly in literary history (Dhanya, 2014).

Feminist literary criticism is a revolution made by feminists against the male images of female identity and experience to raise female consciousness. It helps the readers and researchers to deal with literature in a different sight. It puts into practice the philosophies and perspectives of feminism in the literature we read. Feminist literary theory tends to examine the relationships between men and women and their relative roles in society. The feminist literary theory aims at spotlighting the inequality between men and women in society and mainly reflects the patriarchal ideology that appears in various ways in the production of literature and literary texts. There are many different kinds of feminist literary theory. Some of the feminist theorists focus on examining the language and symbols that are used and how that language and use of symbols are "gendered". Some others focus on the difference between women's writings and men's writings and how the gender of the author affects his writing. In general, most of the feminist critics look at how characters are depicted in literature and literary texts. Besides, the feminist literary theory

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also suggests that the gender of the reader often affects our responses to a text (Deborah Appleman). According to Tyson (2006), feminist theory is based on the following typical questions:

- How is the relationship between men and women portrayed?
- What are the power relationships between men and women (or characters assuming male/female roles)?
- How are male and female roles defined?
- What constitutes masculinity and femininity?
- How do characters embody these traits?
- Do characters take on traits from opposite genders? How so? How does this change others' reactions to them?
- What does the work reveal about the operations (economically, politically, socially, or psychologically) of patriarchy?
- What does the work imply about the possibilities of sisterhood as a mode of resisting patriarchy?
- What does the work say about women's creativity?
- What does the history of the work's reception by the public and by the critics tell us about the operation of patriarchy?
- What role does the work play in terms of women's literary history and literary tradition?

Therefore, to tackle a literary text from the feminist perspectives, the following questions may be asked: we wonder to know if the author is female or male if the text is narrated by female or male, what types of roles are addressed to women in the text, whether the protagonist is male or female character; if any stereotypes of women appear, what attitudes toward women are held by the male characters and if the authors' attitude toward women in society and his culture influence his /her attitude; whether the feminine image is prevalent in the text or not and if the female characters speak differently than the male characters. Based on this theory' principals, the critical methodology of the textbook literary texts will be framed through applying the textual analysis method to analyze and examine the gender issues included in these texts.

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### 2.15.2. Gender Studies Approach to Literature

Gender issues in literary texts included in the three EFL textbooks in secondary school are the focus of this study. Investigation of the different aspects of gender in both texts and illustrations students are exposed to read needs a framework to be followed to see how gender is depicted. This framework is based on a set of questions that provide a space for a detailed analysis and a vital discussion of a text as well as demonstrates how texts and society are interconnected from a gender perspective. This is what Volkman called "Gender Studies Approach to literature or texts in general" p18. Holding to Volkman's (2007) view of gender studies approach to literary texts, we shall explore the three Algerian textbooks 'At The Crossroad', 'Getting Through' and 'New Prospects' to examine whether the literary texts included in these textbooks are gender-biased or they are of free-gender bias. A more detailed set of questions can be suggested. Referring to them, students can be enabled to see how gender concerns are evidenced or ignored in a text. Such questions provide the framework for a close analysis and a lively discussion of a text and demonstrate how texts and society are interrelated. Volkman (2007) suggests a detailed set of questions to highlight gender issues in literature or texts in general. She writes 'Such questions provide the framework for a close analysis and a lively discussion of a text and demonstrate how texts and society are interrelated'. Such questions are listed as follow:

1. What types of roles do women and men have in a text? Does the text work with clichés (or prejudices) of women or men? Or does it reverse them? What values and power positions are attributed to men and women in the text?
2. What are the attitudes towards women held by the male characters and vice versa?
3. Is one gender given more prominence or dominance in a text?
4. Are the text's topics, imagery, style, etc. more "feminine" or more "masculine"? What assumptions do we base our gender ascriptions on?
5. Does the text offer glimpses of a less oppressive society, a "gender utopia"?
6. How are the differences between male and female characters constructed?
  - a. What does it take to be considered male/female? Consider dress, behavior, language, etc. For example, do male and female characters speak differently from each other (also in terms of frequency)?
  - b. How are bodies constructed as male or female?
  - c. What is the underlying "ideology" for these male/female constructs?
  - d. Are (female) characters/bodies seen as a commodity (a thing)?

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- e. Is the male or female psyche or body seen as lacking in something?
- f. Is a text “politically correct”, i.e., are women portrayed as powerful, in control, etc.?’

Volkman (2007)

Based on this theoretical framework, the investigation of gender representation in the three textbooks will be done. There will be a qualitative analysis of both texts and illustrations based on the categories of gender sensitivity adapted from this suggested list of questions

The analysis of literature included in the three textbooks 'At The Crossroads', 'Getting Through' and 'New Prospects' will be based on Volkman's Gender Studies Approach to Literature (2007) whereby she suggests the detailed set of questions to examine textbooks texts for gender bias and gender portrayal. Through discussion, there will be an insight on how to analyze literary texts written ones or visuals from the gender perspective. These categories will enable us to examine gender representation in these texts.

### **2.16. Gender Portrayal and Stereotypes in EFL Textbooks**

Despite the substantial measures have been taken to combat gender inequality in education specifically many alarming issues regarding gender discrimination at schools and notably in textbooks still prevail today. Much research has been undertaken to investigate such issues with the purpose of minimizing and eliminating gender inequality. To start with, the feminist waves rose in 1960's sparked research into gender issues, particularly, gender bias in textbooks in the early 1970's. Since then several studies all over the world have been carried out by researchers and educators conducting sexism in EFL textbooks so as to examine the content of the textbooks that should be relevant to learners' age and sex too.

In other words, the textbook content should be selected and presented in such a way that both female and male learners feel equally helpful for society. Most of relevant studies showed evidence of gender linked bias. Hartman and Judd (1978) studied TESOL textbooks and examined the images of women and stereotyped roles for females and males found that sexist attitudes reinforce women subordination and degradation. Arnold-Gerrity (1978) carried out a content analysis of a 1976 series of primary reading textbooks, examining the visibility of female characters. She found that the stories included in the first four textbooks, for grades one and two and in grades three and four, were twice and five times as many male-oriented stories as female-oriented ones. And in the two textbooks for grades five and six, there were three times as many male- oriented as female-oriented

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stories. She also found that men were most frequently depicted

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in paying occupation unlike women and that the females were most frequently portrayed in a house-wife mother capacity, occupied with household tasks and serving their children and husbands. Hellinger (1980) examined gender bias in 131 passages from three FLT textbooks, she found that men tended to occupy powerful and a greater range of occupational roles than did women. She found that men included in over 93 % of the passages, whereas less than 30 % of the texts included women. Besides, women were seldom engaged in active or important activities while male roles represented a great range of occupational choice. In Porreca's investigation of sexism in English Second Language (ESL) textbooks (1984), she found that both males and females exerted gender stereotypical practices. In her analysis of many EFL textbooks, she spot lights on omission of females in texts and illustrations and many other linguistic features of bias. Each time, her study revealed that sexism in EFL textbooks is much more available than before. Abraham (1989) also studied British and French textbooks, his research confirmed the inclusion of stereotypes because males were hardly exerting female activities and they represented prestigious occupations. Recently by 1990's many other scholars and researchers emerged in the field of analyzing sexism and gender representation in the content of both ESL and EFL textbooks.

Sunderland 2000's analytical study of examining sexism in textbooks revealed that females are heavily portrayed stereotypically in textbooks where they are depicted inside exerting domestic and passive activities. In addition, male characters occupy the lion part where they dominate wide rank of active and prestigious occupational roles than women. Furthermore, there is a large number of researchers who investigated gender bias in EFL textbooks, notably examining male and female representation in both written and visual texts, in different countries. Among them we can mention Masoumeh & Ali (2010) examined the different areas of gender bias in representation of women and men in 3 volumes of English textbooks taught in the high schools of Iran. The findings revealed that the manifestations of males and females in these textbooks were not fair. The occurrence of men was more highlighted than women. Similarly, results of a study was done Chi (2012) to investigate gender representation in an English textbooks series showed that females depicted as stronger than males and in occupational roles were depicted as housewives and as workers in society. But the stereotyped images portray males wearing shorts, jeans or shirts and females putting on skirts or dresses.

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In the same vein, Mandani and Ali (2013) evaluated gender bias in the Iranian pre-university English textbooks with two volumes taught in the high schools of Iran. The findings indicated that the Iranian pre-university English textbook was somehow male-oriented and gender biased as regards names, nouns, firstness and pictures associated with them though the great efforts that were made to omit specific gender orientation (Mandani and Ali, 2013). This is due to the fact of the country's cultural and religious ideologies. Studies of gender bias in textbooks have continued to be done in many other countries. In Jordan, Mohammed and Anadi (2015) examined gender representation in one of the English language textbooks 'Action Park 10' investigating the areas of male and female depiction in social settings and domestic settings also and the ratio of female to male characters. The results have showed that male characters are over presented linguistically, visually and socially both in texts and illustrations. 'Action Park 10' has failed to mirror the modern Jordanian society where the Jordanian woman enjoys excellent positions and is highly admired" (Mohammed and Anadi, 2015).

A study conducted by Anja (2015) revealed that textbooks for young learners include many of gender stereotypes where male characters are much more presented than females in all textbooks. Males present active roles and females present quiet, socially approved roles. Similarly, Mattu & Hussain (nd) confess that despite the efforts to improve women's rights to have equal educational and job opportunities, states still sponsored textbooks still focus on gender-biased stereotypes. A study conducted by Kazi & Niaz (2018) showed that secondary school English textbooks from Malaysia, Indonesia, Pakistan and Bangladesh contain a pro- male bias where women are presented as passive characters, they are mostly involved in domestic activities and their occupations are mostly traditional while men are shown with a higher presence in professional roles. In Japan, Lee (2018) investigated whether gender equality was promoted by the Japanese government or not and how the Japanese EFL textbooks reflect the women status, the findings revealed that male supremacy and first appearance still exist in the current Japanese textbooks.

In Algeria, not much research has been undertaken examining gender representation in EFL textbooks in different levels. One of them was conducted by Abdelhay (2015); she examined the first year middle school English textbook 'Spotlight on English 1' texts and illustrations including productive and reproductive occupations, sport activities and frequency of appearances. The results showed that males and females were most of time portrayed stereotypically where domestic and passive activities were addressed to women

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whereas skillful and prestigious activities were addressed to men. This, she said, reinforces the “traditional image of women in society”.

In brief, literature indicated that the studies mentioned previously are few examples in the field of textbook gender bias studies, but it is worthy to say that all these studies in this field had one common purpose that is to ameliorate women’s status in textbooks and to eradicate gender bias and raise awareness among textbook writers, instructors and teaching professionals when preparing new editions of textbooks.

### 2.16. Gender Portrayal in The Algerian Secondary School EFL Textbooks

As mentioned before not much research has been undertaken on investigating gender representation in EFL textbooks, particularly, secondary education EFL textbooks. A study was carried out by Boukheddad (2011) in an attempt to evaluate the Algerian new reform-based English Textbooks designed for Secondary School Education with regards to gender, race and generation to unveil the way characters (Female, male, groups minorities and elders) are represented in the new manuals since one of the aims of the latest reform is to promote values and not demote them. (Invisibility, stereotypes, linguistic bias, unreality, fragmentation, selectivity and cosmetic bias) were used as theoretical starting to investigate and explore the different forms of bias that may be found in ‘At the Crossroads’, ‘Getting Through’ and ‘New Prospects’ designed for first year secondary education (SE1), second year secondary education (SE2) and third year secondary education (SE3) respectively (Boukheddad, 2011). She found that there was significant tendency to under represent females, ethnic groups and elders. The invisibility of these characters is recorded both in text and illustrations. She further explored some gender stereotypes especially concerning the aspects of occupations and personal traits despite a notable tendency to use a neutral language in the description of both genders. Additionally, another study conducted in the same vein by Zerar and Riche (2014). The study tends to explore the access to and occupation of discursive and illustration spaces in Algerian Secondary-School English textbooks from a gender perspective. Results showed that the assertion of the discriminatory Algerian Family Code, and other claimed cultural specificities are the visible components. Instead of being according to the statements of goals in the Algerian secondary-school programme, the texts and pictures included are according to a conservative, hidden curriculum of which the absence of a commitment to a really modernist societal model (Zerar and Riche, 2014).

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### 2.18. The impact of gender- biased texts on Learners

Ndura (2003) states that textbooks '*may affect students' attitudes and dispositions towards themselves, other people and society*' (p1). Since textbooks have a great impact on students' perceptions this means that any biased texts included has an impact on them. Similarly, Nunez (1980) writes, '*Textbooks play an important part in education, transmitting not only facts and figures, but ideas and cultural values. The words and pictures children see in school influence the development of the attitudes they carry into adult life : these words and pictures not only express ideas, but are part of the educational experience which shapes ideas*' (p. 2). This means that bias in school textbooks has an impact on learner's attitudes, their personality development and behavior, and their academic and long-range career-related achievements. Talking about the impact of gendered texts on learners' attitudes can be illustrated as follow, the characters that are invisible in the texts have the implication that they are of less value, importance, and significance in the society. Also, some of the readers tend to lack role models as a result of the omission of some characters. Besides, the existing inequality between females and males through gender stereotyping in textbooks texts resulted in the development of gender biased thoughts among students that does not provide gender equity in the schooling system and society as well. Firstly, concerning attitudes D'Angelo (1989) believes that characters in narratives help adolescents in their development of self and also they affect the way they perceive themselves. In other words, the omission of characters means they are of less position, less important and inferior. Thus, some of the readers tend to lack role models as a result of the omission of some characters. Also, the presentation of females and males unequally leads to the reinforcement of gender stereotyping in textbooks that does not offer gender equity in the schooling system but also the community at large.

Blender-Slack (2009) and Sadker and Sadker (1994) research investigates how women are dismissed to inferiority in secondary education texts and how the neglect of strong female voices in a text can influence both male and female students. Their work was the basis for an educational shift to include female voices into classroom through the material taught. Blender-Slack (2009), particularly, studied how gender plays a very complicated role in secondary curriculums and class rooms ; that can result in the changings of students perceptions about gender. Likewise, a study conducted by Kelley (2015) on reading and the perceptions of gender roles revealed that reading changes student's perceptions on gender stereotypes. Therefore, sexism in literary texts can silently condition girls and

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boys ; that is to say that the way of portraying genders in texts impacts students' attitudes and preconceptions of gender-appropriate behaviour in society. Secondly, biased texts influence students personality development and behaviour. As for the impact of gendered texts on learners' personality development and behaviour. This can be explained by Burr (1998) as follow :

*The socializing effect of reading may be explained in terms of the processes of identification and ego development. Identification is the process that leads the individual to mold his own or behave as though the characteristics of another person or group of people belong to him*

(p. 13).

As textbooks contain information that expands their knowledge and allows them to experience, test, and solve problems arising in their own lives. Meanwhile, gendered texts also influence the learner's emotions and feelings including their self-esteem, values, aspirations, and fears. Because students are emotionally affected by the characters and situations and become emotionally involved with them. Students' responses to texts indicate students beliefs, including how students feel about their own gender, as well as the opposite gender. As Fox (1993) puts it, '*Everything we read constructs us, makes us who we are, by presenting our image of ourselves as girls and women, as boys and men*'. Thirdly, the biased texts and the stereotyped texts students are exposed to read, as reported by many studies, have an influence on students occupational interests and achievements as well. A study was carried out by Mutekwe et al (2012) tended to explore girl students' perceptions of gender and academic achievement concluded that female high school students held certain perceptions which they believed negatively affected their academic achievement. The biased texts and the stereotyped texts students are exposed to read have an impact on learners' academic achievement. The teaching learning process that learners receive from their textbooks is also reported to affect their career interest, expectations, and achievements. Many studies carried out in this respect have demonstrated the effects of stereotyped gender roles presented in the teaching materials on students' occupational interests.

In sum, the content of school textbooks affect learner's attitudes, personality development, behavior, and academic and occupational achievement. When stereotypes

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and omissions of females occur in the curriculum, students' understanding of their identity and the world around them has been shown to be obviously affected as Flinders et al (2009) claim,

*The formal curriculum is the central message –giving instrument of the school. It creates images of the self and the world for all students. The curriculum can strengthen or decrease students motivation for engagement, efforts, growth and development through the messages it delivers to students about themselves and the world (p. 1).*

Considering the impacts of gender-biased texts included in EFL textbooks, our study aims at highlighting the way gender is represented in the three secondary education EFL textbooks texts and illustrations 'At The Crossroads', 'Getting Through', and 'New Prospects' to investigate their influences on the Algerian learners that should be taken into account immediately.

### **2.19. Conclusion**

In this chapter, we have displayed an overview about literature, didactics of literature and the inclusion of gender issues in literature teaching as a theoretical framework of the study. It started by giving a brief and general definition of literature and its different types. Then a short review about didactics of literature and the approaches to teaching literature and the appropriate tasks to deal with literary texts in EFL classrooms was given. Besides, the chapter bridged the teaching of literature through textbooks with gender issues where it presented a literature review about the gender portrayals in the literature included in the EFL textbooks and the Algerian secondary EFL textbooks in particular.

## Chapter Three

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### 3.1 Introduction

This chapter intends to display the background situation of the study, in other words facts about the context of the study. It intends to present the various educational reforms the Algerian government has done since independence concerning the teaching of English as a foreign language. It focuses on the new curriculum set for the English language teaching discussing the teaching of English as a foreign language within the Algerian secondary school syllabus. Notably, it emphasizes the official set objectives and the approach that is currently used in the educational system including the teaching of English language. Besides, it highlights the role of textbooks in EFL classrooms and it ends up with a general description of the EFL textbooks which are currently in use in secondary education.

### 3.2. The Status of English in the Algerian Educational System

English in Algeria is considered a foreign language besides Arabic as the first national language, Berber as the second national language and French as the first foreign language. Concerning the status of English in Algeria, Belmihoub (2018) mentions a detailed historical background about English in the Algerian educational system. He argues that English in Algeria has known three different stages. The first one was the after independence in 1962 where the Algerian textbook writers seemed to see English with suspicion due to the painful memories of French colonialism (Hayane, 1989 as cited in Belmihoub, 2018). Hayane's (1989) analysis of English textbooks found that the Algerian textbook authors inserted the Algerian culture instead of the British cultural content; as Belmihoub (2018) writes

*Hayane (1989) found that the Algerian textbook writer, stung by their painful memories of and experience with French colonialism, seemed to view English with suspicion, for fear of a neocolonial experience similar to that of France.*

*Thus, they stripped the language of British cultural content and inserted.*

Besides, Belmihoub (2018) mentions that the Algerian students through a conducted study showed their desire to be exposed to the British culture too in their textbooks and to make comparisons between the two. As Belmihoub (2018) puts it 'In a survey of Algerian students about this move, he learned that students denied wanting their culture to be reflected in English textbooks. Rather, they indicated that they wished to see a comparison of the Algerian and British cultures'. Therefore, 'Hayane concluded that political factors such as tinkering with the

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cultural values to be reflected in the textbook should not interfere with pedagogical considerations. He further recommended that the country should promote Algerian Arabic and Berber and encourage the study of these local languages to improve foreign language teaching, including that of English' as Belmihoub (2018). Besides during this period, since independence 1962, the Arabisation policy had been applied. Thus a large number of teachers with an Arabised education who do not have a good mastery of foreign languages either French or English had been involved as the policy had increased the Arab language teaching hours at the expense of French and English as indicated by Rezig (2011). She considers it a major fact of English foreign language learners' weaknesses. It deemed the reason for many constraints foreign language learners face (Rezig, 2011). The second stage concerns the early 1980s, it is entitled by Belmihoub (2018) as 'The vibrant presence of English'. During this period, English bloomed inside the academic field (primary, secondary and in higher education) and outside; it was widely required to be used to facilitate communication with foreigners and colleagues as Belmihoub (2018) writes

*Some fields in higher education required a reading knowledge. At that time, many teachers were British expatriates and the Algerian government wanted to recruit more [.....]. Besides formal education, many organizations taught English to their employees to facilitate communication with colleagues overseas such as Radio Television Algérienne, Ministry of Defense, and Institute of Petroleum Studies.*

Belmihoub (2018) states that English has become valuable since it was believed that it is the language of science and knowledge. He puts

*'English as a first foreign language is believed to have the potential to help raise the quality of education in Algeria and promote social progress since English was recognized as the language of science and technology'*

The third stage was late the 1980s-90s as it is entitled by Belmihoub 'The oil slump and the Algerian civil war'. The presence of English was dramatically reduced due to bad economic and political factor such as the decline in oil prices and the Civil War (Belmihoub, 2018). According to Benrabah (1999), there was a trial in the mid-1990s to replace French with English in fourth grade in some schools by offering English as an option alongside French. However, this attempt did not succeed as most parents chose French over English. Benrabah (1999) thought that one reason for parents' refusal of English was their perception

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that French was easier to acquire in Algeria and was more useful for socioeconomic prosperity. Likewise, Rezig (2011) states that there are some regions where the Algerians speak French every day inside family and outside and it became a spoken dialect. Even official authorities use French when giving their speech (Rezig 2011). By the beginning of 2000s English has become widely used by different users and for different purposes as Belmihoub (2018) concluded. Since independence the Algerian educational system in general and teaching English, in particular, have known different reforms starting with the Arabisation policy.

### **3.3. Educational Reforms in Algeria and The English Language**

According to Rezig (2011) after independence the Algerian government planned some policies to change the effects of the french colonization that lasted 130 years. She writes,

*[...] after the independence when the Arabisation started the only language recognized was Arabic, and this was logical because of the government and people tend to drop all that could represent the 130 colonization years*

#### **3.3.1. First phase: Arabisation**

During colonization, French was the official language in Algeria and the academic language used in schools, there was no space for the Arabic language. Thus, after independence since 1962, the Algerian government started applying the Arabisation policy in the administration and school system. Benrabah (1999) claims

*Starting from 1962 the Algerian government that inherited the remnants of an education system focused on European content and conducted in a foreign language by foreign teachers, sought to gradually increase Arabic sessions in all levels and all subjects were taught in Arabic and there was a decrease in the amount of time for teaching French. This policy, of course, favored the national integrity and unity and religion*

#### **3.3.2. Second phase: The Fundamental Schooling System**

By 1976, a new reform was introduced by the ministry of education. Rezig (2011) states that ‘ in 1976, a new schooling system called the fundamental school was applied. It was a

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fusion of the primary and middle school (09 years) with all the subjects taught in Arabic except for the foreign languages. But, when Minister Lacheraf came to office French was re - implemented in teacher training and subjects such as Maths and Biology were taught in French' The process of reorganization was completed only in 1989. The basic system of schooling remained divided between the elementary level from grades one to six, and the middle school from grades seven to nine until 2001.

### 3.3.3. Third phase: English in the Primary School

It concerns the introduction of English in primary schools to improve the foreign languages teaching at an early age, but it stopped sooner as Rezig writes:

*Starting from 1993 a new process to enhance the foreign languages teaching at an early age by allowing primary school pupils to choose between French and English as a compulsory foreign language. [...] the program was experienced only in some primary schools but stopped because the majority of parents preferred French to English*

English, in the new schooling system called the fundamental school in 1976, was taught in the middle school in the eighth grade. From the end of the 1970s to 1990's the Algerian government implemented English as a foreign language to be taught from the second three-years cycle while French was taught at the primary level. However, by the new educational reform made by the National Commission in 2001 the educational system has been changed and thus some changes occurred concerning the status of teaching English. The primary school from grades one to five, and the middle school from grades six to nine (four years in middle school) and then three years in secondary school. Secondary education currently begins with a foundation year, known as the common core (*tronc commun*), which is a one year study, supporting a further two years of study. As such, course content is organized into two core curricula. Students in the first-year secondary school are divided into two groups either to be in Science and Technology class or Letters class according to some criteria students are oriented. After in the second year of secondary school they split into different streams of education. The Scientific and technology branch is divided into (SE : Science Experimental), Mathematics (MT), Technical Mathematics (TM) includes four options: electrical engineering, civil engineering, mechanical engineering, and process engineering. Management & Economy (GE : Gestion & Economy:). As for the Letters common core folks

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into Letters and Philosophy (LPh) and Foreign Languages (FL) in the second year (CNP, 2009). As a result of this reform the teaching of English has been received significant attention within this reform. It is introduced at the level of the first-year middle school. It is taught as a compulsory subject all the four years in middle school then the three years in secondary school (seven years).

Furthermore, as mentioned before, the Algerian educational system had known various changes since independence. Talking about the changes regarding teaching methods, The Grammar Translation Method was implemented teaching methods since the colonization period. Then, the Audio lingual Method was introduced soon but it no longer lasted since it did not help the students promote their communicative abilities because of its behaviorist approach. Therefore, there was a change by including the communicative approach in the 1980s, with the 'teaching with objectives method'. However, the latter proved to be a failure due to the lack of the appropriate context to adopt this teaching method such as classroom density and teaching tools. After a decade approximately the previous teaching method; 'the teaching with objectives', relied on teaching units to be accomplished in a definite period, marginalizing the learners' achievements. It was substituted by a teaching method adopting the Competency-Based Approach principles, or the CBA (Benadla, 2013). This was introduced by the 2003 reform.

### **3.4. The 2003 Educational Reform and The Teaching of English**

2003 educational reform contained three main axes. The third ax revolved around *Pedagogical reform* (contents and methods). This involved: a) an elaboration and introduction of new curricula for all education levels, b) provision and evaluation of new teaching materials, and c) introduction of new teaching methods to meet the curricula's objectives (Tawil, 2006). Regarding teaching the English language as a foreign language, in 2002 a national education designed the reintroduction of the foreign language (French) in the second grade of primary school while English would be taught in the sixth-grade \_the the first year in middle school (Benmati, 2008). However, the implementation of this reform faces some limitations since 'the educators (primary, middle and secondary schools) are applying these reforms with a big difficulty since they were not formed to cope with such alterations' (Rezig, 2011). The 2003 reforms aimed at recovering the quality of education by reforming teaching methods and the school curriculum. Therefore, there were new syllabuses and new textbooks with

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a new approach that is the CBA that was recommended by the CNRSE. The teaching and learning process in Algeria shifted from a teacher-centered to a learner-centered theory.

### 3.5. The Algerian Secondary Education English Curriculum

Under 2003 educational reform, the Ministry of National Education (MEN) set a series of essential objectives to teaching English as a foreign language at secondary school that in general aim at developing the learners' abilities and skills that will allow them to integrate into the society where they live, be aware of them being concerning others through exchanging scientific, cultural ideas and experiences (p. 4).

The English curriculum aims at helping the learners integrate harmoniously into modernity and be able to join a new linguistic community that uses English for all types of transactions (MEN, p.4). One of the major objectives of the English curriculum set by the Ministry of education is to teach English as a foreign language effectively through multiple authentic materials used during the teaching-learning process. The textbook includes different literary texts that are deemed authentic sources to readily acquire language and thus understanding many socio-cultural issues through creating and developing critical skills and abilities and asking about issues of life around them. The MEN (2005) documented the government's English language teaching/learning goals at the secondary school level as follows:

The teaching of English has to be perceived within the objectives of providing the learner with the necessary skills to succeed in the future... helping our learner to come up with *modernity* and join a linguistic community that uses *English* in all *transactions*. The learner will develop capacities and competencies that will lead him to social integration, to be aware of his relationship with others, to learn to share and to cooperate...this participation which is based on sharing and exchange of ideas as well as the scientific, cultural and civilizational experiences will allow learners to identify themselves and others through a process of constant reflection...by mastering *the language*, every learner will have the chance to learn about science, technology and universal culture and at the same time to avoid acculturation. Hence, the learner will blossom in a professional and academic world and will develop *critical thinking, tolerance and openness towards the others*. (p.4) [text translated from French original italics]

English is given significance in the new curriculum, much importance is given to the teaching of English as a foreign language in the secondary education with some differences in

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the teaching time allotted and the selected themes to be taught in accordance to the target streams. To start with, the time allowed to teach English differs from one stream to another according to their specialty. Talking about the first year (SE1) four hours per week are allowed to Lettres common core stream studying five units while three hours are allowed to Sciences and Technology common core stream studying four units (see details in table 3.3). As for the second year (SE2), five hours are allowed to LFL who study six units (see details in table 3.4), 4 hours are allowed to LPh stream who study five units (see details in table 3.4) and three hours are allowed to all the scientific streams (SE, MT, TM, GE) (see details in table 3.4). Concerning the third level (SE3) four hour is allowed to both LPh and LFL who four units with the same topics (see details in table 3.5) whereas three hours are allowed to the scientific streams (SE, MT, TM, ME) who study four units and similar topics (see details in table 3.5). The tables below summarize the time allotted per week for teaching English to the different levels and streams:

Streams /Level	Science & Technology	Letters
SE1	3 hours	4 hours

**Table 3.1:** Time allowed per week to teaching English in the first year secondary school

Streams /Level	SE	MT	TM	ME	LPH	LFL
SE2	3 hours	3 hours	3 hours	3 hours	4 hours	5 hours
SE3	3 hours	3 hours	3 hours	3 hours	4 hours	4 hours

**Table: 3. 2 :** Time allowed per week to teaching English in the second and third-year secondary school

The selected themes that are designed also differ from one stream to another, particularly SE2, according to fields of streams from science or literature to management. The different streams in SE1 and SE2 are taken into consideration by selecting teaching units in the course more particularly assigned to ‘science and technology’ streams, or ‘language and literature’ streams. This is to meet the needs of the students and to motivate them to learn the language by engaging in the themes that relate to their fields. The tables (3.1, 3. 2 and 3.3) below summarize the different selected themes for each level and each stream.

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First-year secondary school		
Themes	Streams	
	Science & Technology	Letters
Intercultural changes	x	x
Literature and famous people		x
Communication and the press	x	x
Innovation and technology	x	x
Environment and pollution	x	x

**Table 3.3:** Selected themes for the first year of secondary school (SE1)

Second-year secondary school		
Themes	Streams	
	Maths/Tech- Maths /ScExp/Management- Economy	Literary &Philosophy /Foreign Languages
- Diversity		+
- Peace and conflict resolution	+	+
- World resources and sustainable development	+	+
- Science and experiments (Famous people bringing/promoting happiness in the world)	+ (except ME)	+ (but not Lph)
- Literature and the media		
- Disasters and safety	+	+
- Technology and the arts		+
- .Management and efficiency	+	

**Table 3.4:** Selected Themes for the second year of secondary school (SE2)

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Third-year secondary school		
Themes	Streams	
	Maths/Tech- Maths /ScExp/Management- Economy	Literary &Philosophy /Foreign Languages
- Exploring the past and the ancient civilizations		+
- Awareness about ethics in business	+	+
- Understanding the Educational systems in the world	+	
- Consumption issues and safety in a modern society	+	
- Exploring the solar system and learning about astronomy	+	+
- Exploring the realms of feelings, emotions and humor		

**Table 3.5:** Selected Themes for the third year of secondary school (SE3)

### 3.6. The Secondary School Syllabuses

Secondary school syllabuses can be split into four parts: the goals and objectives of teaching English in secondary school, methodological guidelines, the three competencies that

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are considered more vital and important, and the evaluation of these three competencies. The concepts of the nature of a syllabus are strongly linked to the language and language teaching perspective that the curriculum designers subscribe to. With the application of both competency-based and task-based approaches to language learning and teaching, a great deal of emphasis is given to the competencies rather than teaching language in isolation. Based on the Competency-based approach, language is more than a system of rules. It is rather a means for communicating functional meaning. More importantly, language is an instrument for realizing interpersonal relations and fulfilling interpersonal social transactions. The objectives of teaching English at secondary school as a foreign language are arranged into four main objectives that will consolidate and improve the four skills listening, speaking, reading and writing. They are set, according to the Ministry of National Education (2005, p.4), as follow :

### **a- Linguistic objectives**

Provide the learner with the necessary tools for higher education in English (teaching , interpreting, etc.)

Foster the development of basic skills for understanding and communicating

### **b- Methodological objectives**

Promote independent learning strategies for learners to deepen and broaden their knowledge

Reinforce in the learner mental and intellectual abilities such as analysis, synthesis, evaluation through relevant activities

### **c- Cultural objectives**

Encourage the learner to explore different cultural aspects of other linguistic communities and thus to better understand as well as their own culture

Foster positive attitudes towards others and thus to promote the culture of tolerance

### **d- Socio-professional objectives**

To enable the learner to take advantage of the different documents in English (literary, technical, economic scientific and cultural productions) that he might encounter and that he would have to consult in his professional and / or academic life.

### **3.6.1. General objectives of teaching English as a Foreign Language to first-year classes**

The general goal behind the teaching of English in the first year of secondary school is to consolidate, deepen, and develop the learners' capacities, skills and knowledge that have

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already been acquired in the middle school and this to achieve communication in its various forms, aspects, and dimensions (O.N.P.S, 2005, p. 5)

In accordance with the objectives, mentioned above, which are targeted when teaching English for secondary school first-year students are Linguistic objectives, methodological objectives, and cultural objectives. The aim behind such objectives is to strengthen the four skills of listening, speaking, reading, and writing. That is to say, the learner should be able to communicate, interact, and use English as a cultural, scientific, and technical tool. With the implementation of the competency-based approach to teaching, learners will be able to construct their social life easier and be aware of the different life issues (O.N.P.S, 2005).

### **a- Linguistic objectives**

. To consolidate and develop the bases acquired in the middle school to assist the learner in pursuing the study process and learning of language

. Provide the learner with the tools to continue his general training

### **b- Methodological objectives**

. Strengthen and develop the learning and self-assessment strategies acquired in middle school.

. Reinforce the working and analysis methods acquired in the middle school

### **c- Cultural objectives**

. Stimulate the learner's curiosity and contribute to his open-mindedness by exposing him to various contexts of English-language civilization and culture.

### **3.6.2. General Objectives of Teaching English as a Foreign Language to Second Year Secondary School Students**

The second-year is the intermediate phase of English language teaching. It is a passage from the first year of high school and the final year in which learners must prepare for the baccalaureate exam. Objectives of second-year Teaching English as Foreign Language (TEFL) are regarded to be part of the overall objectives, that have been drawn up in accordance with the principles set out in the Educational Reform (2003), and which subscribe to a Competency-Based Approach to teaching English as a foreign language. (Chapter three,

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p. 69). Thus, the second year syllabus, is intended to realize the general objectives and goals of teaching English as have been set by the Ministry of education. Here is a set of the general objectives of Teaching English as Foreign Language to second-year classes as defined by the National Syllabus (2006):

### **a. Linguistic Objectives**

To provide the learner with the basic linguistic material (grammar, vocabulary, pronunciation, and the four skills) that are necessary to pursue further education or employment

### **b. Methodological Objectives**

To consolidate and develop learning strategies aiming at autonomy, critical thinking, and self-assessment.

To enable students to use and exploit various documents and feel interested in subjects that are not treated in class.

### **c. Cultural Objectives**

To ensure interdisciplinary coherence as an attempt to integrate the overall information acquired by the learner.

To stimulate the learners' curiosity and to encourage the students' broad mind ness to gain access to cultural values brought by English.

### **3.6.3. General Objectives of Teaching English as Foreign Language to third Year Classes**

The third-year secondary school English syllabus contains many similarities in many aspects with the second year. In fact, both include the same goals and objectives, the methodology to be used. When reaching the final year of secondary education some of the learners will need English for their university studies or their professional career; while others will never use it. However, this syllabus aims at making learners will be able to communicate orally, conduct research, and interpret documents and literature written in English. Students of the third year will be able to produce oral or written messages in a cohesive form. As for the baccalaureate examination, the emphasis is clearly on both reading and writing. Three

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objectives are targeted when teaching English in third-year secondary school syllabuses: the linguistic and communicative objectives, methodological and technological objectives, and socio-cultural objectives.

### **a- Linguistic and communicative objectives**

To keep the learners equipped with the required instruments to pursue their overall training and to be prepared for their university studies and careers.

### **b. Methodological and technological objectives**

-To strengthen and develop the strategies of learning and self-evaluation already acquired in the intermediate school.

-Encouraging personal reflection and critical thinking.

-To encourage the learning and use of technological tools (such as computing and the internet) which are essential for research and data gathering.

### **c. Socio-cultural objectives**

-To expose learners to the various contexts of culture and civilization of the English language

-To broaden the learners' cultural outlook and encourage them to develop more positive attitudes towards other cultures.

### **3.6.4. Methodological Indications**

This part of the syllabus contains three elements: the general approach adopted for teaching the English language and the procedures to be followed by the teacher. The Competency-Based Approach (CBA) is the new approach adopted by educationalists in the Algerian language teaching program. It is conceived as an extension of the communicative approach and is underpinned by the main beliefs by the constructivist theory of learning. This teaching approach tries to find a link between school and society. In other words, the CBA aims at facilitating learners' use of the knowledge acquired in the classroom for solving problems encountered in real life. In fact, the competency-based approach relies on a learning and teaching conception that is both cognitive and socio-constructivist. With this new vision of language learning and teaching, the focus moves from what students know about the language to what they can do with it. The focus on competencies or learning outcomes underpins the curriculum framework and syllabus specification, teaching strategies, assessment and reporting instead of norm reference assessment. (Docking 1994, p. 16 in Richards and Rodgers, 2001, p. 117)

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### 3.6.5. The Learning strategies

The same classification of learning strategies is to be found in the three syllabuses. The general learning strategies are included in both the two parts “Des savoir- faire” (Skills and Strategy Outcomes) and “Des savoir-être” (Intercultural Outcomes/Social Skills Outcomes).

#### a) Skills and Strategy Outcomes

The skills and strategies outcomes included in the English foreign language for the three levels of secondary education can be summarized as follows :

- Ask questions.
- Answer correctly.
- Agree or disagree with the speaker.
- Ask for clarification.
- Translate written information into a visual one.
- Summarize an article, or a discussion.
- Preparing a work plan or project plan.
- Organizing one's work.
- To be rigorous.
- To guess the meaning of a word and making inferences.
- Giving instructions.
- Preparing for oral or written feedback.
- Selecting information collected in books, on the internet...etc.
- Producing personal work from pieces of information provided.
- The conceptualizations of one's own terms.

#### b) Intercultural Outcomes/ Social Skills Outcomes

The intercultural outcomes or the social skills outcomes outlined in the English foreign language syllabuses for the three levels of secondary education can be summarized as follows:

- Peer or group work
- knowing how to take part in a conversation.
- Sharing information.
- knowing how to listen to others.
- Learning from others.
- Respecting and accepting others' viewpoints.
- To be tolerant and open-minded.
- Presenting a well-organized work.

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- Respecting confidentiality when necessary.
- Avoiding plagiarism.
- Respecting the deadlines.

To sum up, as it can be seen from these objectives there is a clear focus on literature and culture in the English curriculum, by focusing on developing the different skills of learning the English language such as the critical thinking skills, their communicative skills, not only to develop the students' reading skills, and also offering them the opportunity to express their personal opinion about the different topics and issues that are included in the text, their ethical and interpretative thinking, as well as deeper respect and understanding of other people.

This curriculum has been designed with realizing the competencies that have been set by the Ministry of education whereby the students be able to discuss and interpret where they can use their own experiences, attitudes, and values to make sense of the texts they read, and also be exposed to their classmates' attitudes and values, which may be similar or different to one's own. Furthermore, by using assignments linked to the appropriate texts in the textbooks, the goals can also be operationalized by concentrating on specific components of these goals, such as cultural or linguistic competence. These curriculum objectives have been set to be reached by designing new teaching methods and approaches such as the CBA, as mentioned before.

### **3.7. The Competency-Based Approach**

Challi (2010) claims that the competency-based approach was introduced in Algeria in 2002 following the educational reform in the primary, middle and secondary schools. As a result, new books were published for this aim for all the levels. She continues writing 'CBA has been adopted in teaching English as a foreign language to prepare the learners to be competent in their real-life tasks'. It is stated that 'This teaching approach tries to find a link between school and society'. In other words, it tends to enable learners to put into practice what they have acquired inside the classroom such as solving the problems that they face in their daily life. CBA is centered on the learner and learning rather than on the teacher and teaching. Therefore, CBA is introduced to education for the following purposes:

- To enrich, support and improve pedagogy; and not to deny or erase the art of education years old.

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-. Many students fail because they can not transfer knowledge because they acquire knowledge that is separate from their context and is disconnected from all practices

- To root knowledge in culture and activity.

-. Because school knowledge is meaningless for pupils as long as they are separate from their sources and social uses. The competency approach, therefore, establishes relationships between school culture and social practices.

- The competency approach represents an educational revolution for teachers and learners.

- ✓ Develop and clarify a new educational contract.
- ✓ Adopting flexible and meaningful planning.
- ✓ Work constantly by problems.
- ✓ Consider resources as knowledge to be harnessed.
- ✓ Create or use appropriate and targeted teaching aids.
- ✓ Discuss and lead projects with students.
- ✓ Practice the formative evaluation in the work situations.

Hence, the main objective when teaching English using this approach is not only to teach language for communication and language itself, but also to support learners to take responsibility for their own learning; as a result, they can develop skills and strategies for continuing to learn outside the classroom.

### 3.7.1. Definition of the Competency-Based Approach

There are various definitions of the Competency-Based Approach, we shall suggest some convenient definitions to give a clear idea about it. Richards and Rodgers (2001) argue that the competency-based approach emphasizes on the outcomes of learning. It focuses on developing learners' skills and strategies for continuing to learn outside the classroom. According to the Ministry of Education in the national program of English foreign language in the First Year Secondary School teacher's guide (2004) CBA is defined as follows

*'...a know how to write process which interacts and mobilizes a set of capacities, skills and an amount of knowledge that will be used effectively in various problem-situations or in circumstances that have never occurred before'* (p. 4)

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The CBA was integrated into all the curricula to link the inside classroom with outside real life where learners can solve problems, communicate by re-using what has been learned before in new contexts. The competency approach accurately analyzes the situations in which the learners are present or where they will be present.

### **3.7.2. Main Characteristics of the Competency-Based Approach**

The competency approach helps achieve the following objectives:

A. Adoption of active pedagogical methods and innovation: It is known that the best pedagogic methods are those that make the learner the focus of the process of "educational - learning." Competency approaches are not isolated, as they involve students in activities that are meaningful to them, such as "project completion and problem-solving". This is done either individually or collectively.

B. Motivate learners to work: The adoption of methods of pedagogy active generates motivation to work with the learner, many cases of student discipline in the department. This is because each of them will be assigned a task that suits the pace of his work, and is consistent with his tendencies and interests

C. Not neglect the contents (content): The approach competencies do not mean the exclusion of content, but will be included in the framework of what the learner to develop competencies, as during the completion of the project, for example.

D. It is considered a criterion for scholastic success: The competency approach is the best evidence that the efforts for training are fruitful and taken into consideration by individual differences

### **3.7.3. The pedagogical approach of competencies**

The pedagogical approach of competencies is based on several principles, including:

a- The principle of building: The student's retrieval of previous information, in order to link to new acquisitions and save in his memory long.

b- Principle of application: This means the exercise of efficiency to control it. Since competencies are defined by some as the ability to act in a situation, where the student is active in learning.

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c- The principle of repetition: The assignment of the learner with the same integration tasks several times, in order to access to the acquisition of the depth of competencies and content.

d- The principle of integration: Integration allows the exercise of efficiency when linked to another. It also allows the learner to distinguish between the components of efficiency and content, to realize the purpose of learning.

e- The principle of interdependence: This principle allows both teacher and learner to link teaching activities, learning activities and assessment activities all aimed at developing efficiency

### 3.8. Competency-Based Approach and English Language Teaching

CBA in teaching the English language particularly focuses on what “learners are expected to do with the language” (Richards & Rodgers, 2001, p. 141). The implementation of the CBA principles into the teaching of language means to promote the teaching and learning of EFL under competency-based language teaching (CBLT). The core of CBLT is to focus on language functions more than linguistic points. CBLT requires that language be linked to a social context rather than being taught in isolation. CBLT requires learners to demonstrate that they can use the language to communicate effectively (Paul, 2008). Similarly, Docking (1994) asserts that CBLT means,

*The focus moves from what students know about language to what they can do with it. The focus on competencies or learning outcomes underpins the curriculum framework and syllabus specification, teaching strategies, assessment and reporting. Instead of norm-referencing assessment, criterion-based assessment procedures are used in which learners are assessed according to how well they can perform on specific learning tasks. (p.16)*

In this guise, Griffith & Lim (2014) also write ‘*In CBLT students learn to use the language in authentic situations likely to be encountered outside the classroom*’. For instance, a student might have to give instructions on how to access an email (At the Crossroad, p 17). They further explain that in CBLT students must acquire some competences that do not relate to the classroom activities but the practical use of language into outside the classroom walls as they write ‘*Competencies are practical applications of language in context*’. Through these discussions it seems that teaching the English language in accordance with CBA offers

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opportunities to the students to be aware of the world around them as in CBLT 'The knowledge and skills must have value beyond the classroom because if you teach the principles and how to learn, that knowledge will be useful for a student's whole lifetime. For example, the ability to understand emergency instructions is important outside of the classroom and that knowledge will be useful for years in the future' and any other knowledge that they encounter during classes such as acquiring knowledge about the gender issues available through curriculum and syllabus and thus through textbooks texts and illustrations. CBLT helps the students to be aware of the gender portrayals in their EFL textbooks thus the teacher should know how to deal with such knowledge that will be useful for a student's real-life and further to achieve the intended model future citizen who should be open-minded, tolerant and support gender equality. The MEN (2005) recapitulated the government's English language teaching/learning goals at the secondary school level as follows:

*The teaching of English has to be perceived within the objectives of providing the learner with the necessary skills to succeed in future... helping our learner to come up with modernity and join a linguistic community that uses English in all transactions. The learner will develop capacities and competencies that will lead him to social integration, to be aware of his relationship with others, to learn to share and to cooperate...this participation which is based on sharing and exchange of ideas as well as the scientific, cultural and civilizational experiences will allow learners to identify themselves and others through a process of constant reflection...by mastering the language, every learner will have the chance to learn about science, technology and universal culture and at the same time to avoid acculturation. Hence, the learner will blossom in a professional and academic world and will develop critical thinking, tolerance and openness towards the others. (p.4)*

[Text translated from French original italics]

### 3.8.1. Teachers' role

Learners and teachers were assigned to take up new roles under the 2003 reform. The innovative approach (CBLT) to language teaching has brought about extreme alterations to teachers roles and students' roles. The teachers' and learners' roles go together in the sense that a teacher is supposed to be:

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*'... a mediator between knowledge and the learner. He must create a healthy atmosphere that enhances learning and learner development. His role will be to guide, help, motivate, accompany and encourage the learner in his learning path'*

(MEN, 2005, p.9)

[translated from French].

The teacher becomes more of a facilitator to help the learners being more active in learning the language. Instead of being a filler of knowledge vessels that learners come into the classroom with, the teacher becomes more of a facilitator of how these vessels could be filled up mainly by the learners as they get actively immersed in the process of language acquisition (Sturgis & Patrick, 2010). It is worth noting that the curriculum 2003 giving out process was limited to few documents (the curriculum, teacher's guides, and the reference framework) that were given to teachers. The documents aimed to inform teachers about the new curriculum ideas, so that they understand and accept the innovation. The dissemination documents were basically framed on providing an explanation of the philosophy of teaching, objectives, learning and assessment which underpins the curriculum. Sample approaches to learning and teaching that outline a unit within a syllabus were also provided. Nevertheless, the dissemination model was centrally controlled and managed since the innovation was planned and prepared prior to its distribution.

### **3.8.2. Learners' role**

The CBA approach to language teaching has not only brought about sweeping changes to teachers roles, students' roles have also undergone significant shift. Students, within this framework, are no longer recipients and consumers of knowledge furnished by their caring teachers on a silver platter. Students are called upon to take charges of their own learning and to be active participants in the classroom. Their roles will be to generate knowledge and share it with their partners. (Dr. Djalal, nd). The learner was supposed to:

*'Take responsibility of his own learning and be able to transfer his knowledge to his academic and social activities. By doing so, the learner will therefore develop certain autonomy, creativity and a sense of initiative and responsibility'* (MEN,

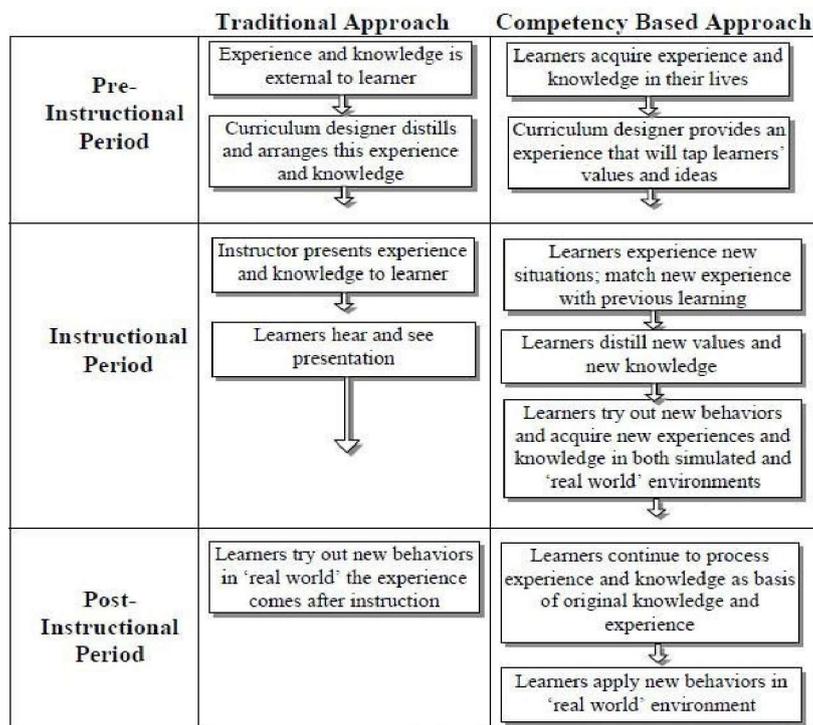
2005, p.9)

[translated from French- original italics].

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The figure below shows the drastic alterations in the learners' role by the implementation of the new approach CBA to teaching English language :

**Figure 3.1: Changes in learners' role by the implementation of the new approach CBA to teaching English language :**



(Adopted from Ellerbusch et.al, 2005<sup>47</sup>)

(As cited in Rambe, 2013, p. 51)

### 3.9. The Algerian Secondary School EFL Textbooks

Textbooks are considered as primary teaching sources. They reflect the syllabus and curriculum designed through the content of lesson plans. As stated by Crawford "They provide a structure and a syllabus for a program" (Richard and Renandya, 2002, p. 66). Biljana and Topalov (2016) argue that *'Textbooks are undoubtedly the most popular teaching materials used in foreign language classes. Therefore, it is highly significant that textbooks include the essential elements of language and culture and that they correspond to learners' needs, cultural background and level of linguistic proficiency'*. As far as the Algerian secondary school textbooks are concerned, three EFL textbooks have been designed to act in accordance with the new English syllabuses as laid out by the reformers under the general educational reform (2005).

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### 3.9.1. The Role of textbook in EFL Classrooms

Schools are important sources of experience by which social values and attitudes are transmitted with textbooks acting as powerful material of this transmission. Much research in the area of gender and education shows much evidence that 'within schools, textbooks play a significant role in the gender socialization of children' (Lee and Collins 2009). The textbook organizes the learning process making it structured in blocks or units. It offers an organization of learning from what is theoretical to what is practical or vice versa, from statements to illustrations or from illustrations to observation and analysis to name a few. However, some theorists choose to warn about the heavy use of textbooks in language teaching. "The textbook is an almost universal element of ELT teaching." (Hutchinson and Toress 1994, p. 315). According to Johnson (1996) a textbook is, a book whose purpose is "instructional use" (24). English language teaching relies heavily on textbooks as their role is essential in the teaching and learning process. They are regarded as "the visible heart of any ELT program" (Sheldon, 1988, p. 237).

Additionally, the use of textbooks is a fact in the field of English language teaching since their first appearance as early as the "1830s" (Johnsen, 1993, p. 24). Learners tend to show positive attitudes towards the use of textbooks because they think that published materials are more credible than the materials generated by their teachers according to Sheldon (1988). They also support less experienced teachers who have to gain confidence. Hatchinson and Toress (1994) assert an additional role for textbooks is that they help teachers during the change and the application of new and untried methodologies, introduce change gradually, and help teachers build creative methodologies of their own. According to Hamidi and Bouhass (2018)

*There is much evidence to support the great importance of textbooks in English language teaching programs because they are the foundation of school instruction and the primary source of information for students and teachers. In other words, they are the main instrument for shaping knowledge, attitudes and principles. In Algeria, the textbook serves as the basis for much language input that the learners receive when practicing it.*

Therefore, the textbook's main role is to serve as the principal source of information and knowledge. That being said, the information and knowledge provided are from a certain ideological perspective. The textbook then presents selected items of knowledge on specific subjects within organized and limited themes. The textbook breaks down those items of

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knowledge to simplify them and render them clear for students to understand and acquire as Boukheddad (2010) puts it

*'It is believed that by focusing on how characters are portrayed in an EFL textbook, an infinite number of messages or values are passed on to students. Such values, then, may turn into stereotypical thinking of students towards others in society, inevitably building onto the malpractices such as hatred, intolerance, or belittling of others.'*

Likewise, Lee and Collins (2008) affirm that '*Learners, who generally attach great credibility and authority to educational materials, tend to absorb and assimilate the materials in minute detail without comment, and to be susceptible to their influence*' (128). Thus, since textbooks represent a reflection of their authors' values and pedagogic, psychological, and linguistic preferences, in recent years researches gave their focus from criticizing textbooks to criticizing their content, especially that which is related to gender issues.

### 3.9.2. EFL Textbooks Description

The EFL textbooks that are currently in use at secondary school are basically designed to reach the goals of the curriculum. The three course books, according to publishers, aim to improve English teaching and learning as a foreign language and also to teach learners to reflect and be able to encounter outside life and put onto practice what they have studied inside the classroom. All these textbooks are working thematically. A lot of issues are based on real-life situations that are presented to challenge learners into discussions and critical responses. The language is modern and attributes young people on their level.

#### 3.9.2.1. Description of the Textbook: 'At the Crossroads'

'At The Crossroads' is a textbook designed for the first year classes secondary education for both scientific and literary streams

##### a. General Presentation of The Textbook

"At the Crossroads" textbook is designed for first-year secondary school learners. It conforms with the curriculum of the Ministry of National Education as set out in January 2005. The textbook is intended for all streams. However, the second unit entitled "once upon a time" is meant only for the literary stream. According to textbook authors Riche, et al (2006), one reason why this course book is named *At the Crossroads* is that it "*places the*

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*learners at a "crossroads" of disciplines and cultures with the aim of establishing cross-curricular (different subjects) and cross-cultural linkages" (p. 04).*

The table below shows details about the textbook ‘**At the Crossroads**’

Name of the textbook	At the Crossroads
b) Date of Publication	2005
c) Authors	S. A. ARAB, B. Riche and H. HAMI
d) Publishing House	The National Authority for School Publications
e) Type of The Textbook	Material designed to teach English at the Algerian Secondary Schools
f) Target Learners	The first-year secondary school learners
g) Teaching methodology	This book is based on Competency-Based Approach and Learner-centered approach to Language Teaching
h) Number of pages	208

**Table 3.6:** details about the textbook ‘**At the Crossroads**’

### b. ‘At the Crossroads’ Content

It consists of five units:

Unit one: Getting Through

Unit two: Once upon aTime

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Unit three: Our Findings Show

Unit four: Eureka!

Unit five: Back to Nature

The units can be detailed in the following table

Unit	Themes	Number of pages
01	Getting through	32
02	Once upon a time	30
03	Our findings Show	30
04	Eureka	30
05	Back to nature	30

**Table 3.7:** First Year Programme “ At The Crossroads ” Textbook

At the end of the textbook, ten listening scripts aim at enhancing and developing learners listening and speaking skills. The table below shows the units themes, topics, and projects included in "Getting Through" textbook:

Unit number	Theme	Topic	Project
01	Getting through	Intercultural changes.	- Making a job application booklet - Making an Internet user's guide for beginners
02	Once upon a time	famous people	-Writing a book review
03	Our findings Show	Communication: the press.	-Conducting a survey
04	Eureka	Innovation and technology	-Making the profile of an interview
05	Back to nature	Environment/ pollution	-Designing a consumer's guide

**Table 3.8:** units themes, topics, and projects in “ At The Crossroads ”

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### c. Unit Organization

Each unit consists of four sequences:

Sequence one: Listening and Speaking

Sequence two: Reading and Writing

Sequence three: Developing Skills

Sequence four: Consolidation and Extension

The first two sequences in each unit aim at making learners produce oral and written discourses while the third one requires learners to combine the four language skills in problem-solving situations. The aim of the last sequence, however, is to consolidate learners' social skills and raising their awareness of different pronunciation problems.

The sequences are also followed by three other sections:

- **Stop and Consider:** a language practice section that presents grammar rules along with some practice activities
- **Project Workshop:** a series of guidelines for the realization of a project;
- **Check Your Progress :** it is the evaluation section.

The two first sequences contain four rubrics, while sequence four is divided into two rubrics

#### **Sequence one: Listening and Speaking**

The sequence is structured into four rubrics

**Anticipate:** Here students get familiar with the spoken text they will hear through looking at the pictures and discussing questions

**Listen and Check:** After listening to the listening script, students will check their they have guessed in the previous rubric if they are right or wrong and they will promote their listening skill.

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**Say it clear:** This rubric will help students to promote their pronunciation including stress patterns and appropriate intonation.

**It's Your Turn:** Here it is students turn to respond orally and in writing to they have received and to reuse what they have learned so far

### **Sequence two: Reading and Writing**

This sequence is also structured into four rubrics

**Anticipate:** Students are encouraged to predict what is likely to happen through given hints.

**Read and Check:** Students are expected to read texts attentively and respond to them.

**Discover The Language:** Here is to discover how the language works and to practice its structures they have come across the text.

**Write it Right:** This is to reuse what students have learned previously in the text through guided writing tasks

### **Sequence four: Consolidation and Extension**

This sequence has two rubrics

**Write it Out:** This will help students to consolidate and extend writing skill

**Work it Out:** It offers the students the opportunity to solve problems related to the sounds of English as well as solving problems

#### **3.9.2.2. Description of the Textbook " Getting Through "**

'Getting Through' is a textbook designed for the second year classes secondary education

##### **a. Introduction to the textbook**

"Getting Through" textbook has been published in (2006). It complies with the curriculum designed and issued by the Ministry of National Education in December (2005). It relies on the Competency-Based Approach, which is both Learner-centered and project- oriented. The texts in the book are selected concerning the themes dealt with within each unit.

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Some texts are authentically taken from a wide range of different sources, such as newspapers, interviews, and magazine articles. But many have been adapted in order to suit the level of the learners.

The table below shows details about the textbook "Getting Through"

a) Name of the textbook	Getting Through
b) Date of Publication	2006
c) Authors	B. Riche, S. A. ARAB, M. Bensemmane, H. Ameziane and H. Hami
d) Publishing House	The National Authority for School Publications
e) Type of The Textbook	Material designed to teach English at the Algerian Secondary Schools
f) Target learners	The second-year secondary school learners
g) Teaching methodology	Competency-Based Approach to Language Teaching
h) Number of pages	207

**Table 3.9: Details about the textbook 'Getting Through '**

### **b. Getting Through' Content**

The course book for the second year contains eight

units Unit one: Signs of the Time

Unit two: Making Peace

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Unit three: Waste not, Want not

Unit four: Budding Scientists

Unit five: News and Tales

Unit six: No Man is an Island

Unit seven: Science or Fiction

Unit eight: Business is Business

The units can be detailed in the following table

Unit number	Theme	Number of pages
01	Signs of the Time	21
02	Making Peace	21
03	Waste not, Want not	20
04	Budding Scientists	18
05	News and Tales	21
06	No Man is an Island	18
07	Science or Fiction	19
08	Business is Business	18

**Table 3.10:** Second Year Programme “Getting Through” Textbook

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The table below shows the units themes, topics, and projects included in "Getting Through" textbook:

Unit number	Theme	Topic	Project
01	Signs of the Time	Lifestyles	-Writing a lifestyle profile
02	"- Making Peace	Peace and conflict resolutions	-Writing a statement of achievements
03	Waste not, Want not	World resources and sustainable development	-Making a conservation plan
04	Budding Scientists	Science and experiments	-Writing report on scientific experiment -An ABC of dreams
05	News and Tales	Literature and media	-Writing a collection of stories
06	No Man is an Island	Disasters and solidarity	-Making a survey
07	Science or Fiction	Technology and the art	-Writing miscellanies -Writing a repertory
08	Business is Business	Management and efficiency	-Writing a business portfolio

**Table 3.11: units themes and topics in (Getting Through)**

### c. Unit Organization

The course book contains eight units. Each unit comprises five main parts, which are entitled and described by the authors of the book as follows:

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**-Discovering the language:** The students in this rubric will discover the vocabulary, spelling pronunciation and grammar as constituents of the language to be dealt with in each unit.

**-Developing skills:** Here the students will build basic language skills as well as intellectual skills (thinking, guessing), anticipating, making, analyzing, synthesizing, planning, etc). These skills are required for initiating work on projects and class presentations based on these projects. This enterprise naturally integrates the three competencies described in the syllabus, i.e., interacting orally, interpreting messages and producing messages.

**-Putting things together:** Here the students come to the project itself as an outcome of the constituents of language and the skills acquired in each unit. The students find guidance on how to get the project materialized. They have the opportunity to combine primary and social skills and thus display their individual achievements.

**-Where do we go from here? :** This part deals with students' self-assessment, i.e., checking their own progress through various means, including filling grids and keeping portfolios.

**-Exploring matters further:** In this part of the unit students will get an opportunity to learn more about the topic dealt with through extensive reading. They will acquire more vocabulary and improve their knowledge of grammar. They will also be made aware of spoken and written language registers (p.7)

### 3.9.2.3. Description of The Textbook ‘New Prospects’

‘New Prospects’ is a textbook designed for third year classes secondary education

#### a. General presentation of the textbook

'New Prospect' is the third year new textbook introduced by the Ministry of Education in (2007) in the framework of the General Educational Reform (2005) to replace the previous textbook of English for the third year, Comet (2001). This new textbook is meant to implement the competency-based approach as the new paradigm. The cover of the textbook has witnessed some changes from the first year it was introduced (2007). The textbook itself has witnessed some changes in its size as well as its price since the first year it was introduced.

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The table below shows details about the textbook ‘New Prospects’

a) Name of the textbook	New Prospects
b) Date of Publication	2007
c) Authors	S. A. ARAB, B. Riche and M. Bensemmane
d) Publishing House	The National Authority for School Publications
e) Type of The Textbook	Material designed to teach English at the Algerian Secondary Schools
f) Target Learners	The third-year secondary school learners
g) Teaching methodology	Competency-Based Approach to Language Teaching
h) Number of pages	270

**Table 3.12: Details about the textbook 'New Prospects'**

### b. New Prospects' Structure

The first page contains general information about the textbook. In the middle of the page we read the name of the textbook, the level and the names of the designers of the textbook.

The content of the textbook is presented on pages 02 and 03. A forward and a book map are the openings to the textbook followed by 6 units. The book closes with Listening scripts, Grammar references, Resource portfolio, and Acknowledgments. The designers' foreword is introduced on pages 04 through 07. It contains a description of the syllabus and the content along with the goals the textbook aims to achieve. The book map then follows and extends from pages 08 to 13 in which we find the summary of each teaching unit divided in terms of

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outcomes: language outcomes that include functions, grammar, and vocabulary, and sound system; skills and strategies outcomes that include listening and speaking, reading and writing; learner's outcomes; intercultural outcomes; and finally project outcomes. The six successive teaching units represent the body of 'New Prospects' and they extend from pages 14 to 195. Each unit, spreading over almost 30 pages, deals with the main theme around which all the teaching and learning activities revolve. Moreover, all of the six units share the same sections following the same pattern. At the end of the textbook, going from page 196 to 210, we find sections devoted to the listening scripts, grammar references, phonetic symbols, and irregular verbs. The Listening Scripts section that goes from page 196 to 210 is related to all the sections dealing with listening activities throughout the textbook, ordered according to their appearance in the units. Grammar References is another section that extends from page 210 to 235 and reviews the main grammatical points mentioned in the teaching units like prepositions, articles, quantifiers, etc. Phonetic Symbols is the following section on pages 236 and 237 and it provides tables of consonant, vowel, diphthong and triphthong sound followed by pronunciation rules for the final - ed and -s. Finally, the section of Irregular Verbs that are located on pages 237 and 238 provides lists of irregular verbs classified into two different categories: irregular verbs with the same past and past participle forms, and with different past and past participle forms. Resource Portfolio extends over three pages, from 239 to 270, is an appendix for authentic texts for further reading in relation to the themes covered in the units. The texts are extracts from different newspapers and magazines or adapted literary works. Finally, the textbook closes with the acknowledgment of the designers over the two last pages. We find in it the names of the persons who helped to design the textbook with credit for the copyright texts and pictures used in the textbook.

### **c. Unit Organization**

Each unit consists of sequences and each section has subsections as it is shown below

#### **Listen and consider**

- Getting Started
- Let's Hear It
- Around the text

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### **Read and consider**

- Getting Started
- Taking a closer look
- Around the text
- Take a Break
- Research and Reports

### **Listening and speaking**

- Before Listening
- As You Listen
- After Listening
- Saying It In Writing

### **Reading and writing**

- Before Reading
- As You Read
- After Reading
- Writing Development
- Project Outcome
- Assessment

### **d. New Prospects' Content**

As mentioned previously, there are six units included in this textbook which are named through thematic areas:

Unit 1: Exploring The Past

Unit 2: Ill-gotten Gains Never Prosper

Unit 3: Schools: Different and Alike

Unit 4: Safety First

Unit 5: It's A Giant Leap For Mankind

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Unit 6: We Are A Family!

The units can be detailed in the following table

Unit	Theme	Number of pages
01	Exploring The Past	30
02	Ill-gotten Gains Never Prosper	28
03	Schools: Different and Alike	30
04	Safety First	27
05	It's A Giant Leap For Mankind	29
06	We Are A Family!	30

**Table 3.13:** Third Year Programme “ New Prospects” Textbook

Each theme contains a topic to be discussed during class

The first unit ‘ Exploring The Past’ that is addressed to literary streams only tends to discuss and interpret the ancient civilizations to explore the past and discuss the achievements reached that time. The second unit 'Ill-gotten Gains Never Prosper' that is design for both streams scientific and literary ones tends to interpret the topic of ethics in business that is to focus on fighting fraud and the various harmful aspects of corruption. The third unit 'Schools: Different and Alike’ that is addressed to literary streams only as well offers the chance to students to be familiar with other educational systems and to be able to compare and contrast them and also the opportunity to know the importance of education and school particularly in their life and their future life. The fourth unit 'Safety First' that is addressed to scientific streams only discusses the topic of advertising, consumers, and safety. Through this unit students acknowledge the role of advertisements in social and economic life and its impact on consumers' food habits. The fifth unit ‘It’s A Giant Leap for Mankind’ offers students the opportunity to space out and get facts about the solar system and also to discuss the

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importance of astronomy to explore space. The last unit ‘We Are A Family!’ interprets the topic of feelings, emotions, and humor. It is clear that these themes cover various topics that are of general interest that are perpetuated to students' needs and their realm which are presented through visual and written texts. Therefore, the focus should be on the students' individual experience of reading and what the texts in these textbooks are about on a more personal and perhaps emotional level towards the content from the gender perspectives.

The units themes and topics included can be summarized in the following table

Unit	Theme	Topic	Project
01	Exploring The Past	Ancient Civilizations	Making a profile of an ancient civilization
02	Ill-gotten Gains Never Prosper	Ethics in Business: Fighting Fraud and Corruption	Writing a charter of ethics.
03	Schools: Different and Alike	Education in The World: Comparing Educational Systems	Designing an educational prospectus
04	Safety First	Advertising, Consumers, and Safety	Surveying the impact of advertising.
05	It's A Giant Leap For Mankind	Astronomy and The Solar System	Designing an astronomy booklet.
06	We Are A Family!	Feelings, Emotions, and Humor	Writing a booklet of tips for coping with strong emotions.

**Table 3.14: units themes and topics in (New Prospects)**

### 3.10. Conclusion

This chapter tried to give the reader a clear idea about the Algerian educational system by giving a brief history of the educational reforms that the government has outlined since independence to improve the teaching and learning process quality in general, and to promote

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the teaching and learning of the English language as a foreign language in particular. The various reforms aimed to improve the use of the English language and enable the learners to use it as a tool of communication in their real-life context. In the light of the educational reform 2003, several syllabuses were designed including different methodologies, approaches, objectives, contents to teach English in secondary education. The three EFL textbooks were presented and described in detail to have an eye on the themes and topics selected to be taught in the EFL classrooms in the Algerian secondary schools. The focal aim of this chapter was to provide readers with a summing up contemporary Algerian education reforms, and the context in which this study work will be carried out.

# Chapter Four

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### **4.1. Introduction**

This chapter provides a brief presentation of the research methodology outline that will be applied to answer the research questions. It is divided into two relevant parts. It firstly provides an overview of the research design and empirical methods implemented in the study. It begins by explaining the textual analysis method and the content analysis method which were surveyed of particular texts and illustrations used in Algerian secondary school EFL textbooks. This analysis was designed to address the first research question which pursued to examine the way gender is depicted and constructed in the literary texts included in the English syllabus. Besides, it describes the methods adopted in relation to the interviews with teachers and students. Classroom observation conducted throughout the research so as to address the second research question that sought to explore how the gender portrayal available in the textbooks literature affects students' perception of gender. Second, it presents the results obtained through the different data collection methods and detailed discussion to interpret the gender issue.

### **4.2. Part one: Research Design**

This part displays an overview of the research design and methods employed in the study. This study focus is on investigating gender portrayal in the literary texts secondary school students are exposed to read, discuss and analyze in their EFL textbooks. And how this portrayal affects students' perceptions of gender in general and their own gender identity in particular. The research design and procedures to carry on this investigation will be described in detail. It starts with the methods adopted in this study to answer the two main questions. Then, it describes the data analysis strategies employed and after that it presents the scope and the location of the study. To begin with, there will be an explanation of the textual analysis method which was conducted of particular texts included in the EFL textbooks at secondary education. This analysis is intended to address the first research question which seeks to explore gender portrayal in the literary texts used in the secondary education EFL textbooks. Then, it provides an explanation of the content analysis method that was conducted to analyze gender representations in visual texts (illustrations). This analysis is also intended to address the same research question. Second, it describes the methods adopted in relation to the interviews with teachers and students; and classroom observation conducted throughout the research in order to address the research question that sought to explore how the gender portrayal available in the EFL classroom literature affects students' perception of gender.

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### **4.2.1. Data Collection Methods**

This study was carried out using a qualitative approach. Qualitative researchers typically rely on four methods for gathering information: (1) participation in the setting, (2) direct observation, (3) in-depth interviews, and (4) analysis of documents and materials. Thus, to conduct our research, qualitative analysis was implemented through textual analysis method to examine the representation of gender in texts and images adapted in the EFL textbook that is currently used in the Algerian secondary school based on gender studies approach to literature and feminist perspectives. Besides, classroom observations were planned through our research to observe the way teachers mediate some of the texts that had been analyzed regarding gender perspectives to their students. The study further interviewed male and female students to obtain their perception of gender and to know to what extent gendered texts affect their perceptions of gender. Also teachers were interviewed to obtain information about their choice of the teaching practices in class and their views regarding gender representation in the textbook texts. Data were collected in three secondary schools with the three levels (first, second and third-year classes).

#### **4.2.1.1. Textual Analysis**

It is explicitly discussed that the use of literary texts in EFL textbooks is so important that it enriches students with a linguistic outcome that helps to improve the four basic skills in learning English as a foreign language, a cultural background and most importantly it provides students with a personal growth where they could have the opportunity to read for understanding and empowering one's identity. At this point, the reference to the gender issue is the heart of this study to show. The literature used in the three EFL textbooks that are currently in use in the secondary education named " At The Crossroads ", " Getting Through" and " New Prospects" will be examined and analyzed from the gender perspectives. In other words, investigation for the gender portrayal in both written and visual texts from several different aspects such as the description of gender, gender roles and the representation of gender in illustrations. The analysis of the texts under discussion focused on identifying gender representations based on feminist criticism theory and Gender criticism approach to literature to frame the text analysis regarding gender issues. The written and visual texts will be analyzed based on how both males and females are depicted in the literary texts selected in accordance with the questions below:

Are women and men equally appear in the textbooks texts, or not?

Are women and men stereotypically portrayed in textbooks, or not?

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Do these literary texts in these EFL textbooks reinforce gender stereotypes?

Are these literary texts considered as feminine or masculine readings?

This research method was used to address the first research question: How is gender represented in the literary texts currently used in the Algerian secondary school EFL textbooks. Some of the texts which were analyzed and discussed were observed in classroom observations during the study. The analyzed texts were ranged from short stories, fables, lyrics, personal letters to biographies. Each author of these texts displays her /his perception of gender and gender relation.

### a. Selection of The Literary Texts

Sixteen texts included in the three EFL textbooks used in secondary education were selected for textual analysis; six texts were selected for analysis from gender perspective from first year textbook 'At the Crossroads', six texts were selected for analysis from second year textbook 'Getting Through' and three texts were selected from third year textbook 'New Prospect'. The literary texts selected for analysis were those used by teachers and students during classroom observations. The following table presents the selected texts for analysis in detail

Text Title /Source	Type	Author	Gender	Textbook
The Email of Kirsi and two other emails	Personal letter (e-mails)	Textbook authors	Male	S1
Sindbad The Sailor from Arabian Nights	Short story	Unknown	/	S1
An extract from Things Fall Apart	Novel	Chinua Achebe	Male	S1
Peter Pan	Novel	J .M. Barrie	Male	S1
The Adventures of Tom Sawyer	Novel	Mark Twain	Male	S1
The reading passage 'The Making of A Scientist'	Biography	Unknown	/	S1
American Friends	Poem	Julia Sein	Female	S2

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Arab Science	Essay	The Book of Popular Science v. 2, pp. 299-301	//	S2
The Little Red Riding Hood	Fairy tale	//	//	S2
Frankenstein	Novel	Mary Shelley retold by Patrick Nobes	Female	S2
Newspaper report p. 129	Newspaper report	unknown	//	S2
American Women at Work	Essay	unknown	//	S2
Money, money, money	A song	Abba	A group of 2 males and 2 females	S3
What did you learn in school today?	A song	Tom Paxton	Male	S3
The Unicorn in the Garden	fable	James Thurber	Male	S3

**Table 4.1: Texts Selected for Analysis**

### 4.2.1.2. Illustrations Analysis

The textbooks illustrations were also selected for gender examination for the purpose of gender investigation in didactics of literature. Illustrations gender examination was included in the study to answer the first research question that sought to investigate gender portrayal in the EFL textbooks literature.

#### a. Selection of Illustrations for Analysis

The textbooks contain a large number of cartoons, photographs, and other illustrations. Some of them are accompanied with the reading passages to introduce the topic; some of

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them are used at the beginning of the unit or the lesson to introduce the theme; some of them can often be used as a basis for discussion of a grammatical point of language and some others most of the cartoons are used to have fun so as to have a break. These visual texts may enclose gender issues such as gender stereotypical images, roles or activities. Illustrations were selected from the three textbooks to be examined based on the following criteria:

- Pictures with stereotypical social roles
- Pictures with stereotypical activities
- Pictures with stereotypical personality traits

The illustrations examined in this study were selective from the three EFL textbooks based on the criteria mentioned above from the three textbooks. The illustrations analysis focus was on the stereotypical ways of representing females and males in the three textbooks and also examining the effects of this gender portrayal on students' perception. The illustrations were analyzed qualitatively using the content analysis method.

### **b. Criteria for Analysis of Illustrations**

The analysis of gender portrayal in the illustrations, cartoons, pictures or photographs included in the textbooks as a part of teaching literature to students will be based on the following criteria to investigate how gender is treated and depicted and to what extent the gender portrayal they inclose may affect students understanding to gender and gender roles. The illustrations will be analyzed according to:

#### **b. a. Gender roles**

Hartman and Judd (1978) surveyed several textbooks. In the examination of one of them, they demonstrated that women's roles were stereotypical and related to children and household chores that were illustrated in doing the laundry, cooking, serving tables. Men, on the contrary, were portrayed as changing light bulbs or repairing cars. Besides, research has been conducted by (Kim, 2012) revealed that women are usually portrayed as housewives putting on an apron, doing housework and serving a meal for their family members. Other studies showed that women mostly are presented in the indoor sphere engaging in domestic and passive roles while men are presented in active roles outdoors. And boys were described as active and outdoors-oriented, while girls remain at home and

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behaved passively. Besides, women were portrayed as inferior to home and family. Davies (1995) argues that men are clearly depicted as belonging to the public sphere however women are depicted as belonging to the domestic sphere. Likewise, Hamilton et al (2006) in their analysis of several books, found that females are pictured in performing nurturing and caring behavior, and more females than male characters were found indoors. In short, women were still portrayed in traditional gender roles and usually associated with household and tools used during housework. In contrast, males were out of home and associated with production-oriented tools and artifacts.

### **b. b. Gender occupations**

Occupational roles are one of the stereotypical aspects that will be investigated for the inquiry of gender portrayal in both texts and illustrations. This point of analysis helps enquiring if the portrayal of the characters was depicted stereotypically or not and if female and male characters had been depicted concerning the occupations in a realistic status or not. Regarding occupations, both female and male characters were usually portrayed in stereotypically feminine and masculine occupations, but it was the female characters who were significantly more likely than the male characters to be shown with no occupation outside home. Since the 1970s, there have been plenty of studies and investigations concerning the occupational roles of women and men characters in illustrations and texts, nearly all of them disclosed that women have been depicted in fewer occupational roles than men. Women have been assigned to traditional jobs such as nurses, teachers and homemakers, while men have been portrayed a variety of occupations. Bem (1993) states that it has been found that occupational roles, in several studies, have been largely gendered by society. In other words, females are represented to be engaged in traditional jobs, most of the time, as 'housewives' whereas men have a greater variety of occupations, notably, those of higher social position. In Lee and Collins (2009) investigation, results showed that women are addressed to engage in occupations that necessitate support and services such as secretaries, teachers, nurses .etc. Men are depicted in traditionally male occupations such as soldiers, politicians and pilots despite some cases where women are depicted positively. For instance, they were depicted as being boxers or a film-maker.

Moreover, several studies showed that women are addressed with lower status occupations. Hellinger (1980) in a study of 131 passages from ELT textbooks used German schools found that unlike men who were always portrayed in occupational roles of high social positions, women were depicted in less interesting and demanding positions.

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Similarly, Mineshima (2008) revealed that men are addressed to engage in better and more interesting jobs as doctors, journalists, lawyers or company bosses. Likewise, Furthermore, Kim (2012) analyzed gender representation in Korean textbooks found that males are often doctors and scientists whereas females are clerks, newscasters and officers. It is worth saying that this portrayal of gender-link occupations may have negative impact on female students particularly as they are expected to perform only service or domestic roles.

### **b. c. Personality traits**

The examination of personality traits in visual and written texts included in textbooks is much interesting in investigating gender issues in teaching literature. Analysis of personality traits includes the analysis of masculinity and femininity in relation to personality traits. Men are attributed to possessing masculine traits, which is to be 'masculine' and women are portrayed to have feminine characteristics, that is to be 'feminine' (see the definition of 'masculine' and 'feminine' in chapter one). For instance, females are addressed to be weak, dependent, naive, emotional, subservient and nutrient whereas males are assigned to be strong, independent, serious, self-controlled, assertive, etc. Stereotypically, men are perceived as none motional; they consider that as a sign of weakness. Besides, studies showed that the female character was usually portrayed as a kind-hearted mother, an obedient housewife, or a traditional young woman whose main concern is finding an appropriate husband. The analysis of personality traits in both written or visual texts is based on the portrayal of how female and male characters are positively or negatively represented by authors. In other words, if the characters are described in a traditional manner of femininity or masculinity or being androgynous. Therefore, the study enquires whether female and male characters are portrayed stereotypically about traditional aspects of femininity and masculinity or androgynous as this gender category can have an impact on students' perception of gender and thus on their personalities.

These categories will be presented in detail to explain the purpose of their selection as criteria to serve as a theoretical framework for our research methodology. The investigation of these aspects will explain how gender is represented in the illustrations (visual aids) students are exposed to learn and to what extent they may have negative or positive effects on learners' perception of gender.

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### **4.2.1.3. Classroom Observation**

The second form of data collection is through classroom observation. The second research method is comprised of classroom observations of teachers' classes and a reflective analysis of the teacher's own teaching practice. Field notes were taken during and after the lessons (see Appendix 1). The notes focused on students' interactions with their study material, peers and teachers and teacher interaction with the class. In other words, the teacher's classes were observed and notes were taken attentively so as to observe how the teachers teach, also how students react to the way of teaching and to the literary texts themselves. The major purpose of each observation was how teachers mediated the selected texts with regard to gender representation and what are the students' responses. Through observation the researcher could have an opportunity to look at how teachers and students carry out the discussion; also to see the level of gender awareness among teachers and students and how the texts can promote gender equality or inequality. This is to answer the second research question: how does gender representation in literary texts affect students' perception of gender?

The data collected will be used to analyze how students are affected by the portrayal of gender in the classroom. The types of literary texts with gender, the teaching methods that are employed by the teacher and responses of the students to the texts they received. The data analysis will reveal the effects on students due to gender portrayal in the classroom.

The selected texts were observed in the classroom. Each lesson lasted 60 minutes (Each taught text can be observed twice or more with different teachers who teach the same level, but different classes). Observing three female teachers and one male teacher in school A, one female teacher in school B and two female teachers and one male teacher in school C (see Table 4.2 for more details) was done to recognize the different teaching methods to teach the selected literary texts.

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Schools	Observed teachers	
	female	Male
A	2	1
B	1	0
C	2	1

**Table 4.2:** Observed Teachers in the Three Schools

The table below presents details about the selected texts for classroom observation

School	Level	Selected Texts	Observed Teachers	Frequency
A	S1	Personal letter (e-mails)	Female Teacher C/ male teacher A	Twice
		The reading passage 'The Making of A Scientist'	Female teacher C/ male teacher A	Twice
		Picture p.110	Female teacher C / Female teacher B	Twice
	S2	The Little Red Riding Hood	Female teacher C / Female teacher A	Twice
		The Little Girl and The Wolf	Female teacher C	Once
		American Women at Work	Female teacher C / male teacher A	Twice
S3	The Unicorn in the Garden	Female teacher C/ Female teacher B	Once	
B	S1	Personal letter (e-mails)	Female teacher A	Once
	S2	//	//	//
	S3	The Unicorn in the	Female teacher A	Once

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		Garden		
C	S1	The reading passage 'The Making of A Scientist'	Female teacher A	Once
	S2	The Little Red Riding Hood	Female teacher B / male teacher A	Twice
	S3	//	//	//

**Table 4. 3:** Selected Texts for Classroom Observation

### 4.2.1.4. Interviews with teachers and students

Interviews were used to collect data. The interview is considered an appropriate method to collect in-depth information on people's opinions, thoughts, experiences, and feelings. The teachers and students interviewed in this study informed the study with quality information, views and understanding. The students' responses towards the texts they read in class and the teachers' views about these texts regarding gender perspective. The structured interviews primarily focused on asking students to elaborate on their experiences related to reading, interpreting and writing about their reading passages and visual texts. Qualitative interviews are used to develop an in-depth understanding of participants' views and perceptions on gender issues (Mason, 2002). The teachers and students interviewed are the study participants or informants. They were selected because of their positions, roles and the relevant information sought. The table below summarizes the interview sample.

#### a. Sample

Schools	Students (four students from each level)		Teachers	
	Male	female	male	Female
A	2	2	1	3

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B	2	2	0	1
C	2	2	1	2
Total : schools	3	36 students	8 teachers	

**Table 4.4:** Summary of the interview sample

### b. Interviews with Students

Students interview (See Appendix 2) was designed with a focus group interview. According to Fontana & Frey (1994), 'Group interviewing is the systematic questioning of several individuals simultaneously in formal or informal settings'. Thirty-six students participated in the group interview, four students from each level (2 females and 2 males) in each school. The purpose of the group interview with students was to obtain knowledge of the informant's considerations and ideas on gender issues in the texts they are exposed to read. The group interview is conducted by an outlined discussion with a small group of participants to obtain specific information about participant's views and thoughts about gender issues in the literature they read. The researcher guided the group discussion and managing the groups to make sure that all the participants respond to the questions. Some notes were taken during the sessions.

### c. Interviews with Teachers

Interviews are used to explore the views, experiences, beliefs and motivations of individual participants. Therefore, interviews with teachers (Appendix 3) were designed to enquire whether teachers regarded literature didactics as a bridge to critical traditional gender ideologies in the classroom or not, and to get information about teachers' views on gender representation in the literary texts included in the English curriculum in secondary education. The interviews were conducted with eight (8) teachers from three different secondary schools (The same teachers who were observed during classroom observation). Each interview took about one hour to complete when they have lunch or when they are not busy (when they have slack hours)

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### **4.2.2. Data Analysis Procedure**

An analytical induction approach has been used to analyze the data collected. The qualitative analysis will put the texts forward based on the evidence. In other words, qualitative analysis will be made to analyze:

- (a) Gender roles and activities
- (b) Male /female job types (gender occupations)
- (c) Personality traits

In short, the research methodology and data analysis are related to the research questions that were set in the general introduction. The following is the summary of the research design in order

- Textual analysis of the literary texts
- Observation of the teaching-learning practice in the classroom context
- Interviews with students and teachers

Initially, the study starts with a textual analysis based on literary criticism theories including feminist literary criticism theory and gender criticism to analyze gender representation in the written and visual texts used in the three EFL textbooks in secondary education. Then, a classroom observation was undertaken to investigate the second research question to observe how teachers mediated the literary texts to students and how gender portrayal in these texts and the teaching practices influence students' perceptions of gender and their gender identity. The study further interviewed male and female teachers as well as students to know to what extent gendered texts affect students' perceptions of gender through discussing and analyzing teachers' views and students' responses as a second tool to answer the second question.

### **4.3. Results and Discussion**

The results and the discussion of the main results will be presented in details as the following:

#### **4.3.1. Textual Analysis and Content Analysis' Findings**

Findings obtained from qualitative analysis of texts and illustrations selected from the three EFL high school textbooks

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### **4.3.1.1. Textual Analysis of Selected Texts From Gender Perspective**

There are clearly different gender aspects within literary texts used in Algerian secondary school EFL classes

#### **a. 'At The Crossroads' Textbook Texts**

Six texts were selected for analysis regarding gender

##### **Text one: Kirsi's Email**

Three emails are included in unit one that is about correspondance and exchanging culture. The first one is Kirsi's email who is a Finnish girl (see Appendix 4, Text One). It is sent to Amel an Algerian student girl. The email, from a Feminist lens, presents stereotypical gender occupations. The textbook authors in the paragraph of introducing Kirsi's family present the father as being an electrician and the mother as being a housewife. Similarly, in another email (see Appendix 4, Text Two). It is Amel's reply to 'kirsi'. While introducing her family, the authors once more present male and female occupations stereotypically. As it is written, 'My father is an engineer and my mother is a housewife'. Also, the third email (see Appendix 4, Text Three) presents gender roles stereotypically. It presents two girls, Siham from Algeria and Cheyenne from India, Cheyenne sends the recipe for the Indian Pudding. It appears that the text presents females' interest in cooking and doing household. This gender portrayal affects students' perception of gender. They start to believe in gendered roles and occupations.

##### **Text two: The story of 'Sinbad The Sailor'**

The story of Sinbad the Sailor (see Appendix 4, Text Four) is one of the famous stories in the Arabian Nights 'One Thousand and One Night' stories. Sinbad the Sailor is one of the most known heroes of Middle Eastern Literature. Sinbad is the hero who tells his seven voyages adventures. To talk about this story from the gender lens, the protagonist of the story is male and all the characters mentioned in the story (the captain, the horseman, etc) are males, too. The story presents men as strong and adventurous who can encounter dangers when sailing one country to another. Another issue is that males are presented as being sailors, merchants, and captains in leading ships. Besides, the story indicates that men cannot accept to be poor, but they always look for richness and having money in their pockets. As it appears in the story Sinbad complains about his poverty and he wants to be wealthy again. The masculine traits over dominate the story compared with

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the feminine ones. This gender representation in this story confirms female inferiority, weakness and invisibility while it encourages males instead. According to the preceded and the following activities, they have a crucial role in raising interpretation and discussion of the text. The three activities that precede the listening to the text phase are to put the students in the target background and to have a clear idea about the text. The first activity is to guess which tale from Arabian nights the accompanied illustrations illustrate the second one is to guess who the hero is and the third one is that to circle the correct letter that corresponds to which part of the world the map represents.

Concerning the activities that follow the text are comprehensive questions of the text. The first two activities are to listen to the story and reorder the pictures to get a coherent picture of the story while the third and the fourth instructions are to listen again and reorder sentences and paragraphs to get a coherent story. The last activity is to close the book and tell the Sindbad's story to the classmates. All the activities mentioned above help students have an understanding of the story and the hero of the story with details. This understanding of the story content is linked with perceiving gender representation in the story. After listening to the story and analyzing if students bear in mind the gender portrayal presented in the story is the reality that they should work with and behave as. Male students will be proud of their masculinity and their strength, yet female students will perceive their gender as inferior and subordinate due to the suppression and ignorance of the presentation of femininity in the text.

### **Text Three: Chinua Achebe's text**

This text has been adapted to suit the learner's level as a pedagogical purpose (See Appendix 4, Text Five). It is an extract from Chinua Achebe's first novel 'Things Fall Apart'. It was written during the pre-feminist period and published in 1958. It is full of traditional beliefs and African traditions. It tells the story of a successful and great man called 'Okonkwo'. The adapted text set for being read by students is a depiction of the novel's protagonist Okonkwo as the heroic wrestler of Umoafia- an Ibo village in Nigeria.

The gender issue in this text is the presentation of masculinity over femininity. It depicts the protagonist Okonkwo as having a rough physical appearance; tall and huge with a very dark complexion. As for the personality features, he is presented as being a hard-worker and a great man who gained a victory against Amalinze. Another strong man, Amalinze the Cat, was the greatest wrestler during Okonkwo's childhood. Another

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character comes along who is Okonkwo's father Unoka. Unoka's character is presented in opposition to Okonkwo's. He is presented as having a soft physical appearance that is rather gentle unlike his son (see Appendix 4, text five). They are put in a full contradiction, Okonkwo is huge with a fierce look, a courageous wrestler and hard worker while Unoka is thin, handsome, improvident and lazy. The text also is intended to describe him as being not able to be a responsible bread-winner to feed his wife and his children. This displays gender representation of characterizing men as breadwinners and responsible husbands for their family whereas women are represented as wives whose place is inside home waiting for their husbands providing them with food otherwise they starve. Subsequently, women in this text are portrayed with qualities such as passivity, powerlessness, and dependency. In contrast, men are depicted distinctly with qualities such as power, dominance and control. Men are represented to be strong physically, they are represented as adventurous and competitive which women are depicted as weak. This representation confirms one gender stereotype that is male superiority over females.

Talking about the activities that precede and follow the text is about lexis and reading comprehension. Concerning the two activities in the 'ANTICIPATE' rubric (At The Crossroad, p52) aims at warming up the learners and acknowledging them with the background of the story (See Appendix 4, Text Five). The activities that belong to the 'READ AND CHECK' rubric (At The Crossroad, p. 54). The students are asked to answer with reference to the text (See Appendix 4, Text Five). The second task is to complete the table with information from the text that is about the character traits of Okonkwo and Unoka. This comprehension activity exposes the students to analyze the meaning of the text that will reinforce on them the masculine traits and the feminine traits and this confirms the stereotypical characteristics attributed as to be 'masculine' and 'feminine'

### **Text Four: Peter Pan**

In unit two, the task in YOUR TURN rubric students are asked to express their literary preferences. They are asked to respond favorably or unfavorably to one of the books advertised in the ovals (see Appendix 4, Text Six). Peter Pan is one of the stories suggested to be read. Peter Pan is of an imaginary boy who lived in Neverland; he flew through the air; he is 'the boy who never grows up'. He is also the boy who took a young girl named Wendy back to Neverland with him. These two characters represent gender stereotypes. Besides, the adult characters in the story, namely, Mr. and Mrs. Darling represent a set of gender stereotypes. Mr. Darling is presented as the breadwinner of the family, a proud

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businessman. He is presented as being dominant, he always asks his children, his wife and Nana the dog to respect him. He tells Wendy boastfully that his wife not only loves him but also respects him. This reinforces the traditional stereotypical view of the male gender as being dominant and leader with a strong personality. However, Mrs. Darling is represented as a romantic and maternal character. Besides, she is described as a 'perfect' mother. She is represented as being subservient to her husband, when he is busy, she tries not to bother him because she knows that he will dismiss what she says.

Wendy is the girl character that is represented by displaying these stereotypes when she goes to Neverland. Wendy is taken to Neverland by Peter to be a mother for the Lost Boys who have duties to do. Wendy represents the stereotype of the 'happy homemaker'. Wendy's attitude toward women's duties confirms the stereotypes that the female gender should live only for her children and husband who, on the contrary, ignores her interests. This is what happens to Wendy like her mother whose romantic ideas are ignored by Peter and also her realization to grow up and come back home all is dismissed by Peter. Like Mr. Darling, Peter also embodies the stereotypes of his own gender. As a male character set in his way and sure of himself. As the leader of the Lost Boys, he is represented as a father figure to them.

### **Text Five: The Adventures of Tom Sawyer**

Tom Sawyer is also one of the stories students are asked to respond to in YOUR TURN activity (see Appendix 4, Text Six). The adventures of Tom Sawyer novel is characterized by the dominance of the male characters, there are not many female characters. The author Mark Twain focuses on Tom and his friends. The novel is also full of stereotypes. Talking about women's roles in this novel, they are portrayed as caretakers and raising children. For instance, Aunt Polly is portrayed as the strongest female in the novel, but her role is just to look after Tom and make him a good boy. The female character Aunt Polly also shows different mothering figures to Tom. The same with her daughter Mary who is portrayed as having the sister role to both Tom and Sid. A significant role is held by the female Sunday school teachers who are there to educate children and raise them disciplined. Another female character Becky, despite Becky's important role in the novel through her interactions with Tom and her father, she does not give her any significance within the community. These characters show women's role in society. These roles are related only to interaction and relationship with Tom but not societal roles. From the story, it seems that both genders are given the expectations that should be applied to each gender.

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The boy Tom Sawyer represents the male gender who can be adventurous, dominant, active, violent; whereas, girls could not be so. This story fosters the idea that girls should be obedient and subservient. The novel also reinforces that the most important thing in a girl's life is to be pretty and look for a handsome man to love her. This type of literature has an impact on females' perception of their gender; it endorses in their minds that girls who are expected to be women should be inferior to men.

### **Text six: The reading passage ' The Making of a Scientist'**

The text presents 'The Making of a Scientist' (see Appendix 4, Text Seven) only males as greatest figures in different domains (science, Literature, politics, sports, maths, chemistry and physics). On the other hand, there is a lack of depiction of the achievement of famous women has been included, only two women are mentioned. Among the male figures presented in the text are Leonardo da Vinci, Sir William Herschel, Lavoisier, Priestly, Joule, Edison, Einstein, Faraday, Halley, Newton, Avicenna, Kepler, George Washington Carver; while among women only Marie Curie and Ruth Benedict are mentioned in this text that students are exposed to read and analyze through a checklist of activities. Female famous figures are ignored in this text. In general it can be said that the text is very masculine because it contains dominant male characters. This female omission has a drastic impact on female learners who lack models and this may have a negative impact on their achievements and future career of limited occupational roles.

### **b. 'Getting Through' Textbook Texts**

Six texts were selected for analysis regarding the gender issue

#### **Text one: American Friends**

In the poem 'American Friends' (see Appendix 4, Text Eight) in the second unit (Unit, 2) the author is against wars and is advocating for peace. From gender perspective and the feminist lens, the poem represents men as being superior and stronger than women. It represents men as war heroes and also as soldiers occupying important occupations and roles during wars such as 'my father, an airman in the World War Two', 'my uncle the machine gunner in Korea', 'my hereo- Thoreau in jail', 'my hereo Mark Twain'. There is a total absence of women in the poem. Women are totally invisible.

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### **Text two: Arab Science**

The text (see Appendix 4, Text Nine) is originally masculine. It represents a group of Arab scientists such as Al-kawarizmi who was the father of 'algebra', the famous astronomer Al-Battani, the Arab alchemist Jabir and the Arab physicist Alhazen. This text supports men's achievements and contributions to science while there is a total ignorance of women presence in the text. Such texts are gender biased that should be taken into consideration. Female students when they are exposed to such texts they lack models and figures and they start believe that there is no place for women in science.

### **Text three: The Fairy Tale 'Little Red Riding Hood' (Unit, 5)**

The folktale 'Little Red Riding Hood' (see Appendix 4, Text Ten) a famous story included in the fifth unit (Unit, 5) for pedagogical purposes. It is used as a context for learning stress patterns in compound words. The story encloses some gender issues that may affect students understanding of gender. Even though the protagonist is female, it is portrayed as weak. The same with the second character who is the grandmother. They are portrayed as weak and powerless. The female characters in this story are depicted as dependent, waiting for man's help. Yet, the male character who is the 'hunter' is portrayed as a hero. The strong man who saved the girl and her grandmother by 'combatting the wolf and cutting out its stomach (Little Red Riding Hood). This gender portrayal translates a message into the students' minds that men are stronger and more powerful than women who are weak and dependent. This may affect their perception of gender; boys start thinking that they are the strongest while girls start considering themselves as being not able to save themselves and to be always dependent on their fathers, brothers and husbands in the future.

### **Text four: Newspaper article**

There is a gender stereotypical portrayal in this text (see Appendix 4, Text Eleven) where women are portrayed as volunteers holding plates and taking them to the homeless (after an earthquake) whereas men are portrayed as heroes as they saved children's life. This traditional depiction reinforces the traditional gender roles where women's role is to cook and prepare food; that is all what they can do as volunteers while men are represented as heroes and as stronger.

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### **Text five: Frankenstein**

Frankenstein (see Appendix 4, Text Eleven) or Frankenstein's monster (Unit, 7) can be read as a representation of the experience of marginalization and oppression of women in the 19th century. The identification of the monster with Satan from Paradise Lost 'can be interpreted as women's desire for a political voice and social change' (From analyzing Mary Shelley's Frankenstein). The text was written in the Victorian era which was characterized by industrial reforms and scientific progress. This era knew a patriarchal society in which the roles of gender were strictly defined;

Talking about this extract from a gender perspective, Mary Shelley presents to us the stereotypical roles that men and women were assigned in the Victoria era. To begin with, the gendered division of labor is clearly visible. The male characters had been assigned to the public sphere being a scientist (Captain Walton) a sailor and explorer while women characters in the rest of the novel were strictly assigned domestic roles depicted housewives and mothers. However, presenting the male character (Victor Frankenstein) as being interested in science to the public sphere led to the subjugation of the female characters who were deprived of the right to display their knowledge and skills in the public sphere. This is considered a degradation of female roles. Women are portrayed as being passive and not effective in the field of science due to their domestic and traditional roles.

### **Text six: The reading passage ' American Women At Work' (Unit, 8)**

The reading passage 'American Women at Work' (see Appendix 4, Text Thirteen) is included in the eighth unit (Unit, 8) to teach reading and writing skills; from feminist lens, the text contains a gender issue that should be highlighted. The text first starts talking about women's work during World War Two and that was one of the goals of the feminism' movement that advocated for women's work. But, later it refers to the traditional gender roles. It is said that in the 1960s and 1970s, the number of women works decreased to stay at home and take care of children. This unreal portrayal translates a message to the students that women's place is at home. Besides, there is a stereotypical representation of gender roles. The text states that women's role is to take care of children and to be housewives whereas men are portrayed as being outdoors and as being breadwinners and suppliers. As it is written, 'Their highly salaried husbands bought them cars so that they could drive their children to school and back home. They also supplied them with brand

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new washing machines and cookers so that they would spend less time on housework. And they furnished them TV sets so that they might not feel bored during their free time’.

This text represents the traditional gender roles. This stereotyped portrayal of gender roles reinforces the traditional distribution of roles between men and women. That is to say women's place is inside home taking care of children and house chores whereas men's place is outdoors to provide their family's needs. Later in the following paragraph, it is mentioned that many American women went back to work in the late 1970s and some of them became business owners in the late 1980s. Indeed, this was women's endeavor to get their rights to work and their struggle to deconstruct the traditional gender roles that the society has inherited is never mentioned.

### **c. ‘New Prospect’ Textbook Texts**

Three texts in the third year textbook ‘New Prospect’ were selected for analysis regarding the gender issue

#### **Text one: Money, money, money Song**

The song ‘Money, money, money’ (see Appendix 4, Text Fourteen) is sung by a woman. She sings of a 'rich man's world' as it was believed that it is men who earned more money, and even up to this day in some countries where women's wages are less than the men's. This song lyric reinforces the stereotype that it is men are superior than women. That is to say men earn more money and a rich woman's world is not considered thus this song represents women as inferior. In the song a part of lyrics says: 'It is a rich man's world...A man like that is hard to find but I can't get him off my mind....Ain't it sad'. Women here are depicted stereotypically and traditionally where they are looking for wealthy men to get married. Abba's Money, money, money song focuses on male power (a patriarchal society) and implies female dependence who wants to have a rich husband so she does not have to pursue her education or look for a job). This gender representation may reinforce women inferiority to men and thus it affects female students’ perception of their gender

#### **Text two: The Unicorn in the Garden**

Thurber’s short story ‘The Unicorn in The Garden’ (see Appendix 4, text fifteen) represents how a couple lives separately, without sharing their feelings. The story begins when the man invited his wife to share with him his life, but the woman was not interested

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in him. This is when the man says that he saw a unicorn in the garden that represents life and the good moments of life, but the woman refuses as she was upstairs asleep. She told him that he was crazy as the unicorn is an unreal beast. The man seems to accept his wife's refusal and goes to the garden again to have a nap. However, the woman called the police and the psychiatrist to put him in a mental institution, but when the man woke up the police asked him if he had seen a unicorn in the garden he replied that this was not possible, the unicorn is a mythical beast. So, the man is represented clever enough to put the woman in the mental institution instead of him. In Thurber's story, there is a lack of understanding between genders, feminine and masculine. The main character is the man, the main theme is the differences between feminine and masculine reactions. In the end, the expected effect is inverted by the man when he ignored his speech by giving a realistic speech to the police and the psychiatrist, saying the unicorn is 'a mythical beast'.

**Text Three:** What did you learn in school today?

‘What did you learn in school today?’ by Tom Paxton from his album *Ramblin’ boy*. It was released in 1964, it is a folk (see Appendix 4, text sixteen). This text contains a gender bias where a boy is questioned about school each time the question is repeated in the song from the beginning to the end ‘What did you learn in school today dear little boy of mine?’ (New Prospect, p.105). This text contains a gender stereotype that is girls are not concerned with school, this confirms that girls do not have the right to education. Thus, this is considered as a gender biased text.

The textual analysis revealed that the literary texts included in the three EFL textbooks contain an imbalance in the number of female protagonists, male authors outnumber female authors and that female characters are portrayed stereotypically or being not visible in the text. The textual analysis also revealed that the literary texts selected for analysis lack emancipatory aims. Thus, gender equality is unlikely to be reached unless the implicit understandings of gender relations in teachers' classroom practices are addressed.

### 4.3.1.2. Content Analysis of Selected Illustrations From Gender Perspective

Illustrations in EFL textbooks are of such a significant role that they help a lot in understanding language and the socio-cultural background of stories and any reading passage. Also, the use of images may provoke different emotions and feelings among students. Thus they may heavily influence them (Genc, 2004). Subsequently, taking this significance into account the examination of the portrayal of gender in the illustrations

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used in the three textbooks that students are exposed to is of a great importance. The pictures are often used as visual aids for discussions in teaching situations. As a result, it is necessary to know that not only texts reflect gender equality but also the illustrations should present females and males in a non-stereotypical manner. Therefore, it is crucial to investigate in what ways are females and males depicted in these illustrations. Our qualitative and quantitative analysis is limited to investigate visibility and omission of female characters, the gender occupations, gender roles and activities and the portrayal of the personality traits of characters appear in the illustrations used in the three textbooks literature. The study through the content analysis method will investigate how gender is portrayed in illustrations. It enquires if both genders were depicted stereotypically or they are free of any gender stereotypes.

### **a. 'At The Crossroads' Illustrations**

The picture on page 17 (see Appendix 5, Illustration 1) shows a group of students where the boys outnumbered the girls (4 boys and just one girl). This invisibility indicates the exclusion of females and thus their under-representation and marginalization. Also a cartoon on page 34 (see Appendix 5, Illustration 2) presents a girl as not able to write well 'having bad handwriting and even she does not know how to spell'. This means that girls are depicted stereotypically not intelligent and not successful at school. A cartoon on page 38 (see Appendix 5, Illustration 3) shows a Kangaroo mother getting bored with her children who have to play inside when it rains. This picture illustrates the stereotypical gender role of females who should be patient mothers and rearing children. This confirms more that rearing children is the mother's role. In addition, pictures on pages 46, 51 and 52 (see Appendix 5, Illustrations 4, 5 and 6) all of them show male authors of famous literary works from Shakespeare, Mark Twain, Charles Dickens, Lewis Carroll, J. M. Barrie, Robert Louis Stevenson, Bram Stoker to Chinua Achebe. In contrast no female writer is shown. In the same vein, a picture on page 113 (see Appendix 5, Illustration 7) is about presenting four famous scientists, but there is a total absence of female scientists. This is an obvious gender bias that indicates male domination in the field of invention and innovation with female underrepresentation. This translates into female marginalization. This female underrepresentation can be also confirmed in pictures on pages 126 and 132 (see Appendix 5, Illustrations 8 and 9) that show female invisibility in the field of science. Pictures on pages 62 (see Appendix 5, Illustration 10) represent a female character reading a novel whereas a male character (her husband) is listening to music. This portrayal reinforces gendered activities. Certain activities are attributed to females and some others to males. This gender representation creates gender bias among female and male students that leads to gender unawareness and inequality. Likewise, a picture on page 76 (see Appendix 5, Illustration 11), there is a representation of a stereotypic gender occupation where a female character is portrayed as a secretary while a male character as a boss. It

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seems through this representation that men are assigned to be in high positions than women.

Pictures on pages 64, 110, 121 (see Appendix 29, Illustration 12, 13 & 14) depict women as being householders. In the first picture a mother taking care of her child. The second picture represents a group of women doing the laundry. The third picture shows a female character sewing and ironing while a male character is reading newspapers and boys having to enjoy their free time. These pictures may imply to female students that ironing, sewing, taking care of children is the female domain. In sharp contrast, no man or boy is doing housework. Boys are presented enjoying their free time in front of TV sets on the same page (see Appendix 5, Illustration 14). These illustrations represent women in stereotypical gender roles and activities. This confirms to students particularly females that their roles are inside home making housework only. This depiction also reinforces the students' preconceptions that girls' fundamental role is 'housekeeping' and boys' role is 'wage-earning'.

Most of the illustrations selected for gender analysis in 'At the Crossroads' textbook depict women as mothers, housewives or secretaries. Males, on the contrary, appeared most of the time scientists and inventors, doctors, men of actions or directors. So it is clear that the illustrations included in 'At The Crossroads' encourage the female traditional gender invisibility, roles, and occupations.

### **b. 'Getting Through' Textbook Illustrations**

Most of the illustrations used in the textbook 'Getting Through' stereotypically depict women. Unlike women who are depicted in doing reproductive occupations such as singers, housewives, escorting children, etc, men are depicted in productive occupations like scientists, inventors, farmers, factory workers, politicians, authors, etc. This reinforces the traditional division of labor that may affect learners' gender perception negatively by depicting women as passive and men as active. This can be confirmed in different examples on different pages. The illustration on page 15 (see Appendix 5, Illustration 15) shows a girl holding a baby girl whereas no boy is depicted doing so. Besides, in the same picture two female characters are in the queue to supply water to their houses; whereas, male characters are depicted free of doing such housework. Some of them are depicted as tradesmen and others as customers and tourists who seem that they are enjoying their free time. One other picture on page 34 (see Appendix 5, Illustration 16), shows a woman with her child. This gender portrayal confirms that taking care of children is women's role. Therefore, the omission, invisibility, underrepresentation and the stereotypical way of presenting female characters are endorsed in both texts and illustrations of the secondary school English textbooks. This may explain the stereotypical portrayal of gender that reinforces gender misrepresentation in teaching literature to students that can have a negative impact on both genders namely female students who do not find their models in their textbooks. However, there are some other illustrations, but not many, that depict female characters in alternative roles. Women are shown in a tissue factory on page 16 (see

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Appendix 5, Illustration 17) and in a vaccination campaign against bird flu on page 146 (see Appendix 5, Illustration 18), but not much attention has been made on their achievements or contributions to the economy and society.

### c. 'New Prospects' Textbook Illustrations

As far as the textbook 'New Prospects' is concerned, most occupations are attributed to males; whereas, only a few of them are attributed to females. Females in this textbook are portrayed as mothers whose responsibility is taking care of children. This can be shown on page 70 (see Appendix 5, Illustration 19), a female character who represents a mother with two children walking beside her whereas males are depicted as free of this responsibility either being poor or rich. Another illustration on page 59 (see Appendix 5, Illustration 20) a female is depicted as a wife taking care of her husband as an attending hospitalized patient while no male is depicted as such. Although some illustrations portray females in the outdoor sphere as singers, a chemical engineer (pages, 73-75-82) respectively (see Appendix 5 Illustration 21, 22, 23), most of the other jobs are attributed to males who are depicted lawyers (page, 45), businessmen (pages, 46,61,70), customs officer (page, 53), Greenpeace protectors (page, 107), astronauts (pages,141,151), singers (pages , 164), footballer (page, 126 ) (see Appendix 5, Illustrations 24, 25, 26, 27, 28, 29, 30, 31, 32, 33). Gender alternative roles are given to men on page 75 (see Appendix 5, Illustration 22) where males are depicted as cooks, which traditionally is considered as a female role. Yet, it is worth mentioning that this occupation should be considered as a productive activity that is paid for.

Furthermore, one illustration on page 123 presents a woman called 'Cindy Crawford'. It represents her in an advertisement for an Omega watch brand (see Appendix 5, Illustration 34). The illustration, from a feminist lens, holds a gender prejudice against women who are featured for advertisement due to their feminine traits such as beauty. Besides, another picture on page 129 presents a woman hand in an advertisement for Toshiba's top cook (see Appendix 5, Illustration 35) This advertisement embodies a gender stereotype. The audience of this advert is women. Women are addressed in this advertisement to reinforce the stereotype of women's role in cooking. Women are featured in advertisements to attract consumers. The illustration features the lady as an object. This explains the underrepresentation of women.

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### **d. Analysis of illustrations in regards to personality traits**

Concerning the analysis of illustrations in regards to personality traits through qualitative analysis, the illustrations included in the textbook 'At the Crossroads' females for example, on the whole, are depicted strictly with negative traits. They appear being ashamed, weak, timid as it is shown on page 110 (see Appendix 5, Illustration 36). Also, they appear as being anxious and confused as it is shown on page 146, as bored on page 34 (see Appendix 5, Illustrations 37, 38). As far as 'Getting Through' and 'New Prospects' are concerned, the female characters are described on the whole emotionally. One picture on page 44, a girl is crying and her classmate who seems to be affected by her friend's tears is trying to comfort her (see Appendix 5, Illustration 39). The same case on page 173 (see Appendix 5, Illustration 40) in New Prospects a girl is weeping and a lady is comforting her. This translates the feminine traits attributed to women and girls as being emotional, sensitive and weak. In contrast, no man or boy is depicted as such because males think that weeping and showing tears is a sign of weakness. Most of the time we hear that 'men do not cry'. Therefore, crying and being emotional are addressed to women because they think they are weak enough and they cannot bottle up their tears or hide them. Subsequently, in terms of personality traits females are depicted as feminine yet males as masculine and no space for being androgynous. This gender portrayal may affect learners as they will take the characters portrayed in their textbooks as models. In short, this stereotypical way of representing females in these illustrations can have a negative effect on female students' gender and gender identity. Actually, female students could believe that they should be and should do or behave as the female characters are illustrated in their EFL textbooks because they present a model on which they arrange gender behavior.

### **e. The Representation of Gender in EFL Textbook Texts and How it affects Students**

#### **Perception of gender**

Gender in the literary texts selected for reading in the English curriculum for secondary education is represented in an imbalanced way with no gender equality. Thus, it is vital to examine how that representation affects students' responses. First, through the textual analysis of the literary texts and the content analysis of the illustrations accompanied in the textbooks, it was revealed that there is a lack of the representation of strong female characters in literature and if they do appear; they are portrayed as subordinate and inferior to men. Besides, it is remarked through analysis that most of the literary texts included are lacking the presence of the strong female character, particularly, the first and third classes.

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Concerning the texts included in the first year EFL textbook such as 'Sindbad', the reading passage from 'Things Fall Apart', the reading passage 'The Making of Scientists', the personal letters and all the biographies are male-centered with a lower presentation of females. It is noted that there is not an equal representation of both females and males. For instance, in the reading passage 'The Making of Scientists' a few women scientists are addressed, just two of women are mentioned compared with the male scientists who outnumbered them (as mentioned before during the analysis). And the text itself is talking about a male scientist, introducing his achievements and success in the field of science. Similarly, the text about 'Ptolemy' (Check Your Progress, At The Crossroads, Unit 4, p.132) is male-centered. It introduces the development of astronomy that is related to them such as 'Thales', 'Pythagoros' and 'Ptolemy of Alexandria'. Also, the picture accompanied by the text confirms the absence of female characters in the field of astronomy. The woman in the picture was illustrated behind the man who appears more interested in research than the woman. This ignorance of women's presence affects students' perception of gender. After reading and discussing such texts students will see women as not important. This hurts, in particular, female students and affects them negatively while it reinforces strength and pride in male students. Female students start to think that women are not concerned with the field of science and developing sciences. This is considered a part of women's neglect and thus there is a misbalance in which males dominate the literature.

Furthermore, through textual analysis of the extracted text from Chinua Achebe's Novel 'Things Fall Apart', there is a gender issue raised in the text. The text presents masculine characteristics and feminine ones. This may affect students' perceptions of gender. The text portrays male characters as being masculine. The author in the text focuses more on masculinity and that men should hold masculine traits hence it is a shame for males to be weak or naive because these traits are considered feminine traits that are addressed to females not males. That is to say women are inferior to men. These gendered texts reinforce to students the gender preconceptions they have constructed before in society by the gender stereotypes included in literature. Likewise, the story of 'Sindbad' is clearly male-centered. Women are not addressed in the passage. This makes female students looking for strong female protagonists as well. This lack of such texts in the curriculum inculcates in students' belief that women cannot be strong, adventurous or dependent in their life. Thus, teaching literature that portrays females as women or where women are

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absent and invisible students start to believe that women are really weak and inferior to men. As far as the texts of the second-year textbook are concerned female characters are visible in most of the literature, but they are not portrayed stronger. This portrayal has a negative impact on female students' perceptions of their gender. For sure, they begin to believe that women are passive and dependent that should be indoors keeping household whereas men are active, strong and independent. Dealing with such gendered texts affects female students understanding of gender that is a negative and traditional gender construct hereby male students start thinking that they are superior to girl students who are frequently represented as subservient and subordinate to them. This leads to gender inequality in the classroom particularly and in education in general.

Second, results obtained through the content analysis method revealed that there are plenty of gender stereotypes in the three textbooks illustrations 'At The Crossroad', 'Getting Through' and 'New Prospects'. Firstly, if it comes to male and female characters' presence (visibility) we can see that male characters dominate the female characters and outnumber them in the same illustration as well. Secondly, gender stereotypes could also be seen in the characters' activities (actions) where female characters are depicted as housekeepers and mothers whereas male characters are not depicted in doing such roles at all. Girls are addressed to maternal characteristics yet no boy is presented as a father paternal figure in a similar manner. Thirdly, gender stereotypic occupations are widely illustrated in the three textbooks where there is an implicit presentation of gendered occupations. Obviously through gender analysis of the text there is a clear traditional distribution of labor that reinforces stereotypical roles to both genders. Certain jobs are repetitively ascribed to male characters. Through content analysis males appear involved in different occupations than females. They are engaged in prestigious occupations; whereas, females are engaged in less prestigious ones. Similarly, in 'Getting Through' and 'New Prospects', females are depicted in fewer occupations just as singers or housewives while occupations requiring qualifications are ascribed to males. Moreover, the omission of the famous great female figure clearly appears, for example in the textbook 'At The Crossroad', where a large number of male great figures are depicted in different units in different fields mentioning their achievements, each one in his domain; while we find that women are ignored just two or three of them are mentioned without giving any focus on their achievements or experiences. From this regard, despite the illustrator's best intentions, the visual texts included in the textbook such as cartoons, pictures, photographs,

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images still uphold gender stereotypes. This shortcoming needs to be taken into account when selecting illustrations in EFL textbooks. This may affect learners' perception of gender negatively as the gender portrayal in the selected texts reserves the indoor passive sphere, domestic and reproductive roles, to females while the outdoor active ones to males. This stereotypical gender portrayal may influence females' perception of their gender bearing in mind that women would be excluded from the workplace. However, women can be found in all domains. Besides, they can be householders at the same time. Thus, it can be said that work done by women at home helps men save more time and effort and being workers outside home help them contribute to the economic development.

### **4.3.2. Classroom Observations Results and Discussion**

The Table below summarizes the classroom observation results concerning the teachers' engagements in gender discussion when they mediated the selected literary texts to their students

School	Level	Selected Texts	Observed Teachers	Findings	
				Critical Teaching Practices	Uncritical Teaching Practices
A	S1	Personal letter (e-mails)	Female Teacher C/ male teacher A	Female Teacher C	male teacher A
		The reading passage 'The Making of A Scientist'	Female teacher C/ male teacher A	Female Teacher C	male teacher A
		Picture p.110	Female teacher C /B	Female Teacher C	female teacher B
	S2	The Little Red Riding Hood	Female teacher C / Female teacher A	Female Teacher C	Female teacher A
		The Little Girl and The Wolf	Female teacher C	Female teacher C	//

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		American Women at Work	Female teacher C / male teacher A		
	S3	The Unicorn in the Garden	Female teacher C/B	Female teacher C	Female teacher B
B	S1	Personal letter (e-mails)	Female teacher A	//	Female teacher A
	S2	//	//	//	//
	S3	The Unicorn in the Garden	Female teacher A	//	Female teacher A
C	S1	The reading passage 'The Making of A Scientist'	Female teacher A	//	Female teacher A
	S2	The Little Red Riding Hood	Female teacher B / male teacher A	//	Female teacher B / male teacher A
	S3	//	//	//	//

**Table 4.5: Classroom observations results**

### 4.3.2. 1. Teaching Practice and How It Affects Students Perception of Gender

Classroom observation was designed to shed light on teaching practices in the classroom focusing on whether male and female teachers discuss gender issues with students in class or not. The observations revealed that the chosen texts were taught and discussed uncritically (see Table 4.5). Nearly all the teachers observed did not have a gender discussion in class due to the general objectives of the texts that are designed to convey messages underlined through various themes. They did not go into any great detail as to why they thought characters were depicted in that way (this will be confirmed in teachers' interview later in this chapter). The observed teachers used the 'thematic approach' in tackling the literary texts, trying to reach the general pedagogical prescribed objectives of the rubrics and the main aims of the lessons no more. Some of these pedagogical objectives are, for instance, listen and respond orally and in writing to a tale, express likes and dislikes about literary works, read and interpret a blurb, portrait, etc.

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Concerning describing people's physical appearance and personality, teachers could focus on gender traits and make students engage in a gender discussion to know more about their preconceptions of gender and how they respond to the text regarding gender ( Do they accept the gender stereotypes represented in their literary texts or they have critical views ?), read and respond to a short narrative (a short poem or a folktale), write a folktale, etc. The teaching practices focus on the literary texts content most of the time.

### a. First-year class observation

Teacher 'C' (School A), as it was observed, often tried to develop a gender discussion with students that concerned the gender portrayals of characters but not so deeply. Here is an example,

Students (first-year class observation) are addressed to look at the picture on page 110 'At The Crossroads' textbook to anticipate what comes next in the 'Listening and Speaking' sequence

Teacher: What does the picture represent?

Students: It represents women doing the laundry

Teacher: After the students' answers. Do you think that it is only women's job to do the laundry ? What about men? Why are they absent in the picture?

A boy student: Doing the laundry is a women's job. Continue saying 'men do not wash clothes'.

Another boy: 'Men must be at work to earn money to support their family'

Girls kept silence while boys were answering the question

The teacher asked the female students: ' What are your comments, girls ?' One girl replied 'Yes it is true, at home it is my mother's role to do laundry'. 'My father should go to work'

The teacher stopped the discussion here. She did not try to develop this gender issue further with students. This issue of stereotyped gender roles could have been developed more skillfully to encourage more class discussion about the traditional distribution of roles between men and women. Besides, it might have been possible to know more about the girls' views on gender roles instead of limiting their answers to 'yes' or 'no'. This provides the chance to deconstruct stereotypes that girls and boys hold. The teacher did not

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carry on the debate or probe the female student when she answered ‘Yes, it is true’; rather, she stopped her discussion by not asking more questions. Through classroom observation, it was revealed that most texts are taught uncritically with little desire to raise gender discussion such as teachers A and B in the same school (school A) did. As it was observed they did not raise any gender discussion or mentioned anything related to gender ; they just ask and answer the questions outlined in the different tasks. As our findings show, just teacher C (a female teacher) who attempted to pose some gender questions on students to offer them opportunities where critical views and responses were expressed. For example, the two texts ‘The personal letters (Kirsi’s e-mails)’ and ‘The Making of A Scientist’ were observed twice in school A (once with teacher C and the second time with teacher A), ‘The personal letters (Kirsi’s e-mails)’ was observed once in school B with female teacher A and ‘The Making of A Scientist’ was observed once in school C with female teacher A ( each text was observed three times). It was observed that teacher A (in school A) did not engage in any discussion related to gender issues. The same observation results with teacher A from school B and teacher A from school C; they mediated the texts to the students uncritically. The teachers focused more on the activities suggested being done in class as they are instructed even some of these activities refer to gender issues the teacher seemed to ignore the topic. They seemed as if they do not have any idea about it or perhaps they do not look to raise such issues in class. Though teacher C engaged in different gender discussions many times, that was not enough to develop a serious gender discussion. Instead, teachers need to deal with texts critically to help students raise gender awareness since how texts are presented can determine how students perceive gender in a text. As well as students perception of gender can be changed through different teaching practices. Asking a set of questions each time a gender issue was encountered in the text allows evoking critical thinking among the students. In asking such questions students start expressing their views using either previous knowledge or to search through the lines of a text and create new meaning and have a better understanding of their gender and gender identity.

### **b. Second-year class observation**

For the second-year class, the students are asked to read the famous fairy tale 'Little Red Riding Hood' by James Thurber (Getting Through, Unit 5.p, 104). This story is selected for a specific pedagogical objective that aims to know how to form compound nouns and compound adjectives. But this does not mean that the students are not required to analyze

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and examine it to better understand it. During the discussion of the activity, the teacher could ask questions addressing gender in this story. Teacher C (School A) did so but not enough time devoted to such gender discussion whereas female teacher B and male teacher A (school A and C) did not raise any questions or discussion concerning gender issue as the findings showed. Teacher C asked her students some gender questions about the characters of the story. 'Do you think that the girl is strong or weak?', 'What about the huntsman?', 'Did the girl immediately recognize that her grandmother does not look like that', 'Was the girl scared when she did not find her grandmother?', 'If you were in her place what would you do then'. The same done with the folktale 'The Little Girl and The Wolf' where the teacher opened a gender discussion stating that the girl was strong enough to defeat the wolf using a knife and save herself without any help. Then, she asked the students 'What do you think about the little girl?'

Teacher C questions during discussion of the lesson of forming compound words helped students to engage in such a gender discussion that they could express their views and ideas about gender and also to look at the text in different ways whereas the other teachers, as it was observed, dealt with the text as a context to know how to form compound nouns and adjectives. Concerning teacher C questions, the students discuss how the girl was naive as she trusted the Wolf and told it where she was going and where her grandmother lived while the wolf was trying to deceive her. Also the students responded to the first question saying 'The girl is weak. She was deceived by the Wolf but fortunately', as they said, 'she was saved by the huntsman who was strong enough to defeat the Wolf and save the girl and her grandmother'. Teacher C questions guided the students to a discussion about gender in the text. These questions create opportunities where critical questions, particularly about gender, can be developed spontaneously. Teachers need to guide students to critically examine texts to be able to develop their own thoughts and to be given opportunities where they express their thoughts about gender. Teacher 'C' seems to be aware that students can critically think as individuals without any teacher's guidance that can be done by a deep engagement in a text.

### **c. Third-year class observation**

As we observed in classrooms, the teachers worked as facilitators during the course. The teacher at first made students examine, analyze and question a text. The students are instructed to respond and analyze the text by table completion, matching paragraphs with ideas, reordering ideas and/or statements, answering reference or inference questions

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related to the text and sometimes to respond critically through expressing their opinions about the text in the 'After reading' rubric (see chapter three) either orally or in a written form. For instance, in the literary text "A Unicorn in The Garden" (New Prospects textbook, p.198) there is a question related to gender that is 'Do you think the author prefers the husband to the wife? Argue your point of view ?' (p. 199). In this respect, as mentioned before, teacher 'C' who often tried to raise such gender questions once she asked this question to her students they respond differently.

One male student said: ' Yes, I think the author prefers the husband to the wife ?'

Teacher: 'Why? argue your point ?'

The student replied: 'Because the husband was presented more intelligent than her. He could save himself easily and in a clever way'

One other female student: 'Yes, I guess the author prefers the husband to the wife because he expresses no sympathy or pity when the wife was away cursing and screaming. Instead, he ended up his story saying 'The husband live happily ever after' (Third-year textbook, p.198) as if he got rid of her.

One other female student: 'Yes, because he is a man like him'

The teacher, as observed, undoubtedly could have taken this discussion further. For example by posing further questions on this gender issue, for instance, asking students how do they feel toward the wife?', 'Do you accept that if you were the wife?', 'Do you accept if you were the husband?', 'Why do you think the husband decide to behave as so with his wife?'. These questions could have lead to develop gender discussion further. But by not addressing gender, the teacher eliminates the possibility for further critical discussion, as well as ignores the gender perceptions of the students. Much attention and consideration should be given to the third student's answer who said ' Yes because he is a man like him'. This answer requires a clear gender discussion, begging the question: 'Why does this student think so ?' what gender preconceptions does she acknowledge ? Thus, such gender assumptions should be addressed and evolved in class to construct what should be constructed and deconstruct what should be deconstructed clearly to promote a culture of gender awareness and therefore gender equality. The observed teachers on the whole, however, seemed to ignore the gender issue and did not have much to say about the text as regards gender representation, as one illustrated. This general lack of attention to gender

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issues in course books was disturbing considering the potential effects such stereotypes may have on young learners. The data revealed that few teachers indicated a serious worry about gender stereotypes and their detrimental effects on the development of learners self esteem and on the perceptions learners have of their own. Despite some teachers' use of critical pedagogy and provide their students with the opportunity to discuss and explore the text in alternative ways they do not push the students to search extending into the text or explore their gender perceptions based on text. Besides, during the discussion, as it was observed, students repeatedly refer to the author of the text they are dealing with as 'he'. The students have already recognized that the author of the text is a male. This may affect them in which they may have different gender assumptions and may change student preconceptions of gender. The teacher did not correct the students or even asked them to refer to the author as 'the author'.

In sum, gender representation in EFL classroom literary texts is important to students' identity development. The texts that make up the curriculum, how teachers instruct and the way students respond to a text are all integral aspects of gender portrayal in secondary English education. If the gendered texts included in the English textbooks are taught critically; thus, changes can be made and students will, therefore, begin to deconstruct stereotypic gender roles, creating new societal constructs. This offers the chance for students to be more open-minded learners. It is the teacher's role to create change in the classroom and achieve gender equality since teaching practices may disclose students perceptions of gender when analyzing a text, yet those perceptions need to be addressed and need to be examined as well instead of just noting or referring to them

### **4.3.3. Students' Interview Results and Discussion : Students Responses to Gendered Texts**

Three follow-up group interviews were held in order to garner the perceptions of student about the gendered texts included in their EFL textbooks and the illustrations as well and to obtain information about their attitudes toward gender. Altogether, Thirty-six students participated in the group interview, the size of the groups were four students from each level (2 females and 2 males in each level). The sessions lasted for about one hour. The interviews were audio taped and transcribed for analysis.

The data obtained from the group interviews revealed that the high school students expressed different traditional opinions towards gender. For example, the students in first

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year classes while interviewed about their opinions towards the texts 'Kirsi's e-mail' (At The Crossroads', Unit one, p.21) and 'Amel's reply' (At The Crossroads, Unit one, p.32) they expressed traditional opinions about gender occupations. The texts contain some gender issue ; the text apparently maintains a traditional representation of gender roles assigned to women where the mother of 'Kirsi' and of 'Amel' are represented as housewives while their fathers as being respectively as electrician and engineer. Based on group interviews in the first year classes when the researcher asked the students if only fathers (men) can occupy the jobs of being 'electrician' or 'engineer'. One male student answered, 'Women in our society cannot be electricians or builders. One other students replied, 'Women could not always do what men can do; they could never exchange roles even'. Also, concerning the illustrations that depict women engaged in household work (At The Crossroads', Unit, p), when the researcher asked the students why women are always portrayed doing housework, male students expressed a traditional point of view stating that it was not their job to take care of the house. One male student said, 'It was women's role.' One male student said: 'My mother always told me not to do women's work, you are a man and men do not do that'.

Similarly, interviews with students in the second year classes showed the same results. The researcher with students discussed the folktale 'The Little Girl and The Wolf' by James Thurber (Getting Through, Unit 5.p, 114) that represents the girl as the heroine. This story depicts the female character as strong as she could discover that the person who is in her grandmother's bed is not her grandmother but the wolf and as she could shot the wolf dead by her knife. When the students were asked to express their opinions about the presentation of the characters in the story, the male students' response to this story was negative. They said that it is not believable that a weak girl could kill a wolf and save herself. 'This is not possible' one male student said ' She may just injure it, she could never do that'. This confirms that students come to the classroom with traditional gender stereotypes. It appears that they firmly believe that girls are weak and not able to save themselves. They are, in their view, dependent and not strong enough. In contrast, concerning the story of 'Little Red Riding Hood' (Getting Through, Unit 5, p. 104) where the Little Red Riding Hood was depicted as naive and foolish since she thought that the person in her grandmother's bed is her grandmother itself even if it did not look like her. She was swallowed by the wolf then and the story ended up by the great role of the huntsman who saved her and her grandmother by 'cutting out the wolf stomach' (The Little Red Riding Hood, by James

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Thurber). In response to this story male students appear to be proud of their masculinity and their ability to save weak girls and women. One male student said, 'Men are always strong'. Another example, for second-year class, while interviewing about the reading passage 'American Women at Work' female students, when they were asked if they preferred to have a job or stay at home, they answered that they all preferred to go to work and refused the idea of staying at home. Male students started looking at each other astonishedly, one male student commented on that saying: 'Women place is at home'. Then they said, 'So, it seems that we (men) will stay at home and you (women) will go to work. This is not acceptable at all'.

Likewise, group interview with students in third-year classes while interviewed about the text 'A Unicorn in the Garden' male students showed no sympathy towards the wife as she was arrested by the psychiatrist. They all agreed that she was not clever enough that's why she felt in the trap that she built to her husband. Even female girls were not critical of this portrayal. They seemed to accept what boys think about them. It appears that they perceive their gender as being naive, weak and dependent.

Based on these results it appears that both male and female students in EFL classes secondary school from the different levels (S1, S2, S3) expressed negative responses. It seems that boys hold traditional attitudes towards gender roles that is due to their parental and societal impact regarding gender issues. When the students were asked if the characters' representation in the texts and images you have been taught in class relate the real world outside, they said yes. And they agree to imitate the characters presented in the texts they read in class when the researcher questioned them if they like to imitate the characters appear in the textbook texts. This demonstrates that the traditional gender portrayal in the textbook texts and the uncritical presentation of these texts to the students in classes have a negative impact on students' perception of gender that results in the absence of gender equality and lack of tolerance.

Moreover, when the students were interviewed if men and women were represented in the same way in the texts and illustrations included in their EFL textbooks, students' responses were different. Talking about the illustrations accompanied by the lessons, one student among the groups that had been interviewed stated that most of the accompanying illustrations do not show equality between men and women. One other female student replied that there were also some texts that are biased. As they were interviewed how women were represented these texts and illustrations, the same female students among the

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group answered 'Women most of the time appear as weak and of fewer positions than men. They tended to play just subservient roles', whereas men are presented as strong and are given higher position than women' she added, 'but in fact women are strong and capable to do any role man can do'. However, not all the female students do have critical views while discussing the pictures during the group discussion. Findings revealed that the majority of female students believe that women are dependent on men. Whereas, just few of them felt that they should be independent and should rely on themselves. Therefore, the stereotypic representation of gender in the EFL textbook texts will have a negative impact on students' perception of gender particularly female students. They need to be aware of their gender and gender identity through the equal gender representation in the textbook texts and the way these texts are mediated to them where feminist pedagogies should applied during classes. One student replied, when they were interviewed about the appearance of males outdoors and females indoors doing the household, 'It is quite natural that man should go seeking a job to support his family while women should stay at home rearing her children, preparing food and cleaning clothes'. It was the same response of other students while teaching about gender roles. When the researcher interviewed the students if they were taught how they should behave or act as a girl or as a boy, they said no.

In this regard, it appears that high school students' responses regarding the gender concept reflect traditional expectations and generalizations about men's and women's qualities and their social roles. Students' preconceptions and expectations about gender are based on the stereotypes acquired from society and parents. As a result, the stereotypic gender representation in their textbooks texts and the uncritical way they are mediated to them inside the classroom negatively affect their perception of gender. In other words, the stereotypes included in the literary texts, the way teachers mediate the texts to the students and the gender preconceptions students hold all effectively explain their role in the influence of gender portrayal on the students' perception of their gender and gender identity. These stereotypic gender portrayals in the written and visual texts the students are exposed to read in their EFL textbooks inculcate in students the traditional views about gender. Data revealed that students, concerning gender roles, believe that women should be housewives and indoors whereas men can do different jobs and should be outdoors. Also, they state that women's role is doing housework and that gender roles cannot be exchanged. These traditional views of gender that students hold should be adjusted by

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critical teaching practices where teachers offer opportunities to raise gender debates where they construct what should be constructed and deconstruct what should be deconstructed. Furthermore, data showed that high school students (all levels) are aware of the biased representation of gender in the texts and illustrations included in their EFL textbooks. This means that if teachers mediate gendered texts to their students uncritically, there will be no improvement of gender awareness among students. Based on these findings, recommendations will tackle these research results to find solutions.

### **4.3.3. Teachers' Interview Results and Discussion : Teachers' views about Gender Representation in the EFL textbooks texts**

The interviews were conducted with eight (8) teachers from the three different secondary schools (Schools A, B and C). The interviewed teachers were the same teachers who were observed during classroom observations). Each interview took about one hour to complete when they had lunch or when they were not busy (when they had slack hours). It seemed that the majority of teachers held a 'traditional' view of gender representations in the literary texts included in the three EFL textbooks, just one teacher had some more 'critical' view. The traditional group consisted of one male teacher (Male teacher A/ School A . 48 years old) who has been teaching for 25 years, a female teacher (Female teacher A/ School A, 42 years old) who has been teaching for 10 years and another female teacher ( Female teacher B/ School A, 39 years old) who has been teaching for 15 years; female teacher (female teacher A/ School B, 40 years old); male teacher ( Male teacher A/ School C, 52 years old) he was the oldest one among the participants who have been teaching for 28 years, two other female teachers (female teacher A and female teacher B/ school C, 46 and 47 years old respectively). They showed an uncritical reading of the texts and believed that the authors wanted the readers to accept rather than criticize the traditional gender identities and gender roles. The only teacher who tried to deal with the selected texts critically from time to time is 36 years old (female teacher C/ school A). The youngest teacher in the interviewed group. She has been teaching for 13 years and has recently got a Master's degree.

When the teachers were interviewed about gender representations in the texts and images included in the EFL textbooks for S1 , S2 , S3 they expressed negative responses and could not identify any gender bias in the texts discussed. Starting with the personal letters selected to first-year students in unit one, the teachers' responses to the questions revealed that the three teachers could identify gender bias in the text concerning gender-

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biased occupations. They accept the gender roles distribution portrayed in the text and did not expect pupils to criticize such representations. Representative comments included the following :

‘We should not change the way we are supposed to be. Women are expected to be mothers and householders while men are expected to be fathers and breadwinners. These are quite natural gender roles that should remain intact’ (female teacher A/ School A. October 2018)

Similarly, the male teacher responded saying: ‘Gender awareness should not make women try to take over all the role’ (male teacher A/ School C. October 2018)

From the above quotes, these two teachers have to hold traditional views about gender roles. They seem to reckon as mothers, women should not assume men's roles because, as women, they have their roles. When they are interviewed why women are always represented as housewives and men as being outdoors doing various jobs or occupations, one male teacher answered :

‘ That is what is expected from women in reality’ (male teacher A/ School A, October 2018)

Another female teacher agreed, she had the same view stating: ‘there are certain occupations that are addressed to men and only men can do’ (female teacher A/ School A, October 2018)

She continued explaining that this gender issue could not be discussed with boys and girls because it is not appropriate for teenagers of 14 and 15 years old since it will lead to an unnecessary discussion. Surprisingly, none of the three teachers could identify the text’s apparent non-traditional position on gender. It seems that teachers accepted the stereotypical roles attributed to men and women in society and did not ever attempt to question them.

Concerning another example of gender imbalanced representation through illustrations where women are depicted occupying with the households putting on an apron. When the teachers were interviewed about the reasons for their ignorance of gender issues in these illustrations, one female teacher said: ‘This is the fact of any woman in her house even she goes to work outdoors, once she comes back home she has to put on her apron and prepare

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dinner, wash the dishes, do the laundry, iron the clothes of her husband and children and so on' (female teacher A/ School C, October 2018)

It appears that the teachers accepted the stereotypical social roles that are assigned to women and men should do in society. Furthermore, when the teachers were interviewed if they addressed the gender issues they encountered in the reading passages or the illustrations they taught in class, the teachers perceived that it was necessary to avoid discussing gender-based issues in class, as one teacher stated, 'In an EFL class, we usually read and comprehend the texts or look at the pictures to discuss the relevant questions in general, without addressing gender issues or talking about any gender roles presented in both texts or illustrations'. It seems that these teachers participants do not prefer to engage in class discussions on the representation of males and females in school texts.

According to the reading passage 'American Women at Work' that narrates women advocacy for their right to work, when the participants were interviewed about this gender issue a female teacher stated 'Yes, we need having some rights, but women should not try to take over all the roles or occupy some jobs that only men are supposed to do' (female teacher B/ School C, April 2019)

From the above quote, this teacher appeared not to support women's emancipation. As a result, she would never engage in a gender issue with students in class and therefore no critical teaching practices expected in class.

Male teacher A/ Shool A agreed that many texts depicted women as being indoors, occupying just some certain roles, but he did not see this as an issue and expected pupils to accept this as the natural order of things. Moreover, giving examples about another text 'Little Red Riding Hood' where the protagonist is female, but this female character was not depicted as a strong female protagonist but as being weak, naive and dependent since she was saved with her grandmother by a huntsman who represents men as being strong, aggressive and active. The same teacher, the oldest teacher in the sample, claimed that this is not a gender problem. The text portrays real-life situations.

On the other hand, the one female teacher who encouraged critical discussion about the texts and illustrations said that most of these selected texts and illustrations represent a gap between the two genders. They seemed to promote a traditional view and stereotypical ways of portraying women. This teacher asserted that it was necessary to take into account such gender issues due to the negative impact they could cause to the students' perception

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of gender and the way they would build up their gender. The female teacher also insisted on the need for texts which represent women's emancipation and modern gender-gender portrayal through female and male characters both in texts and illustrations to deconstruct the gender stereotypes they have received outside the classroom under the societal and parental influence. The female teacher stated, 'Fed up with gender- stereotypic portrayal, down with prejudices. We need a gender-bias fair society. Yes for gender equality and down with gender bias through texts and illustrations. The teacher continued complaining that the selected texts reflected unreality. She noted that the Algerian women had got the chance to be members of the parliament. They are increasingly competing for many different positions at all levels, but unfortunately the literature included in the EFL textbooks does not reflect this woman's emancipation. She, for example, criticized the representation of celebrities and figures nearly all are male characters, just one or two are female characters were visible or mentioned saying that this is considered as a gender bias toward women. Examples of this, as she stated, the reading passage 'Making Scientists' (At The Crossroads, p. 126) for the first year, the reading passage 'American Women at Work' (Getting Through, p. 170) for the second year as well the different illustrations discussion before in this unit. Criticizing the other reading passage, she added, 'Women are portrayed as inferior to men and as occupying inferior positions than men and also they are portrayed with stereotypic gender roles as being indoors performing domestic roles, taking care of children and being housekeepers; whereas men are depicted outdoors as being breadwinners and even when women are portrayed outdoors, at work, they are represented in less-positioned occupations like nurses, teachers and so forth while men are holding high-positioned jobs as being engineer, scientists, electricians and so forth'. She further claimed, 'It is not always a norm. These traditional gender roles can be changed' She continued saying 'Indeed we need some kind of gender balance, we could change the way we are supposed to be' (female teacher C, School A. October 2018)

This teacher thought that the use of these texts and illustrations in EFL textbooks is questionable since these texts and illustrations are exposed to students at the adolescence, a stage of building up their identity, many teachers would impress on their minds the traditional gender roles which were portrayed at face value.

### **4.3.5. Teacher's Obstacles To Critical Teaching Practices**

All the teachers agreed that teaching methodology has a considerable impact on students regarding gender issues. They claimed that there are hidden obstacles that might

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have led to poor teaching practices regarding gender issues. They all argued that they have never received any orientation or guidance from their inspector on how to include the issue of gender in their teaching in seminars or workshops. Besides, they complained at the insufficient time devoted to the completion of the syllabus. They said they have to finish their lessons as they are scheduled in the yearly planning. So, as they stated, sixty minutes devoted to each lesson is not sufficient to read and discuss the text in depth or go further while discussing the illustrations that are used as tools to anticipate the topic or to make the topic much clear to the students. Moreover, all the interviewed teachers agreed that they were just facilitators of learning through discussion. They contended that their role was not to discuss topics or issues that are not programmed in their lessons. They argued that it is the authority's role to update such messages and ideas about the aspect of gender.

These limitations reduced their opportunities to be creative and effective in their methodology towards referring to gender, they also argued that students' level in English and their background do never help to engage in any gender discussion in class. They argued that any perceived influence would depend on individual students' views and opinions about gender representation in the texts, and the level of their parents' impact on them regarding gender perception. They explained that differently, one male teacher said, 'It depends on the background students come from. To discuss such issues with male students who have grown up in a house where they shared their mothers the housework would be different from those whose mothers inculcated in their minds that they were men and their place was outdoors whereas the kitchen was for girls and women only'.

Another teacher argued that some students were from such strictly traditional families that they did not accept the modern gender views and ideologies about gender roles. Those students dealt with the texts without any critical views as well as their responses to a certain gender issue were negatively and traditionally. They did not agree to say that female characters can be stronger and more intelligent than male characters (see students' responses). They displayed their knowledge that their parents taught them.

### **4.4. Conclusion**

This chapter emphasized on the textual analysis of gender representations in EFL textbooks texts, and analysis of the teachers' classroom practices while teaching these texts from gender perspective and their views about these gender representations and the way they mediate them to students in class. Also students' views and responses to the gendered

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texts included in their EFL textbook. It intended to answer the research questions: How is gender represented in the EFL textbook texts, and how do gender representations in literature affect students' perceptions of gender? Results were shown and discussed through the analysis of the selected written and visual texts regarding gender, also with a particular focus on how teachers mediate these texts concerning gender representation via classroom observations. Students' interviews were used to obtain knowledge about their responses to the representations of gender in selected texts. Furthermore, teachers' interviews were carried out to obtain their views and attitudes towards the gender representations in the texts and to explain their way of mediating texts concerning their construction of gender. In general, most of the texts analyzed, regarding gender, contain different gender issues or aspects where women are portrayed inferior to men in various spheres. Also, many of the teachers interviewed had rather traditional views on gender, and they very often did not encourage students to address critical gender just a few of them engaged in some critical gender practices but was not enough. Concerning group interviews enclosed that few students were able to engage critically with gender representations in the texts, they are exposed to read in their EFL textbook, since they were not given many opportunities to do so in class; whereas, the majority of them held traditional views about gender construction that should be due to the impact of their parents. Female students feel like it is acceptable that women are weak and passive as well as they should be subservient and obedient, but some of them believe in women's positive contributions to society. On the other hand, male students showed their pride in their masculinity and being superior and independent.

# Chapter Five

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### **5.1. Introduction**

This chapter starts with an overview of the main findings of the study reached through the investigation of gender representation in the Algerian secondary school English textbook texts and its effects on learners' gender perception. Then, a summary has been made where a conclusion will be drawn from the findings. Next, pedagogical implications of the issues under investigation will be discussed. Recommendations for policy and practice will be provided and practical suggestions for challenges regarding gender equality in secondary schools in Algeria will be presented as well. After that, proposals for improvement included eight suggested gender responsive lesson plans will be given. Finally, the chapter concludes by drawing out a conclusion

### **5.2. An overview of the significant findings of the study**

Through the investigation of gender in the secondary school English textbooks texts that are currently in use, it can be concluded from the findings of this research that gender is represented stereotypically in both written and visual texts based on the feminist theory and gender studies approach and across the categories that are identified and used in the content analysis of the three textbooks. The main aim of this thesis was to find out how gender is represented in the secondary education EFL textbook texts and how this representation affects students' perception of gender. Findings show that nearly no textbook text is completely free of gender stereotypes. Gender is represented in a stereotypical way. Nearly all the texts and illustrations selected for analysis include gender stereotypes addressing mainly to gender roles, occupations, and personality traits. This was highlighted through feminist lenses based on feminist criticism theory and gender studies approach. Besides, results revealed that this stereotypical gender portrayal has negative impact on students' perception of gender including the uncritical teaching practices as well. Concerning the portrayal of gender, as results showed, it can be seen that there is imbalanced depiction of gender where male characters over represent female ones. Despite both female and male characters appear in the texts and illustrations; one gender is preferred over the other. Thus, the current research work confirms the stereotypical gender representations in the current EFL textbook texts where, through the textual and content analysis of the selected texts and illustrations, it is revealed that there is an obvious lack of the representation of strong female characters and if they appear, they are represented as subordinate and inferior to men. This indicates that the current EFL textbooks of secondary

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education contain unequal representation of females and males. This goes along with previous studies (Hillinger, 1980 ; Porecca, 1984 ; Sunderland, 1992) that address females invisibility in foreign language textbooks. Also, the literature reviewed Arnold Gerrity (1978) who proved, through a content analysis of a series of primary reading textbooks to examine the invisibility of female characters that the stories included in the four textbooks he analyzed are male-oriented stories. In addition, the findings of this study revealed that there was undesirable imbalance in the appearance of the greatest figures in the textbooks texts. This hurts female students who lack positive models for them to have positive attitudes towards their future study career and to alter their social and behavioral norms. This affects students' understanding of gender. Some researchers such as (Sadker et al, 1991) state that such female under representation means the inferiority and less importance the gender has in society. This ignorance of women presence affects students' perception of gender and may cause students to reckon that females are of less importance and less status in society. Besides, through the analysis of the texts, findings showed that there is an obvious under representation of femininity or being feminine. In other words, having feminine traits that are addressed to women is inferior and it is a shame that males be feminine or they have any feminine traits. This tends to say that women are weak as they are feminine and that they cannot be masculine or have any masculine traits. Therefore, this is considered as a gender stereotype about females. Similarly, in Porecca (1984)'s investigation of sexism in EFL textbooks spot lights on omission of females in texts and illustrations and that female characters exerted many gender stereotypes.

As far as personality traits are concerned, the findings of the study demonstrates that the positive traits are ascribed to men whereas women are addressed to hold negative traits based on certain traditional gender construct. Female characters have been negatively portrayed as dependent, passive, subservient and weak as being loving, affectionate and tender compared to men who are described positively as being active, adventurous, brave and strong as they are cruel and rude. This personality traits depiction clearly favors males than females and encourages them in carrying out outside activities. Girls and boys should be both described with positive and negative personality traits to create gender equality

Talking about the analysis of gender representation in regard to occupations and gender-linked roles, the findings of the study indicates that men are depicted as being

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engaged with prestigious occupations than women. Male characters are most of time depicted in active occupations whereas female characters are ascribed to passive ones. Similarly, studies by Hellinger (1980) and Porecca (1984) showed that females were most frequently portrayed as housewives occupying household tasks to serve their children and husbands. Also, women were seldom engaged in active or important activities while male roles represented a great range of occupational choice. As it was demonstrated by Porecca's investigation of sexism (1984) she found that both males and females exerted gender stereotypical practices. In this way students think that girls' occupations should be passive yet boy's occupations should be active. This limited female occupational role can affect students' views of the world (Bean and Moni, 2003). Hereby, the school curriculum confirms the stereotypes through the texts taught.

The second focus of this study is to explore how these gender representations influence or affect students' perception of gender. In other words, how the gendered texts and the teaching practices affect students understanding of gender. The findings indicate that there is lack of critical gender discussion in class whereby the traditional concepts of gender transmitted to students through the literature included in their textbooks every day. The teaching practice used to mediate texts to students may include gender bias and thus affects students' perceptions of gender. Research shows that the implementation of uncritical teaching practice towards the gender stereotypes and the gendered messages included in the texts discourage students to have gender-balanced knowledge or have convenient attitudes towards gender roles. Thus, the way of teaching the gendered texts included in the EFL textbooks to the students have effects on students' attitudes and views of gender. They are not offered opportunities to deconstruct traditional gender roles assigned to female and male through a gender discussion, for example. Previous research also discovered that teaching practices affect students' perceptions of gender. According to Haper (1998), critical literary practices have to be implemented by teachers so as to address traditional gender constructs included in the literary texts. Findings from classroom observations revealed that the majority of teachers in the Algerian secondary school do not engage in such gender critical discussion because of the lack of orientation on how to engage in such discussions. It was also revealed through teachers' interviews that the teachers themselves held certain traditional views towards gender so they were not likely ready to improve or develop any critical discussion about it. Through the use of critical lens to analyze gender issues in literary texts; students are offered chances to interpret the

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texts and express their opinions and views about gender and hereby the teacher participates to help them to deconstruct what should be deconstructed and construct what should be constructed.

The findings from classroom observations revealed that most of the students during the interpretation and analysis of the different selected texts for observation express traditional views about gender that are full of gender stereotypes. This is due to the parental impact and the preconceptions of the societal constructs students hold before entering school. Researchers such as (Pluchette, 2013) found that teaching practices had a heavy influence on students' perceptions of gender more than the gender-bias included in the literary texts. Students in class acknowledge what teachers teach them and this surely affects the ways students examine their own perceptions of gender. Besides, the findings from students' interview disclose that most girls view themselves as inferior and that they widely conform to societal stereotypes, while a few of them seem to have the potential to be treated as equal as boys. On the other hand, boys express their pride of their masculinity and superiority.

### **5.3. Some Pedagogical implications and Relevance for Teaching**

This study aims at the eradication of stereotypes on gender representation in secondary school English textbooks texts so as to achieve gender equality. Algeria is considered as one of the developing countries that works for achieving gender equality particularly in education, but more must be done to achieve it; notably on the level of gender equality in which girls encounter in classroom gender representation. The focus on tackling gender inequality in classroom through teaching materials and curricula should be taken into account by educational policies and practitioners as well as teachers, to fully participate in the future. Gender equality in general and women empowerment in particular in all life aspects notably in education ought to be promoted, this needs sustainable efforts. This study aims at achieving this by tackling gender issue not only in the textbooks content, but also in classroom practices. Educational authorities should pay attention to the content of the textbooks students are exposed to during their study career which transform traditional norms, prejudices and social structures that shape women's status.

The Algerian government attempts well articulated policies to reach the equality goal, yet the government and stakeholders need to have a look at the programs and

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curricula students are exposed to from gender perspectives. This chapter plans some of the challenges which obstruct the government from reaching the gender equality goal. Based on the results of this study students' textbooks should be analyzed in regard to gender to avoid any aspects of stereotyping where females are portrayed traditionally based on the traditional gender roles. The first pedagogical implication is that ELT curriculum in Algeria requires to be analyzed as the content of both the written and visual texts considerably affects students' attitudes, dispositions, and their perception of norms, culture and what is surrounding them regarding gender issues. Consequently, Ministry of Education ought to provide guidelines to reach fair treatment of gender in textbooks such as non-stereotypical presentation of female and male characters in the reading passages where equal visibility for female and male characters in texts should be taken into consideration. A wider range of occupational opportunities, non-traditional gender roles and personality traits ought to be taken into account in both written and visual texts in all the three EFL textbooks. Students need to be exposed to positive female role models and opportunities that limit gender stereotyping. Second, results of the study revealed that stereotypical gender representation in classroom including teaching practices widely affects students perception of gender in general and their own gender identity in particular. This includes teachers' attitudes and their relationship with students. Teachers should bear in mind that EFL textbooks contain much of gender bias that may hurt both genders notably female students. Teachers should think of ways to lessen the forms of bias that are presented in students textbooks such as not using teaching strategies that would gradually weaken the values and images of female and male students in class. Instead, they should think of alternative ways which would help students understand well their gender through participating in a gender-balanced teaching and learning process. Also, they ought to be aware about what girls encounter in classroom interactions and the general engagement with the texts they receive every day. Thus, it is necessary to ensure women empowerment and promote the culture of gender equality among female and male students this would help students deconstruct all forms of gender stereotypes and construct modern gender roles and gender equality. Besides, teachers are advised to use non-gendered language during classroom interaction or texts interpretations. Instead inclusive language should be implemented while teaching such as the use of 'they' or 'S/he' instead of 'he' to avoid male over-representation than female characters. Teaching for transformation is the focus of this study to successfully achieve gender equality inside and outside classroom.

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However even though teachers try to make changes it remains difficult for them to do so. They urgently need serious training on how to deal and tackle gender issues in the teaching-learning process. As it was discovered through this study, there have been no guidelines or documents set by the Ministry of Education concerning the implementation of gender or outlines on how to include gender issues in EFL texts. This is what was also claimed by teachers during interviews and it is one of the teachers' obstacles to offer suitable teaching methodology in regard to gender. Thus, this study provide other methodological implications, the Ministry of Education is responsible to plan guidelines to guide textbook authors to avoid aspects of gender bias in EFL textbooks as well as for making changes in teaching methodology that should be outlined and aimed at achieving gender equality. Hence, teachers will be well trained and informed about how to include gender in the teaching learning process. Teachers of English have to be well trained to develop classroom practices in regard to gender. Students need to develop their critical skills which are significant for their future lives so as to understand what is surrounding them in reality. Obviously, the Algerian curriculum designers and textbooks authors should take into consideration the importance of developing the curriculum based on understanding gender issues, focusing on both female and male students' learning needs in class. Students need to be encouraged to be aware about their gender and gender equality.

Gender issue in EFL textbooks in secondary schools should be clearly discussed where teachers and students while dealing with literary texts should be active and conscious about the content regard gender perspectives. Evidently, the ignorance of challenging the various traditional and stereotypical notions, representation and images of both genders and not to take them for granted surely they have an impact on learners' perception of gender as they confirm the available gender representations in the society. In doing so, gender equality awareness remains just ink on paper.

Furthermore, the findings of this study show that just few students have initiative to engage critically with discussion about the female characters' representation whereas the majority of them hold traditional views about gender and the culture that supports inequality. This potential is not adequately developed in Algerian secondary school classrooms. It is partly owing to the lack of orientation of teachers in regard to gender issues and also due to the lack of gender equality awareness among both Algerian students and teachers who show the reluctance to engage fully in critical gender

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discussion. Thus the society continues to have great impact on students and teachers' views on gender. Practically, teachers need serious training on challenging gender inequality and more needs to be done in terms of ensuring less gender stereotypes included in teaching resources by the Ministry of Education. By including Feminist and Gender Studies Approaches that have to be adopted in the analysis of the texts in classrooms (see chapter four for a detailed discussion of the approaches). It is worthy to say that the literature taught to students through their EFL textbooks is considered as a mirror of real life, it should not be criticized but instead it should be analyzed and examined critically or uncritically through adopting these approaches. The literary texts included in the textbooks reflect realities that are possibly discussed where students by teachers' aid can produce different meanings and express different views or opinions in regard to gender

It is necessary that the Ministry of Education puts into account the elimination of gender inequalities by providing outlines for syllabus designers to include necessary activities to improve students' awareness of gender during the reading and analysis of literary texts. Teaching English as a foreign language is also regarded as a subject that contributes to the promotion of gender equality in education as a general system. This is because EFL textbook texts and illustrations have a great impact on learners whereby authors depict and present social realities using characters and language that transform the messages to the learners effectively.

Moreover, the analysis of these texts implication that is the main focus of this study emphasizes on the aim that texts shape students' perceptions and beliefs about their own gender and their roles in society. Students would imitate the characters depicted in terms of gender. Therefore, they should not contain stereotypes which are held in societies about gender. As it is revealed in the previous chapter female students lack female protagonists (heroines) in the selected texts as well as they lack positive models as male figures over dominate the female ones. This may explain something crucial regarding gender in the education system in Algeria. It is one of the experiences girls encounter in class. This can affect their values and expectations. In view of this, the current study relies on the concept of active readers, audiences and learners who interact, interpret and react to texts in which they are exposed to. Thus, they should not be passive recipients to female (or male) representation

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It is additionally a major aim of this study to include works by female authors also to mention female figures and celebrities equally with male ones to offer balanced-opportunities between the two sexes to have positive models. Also both female and male characters should appear as great contributors to their society and to the whole community as well. Both genders should be portrayed in similar importance and in a variety of occupational roles and gender roles

To sum up, this study aims mainly at achieving gender equality through schools and classrooms. Hence, the different concerned parties should cooperate and make a co-working outline. These include the educational officials, curriculum designers, educators and teachers who need to make every possible effort in order to be able to effect the desired practical changes. Education policy and practice, in Algeria, need to integrate gender concerns for gender equality. Gender equality has become as one of the country's priority issues in development for instance human rights and has entered the debate on such issues politically, socially, economically and culturally. Thus, education with its different subjects is the way to such goal

### **5.4. Recommendations**

The following recommendations for policymakers, textbook designers, and EFL teachers were derived directly from the findings of this study:

- ✓ A concerted effort is needed to include gender-balanced lessons in the curriculum, and gender equity considerations should be included in the process of textbook construction.
- ✓ The Ministry of Education and textbook authors should be made aware of their responsibility to make the EFL textbooks more equitable for both sexes and to ensure that girls are encouraged to foster all of their talents
- ✓ Curricula and course contents should be structured around gender equality
- ✓ The Ministry of Education should be made aware of their responsibility to maintain an awareness among all teachers and educators of the need to eliminate gender stereotypes and foster positive roles models

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- ✓ Educators should provide teachers with official training where EFL teachers need to be equipped with the necessary tools to deal with gender inequality in class settings.
- ✓ Teachers should remind their students that they should not be bound to the gender traits in the outside world.
- ✓ Teachers should encourage girls to work actively as representatives on student bodies.

### **5.5. Challenges to Gender Equality Through Textbook Contents**

Algeria is one of the countries that is trying various attempts to access to gender equality socially, economically and politically. However, according to the findings of this study there is still a lack in achieving gender equality in schools and classroom programs and curriculum where gender stereotypes are still hidden in the texts and illustrations that high school students are exposed to read, analyze, discuss and interpret. This gender stereotyping presents a serious obstacle to the potential achievement of gender equality. Students, indeed, take for granted all what they read and see in their textbook. As Delamont (1990) claims ‘Schools develop and reinforce sex segregations, stereotypes and even discriminations which exaggerate the negative aspects of sex roles in the outside world, when they could trying to alleviate them’ p2. Thus, the educational system has to challenge any gender inequality and eradicate any gender stereotypes and instead promote gender equality. This is to help students become assertive, independent and tolerant.

Education can reinforce women’s empowerment and achievements by offering them opportunities to feel themselves equal to men not the opposite. Textbooks contents should be structured and designed not to address them with gender stereotypes and traditional roles through a stereotyped portrayal presented everyday to the students in the texts and images of textbooks. For instance, men more often over represent women and most of the protagonists are males.

In order to change students’ attitudes and beliefs about their own gender, education is the way to avoid all attempts to transmit messages of preconceived and traditional views about gender roles. This is to make students not feel that their gender is an obstacle that could limit their abilities, hopes and future achievements in their real life. Also, it contributes to raise awareness about equality and gender stereotypes. Ministry of Education needs to focus on the change of the syllabus and designs based on the

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implementation of gender equality where there is a need to reduce gender stereotypes in textbooks to decline gender inequalities even though this costs large amounts of state funds. Gender stereotypes are made by society and can be reformed by people who are part of the society.

Textbook authors who are part from the society need to believe that both men and women can participate in political decision-making and in all working life too so as to transform the idea of gender equality to the learners through the selected texts and illustrations they are taught in class. Through the texts and illustrations included in the textbooks, students need to reckon that all responsibilities and roles are shared between males and females (girls and boys; women and men) so as to avoid gender inequalities. Women, for instance, should be presented in the working life where women work in the fields health care, military, education, industry and technology. This will be transmitted to children's and younger's minds by their teachers through the use of an inclusive language and inclusive methods. As Conrad (1996) writes

*The critical practices of those who explore the representation of women and men in works by male or female, lesbian or gay writers inevitably grow out of and contribute to a larger and more generally applicable theoretical discussion of how gender and sexuality are constantly shaped by institutional structures and attitudes, artifacts and behaviors*

### 5.5.1. Teacher's role

Teachers have a significant role in educating young students for the future and to encourage them to look at the world with open eyes and help them to be more tolerant and more active in the society. To open the eyes of students to see gender equality, teachers and educators need to embody the issue of gender stereotypes. In this regard, Rands (2009) suggests a "gender-complex" education where teachers are encouraged to question gender representation in society and in the classroom (p. 427). Similarly, Bianco et al. (2011) argue that teachers and other school professional have to be conscious of their own biases that restrain students from accessing the services they need. In other words, teachers need to be aware of their own gender biases as they consider which students they choose to nominate for gifted services (p. 178). Teachers are advised to work with learners to realize and challenge the social constructions of gender that exist in order to create engaging and affirming classrooms. Sanford (2005) contends that teachers need to examine hidden and deep-rooted gender conceptions and expectations as they engage with students, so that they

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consciously provide a wide range of explicit opportunities for all students to develop their identities more fully but not be limited by gender (p. 313). One other important role of teachers inside classroom in regard to gender is to engage critically in discussing or questioning any gender bias. Riley (2014) suggests ‘Once teachers are aware of the influence unchecked biases may have upon learners’ educational opportunities, teachers may be more inclined to re-examine their practice and reconsider what steps are necessary to facilitate change’. Likewise, Plucknette (2013) asserts

*It does not matter if teachers choose to teach canonized texts of nontraditional texts, what matters is how the material is taught. If teachers are instructing using a critical literacy pedagogy students will be exposed to various views and opinions. The exposure to multiple viewpoints is what is going to encourage students to address their preconceptions and perceptions of gender.*

*Only then will the portrayal of gender be equal in a classroom.*

In classrooms, teachers need to encourage girls to work actively as representatives as well as boys to create an inclusive sphere and ensure that girls are encouraged to foster all their skills. Also, as Baltacı (2018) suggests ‘Some very typical reversals are; asking a boy to act a female character or vice versa, or during dialogue readings asking them to read the parts randomly without paying attention to gender’. Thus, equality of access, equality in the learning process, equality of educational outcomes and equality of external results are teacher’s role that has to be taken into consideration.

To challenge gender stereotypes and gender inequality in classroom, teachers need to use inclusive language when appropriate. During assignments, teachers need to address social gender expectations by including a female as a soldier or a builder and a male as secretary or a nurse, and/or other occupations typically addressed to with a particular gender. Besides, during classroom interaction teachers need to avoid using gendered terms that exclude female students such as ‘sportsman’, ‘postman’, ‘construction man’, etc. Baltacı (2018) suggests some examples of gendered language and potential alternatives in the following table

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Gendered Language	Gender-Neutral Alternative
'Ladies and Gentlemen' or 'Boys and Girls'	'Students' or 'children'
'Husband/Wife' or 'Boyfriend/Girlfriend'	'Partner' or 'Spouse'
Gender roles: men as technology specialists, women as human resource managers	There is never a reason to assume a specific gender identity belongs in a specific job position.
'Guys'	'Everyone'
Using 'he' or 'she' for a hypothetical person	Use 'they'
'Both Genders' or 'Both Sexes'	'All Genders' or 'All Sexes'
Man used to mean humankind	Is humankind inherently capitalistic? Other alternatives: human race, human beings
Chairman/Freshman/ Fireman/Policeman/Postman	Chair or Chairperson/ First Year/ Firefighter Police officer/ Postal worker
Suffixes; waiter/waitress, bachelor/bachelorette	Server/ Single person

**Table 5.1.** Baltacı (2018) suggestions of some examples of gendered language and potential alternatives

Baltacı (2018) writes '*Using such a language avoids reinforcing gender binaries and respects diverse identities*'. While teaching literary texts, teachers need to point out any gender bias and try to correct it and deconstruct it. Teachers, in the classroom, should focus on raising the awareness that feminine and masculine are dimensions of any human being and promoting effective equality between girls and boys through questioning gender stereotypes. Interestingly, teachers also had better offer a critical engagement with the texts. They should criticize the traditional messages included in the literary texts where opportunities should be offered to critique the text. This will help to deconstruct gender stereotypes and lead to gender equality in classroom that will be developed outside classroom and outside school as well. Teachers have to put into account that this gender discussion will contribute to explore the gender issues included in the literature taught to students. Also, the critical literary practices provide the opportunity for students and teachers to examine students' responses to the text and develop an understanding as to study the beliefs students hold about gender. Thus, they could both deconstruct the gender stereotypes and the societal beliefs and values expressed in literature.

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Furthermore, teachers should know how to select texts as they have the right to adapt other texts during the teaching learning process. These texts need to be free of any aspect of gender bias as well as they should contain messages about gender equality. Teacher's role here is to select the appropriate texts in regard to gender and the way to mediate these texts to students so as to get gender equality and tolerance among female and male students.

### **5.5.2. Education Authorities' Role**

The findings of this study, as mentioned before, showed that the selected texts for analysis in regard to gender reflect gender bias where females are represented as inferior to men regarding the various gender aspects that were analyzed. Thus, it is crucial that teachers are trained to identify and counter gender bias to help fight the issue of sexism prevalent in textbook texts and to eradicate traditional expectations and attitudes towards gender roles in the Algerian society. The Ministry of Education's role is to offer a training to teachers on how to include gender issues in the classroom context. The Ministry could also organize conferences and courses on teaching gender presented by educators and inspectors to make the teachers learn new methods regarding gender. Further, the Ministry could offer guides to teaching with a gender perspective distributed to schools that contain guidance to teachers on how to analyze the literary texts, how to develop gender discussion throughout the teaching process, how to deconstruct traditional gender roles assigned to male and female characters, and change the misconceptions that students come with to school by explaining how to use gender inclusive language so as to promote gender discussion in classroom where students will be offered opportunities to discuss their views. Moreover, the officials are also concerned with the process of selecting texts that are gendered, as the results show. The Ministry of Education is required to plan gender equality objectives that should be taken into consideration while planning curriculum that should be designed fairly and attentively. Officials at the Ministry are also required to involve teachers in the process of evaluating and selecting the literary texts to be used in schools where gender issues will be dealt with in depth.

Curriculum planners are supposed to select the literary texts that should have the procedures to teach literature based on gender equality where genders are represented equally. The Ministry of Education is responsible for providing changes to the curriculum and the syllabus and to implement them. This curriculum will be outlined regarding the selection of the literary texts. The texts that have to be included or selected will contain

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female protagonists and written by both women and men writers. The texts that are currently used in the textbooks contain obvious traditional gender representations. Thus, the future curriculum and syllabus should involve students in literary criticism and developing and awareness of literary forms and content through engaging in active and critical discussions with texts by both male and female students as well teachers. This will be achieved through appropriate activities that will be designed based on critical approach. Briefly, the major important role that the Ministry of Education should take into account is gender equality and women's empowerment too.

### 5.6. The Importance of Gender Equality and Women's Empowerment in Schools

Talking about the importance of gender equality and particularly women empowerment, OESD Secretary-General Angel Gurría, on tackling the gender gap, said

*It is our responsibility today to make it possible for our children particularly for our daughters to be able to succeed in life. The ultimate purpose is to reduce, ideally eliminate, the gender gaps. So that every girl and every woman in the world can fulfil their potential*

www. Oesd. Org /gender Tackling

Young girls and boys should be taught gender equality through the literature they are exposed to every day in their classrooms. Since, 'Gender equality is crucial to a fair and just world. Through the use of our children's books and resources, kids will soon learn that in all the big ways we are more the same than we are different. As children grow into adults it is important they follow their passions and never let gender stereotyping restrict their choices' (Teaching Children about Gender Equality-Books and Resources, 2019). Teaching gender equality is more crucial for girls (female students) who generally lack positive representation in their teaching materials as the results show. Thus, 'Promoting Gender Equality will empower all children to realize that they should have equal opportunities, and will also encourage our younger generations to be more tolerant of differences reducing the occurrence of violence, abuse and harassment (ibid, 2019).

Teaching gender equality is teacher's roles. Teaching gender equality means to deconstruct gender stereotypes and to avoid prejudices that should not transmit to students. According to Özdemir (2017)

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*Updated books would help to improve the understanding of gender equality in schools. But even if the content of the textbooks does not change, teachers can still point these examples out as examples of gender inequality. This encourages children to think much more critically about the content they read, which is even more important.*

Gender equality is important in EFL classrooms since promoting gender equality is the same as having good classroom management the most fair and equal form of teaching.

### **5.7. Practical Suggestions for Improvement**

The following are some practical suggestions for improving gender awareness inside EFL classroom.

#### **5.7.1. Resisting and Discussing Gender Stereotypes in Classroom**

Gender sensitivity should be taken seriously in schools and in homes as well as in society at large to ensure that female students have positive self-concepts lead to better performance. Skelton (2010) affirms that, “*without explicit attention to gender ideology, current gender equity efforts may not only fail to ameliorate gender differences, they may in some cases have the unintended consequence of intensifying aspects of them*” (p. 182). The modern education should provide equal opportunities to male and female students. This can be achieved by combating gender stereotypes. As findings show gender stereotypes are reproduced in curriculum including course contents, teachers’ training, pedagogical practices in class, and relationship with the community, especially families and civil society. According to UNESCO, gender sensitivity training for teachers is aimed at combating gender biases and discriminatory attitudes, emphasizing on how stereotypes in textbooks and classroom practice can reinforce gender inequality, and promoting positive role modeling and open-mindedness in the classroom. Combating gender stereotypes in classrooms is a necessity to help male and female students understand their gender and start think about their future. This combat may start by the inclusion of more texts that are written by women writers.

The selection of texts that contain strong female protagonists can be positive models for female students. Textbooks should include more women figures and celebrities to show to boys that women are capable of doing any activities men can do. Besides, the teacher can assign girls-only groups to display their high abilities and talents in solving problems or show other productivity while doing group work in class. This is to confirm to boys to what extent girls are competent and active and to offer a non-stereotypical image

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about female students. Another important way of combating gender is that textbook designers should offer a balance between the rates of gender roles in line with the rate of males and females in society. This requires to update the textbook texts contents where gender representation in regard to gender roles should be balanced. The portrayal of men and women in occupational activities should be free of bias. As Alvarez (2015) suggests “*Curriculum course contents are consistent with social reality and the diversity of life of women and men*” p32. For instance, the illustrations that depict gender roles, as results show in chapter four, impute females’ traditional gender roles limited to cooking, ironing, cleaning and caring. Such examples confirm gender stereotypes and thus gender inequalities that should be combated and that this study intends to change. The most important pillar to combat gender is that the teachers and students must be trained on gender awareness to lessen the prevalence traditional gender stereotypes and its impacts on the students’ values. When the teachers and students are aware of the gender bias in the textbook, they would be surely committed to challenge it. According to Alvarez (2015), “*teacher training is regarded as a crucial strategic priority of equality policies*” p31. She also recommends,

Continuous training must be designed and developed in a logic of continuity and deepening, both theoretical and practical, requiring practical work with students and, after that, critical reflection on the work done. Teachers’ awareness on gender issues occurs when they are confronted with their students and realize the added value that gender equality issues bring to learning p, 32.

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Furthermore, as Alvarez (2015) recommends on how to combat gender stereotyping that ‘*To promote effective equality between girls and boys, it becomes important to understand if we are giving the same value to human traits seen as feminine and human traits seen as masculine*’. That is to say not to assign girls just to feminine characteristics or boys just to masculine characteristics. This implicitly reinforces gender stereotyping. She thinks, ‘*If we exclude what we see as specific to femininity and girls, we are encouraging girls to appropriate masculine behavioral norms but not raising awareness among boys of the value of female behavioral norms*’ (p29). Alvarez (2015) suggests that knowledge is the essential strategy in combating gender stereotyping in the education system. She focuses on ensuring the following points in combating gender stereotypes in school:

- ✓ Curricula and course contents are structured according to the scientific knowledge produced by Women's Studies and Gender Studies, in an effective, consistent and systematic manner. In 2000 the Council of Europe published *Teaching 20th century women's history: a classroom approach*, by Ruth Tudor. This is a good example.
- ✓ Curricula and course contents are consistent with social reality and the diversity of life of women and men;
- ✓ Curricula and course contents make education for citizenship and democracy central, structuring them around gender equality

Alvarez, 2015: p31

Briefly, ‘It is necessary to reveal the implications of gender stereotyping especially in educational field to be able to overcome the long male-dominant gender ideology. In foreign language learning contexts, reflecting gender equality throughout texts and tasks should be one of the course book selection criteria for educators and curriculum planners. It is also important for teachers to identify such implications and neutralize them with the help of classroom instruction’, EKER and D NÇER (2014) recommend. To sum up, EFL textbooks as a teaching material of teaching English language need to include texts that cover the issue of gender equality strictly and which minimize gender stereotypes. It is also important for school leaders and school teachers to critically examine what the students are exposed to.

### Teaching Gender Equality in our Classrooms

As mentioned before in Teachers’role and Combatting Gender Stereotypes both highlight the various suitable ways to achieve gender equality. Therefore, teaching gender equality

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depends on the strategies that fight stereotyping and teachers play the main role to reach that. Botello (2018) suggests four ways to teaching gender equity. Here they are,

- Examine and confront your own gender biases
  - Remember that gender is non-binary
  - Address intersectionality
  - Choose texts/voices that are windows and mirrors
- Botello (2018)

Similarly, Philip Dierking (Georgetown University) recommends some classroom strategies to teach gender equality in education.

- Student-Teacher Interaction
  - ✓ Call on or address both female and male learners a balanced number of times and for all subjects.
    - Don't call on first student who raises hand or yells answer
    - Count to five before calling on students to answer
    - Keep a class list and randomly call names
    - Give both female and male students equally complex responses to their answers
    - Provide equal praise to both male and female students
      - ✓ Use Gender Neutral language
        - Use female names and pronouns an equal amount as men's in class, exercises, or texts
        - Use "She or he", "he or she", or "they"
      - Body Language
  - ✓ Be aware of your informal cues – leaning forward, walking away, etc. Make sure you are giving the appropriate nonverbal cues when both male and female students are talking
  - ✓ Move around the room, or to different locations of class as you speak
- Discipline
  - ✓ Be aware and ready to intervene when male student say insults or put-downs to female students. This is especially important when female students are participating out loud in class

Philip Dierking (Georgetown University)

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In the same vein, Baltacı (2018) focuses on teachers' role in teaching gender equality and challenging stereotypes. He writes 'Teachers who are caregivers, active listeners, problem solvers, mediators and material or activity designers need to reconsider their classroom procedures and activities'. Teachers can alter courses contents through selected activities and procedures. Critical teaching practices and promoting critical discussion during class is teachers' role. In this regard, he suggests some activities to be used by teachers as a way to teach gender equality which are 'Role play and acting activities'. He writes, 'Actually, in EFL classrooms, role plays and acting have a great place but the matter is how these activities are conveyed. To challenge gender roles, teachers can reverse gender roles during role play activities and create opportunities for students to empathize with 'other' or at least revealing that gender does not have the primary role. Some very typical reversals are; asking a boy to act a female character or vice versa, or during dialogue readings asking them to read the parts randomly without paying attention to gender'. Moreover, Hasan erif (2018) suggests critical discussion as a convenient way to teach gender equality. He writes, 'Using discussion technique to question gender roles and sexist behaviors can serve as a very effective classroom activity for especially adolescent and adult learners'.

Philip Dierking recommends some the following recommendations for promoting gender equality in the English language classroom.

- Ensure that males and females are depicted equally in class materials
- Ensure that the themes, subjects, and pictures used in class materials are relevant to the life experiences of both female and male students.
- Ensure they female and male students are not just depicted according to stereotypes
- Ensure a gender balance of authors
- Supplement ESL texts by including writing or work by or about women
- Cite women as well as men as authorities about various topics
- Adapt your materials when necessary to include more image and stories about women

Philip Dierking (Georgetown University)

### 5.7.3. Teacher's mediation of text

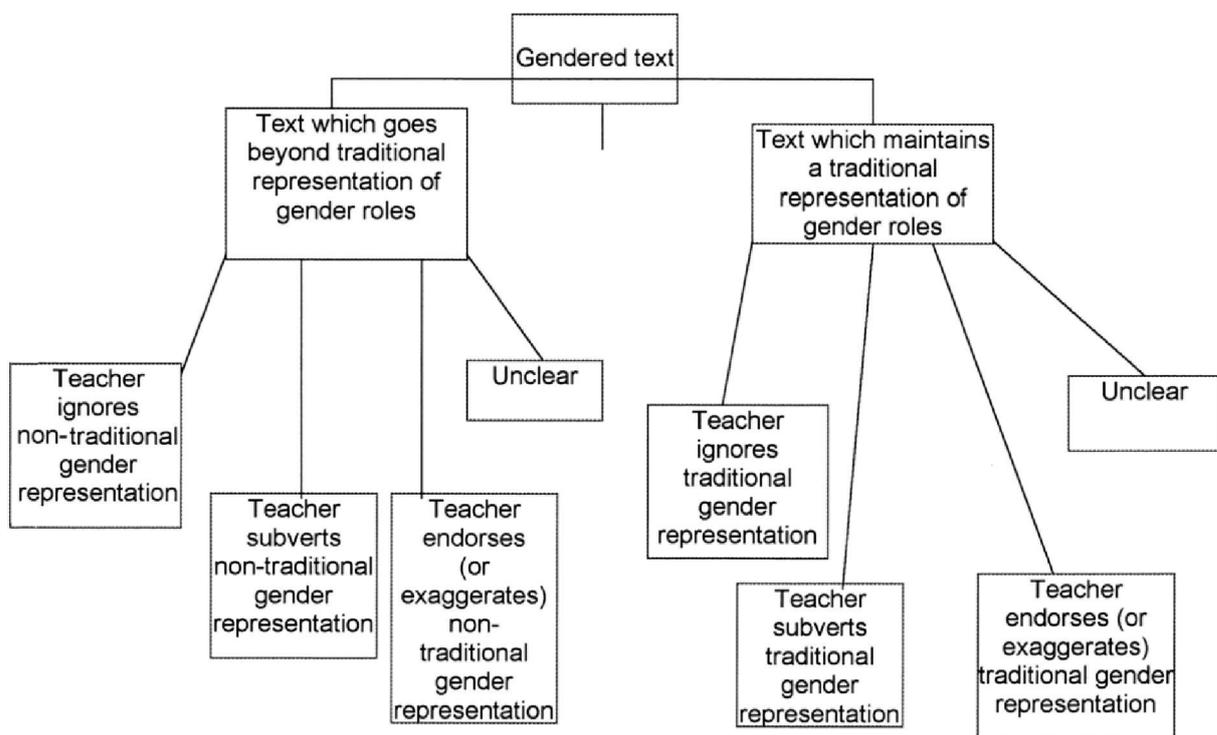
As mentioned before, the analysis of textbook texts in regard to gender representation alone is not sufficient to tackle the issue of gender inequality in teaching literature. However, teacher's role is also considered as a significant way to teach gender

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equality as pointed by Sunderland (2001) and Sunderland et al (2001) ‘Teacher talk around the text’. Teachers can avoid the gender stereotypes included in the texts by discussing the text critically. Teachers should be aware of how gender is represented in the texts and should know how to discuss any gender bias appear in texts by selecting convenient teaching methods or practices in the classroom so as to achieve gender equity.

Researchers such as Sunderland et al ( 2001) has focused on the need for teachers to engage with the gendered texts and the traditional gender portrayal of gender through illustrations too (p, 254). They need to discuss the gender roles portrayed in the textbooks rather than accept them to promote gender- inclusive attitudes among their students. The figure below shows how teachers can change and discuss gendered texts by Sunderland (2000) :



**Figure 5.1.** A Model of Gendered Teacher Treatment of Textbook Texts (Jane Sunderland, 2000)

### 5.7.4. Alternative Texts and illustrations

The selection of illustrations and texts by textbook authors, of course, depends on the teaching purposes but this does not mean to ignore their content in regard to gender perspectives to reduce gender stereotyping and discrimination. Therefore, gender- balanced

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texts are recommended. Including such texts into EFL classroom will foster equal representation of both genders and will emphasize women emancipation. Thereby, female students will ameliorate their status and position inside classroom and outside. Equal gender representations through the texts that have been edited for teaching purposes will offer opportunities to promote gender equality and thus to improve tolerance and empathy. Textbook authors should take into account to the content of selected illustrations and the texts such as the lyrics, poems, letters, short stories, dialogues, factual texts, fables biographies, essays, etc. Pictures that constantly present women as taking care of domestic sphere should be changed and substituted by others where they could be seen as doctors, engineers, lawyers, etc. This would present society more realistically and prevent gender bias. The short stories that are written by women writers such as Alice Walker, Maya Angelou, Lorna Goodison and Olive Senior should have been included in EFL textbooks. Lessons based on celebrities and personalities should also include women such as Queen Elizabeth, Jane Austen, Maya Angelou, etc. Also, women should not be underrepresented or marginalized through these texts and illustrations. They should be free of any gender bias. Male protagonists should not outnumber female protagonists or male authors should not outnumber female writers. Briefly, the prevalent secondary education EFL textbook texts ought to be addressed and countered to solve the problem of the representation's impact on perceptions and attitudes.

### **5.7.5. Change of Illustrations**

Here are some recommendations provided by UNESCO manual as written by De Fiona E. Leach

‘ The UNESCO manual provides examples of ways in which we can ensure a balanced portrayal in the use of illustrations (UNESCO, 1997 : Section 8)

- Have illustrations in which include both male and female : boys and girls playing together rather than separately, with girls being as adventurous as boys (e.g. climbing a tree)
- Avoid stereotyped family scenes such as the women cooking and the man reading a newspaper, the boy playing football while the girl mends clothes or fetches water. Instead, show the man playing with the children or working in the kitchen, the woman reading the newspaper or playing with the children; show the girl playing football and the boy mending clothes ; or show both parents playing, reading,

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sharing domestic and child care responsibilities, both the girl and the boy mending clothes, etc.

- Avoid portraying boys as active and girls as passive, e.g. the boy rowing the boat while the girl sits and gazes around (have both rowing, or rowing in turns)
- Avoid stereotyped pictures of occupations and activities : show a female pilot or engineer, or a male nurse or nursery or primary teacher ; avoid girls playing only with dolls, and boys with play bricks or cars
- Provide an equal balance of female and male characters in the foreground : the man should not always be in a leadership role in pictures portraying groups, e.g. walking along a road or working in a field in front of women
- Placing women in a central position suggests they are also in control and strong'

(De Fiona E. Leach, 2003. P 121-122)

To make the last point more clear, De Fiona writes 'Portraying girls /women as well as boys/ men in strong central, leadership roles can have a powerful effect on girls' aspirations. Portraying boys/ men in family roles, sharing domestic responsibilities will also help to dispel the image that this is somehow 'unmanly' and that only women are intended for 'nurturing' and 'caring' roles (p. 122)

Moreover, Obura, 1991 cited in De Fiona (2003) recommends the following 'positive techniques' to 'encourage positive images of all people' as De Fiona writes (p119)

- Deliberately portray women and girls in a wide range of positive roles
- Apply roles reversal to portray males and females in a typical roles (e.g. a boy cooking, a woman driving the car)
- Balance male and female roles carrying out tasks together ( e.g. both male and female teachers, taxi drivers, nurses)
- Increase reference to women and girls; increase first appearance, order to presentation, and centrality of female characters. Make female characters the center of the story
- Increase the number of named female characters and the use of female descriptions
- Make a balanced presentation of relationships between characters regarding dependency, authority, etc

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- Portray women with positive character traits resourceful, responsible, creative, intelligent, etc
- Increase the portrayal of women in the public sphere- in economic and political roles as well as social, and in leadership roles (member of parliament, director of a company, head teacher etc)
- Increase female role models, with particular reference to female participation and achievement in science, technology, agriculture, computer science, the professions, and leadership roles
- Place greater emphasis on female intellectual and professional capacities
- Increase portrayal of males in private domain, in a family capacity, and sharing domestic duties

De Fiona E. Leach, 2003 (p.120-121)

### **5.8. Suggested Lesson Plans with inclusive teaching methods**

The use of teaching and learning materials that perpetuate gender stereotypes and the teaching methodologies that are applied by teachers in the EFL classroom do not give girls and boys equal opportunities and address gender bias contained in what is taught. Therefore, there is an urgent need to introduce gender responsive pedagogy and particularly, teacher need to prepare a gender responsive lesson planning so as to ensure gender equality in class.

As the teaching and learning materials contain gender stereotypes, teachers should be aware of the gender issues in class to ensure gender equality between girls and boys. This includes to raise gender awareness among girls, boys and teachers to understand the need to support girls' education through making the teaching and learning processes responsive to the specific needs of girls and boys. Teaching through their pedagogy and lesson plans encourage girls empowerments with skills for self-assertiveness, self-confidence, decision-making as well empowering boys with skills to de-link from gender oppressive attitudes and practices and to develop the self-confidence needed to accept gender equality positively.

In many cases, as observations of classroom practices revealed, teaching and learning is largely gender biased. Teachers neglect the use of critical teaching practices to the gender biased constructions included in the teaching learning materials texts. The

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teacher should be aware of that gender stereotypes that reinforce attitudes and beliefs that boys are superior to girls. This is confirmed through portraying men in high positioned roles and occupations and women as supporters for instance.

The teacher should take into account gender considerations while preparing their lessons. The teacher should put into account the gender stereotypes included in the content in the delivery of this content in the class. Once the teacher realized that the target content contain gender stereotypes, s /he should look for convenient techniques that can be used to address them. For instance, faced with a text that mentions only scientists as heroes, draw up a list of female heroines or include a discussion of female scientists and their great achievements. Lesson planning includes the learning materials to use, language use, classroom interaction, methodologies, content, learning activities, classroom setup, and assessment of learning.

The following suggested lesson plans take into consideration the gender issue in the different steps of the lesson. They aim at improving gender equality through the implementation of some necessary critical teaching practices during class.

### 5.8.1. Gender Responsive Lesson

**Plan one Textbook :** At The Crossroad

**Class:** 1st year (Scientific and Literary streams)

**Unit one:** Getting Through

**Lesson:** Discover The Language

**Time:** One hour and half

**Students:** Females and males

**Objective:** By the end of the lesson pupils should be able to describe people's regular activities using frequency adverbs (rarely/ often....) appropriately

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Time	Steps	Interaction pattern	Output /input procedure (teacher /students activities)	Aims	Indicators to gender responsiveness
10 Minutes		T-Ss Ss-T	<p><b>Task one</b> Listen to your teacher read the frequency adverbs below and learn to pronounce them. Never occasionally sometimes often usually always seldom rarely</p>	To familiarise the students with frequency adverbs and their pronunciation	Both girls and boys are given opportunities to read and pronounce
10 Minutes		T-Ss Ss-T	<p><b>Task two</b> Arrange the frequency adverbs above on the line that follows according to the degree of frequency they express (The teacher provides them with the line in a vertical position)</p>	To make the learners aware of the difference in degree among the frequency adverbs	To make sure girls are given opportunities to go to the board and write their answers
15 Minutes		T-Ss Ss-T	<p><b>Task three</b> The teacher refers the students to paragraph three and ask them to pick out sentences which contain the frequency adverbs and list Kirsi's regular activities from the least to the most frequent.</p>	included in the chart	
		T-Ss Ss-T	<p><b>Task four</b> In this task the students will observe and study the sentences in order to identify</p>	To know the	

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10 Minut es			the position of the adverbs in sentences and draw the conclusion	practice and the use of adverbs of frequency	
15 Minut es		T-Ss Ss-Ss Ss-T	<p><b>Task five</b></p> <p>Pair work: Take turns to interview each other using questions included in a questionnaire to conduct an interview about regular activities (students make notes on rough papers)</p>		To ensure both girls and boys participate and make interviews
20 minut es		T-Ss Ss-T	<p><b>Task six</b></p> <p>The students will use the notes they have made about their partner’s regular activities to write a short report</p>		The teacher gives opportunities to describe both boys and girls regular activities as being students to confirm gender equality between female and male students and to avoid any gender stereotypes included in describing girls and boys everyday life (social life where gender

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					<p>stereotypes appear). Also the teacher may ask students to describe their fathers and mothers regular activities, but s/he should focus on presentations of both whose mothers are housewives as well as whose mothers are working women so as not to reinforce the traditional gender roles and occupations between women and men</p>
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### 5.8.2. Gender Responsive Lesson

**Plan two Textbook :** At The Crossroad

**Class:** 1st year (Scientific and Literary streams)

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**Unit one:** Once Upon A Time

**Sequence four:** Consolidation and Extension

**Lesson:** Write it Out

**Time:** One hour

**Students :** Females and males

**Objective :** By the end of the lesson pupils will be able to read and write a biography

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Time	Steps	Interaction pattern	Output /input procedure (teacher /students activities)	Aims	Indicators to gender responsiveness												
10 Minutes	<b>Pre-phrase</b>	T-Ss  Ss-T	<p><b>Activity 1 p. 65</b></p> <p>The teacher asks the students to read the information in the box. Then ask and answer questions about William Shakespeare using the question words : ‘who’, ‘when’ and ‘where’</p> <p><b>Key :</b></p> <table border="1" style="width: 100%;"> <thead> <tr> <th>Questions</th> <th>Answers</th> </tr> </thead> <tbody> <tr> <td>-When was Shakespeare born ?</td> <td>-He was born in 1564</td> </tr> <tr> <td>-Where was he born ?</td> <td>-He was born in Stratford-Upon-Avon</td> </tr> <tr> <td>-What was his father’s job ?</td> <td>-He was a wealthy glove maker</td> </tr> <tr> <td>-What was his father’s job ?</td> <td>-He married Anne Hathaway</td> </tr> <tr> <td>-Whom did he marry ?</td> <td></td> </tr> </tbody> </table>	Questions	Answers	-When was Shakespeare born ?	-He was born in 1564	-Where was he born ?	-He was born in Stratford-Upon-Avon	-What was his father’s job ?	-He was a wealthy glove maker	-What was his father’s job ?	-He married Anne Hathaway	-Whom did he marry ?		To put into practice the relative pronouns	The teacher also includes a task to write a biography about a woman writer so as to avoid men dominance and to deconstruct the gender stereotypes that only men are writers or can be famous people . The teacher also suggests another box with information
Questions	Answers																
-When was Shakespeare born ?	-He was born in 1564																
-Where was he born ?	-He was born in Stratford-Upon-Avon																
-What was his father’s job ?	-He was a wealthy glove maker																
-What was his father’s job ?	-He married Anne Hathaway																
-Whom did he marry ?																	
20 Minutes	<b>While - phase</b>	T-Ss  Ss-Ss  Ss-T  T-Ss	<p><b>Activity 2 p. 65</b></p> <p>The asks the students to use the information in the box provided in the activity above and the items in the box below to fill in the blanks in Shakespeare’s biography that follows</p> <p><b>Key :</b></p> <p>Possible answers</p>	To learn how to write a biography	about a famous British woman writer distributed in handouts and ask the students to write a biography												

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30 Minut es	<b>Post- phase</b>	Ss-Ss  Ss-T	<p><b>Activity three :</b></p> <p>The teacher provides the students with handouts contain information about the British woman writer Angela Carter and ask them to write Angela Carter’s biography taking Shakespeare’s biography as a model</p> <p><b>Key :</b></p> <p>Possible answers</p>	To  produce a biography	about her  (students are encouraged to work in groups). Then, each group presents his work
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### 5.8.3. Gender Responsive Lesson

**Plan three Textbook :** Getting Through

**Class :** 2 nd year (Scientific stream)

**Unit four :** Budding Scientists

**Time :** One hour

**Students:** Females and males

**Objective :** By the end of the lesson pupils should be able to read an expository text

**METHODOLOGY:**

1. Divide pupils into five groups and make sure some groups are headed by girls and some others by boys.
2. Make sure to provide opportunities of equal participation for both girls and boys.
3. Ensure that both girls and boys speak out and participate actively during the lesson.
4. Encourage pupils in groups to compare the measurements of different angles with boys and girls taking turns to measure.

Time	Steps	Interac tion pattern	Output /input procedure (teacher /students activities)	Aims	Indicators to gender responsiveness
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10 minutes	<b>Think it over (p. 79)</b>	T-Ss Ss-T	<p>-Students are asked to have a look at the pictures in order to interpret what they can see on each of them.</p> <p>-Students look at the pictures carefully and express their ideas concerning the content of the two pictures.</p> <p style="text-align: center;"><b>Key:</b> The two pictures illustrate Arab science during the Abbasides period.</p>	-to familiarize pupils with the topic of unit four, to introduce the unit implicitly.	The teacher tries not to focus on male scientists, the teacher would rather talk about science and Arab science in general
10 minutes	<b>Words To Say (p.79)</b>	T-Ss Ss-T	<p>-A list of words is provided on the right side of the page. The words are mostly science-related concepts.</p> <p>-The teacher reads each word individually focusing on the stress and intonation. It is possible, in the meanwhile, that students repeat along with the teacher, and later encourages individual readings with a discussion of the meaning.</p>	-to familiarize pupils with some different lexical items related to the unit with correct pronunciation .	Girls given an opportunity to read the words in the list
15 minutes	<b>Discovering the language Before you read (p.80)</b>	T-Ss Ss-Ss Ss-T	<p>-The geometrical figure on page 80 represents different angles that students, belonging to a scientific stream, are supposed to recognize easily.</p> <p>-The activity gives them a chance to recognize the names of different angles in English, and to get some of the key words and vocabularies used in the forthcoming activities of reading comprehension rubric. Therefore, the teacher encourages them to exchange roles (question vs. answer) to make comparisons between the drawings and their measures.</p>	-to motivate the oral and free expression of pupils in a precise context, to familiarize pupils with geometry-related vocabularies, and use and practice the comparatives	Girls given an opportunity to take role to interact (to sample and to compare)

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			<p><b>Suggested answers to pre-reading stage:</b> Students will come to the following conclusions by the end:</p> <ul style="list-style-type: none"> <li>•The "<b>acute angle</b>" has less than 90 degrees.</li> <li>•The "<b>reflex angle</b>" has more than 180 degrees.</li> <li>•The "<b>right angle</b>" has exactly 90 degrees.</li> <li>•The "<b>obtuse angle</b>" has more than 90 degrees.</li> <li>•The "<b>straight angle</b>" has 180 degrees.</li> </ul>		
<b>10 minutes</b>	<p><b>As You read</b></p> <p><b>Activity 1 page 80/81</b></p>	<p>T-Ss</p> <p>Ss-T</p>	<p>-Students read the text to check their previous answers in the "Before you read" section.</p> <p>-Students read the text silently and compare their answers to the questions of pre-reading stage with the correct notes given in the text.</p>	<p>-to get the pupils check their answers to the activity in the <b>Before you read</b> section</p>	<p>Both girls and boys participate</p>
<b>15 minutes</b>	<p><b>As you read</b></p> <p><b>Activity 2 page 81</b></p>	<p>T-Ss</p> <p>Ss-T</p>	<p>-The teacher asks students to read the whole text silently to answer the given questions</p> <p><b>Key:</b></p> <p>1- Yes, there is. A point in geography has no dimensions (length and thickness) whereas a dot has length, width and thickness.</p> <p>2- The stress is on <b>have</b>. (A straight line that we draw on paper with pencil <b>have</b> width and thickness)</p> <p>3- The teacher advises his/her students to revise today's lesson.</p>	<p>-to make students able to look for specific notes in the text, identify the main and secondary ideas of the reading passage, and provide them with the correct methodology of answering questions.</p>	<p>Both girls and boys participate in the discussion</p>

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### 5.8.4. Gender Responsive Lesson Plan

**Four Class :** 2 nd year (Foreign Languages

Stream)

**Textbook :** Getting Through

**Unit five:** News And Tales

**Time:** One hour

**Students:** Females and males

**Learning Aids:** Novels of different female authors

**Objective:** By the end of the lesson Pupils should be able to correctly relate

Time	Steps	Interaction pattern	Output /input procedure (teacher /students activities)	Aims	Indicators to gender responsiveness
10 minutes	<b>Think it over (p. 99)</b>	T-Ss  Ss-Ss  Ss-T	- The teacher instructs the learners to look at the pictures to answer the questions. <ol style="list-style-type: none"> <li>1. What do these pictures represent?</li> <li>2. What are the titles of these newspapers?</li> <li>3. What are these novels?</li> <li>4. Who is the author of each novel ?</li> <li>5. Are they male or female authors?</li> <li>6. Are there novels written by female authors? If yes, Give examples?</li> </ol> <p>Students look at the pictures carefully and say what they show</p>	-to familiarize pupils with the topic of unit five, to introduce the unit implicitly.	The teacher tries to include a discussion about authors gender and provide them with names of female authors/ writers of different novels

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			<b>Keys:</b> 1- The pictures illustrate titles		
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			<p>of newspapers and some novels</p> <p>2- Newsweek, The Guardian, Financial Times.....</p> <p>3- The novel of Dubliners by James Joyce, Gulliver's Travels by Jonathan Swift, Tales from Shakespeare by Charles And Mary Lamb</p> <p>4- They are males</p> <p>5- Possible answers</p>		
10 minutes	<b>Words To Say (p.99)</b>	T-Ss Ss-T	<p>-A list of words is provided on the right side of the page. The words are mostly literature-related concepts.</p> <p>-The teacher reads each word individually focusing on the silent letters. It is possible, in the meanwhile, that students repeat along with the teacher, and late encourages individual readings with a discussion of the meaning.</p>	-to familiarize pupils with words containing silent letters that are related to the topic of the unit .	Girls given an opportunity to read the words in the list aloud

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### 5.8.5. Gender Responsive Lesson Plan

**Five Class :** 2 nd year (FL, SE, GE, TM, M

Streams) **Textbook :** Getting Through

**Unit five:** News And Tales

**Sequence one:** Discovering Language

**Lesson:** Introducing the unit

**Time:** One hour

**Students:** Females and males

**Learning Aids:** Novels of different female authors, data show, video

**Objective:** By the end of the lesson Pupils should be able read and interpret a map

Time	Steps	Interaction pattern	Output /input procedure (teacher /students activities)	Aims	Indicators to gender responsiveness
10 minutes	<b>Think it over (p. 99)</b>	T-Ss  Ss-Ss	- The teacher instructs the learners to look at the pictures to answer the questions. 7. What do these pictures represent? 8. What are the titles of these newspapers? 9. What are these novels? 10. Who is the author of each novel ? 11. Are they male or female authors? 12. Are there novels written by female authors? If yes, Give examples? Students look at the pictures carefully and say what they show	-to familiarize pupils with the topic of unit five, to introduce the unit implicitly.	10 minutes

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		Ss-T	<p><b>Keys:</b></p> <p>6- The pictures illustrate titles of newspapers and some novels</p> <p>7- Newsweek, The Guardian, Financial Times.....</p> <p>8- The novel of Dubliners by James Joyce, Gulliver's Travels by Jonathan Swift, Tales from Shakespeare by Charles And Mary Lamb</p> <p>9- They are males</p> <p>10- Possible answers</p>		
10 minutes	<b>Words To Say (p.99)</b>	T-Ss Ss-T	<p>-A list of words is provided on the right side of the page. The words are mostly literature-related concepts.</p> <p>-The teacher reads each word individually focusing on the silent letters. It is possible, in the meanwhile, that students repeat along with the teacher, and late encourages individual readings with a discussion of the meaning.</p>	-to familiarize pupils with words containing silent letters that are related to the topic of the unit .	Girls should be given an opportunity to read the words in the list aloud

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### 5.8.6. Gender Responsive Lesson Plan

**Six Class :** 2 nd year (FL, SE, GE, TM, M

Streams)

**Textbook :** Getting Through

**Unit six:** No Man Is An Island

**Sequence one:** Developing Skills

**Lesson:** Reading And Writing

**Time:** One hour

**Students:** Males and females

**Learning Aids:** Pictures

**Objective:** By the end of the lesson pupils will be able to read a report

<b>Time</b>	<b>Steps</b>	<b>Interaction pattern</b>	<b>Output /input procedure (teacher /students activities)</b>	<b>Aims</b>	<b>Indicators to gender responsiveness</b>
15 Minutes	Pre-reading (p.129)	T-Ss	<b>Activity one:</b> Look at the picture and guess to whom the women are taking food and why they are doing it.	-To interact with students	-Both girls and boys are offered

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		Ss-Ss	<p><b>Key:</b> The image on top of page 129 has been taken after the earthquake that shook Bourmedes in 2003. Students' interpretations may vary depending on each one's background culture.</p>	<p>-To make pupils aware of the importance of using illustrations, drawings and background knowledge to understanding a text</p>	<p>opportunities to express their guesses</p>
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**Time:** One hour

**Students:** Females and males

**Learning Aids:** Data show, pictures, video

**Objective:** By the end of the lesson pupils will be able to:

-Read and understand a text about woman's work and her role after the Second World War

-Reading for general ideas and specific information

-Write a short paragraph about women's work and achievements correctly relate

Time	Steps	Interaction pattern	Output /input procedure (teacher /students activities)	Aims	Indicators to gender responsiveness
10 minutes	Pre-reading (p. 170)	T-Ss  Ss-Ss  Ss-T	The teacher shows her pupils different pictures, and asks them to look at them and answer the questions : -What do the pictures represent? -what are they doing? -what are different fields can women join? <b>Possible answers :</b> -The pictures represent women -They are doing different jobs -The different jobs that women can join are: nurse, join army, work in a factory ,etc.....	-to familiarize pupils with the topic of the text and to make them aware of women's work and the various fields they can join.	The teacher includes a discussion about women's work and their contribution to both economy and society by providing them with pictures that illustrate that.
15 minutes	While reading (p.171)	T-Ss	-The teacher informs the students that they are going to read a short passage about women at work after	-To familiarize pupils with the content of the	-Girls given an opportunity to ask and answer the questions and to

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10 minutes		Ss-T	<p>the second World War. -She asks them to read the text silently and do the first task. <b>Activity 3 page 171 : Pair work.</b> Read the text carefully, and answer the questions : <b>Possible answers:</b> <b>a.</b> American women went to work outside the home during World War Two <b>(The teacher should refer to feminism movement)</b> <b>b.</b> They continued to work after the war in order that they might contribute to the rebuilding of their country's economy <b>(The teacher should draw students attention to women contribution to economy progress)</b> <b>c.</b> In the 1960's many of them preferred to stay at home to take care of their children. <b>(The teacher may ask female students, What about you girls, do you prefer going to work or stay at home?)</b> <b>d.</b> Their husbands bought them cars so that they could drive their children to school <b>(What is your opinion, do you accept that?)</b> <b>e.</b> They supplied them with washing</p>	<p>reading passage and to motivate them express their opinions about it.</p>	<p>participate in any discussion developed during class concerning women's work - The teacher develops a gender discussion during this lesson step to elicit female and male students' belief about women's work and their attitude towards the traditional gender roles mentioned in the text to correct students' preconceptions and stereotypes</p>
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		Ss-T	<p>their achievements. Then, The teacher asks the students to write a short paragraph stating their opinion about woman's work. ( Do you agree or disagree of woman's work ?)</p> <p>-Pupils are encouraged to work in groups</p> <p>-Teacher turns around, checks the pupils productions and helps if necessary.</p> <p>- Pupils are invited to read their productions.(different opinions)</p>	<p>their qualifications. The teacher ensures to divide the students into male groups and female groups to elicit opinions and to check if they are positive or negative towards women's work.</p> <p>- At last the teacher tries to deconstruct any stereotypes</p>
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### 5.8.8. Gender Responsive Lesson Plan

**Eight Textbook :** New prospect

**Class:** 3 rd year (Scientific stream)

**Unit four :** Safety First !

**Time:** one hour

**Students:** Females and males

**Objective:** By the end of the lesson pupils will be able to :

## Chapter Five : Pedagogical Implications, Recommendations and Practical Suggestions

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- Skimming and scanning
- Analysing and synthesising
- Persuading

Time	Steps	Interaction pattern	Output /input procedure (teacher /students activities)	Aims	Indicators to gender responsiveness
15 minutes	Pre-reading (p. 128)	T-Ss  Ss-T	<p>-The questions mostly involve the expression of personal opinions based on their background knowledge.</p> <p>-Students should feel free to answer in any way they like as long as they justify their answers.</p> <p>a- Price b- yes, because it reflects our real life and needs. c- Souilah/ .....etc d- Tv , the radio and the Internet</p>	-To make the students acquainted with the topic of the lesson	The teacher ensures to accept both female and male students' opinions
45 minutes	As you read (p.128)	T-Ss	<p>Have students skim through the text in the coping box before setting them to tasks 1 and 2</p> <p>To draw the students attention to the advert on the next page and ask them to scan it and answer the questions of tasks 1and 2</p> <p><b>Task 1 (p.129)</b> <b>Brand:</b> Toshiba - <b>Advertised item:</b> cooktop - <b>Audience:</b> Housewives, homemakers -</p> <p><b>The four expectations exploited:</b> safety, the need to be up-to-date - energy - efficiency - modernity.</p> <p><b>Is the advert persuasive or not?:</b></p>	<p>-To have an idea about persuading or arguing</p> <p>-To scan through the text</p>	The teacher should refer to develop a gender discussion concerning the third answer,during the correction, where the suggested answer is that the audience is housewives as

## Chapter Five : Pedagogical Implications, Recommendations and Practical Suggestions

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			<p>Elicit students' opinions</p> <p><b>Task 2 (p.129)</b></p> <p>A. Iron or steel pot.</p> <p>B. It's safer and energy saving</p> <p>C. It works by creating a magnetic field that heats the inside of the pot instead of the cooking surface.</p> <p>D. regret</p>	<p>they have seen a woman hand in the picture in the advert (make sure to convince them that not only women use it but also men as being cooks or as being university students so they need it and use )</p>
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### 5.9. Conclusion

To sum up, our investigation reveals that the three secondary education textbooks of English contain some aspects of gender bias and that the teachers' mediation of the textbooks contents in class is gendered. As a result, this biased gender representation in the EFL classroom affect students' gender perception of gender. Based on the results of the research, a set of suggestions and proposals were proposed as well as some gender responsive lesson plans were suggested.

# **General Conclusion**

## General Conclusion

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### General Conclusion

Gender issue has become a significant topic to be searched and discussed, notably, in education. Gender issue in teaching materials is an interesting subject that raises various questions. As the textbooks is important in the teaching-learning process of our adolescents and the development of their identity as well, it is worth examining the way gender is represented in both written and visual texts specifically the literary texts included. EFL textbooks content analysis from gender perspective is of great importance to unveil the hidden curriculum our students are exposed to everyday. EFL textbook texts contain gendered messages either through pictorial or written texts. This gender portrayal surely has long-term drawbacks on our students' perception of gender that may affect their gender identity construction or their achievement or even their social behavior. Thus, the issue raised in this research is whether the three secondary education EFL textbooks texts are gender-biased or not and whether this portrayal affects students' gender perception or not.

To answer the research questions posed, the investigator used qualitative research method. Textual analysis method was used to analyze the selected texts and illustrations for gender investigation. This research method was designed to investigate the way gender is represented and constructed in both written and visual texts. This research method was carried out based on feminist theory criticism and gender studies approach to literature to examine the selected texts in regard to gender issue. As for answering the second research question, classroom observations were undertaken to observe the way teachers mediate the gendered texts to students and how students respond to them. The researcher observed different lessons with different teachers from different schools to obtain in-depth data about the way teachers in the Algerian secondary school EFL classrooms are mediating the texts that contain gender stereotypes to students and how the students perceive these gender messages. To see whether they respond to these gendered messages positively or negatively. Besides, structured interviews were submitted to the observed teachers to obtain their view about gender and the way they used to mediate the gendered texts to students. Also, to reinforce and scaffold the data gathered by the classroom observations. Besides, to obtain information about students' perceptions and beliefs about gender, a focus group interview was submitted as well.

The results revealed that the three EFL textbooks of secondary education chosen for this study contain gender stereotypes of male and female characters. Gender is represented stereotypically and thus they contain gender bias. Through analysis it was confirmed that

## General Conclusion

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male characters overrepresented female characters in regard to gender roles, gender occupations and gender personality traits regarding illustrations. As far as texts are concerned gender is represented in an imbalanced way that indicates lack of gender equality. There is lack of female protagonists in the literary texts included in the three textbooks, lack of representation of strong female characters. Generally, they are portrayed as subordinate and inferior to men. Also, results revealed that this stereotypical gender portrayal has an impact on students' perception of gender including the uncritical teaching practices. Findings showed that there is a teacher's lack of developing critical discussion with the texts taught to students. Therefore, students are affected negatively by the biased gender portrayal included in the textbook texts. Results demonstrated that female students believe that they are inferior to male students in the various aspects of their real everyday life. This affects their achievements and social behavior obviously. Briefly, analyses of the textbooks and classroom observations with teachers and students interviews showed that although there have been some improvements in terms of gender equality, there are still inequity and stereotypes in representation of females and males as well as the uncritical teaching practices while mediating these texts to students have effected an impact on students perceptions of gender negatively. Thus, the equitable depiction of females and males should be the concern of the Ministry, textbook publishers and authors, policy makers as well. It is important that students' ideas of themselves and the world not be negatively influenced by inaccurate and stereotypical representations in the texts from which they learn

The results of this research will be of great significance to syllabus designers who are interested in promoting gender equality in the content and illustrations of the textbook. It is necessary for syllabus designers to take into consideration gender equality among female and male students from different perspectives. It is worthy to say that only if syllabus designers take into account the sex equality, the lessons objectives and aims are not achieved. In this respect, syllabus designers should take into account the advantage of this study as it displays that the content contains obvious bias against females, and the pictures are gender biased pictures, Besides, the uncritical teaching practices during mediating these texts in classroom. Therefore, syllabus designers should pay tight attention to the issues of equality in the EFL classroom through the use of the textbook contents. In short, textbook authors are advised to keep a balance between stereotypical gender representation

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and gender biased texts used in textbooks may affect long term drawbacks on students performances and social behavior.

Based on the results of this study, some patterns are emerged. They may be subjects for future research:

-Carry out a research to investigate gender representation and its impact on students' perception of gender in the middle school English textbooks

-Carry out a research on the gender issues in the textbooks of other subjects basically of primary education

-Investigate to what extent gender representation in didactics of literature affects female and male students of primary and middle school

- Future research might examine parents attitudes towards gender and their impact on their children's perceptions of gender (this research may include interviewing educated-parents, illiterate parents to see their understandings, views and attitudes to gender and how they can influence their children's views of the texts they study at school)

-This study did not interview policy-makers, officers or educators about their views of gender representations in the secondary school EFL textbooks. It is thus recommended that other researchers question them. This interview might reveal more details.

- Investigate the impact of teachers' attitudes and beliefs about gender on students perception of teaching

-Briefly, gender and didactics of literature is a wide theme that contains immense possibilities for future research

Many limitations of this study might have affected the results. Due to the limited sample size in the study where the interviewed teachers and students were only in three schools that are all located in urban districts. This may prevent the generalizations of the findings to rural areas where the student population may be different in socioeconomic, culture, education level of their families. Thus, a large sample of students from more different schools would be desirable. Another limitation of the study is that time was an obstacle. It was difficult to get into the schools where the research was completed in because of teachers timetable, that did not allow us to take enough time to interview each teacher following the observed lessons because they have classes after that. Besides, the observed

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lessons were observed once because of time problem, but it would be better if each lesson was observed twice or more to get clear results. This was owing to teachers timetables.

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10 Examples of while-reading activities. What are while-reading activities ? [EnglishPost.org](https://englishpost.org) available at <https://englishpost.org/examples-of-while-reading-activities/>

## Appendices

### Appendix 1 Observation Sheet for teachers and students (partly adapted from Scrivener's 2005 model)

Mode of teaching applied	Teacher 's activities	Students 'activities	Interaction setting	Physical setting
-Competency based approach  -Communication based approach  -Task based approach	-Introducing the texts  -Type of gender questions asked  -Questions directed to which gender  - Gender images students and teachers agree and / or disagree with ?  -Discussion on language use Authors' biography and point of view about gender relations	- Reading - Speaking -Writing -Listening -Role-playing - Discussion	- Formal - Informal - Teacher to students - Students to teacher - Students to students - In pairs - In groups - One student (or the teacher) reads aloud - Non-verbal interactions	- How do female and male teacher project themselves  - Describe how girls and boys are seated, space,light, air, the board equipment  - Describe students appearance  - The general atmosphere in the classroom

# Appendices

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## Appendix 2 : Student Interview Questions

Dear students,

The purpose of this present interview is to obtain your attitudes about the gender representation in your EFL textbook texts. You are kindly invited to answer the following questions.

1- Do you enjoy reading the texts included in your EFL textbook ?

.....  
.....

2- Do you believe that women are always housewives ?

.....  
.....

3- Can gender roles be changed ?

.....  
.....

4- Can women be stronger than men?

.....  
.....

5- Do you think that the characters' representation in the texts and images you have been taught in class relate the real world outside ?

.....  
.....

6- Do you like to imitate the characters roles in the stories and other reading passages included in your textbook?

.....  
.....

7- Are men and women represented in the same way in the texts and illustrations included in your textbook ?

.....  
.....

8- How are women represented in these texts and illustrations ?

.....  
.....

9- How are men represented in these texts and illustrations ?

.....  
.....

10- Are men and women characterized similarly or differently in these texts and illustrations ?

.....  
.....

11- What do you think about the appearance of males outdoors and females indoors doing the household ?

.....  
.....

12- Do you think that you are taught how you should behave or act as a girl or as a boy ?

.....  
.....

**Thank you for your help**

## Appendices

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### Appendix 3 : Teacher Interview Questions

Dear teachers,

This interview was designed to collect information about your attitudes towards the gender representation in the EFL textbooks. You are kindly invited to complete the interview as accurately and honestly as possible for the sake of attaining reliability of the research. Your answers are of great significance.

1- How long have you been a teacher ?

.....  
.....

2- Have you taught all the three levels of secondary education before ?

.....  
.....

3- How long have you been teaching the current levels ?

.....  
.....

4- Is there any gender issues in the texts and images included in the EFL textbooks for S1 , S2 , S3 ?

.....  
.....

5- Do you address the gender issues you encounter in the reading passages or the illustrations you teach in class ?

.....  
.....

6- Do you engage in discussing such gender issues in class with your students ?If so, how ? If not, why not ?

.....  
.....

7- How do you address gender when teaching a text ?

.....  
.....

8- How do students perceive ?

.....  
.....

9- How do you think students are affected by texts which are taught to them ?

.....  
.....

10- Do you assist students to reflect on their reading about the characters' gender role and respond to the messages they have received ? If so, why ? and How ?

.....  
.....

11- Are you interested in gender representations in the English textbooks ? If not, why ?

.....  
.....

12- Do you think the current textbooks of English reflect the real world about gender issues ?.....

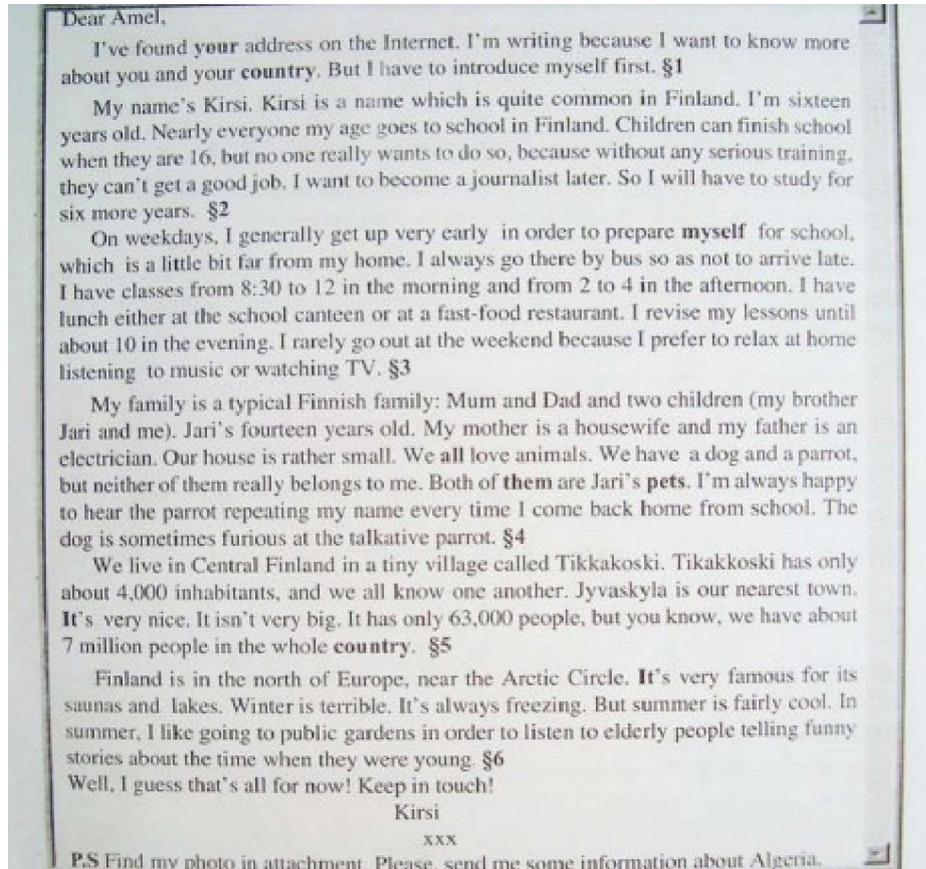
**Thank you for your collaboration**

# Appendices

## Appendix 4

### ‘At The Crossroads’ Textbook Texts

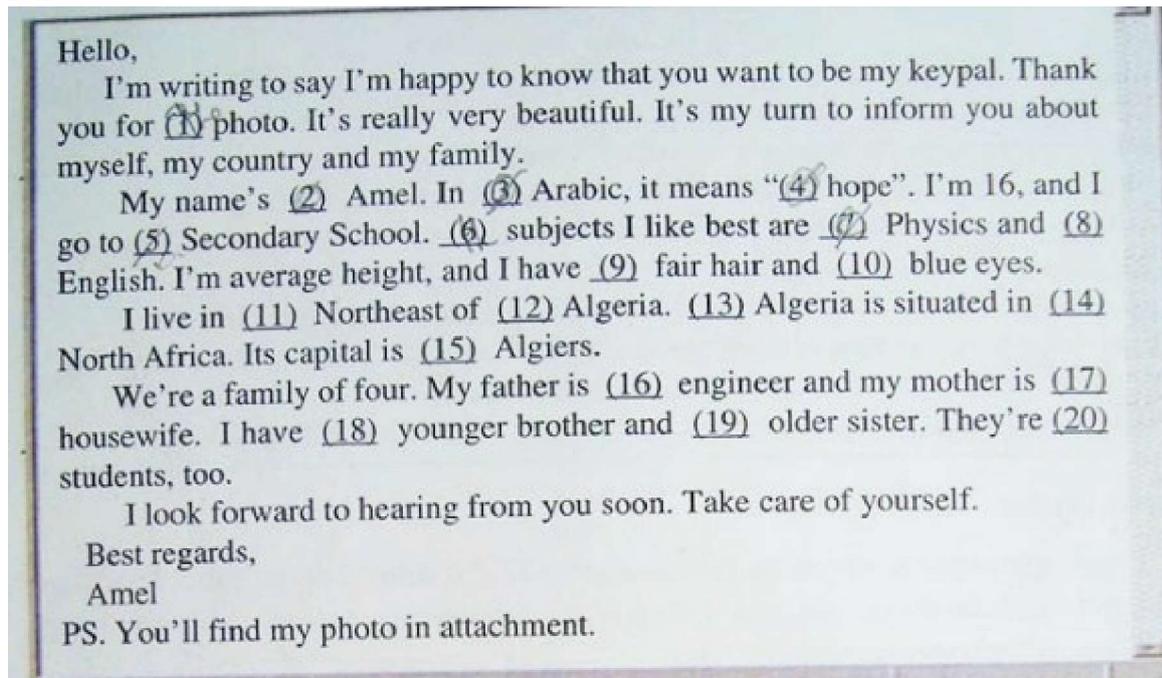
#### Text one



(At The Crossroad, p21)

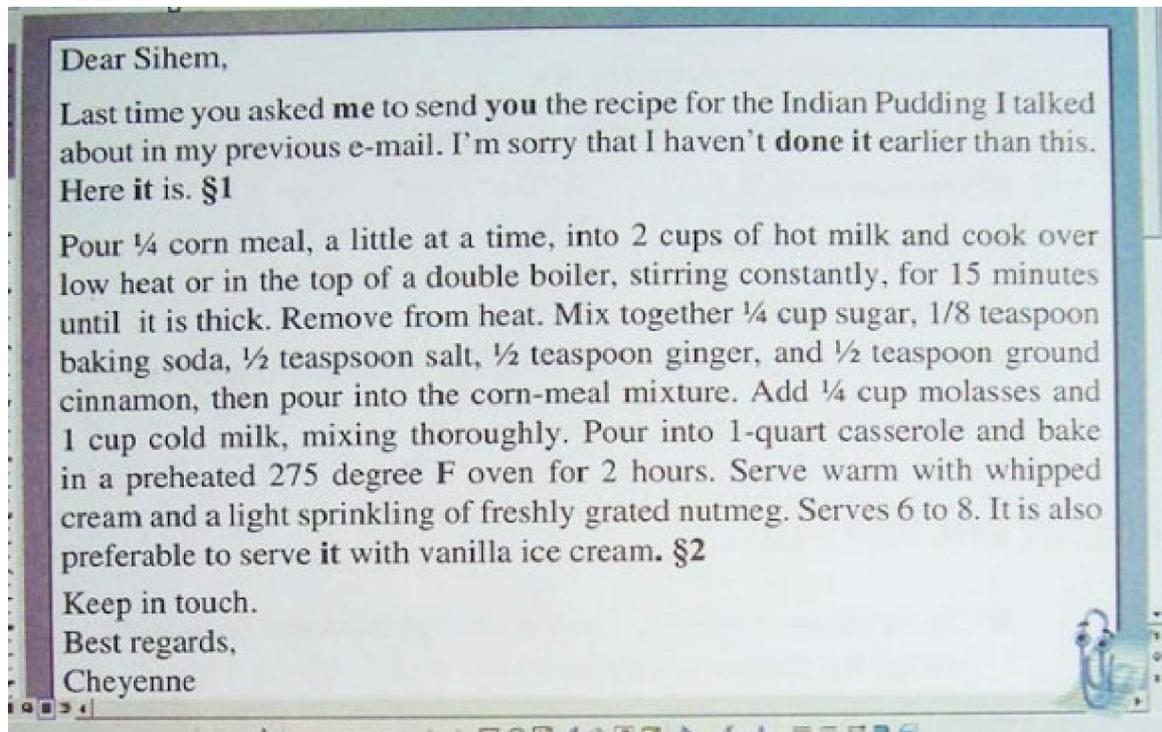
## Appendices

### Text two



(At The Crossroad, p32)

### Text Three



(At The Crossroad, p40)

# Appendices

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## Text Four

**Unit Two / Script 1 (Listening and speaking)**

**Part one:**

My name is Sinbad the Sailor. You have probably heard about me if you have already read the *Arabian Nights*. I've made seven voyages. Today, I'll tell you about my first voyage because it was the most fantastic.

I was born to a wealthy family in the surroundings of Baghdad. When my father died, he left me a lot of money. I liked the easy life, so I spent it all very quickly. As a result, I was obliged to become a merchant sailor. I travelled from Baghdad to Basra, and there the captain of a merchant ship accepted to take me to the Far East in order to buy and sell goods. I took with me many boxes full of carpets.

I remember that the captain sailed his ship safely from Basra, down Shatt Al-Arab, through the Persian Gulf in a hot summer day. After that, we sailed night and day across the vast Indian Ocean, stopping at many places to buy and sell merchandise for profit. One day, we caught sight of a beautiful island which surprisingly did not show on the captain's map. But the captain decided to stop there in order to fetch fresh water, because there wasn't any left in the ship. We got off the ship onto the island and started to explore it for water sources. I was happy to be on firm ground again. So I walked to the highest point of the island in order to have a full view of it.

**Part two:**

Strangely, when I reached the summit, the island began to move. At first, I thought that it was an earthquake, but then I realised that the island was not an island at all. It was a whale! I started to run back to the ship, but before I reached it, the whale threw me down into the water. When I came back to the surface, I realised that the ship was sailing away from me. Soon I saw nothing around me except water and a floating box. I climbed onto the box and let myself float on the sea for many days and nights until I landed on an island, a real island this time.

A king's horseman came to me, and I told him who I was and what happened to me. He took me to the shelter of a cave and gave me food and water. A few days later, I travelled with him to the capital city of the country. Once there, the horseman took me to the king and told him my fantastic story. The king gave me permission to live in the city. I discovered that the city was full of merchantmen from other

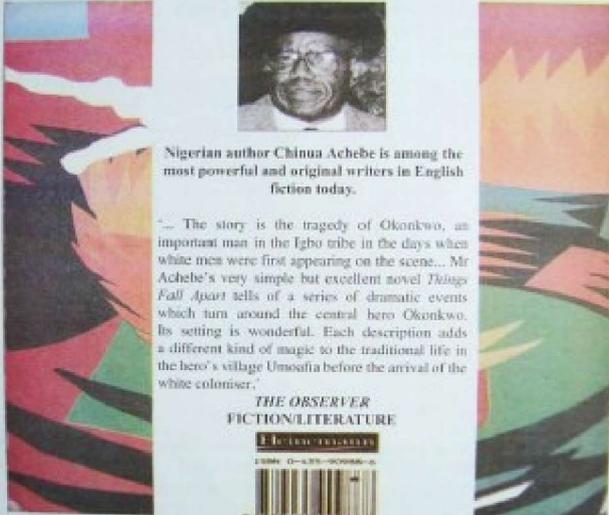
(At The Crossroad, p170)

# Appendices

## Text Five

### ANTICIPATE

- 1 Look at the picture of the book cover below and answer these questions.
- Which side of the book cover does the picture show? The front side or the back side? Justify your answer.
  - Who is the author of the book?
  - Which country is he from?
  - The text is called a blurb. Why do you think it is included?



- 2 Read the blurb again and guess how the novel will start. Circle the right letter A, B or C.

The novel will start with the...

- description of the setting (the place where and the time when the story takes place).
- portrayal of the hero.
- narrative of the hero’s resistance to the white colonisers.

Okonkwo was well-known throughout the nine villages. He was tall and huge. He had a very dark complexion, a wide nose and bushy eyebrows which gave him a fierce look. At the age of eighteen he won a wrestling match against Amalinze the Cat. Amalinze was the greatest wrestler of the time. He was called the Cat because his back never touched the earth. It is this man whom Okonkwo threw to the ground twenty years ago. His victory against Amalinze made him very famous in his village, Umuofia. In addition, Okonkwo was a very hard worker. During the planting season, he worked daily from cock-crow until the chickens went to roost. He became a wealthy farmer and one of the greatest men

of his time. §1

Unoka was Okonkwo’s father. He was a thin, handsome man with a gentle look. He was always in his *agbada*. In his day, he was lazy and improvident and was incapable of bringing food to his wife and children who were always hungry. He spent most of his time playing on his flute. Unoka was never happy when people talked about war. In fact, he was a coward and preferred to talk about music. §2

Okonkwo was different from his father. He was a man who liked action, so he was the first to take up arms in defence of his village. His courage against the British invaders won him a place among the heroes of his tribe. ... §3

(Adapted from *Things Fall Apart*)

(At The Crossroad, pp 52, 53)

## Appendices

### Text Five (Follow up)

2 Complete the table below with information from the text above.

CHARACTER TRAITS	OKONKWO	UNOKA
<b>PHYSICAL APPEARANCE</b> A. What did he look like ?		
<b>PERSONALITY</b> B. What was he like?		
<b>LIKES AND DISLIKES?</b> C. What did he like/dislike?		

(At The Crossroad, p53)

### Text Six

**IT'S YOUR TURN**

- Respond favourably or unfavourably to one of the books advertised in the ovals on the right. Use the information in the table that follows.

**Example:**

Student A: What's your favourite book ?  
 Student B: My favourite book is Stoker's *Dracula*.  
 Student A: Why do you like it?/Why are you fond of it / keen on it? ...  
 Student B: I like it because it tells an absorbing story/ it has powerful characters....  
 Student A: I like it too./ Personally, I don't like it. It ...

Favourable response	unfavourable response	Aspects
a/an absorbing	aggressive	characters
powerful	inconsistent/flat	
exciting	confusing	
delightful	lazy	narrative
enjoyable	careless ...	
charming	boring	
striking	conventional	setting
superb	sentimental	
fascinating	depressing	
lively	appalling	
gripping	saddening	
	difficult	

Penguin Popular Classics  
**PETER PAN**  
J. M. BARRIE

Penguin Popular Classics  
**TREASURE ISLAND**  
ROBERT LOUIS STEVENSON

Penguin Popular Classics  
**THE ADVENTURES OF TOM SAWYER**  
MARK TWAIN

Penguin Popular Classics  
**DRACULA**  
BRAM STOKER

SAY IT IN WRITING

(At The Crossroad, p 39)

## Appendices

### Text Seven

**THE MAKING OF A SCIENTIST**

Men and women of different races, walks of life, temperament, religions and professions have become famous scientists. Leonardo da Vinci was an artist; Sir William Herschel, a band leader; Lavoisier, a tax collector; Priestly, a clergy man; Marie Curie, a political refugee; Joule a brewer; Edison a telegraph operator; Ruth Benedict a teacher of English; Einstein , a patent-office clerk; Faraday , a bookbinder; Halley, a gourmet; Newton, a recluse; Avicinna a physician; Kepler an astrologer; Carver , a slave. § 1



However, these men and women had in common their passionate devotion to science. The career of the great black American chemist George Washington Carver offers a particularly good example. It illustrates the important fact that anybody with the necessary ability and the necessary ambition can become a famous scientist. §2

(At The Crossroad, p 126)

### ‘Getting Through’ Textbook Texts

#### Text eight

**American Friends**

I am weary of dating my life by wars,  
my father, an airman in World War II, met my mother  
at a U.S.O. dance  
my uncle the machine gunner in Korea,  
the months marked off by packages sent to him,  
at eighteen I marched against the Vietnam War  
I wouldn't fight for a dictator in Vietnam,  
college dated by Vietnam battles and anti-war marches,  
we skipped the regular graduation,  
had a counter-graduation rally on the steps,  
the men pledged they'd refuse to be drafted,  
the war and the marches went on and on and on  
the Vietnam War didn't really end,



it lingers, an old scar,  
and now  
my president wants my cousin for another war  
to restore another dictator.  
I've been marching against these wars for twenty years,  
every day the hydra sends another arms shipment,  
my hero-Thoreau in jail,  
refused to pay his war tax for the Mexican-American War,  
his friend Emerson visited him asked,  
"What are you doing in jail, Henry?"  
"Why aren't you in jail, Waldo?" Thoreau answered,  
my hero Mark Twain spoke out against  
U.S. soldiers in the Philippines,  
in every generation my heroes walked in flames,  
breathed fire.

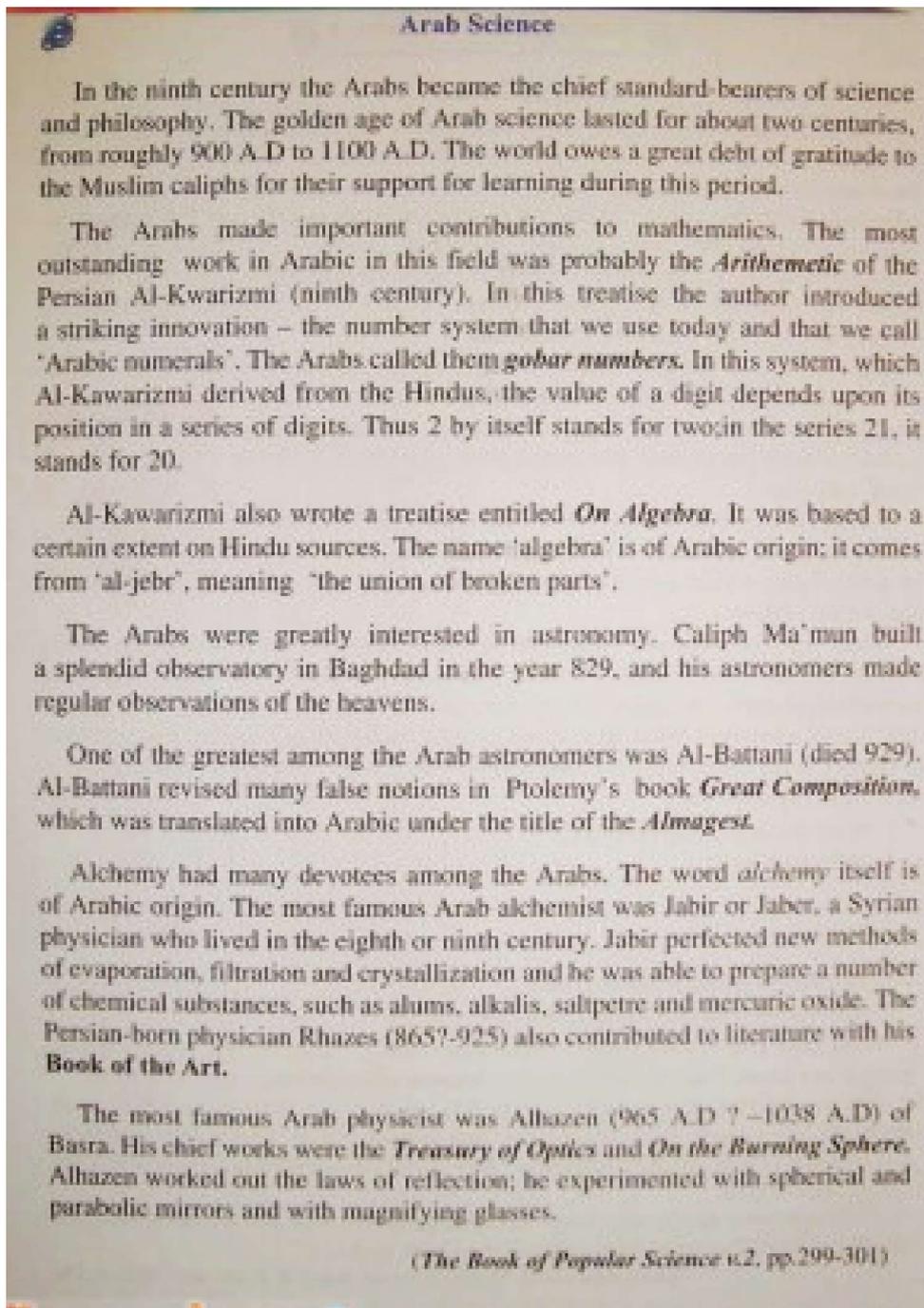
Thoreau and Mark Twain were ashamed  
of this country,  
some mornings I don't want to get up,  
drown in a sea of shame-  
make myself get up,  
this weekend I'll walk against the latest war,  
I've recruited two more walkers,  
I'm walking as long as I have the strength,  
as long as I can put one leg in front of another.

Julia Stein, Desert Soldiers (1992)  
© California Classics Books

(Getting Through, p. 57)

## Appendices

### Text nine



(Getting Through, p. 96)

## Appendices

### Text Ten

Once upon a time there was a little **red-haired** and **blue-eyed** girl who was loved by all who knew her. She was called Little Red Riding Hood. One day her mother told her to take some **sweet-smelling** cakes to her **grandmother** who was living in the woods, but not to go into **by-paths**. That was dangerous.

When Little Red Riding Hood reached the woods, she met a **funny-looking** and **bad-smelling** wolf. Naturally, Little Red Riding Hood did not know what a wicked animal the wolf was! She thought that it was **kind-hearted**. So she listened to it when it told her to pick up some **bluebells** and daffodils for her grandmother.

While Little Red Riding Hood was picking flowers, the wolf entered her grandmother's house and ate her up. Then he put on her grandmother's **night gown** and **night cap** and went into the **bedroom**. When Little Red Riding Hood got to her grandmother's house, she found the door **wide open**. Obviously something was wrong. Even her grandmother was **odd-looking**.

② Read aloud the folktale above paying attention to intonation and stress. Then discuss how compound adjectives are formed in English.

③ Listen and use arrows (↗ or ↘) to mark the intonation at the end of the sentences of the dialogue in the text below. Then act out the dialogue with your partner.

"Oh, grandmother," she said, "what **big ears** you have!"

"The better to hear you with, my dear," said the wolf.

"Grandmother, what **big eyes** you have!"

"The better to see you with."

"Grandmother, what **big teeth** you have!"

"The better to eat you with!"

And the wolf jumped out of bed and swallowed up Little Red Riding Hood. A **hunter** saved Little Red Riding Hood and her grandmother by cutting out the wolf's stomach. They both lived happily ever after.

(Getting Through, p. 104)

## Appendices

### Text Eleven

Great calamities can show the best in man. For instance, while I was covering, for my newspaper, the earthquake in Bourmedes, I met a group of women carrying plates of *kouskous*. Where are they going all together like that? I asked Rafik, my Algerian friend and translator. They're taking food to their neighbours who have lost their homes he replied. After a few minutes, he added, People have always helped each other over here. But this earthquake has considerably increased that sense of neighbourliness. §1

Rafik stopped talking for a few minutes before he resumed his speech. "This earthquake has made everyone of us show his best", he said pointing to the debris of a fallen building. I didn't understand what he meant by that. So I asked him to explain. "The youths have played a heroic role in the first minutes of the disaster," he answered. "Did you see that young man shown on TV last night?" he asked. I said that I did. "That young man has become our local hero. Yesterday, he saved two children from certain death," he told me. §2

As I listened further to Rafik, I understood that disasters could certainly kill people, but in some way they are like hammers that weld the brotherly spirit of humanity. §3

(Getting Through, p. 129)

### Text Twelve

**Frankenstein**

*Here is Victor Frankenstein's story as he told it to Captain Walton who rescued him on a ship sailing on the icy seas of the North.*

One day when I was fifteen, I saw a terrible storm. Lightning destroyed a tree in a split second. Years later when I first arrived at the university that childhood memory flashed through my mind and I decided to use electricity to help people, and to discover the secrets of life. I did not know then that my work would destroy me and the people I loved.

I started working very hard. One day, I realized that I could use electricity from lightning to give life to things that were dead. Above my laboratory I built a very tall mast which could catch lightning and send electricity down to my machine in the laboratory.

Then I made a body. I bought or stole all the pieces of human body I needed, and slowly and carefully, I put them all together. I had wanted to make a beautiful man, but the face of the creature was horrible. Its skin was thin and yellow, and its eyes were as yellow as its skin. Its long black hair and white teeth were almost beautiful, but the rest of the face was ugly. Its legs and arms were huge. The pieces I used had to be big because it was too difficult to join small pieces together. My creature was two and a half metres tall and looked terrible and frightening.

I connected the body to the wires from my machine. More wires connected the machine to the mast. I watched and waited. Two days later I saw dark clouds in the sky, and I knew that a storm was coming. My mast began to do its work immediately; and the electricity from the lightning travelled down the mast to my machine.

At first nothing happened. But after a few minutes I saw the creature's body begin to move. Slowly, terribly, the body came alive. Its arms and legs began to move, and slowly it sat up. The dead body had been an ugly thing, but alive, it was much more horrible. I wanted to escape from it. I rushed out of the laboratory and ran into town. The monster escaped...



(From Mary Shelley's *Frankenstein*, retold by Patrick Nobes)

(Getting Through, p. 155)

## Appendices

### Text Thirteen

Read the text below and check your answers to question 1 above.

*American Women at Work*

Most American women went to work outside the home during World War II so that they might help in the war effort. War was raging in Europe and in the Pacific and Americans thought that the women's place was no longer in the home but in the factory. After the war, American women continued to work side by side with American men for some time in order that they might contribute to the re-building of their country's economy.

However, in the 1960s and 1970s, the number of working women started to decrease. Many of them preferred staying at home so that they could take care of their children. Their highly salaried husbands bought them cars so that they could drive their children to school and back home. They also supplied them with brand new washing machines and cookers so that they would spend less time on house work. And they furnished them with TV sets so that they might not feel bored during their free time.

(Getting Through, p. 170)

### 'New Prospect' Textbook Texts

#### Text Fourteen

► A song

Money, money, money  
I work all night, I work all day, to pay the bills I have to pay  
Ain't it sad  
And still there never seems to be a single penny left for me  
That's too bad  
In my dreams I have a plan  
If I got me a wealthy man  
I wouldn't have to work at all, I'd fool around and have a ball...  
Money, money, money  
Must be funny  
In a rich man's world  
Money, money, money  
Always sunny  
In a rich man's world  
Aha-ahaaa  
All the things I could do  
If I had a little money  
It's a rich man's world  
A man like that is hard to find but I can't get him off my mind  
Ain't it sad  
And if he happens to be free I bet he wouldn't fancy me  
That's too bad  
So I must leave, I'll have to go  
To Las Vegas or Monaco  
And win a fortune in a game. My life will never be the same...  
(By Abba)



Also read: ● It's a moral issue (David Lodge) p.247  
● Bribery taking its revenge (Chinua Achebe) pp.248-9.

(New Prospects, p. 73)

## Appendices

### Text Fifteen

**e**

#### The Unicorn in the Garden

Once upon a sunny morning, a man who sat at his breakfast table looked from the window and saw a white unicorn with a golden horn quietly cropping the roses in the garden. The man went up to the bedroom where his wife was still asleep and awoke her. "There's a unicorn in the garden," he said, "eating roses." She opened one unfriendly eye and looked at him. "The unicorn is a mythical beast," she said, and turned her back on him. The man walked slowly downstairs and out into the garden. The unicorn was still there; he was now browsing among the tulips. "Here, unicorn," said the man, and he plucked up a lily and gave it to him. The unicorn ate it gravely. With a high heart, because there was a unicorn in his garden, the man went upstairs

and roused his wife again. "The unicorn," he said, "ate a lily". His wife sat up in bed and looked at him coldly. "You are crazy," she said "and I am going to have you put in a mental institution." The man, who had never liked the words "crazy" and "mental institution," and who liked them even less on a shining morning when there was a unicorn in the garden, thought for a moment. "We'll see about that," he said. He walked over to the door. "He has a golden horn in the middle of his forehead," he told her. Then he went back to the garden to watch the unicorn; but the unicorn had gone away. The man sat down among the roses and went to sleep. (§1)

As soon as the husband had gone out of the house, the wife got up and dressed as fast as she could. She was very excited and there was a glint in her eye. She telephoned the police and she telephoned a psychiatrist; she told them to hurry to her house and bring a straight-jacket. When the policemen and the psychiatrist arrived, they sat down in chairs and looked at her, with great interest. "My husband," she said, "saw a unicorn this morning". The policemen looked at the psychiatrist, and the psychiatrist looked at the policemen. "He told me he ate a lily," she said. "He told me he had a golden horn in the middle of his forehead," she said. At a solemn signal from the psychiatrist, the policemen leaped from their chairs and seized the wife. They had a hard time subduing her, for she put up a terrific struggle, but they finally subdued her. Just as they got her into the straight-jacket, the husband came back into the house. (§2)

"Did you tell your wife you saw a unicorn?" asked the police. "Of course not," said the husband. "The unicorn is a mythical beast." "That's all I wanted to know," said the psychiatrist. "Take her away. I'm sorry, sir, but your wife is as crazy as a jaybird." So they took her away, cursing, and screaming and shut her up in an institution. The husband lived happily ever after. (§3)

elbassair.net 189

(New Prospects, p. 189,170)

## Text Sixteen

### ► A song

#### What did you learn in school today ?

What did you learn in school today,  
Dear little boy of mine?  
What did you learn in school today,  
Dear little boy of mine?

I learnt that Washington never told a lie,  
I learnt that soldiers seldom die,  
I learnt that everybody's free,  
And that's what I learnt in school today,  
That's what I learnt in school.

What did you learn in school today,  
Dear little boy of mine?  
What did you learn in school today,  
Dear little boy of mine?

I learnt that policemen are my friends,  
I learnt that justice never ends,  
I learnt that murderers die for their crimes,  
Even if we make a mistake sometimes,  
And that's what I learnt in school today,  
That's what I learnt in school.

What did you learn in school today,  
Dear little boy of mine?  
What did you learn in school today,  
Dear little boy of mine?

I learnt our government must be strong  
It's always right and never wrong,  
Our leaders are the finest men,  
And that's what I learnt in school today,  
That's what I learnt in school.

What did you learn in school today,  
Dear little boy of mine?  
What did you learn in school today,  
Dear little boy of mine?

I learnt that war is not so bad,  
I learnt about the great ones we have had,  
We fought in Germany and in France,  
And someday I might get my chance,  
And that's what I learnt in school today,  
That's what I learnt in school.



( A song by Tom Paxton )

# Appendices

## Appendix 5

### 'At The Crossroads' Textbook Illustrations Illustration 1



(At The Crossroad,

p. 17)

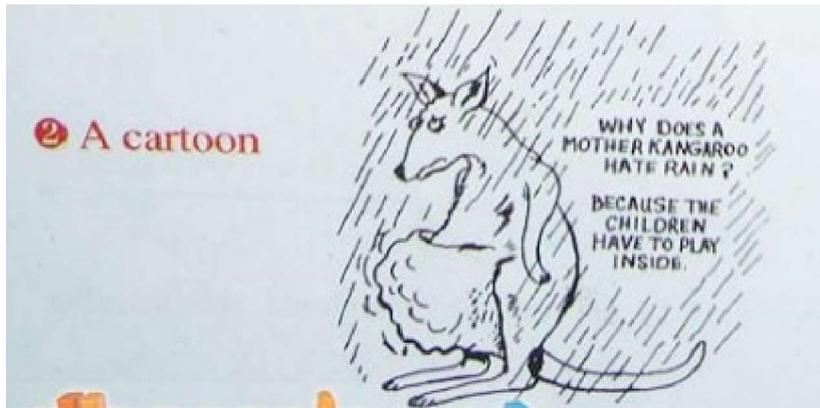
### Illustration 2



(At T he Crossroad, p. 34)

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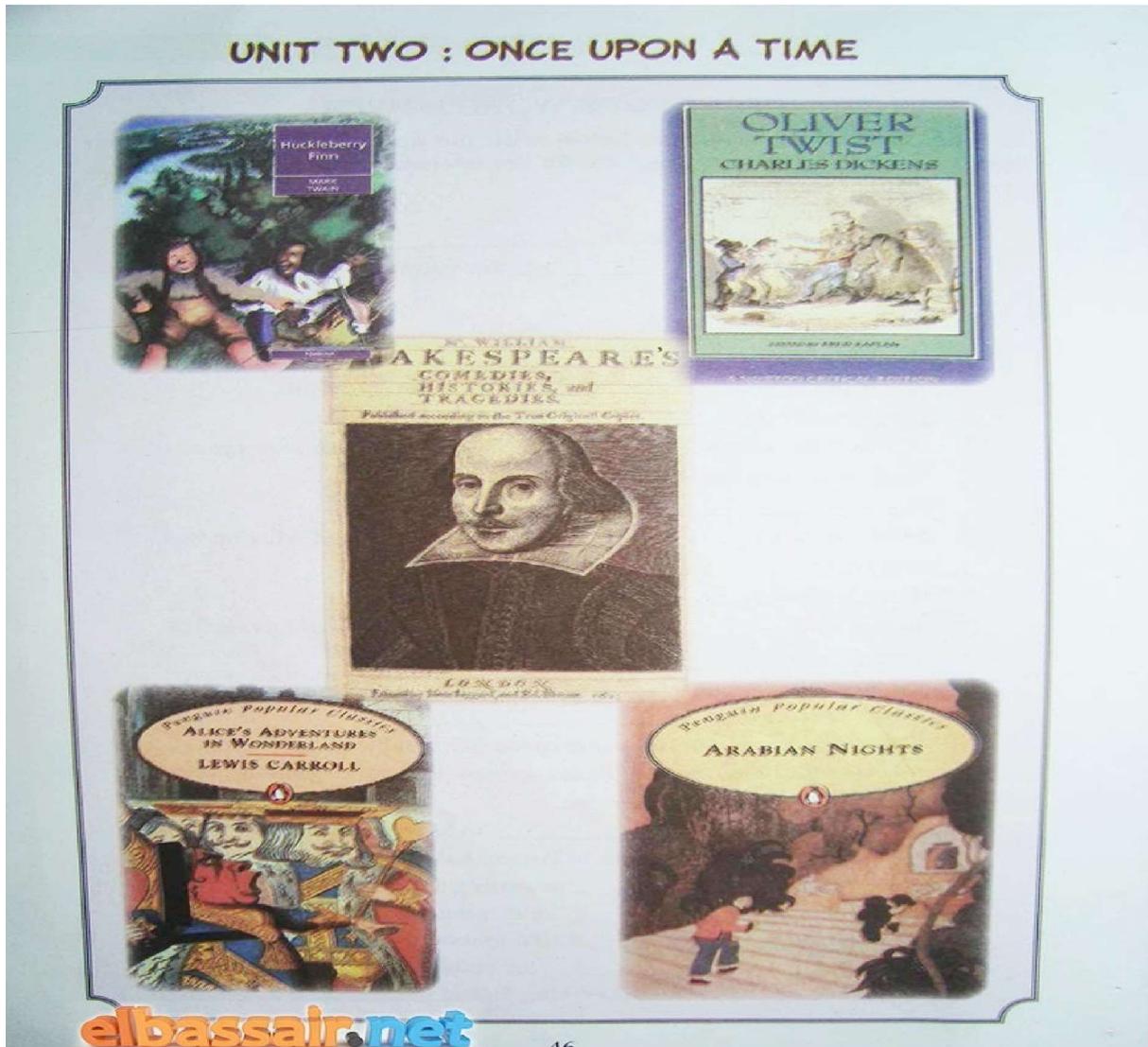
Illustration 3



(At The Crossroad ,

p. 38)

Illustration 4

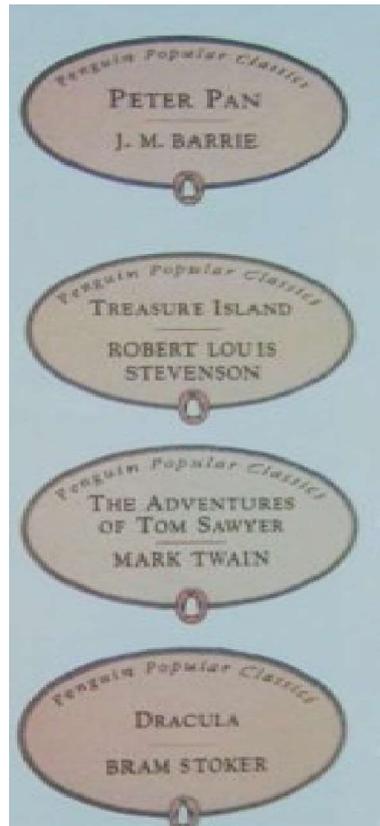


46

(At The Crossroad , p. 46)

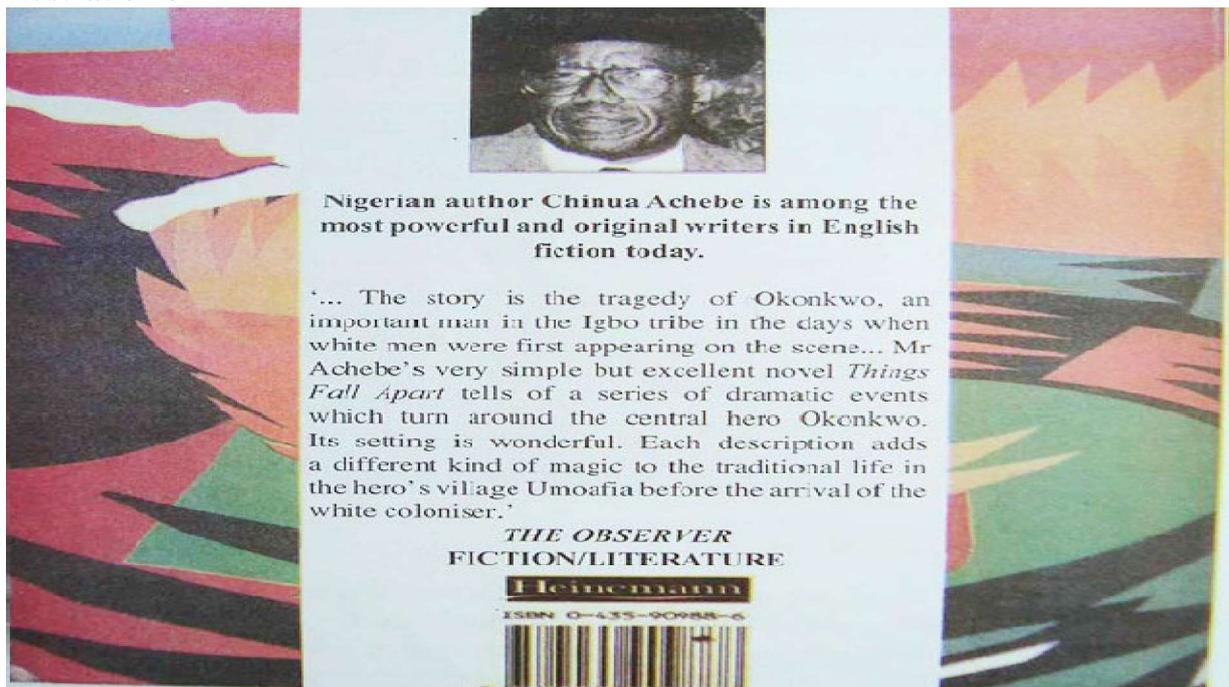
## Appendices

Illustration 5



(At The Crossroad , p. 51)

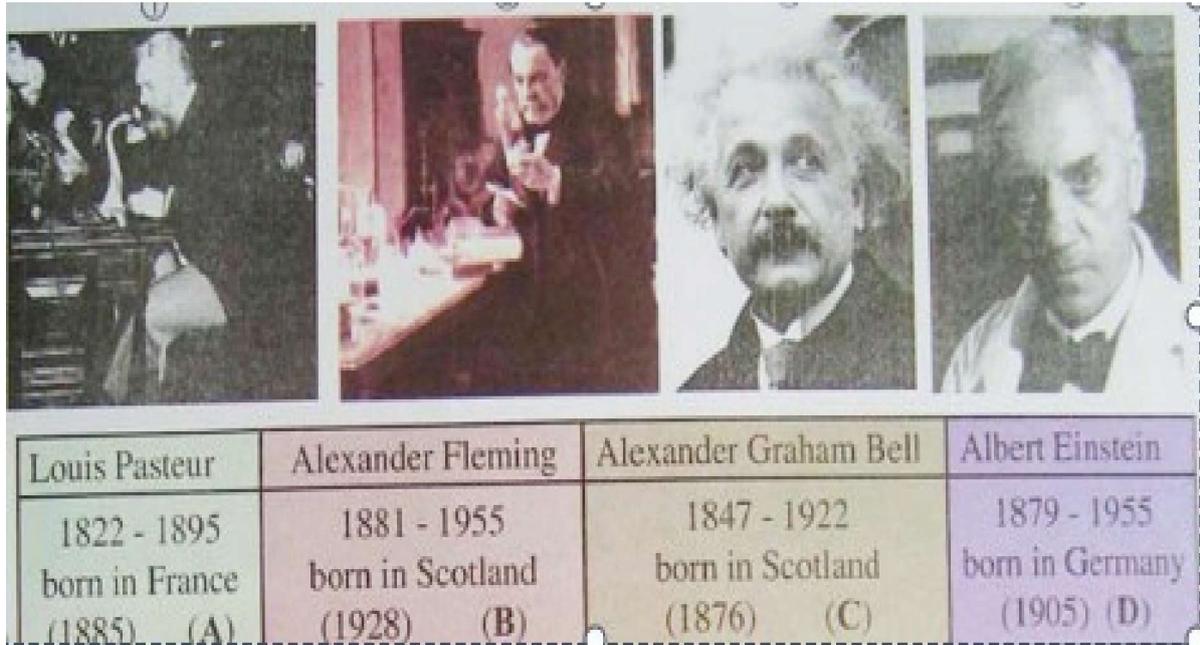
Illustration 6



(At The Crossroad , p. 52)

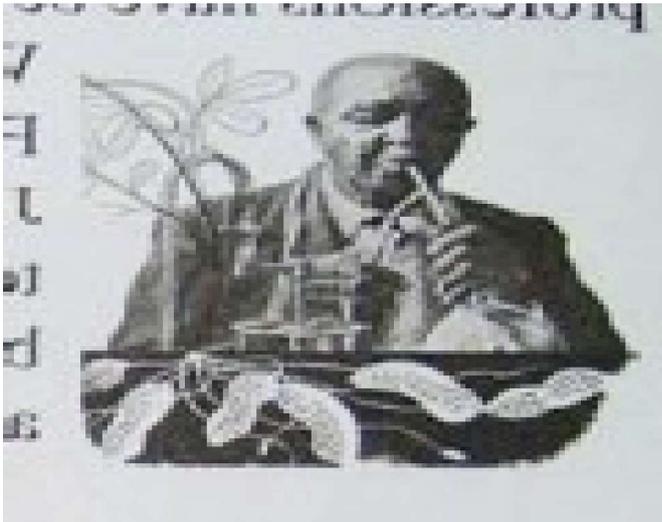
## Appendices

Illustration 7



(At The Crossroad, p. 113)

Illustration 8

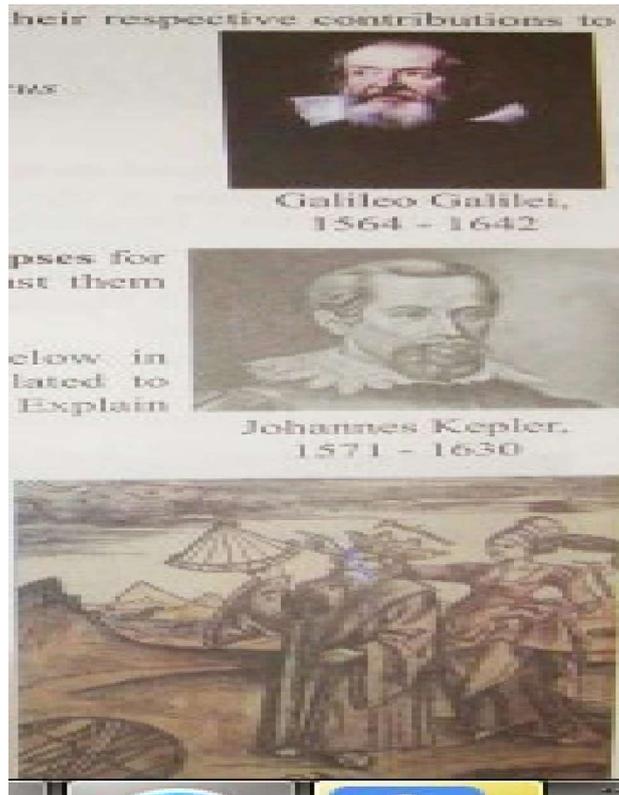


(At The Crossroad, p. 126)

# Appendices

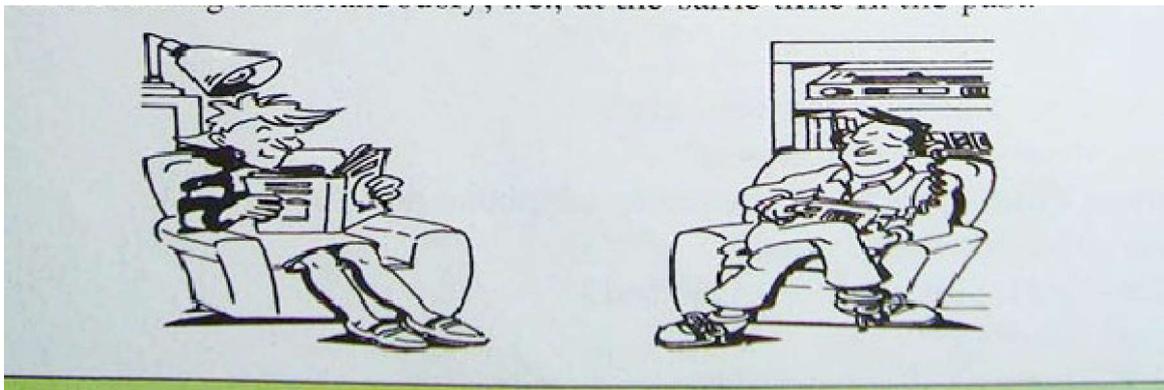
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Illustration 9



(At The Crossroad, p. 132)

Illustration 10



(At The Crossroad , p. 62)

## Appendices

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**Illustration 11**



At the office, a secretary taking notes

(Getting Through, p.76)

**Illustration 12**



(Getting Through, p. 64)

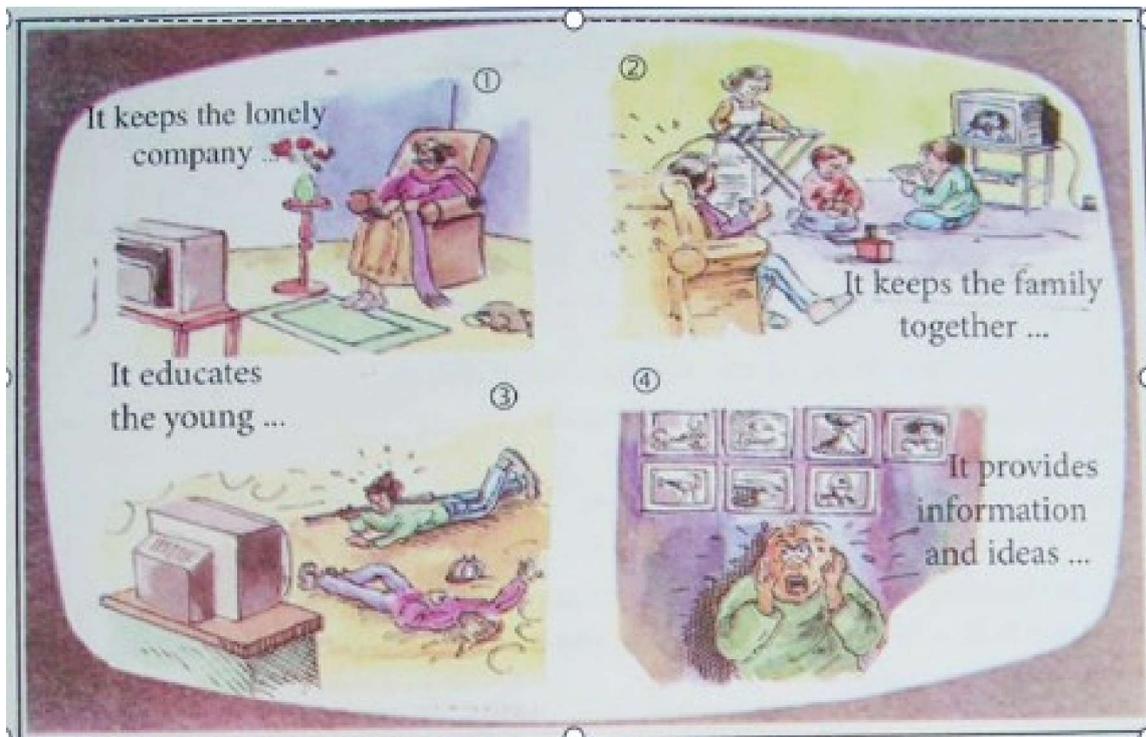
# Appendices

Illustration 13



(At The Crossroad, p. 110)

Illustration 14



(At The Crossroad, p. 121)

## Getting Through' Textbook Illustrations

# Appendices

Illustration 15



(Getting Through, p.15)

Illustration 16

**Do it in style!**

What is style? Well, it's a word with many meanings. It usually has something to do with the way you look. But is style the same as fashion?

Not exactly. If we say somebody is fashionable we mean they dress well and in the latest clothes. When we say someone 'has style' it is something more personal. A person can wear very old-fashioned clothes and still have style.

Someone once defined the difference like this: "People who follow fashion tell who they would like to be. People with style tell you who they are."

**The language of fashion**

The way we look tells other people a lot about us. This is true of everybody from the fashionable lady to the punk. A soldier's uniform tells us what he does. The elegant lad's fur coat tells us he is rich.

The punk tells us he (or she) is revolting against parents or society. Even people who put on the first thing they find when they get up in the morning tell us something – they tell us they don't care about fashion.

In ancient Rome, only free men used to wear long togas. In ancient Japan, only Samurai warriors used to shave the front of their hair. So people's appearance told the world exactly who people were and what they did.

**What can we tell from the way someone looks?**

We can tell how much money they have. The rich always wear very expensive jeans. But be careful, the very rich often wear old and not very elegant clothes. They don't need to prove they have money! The way we look tells people what we are doing. Whether we are going to work or to a party.

Our clothes can even tell if we are happy or sad. Psychologists think that looking bad, dressing badly, forgetting about our hair and so on, is one of the first signs of depression. The way we look may even tell a lot about the way we think. The young punk probably doesn't vote conservative. The British Prime Minister will probably not dye his/her hair pink.

Go on, look in the mirror. What are you telling the world today?

(From *Modern English International*, p.8)

(Getting Through, p.34)

## Appendices

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**Illustration 17**



(Getting Through, p.16)

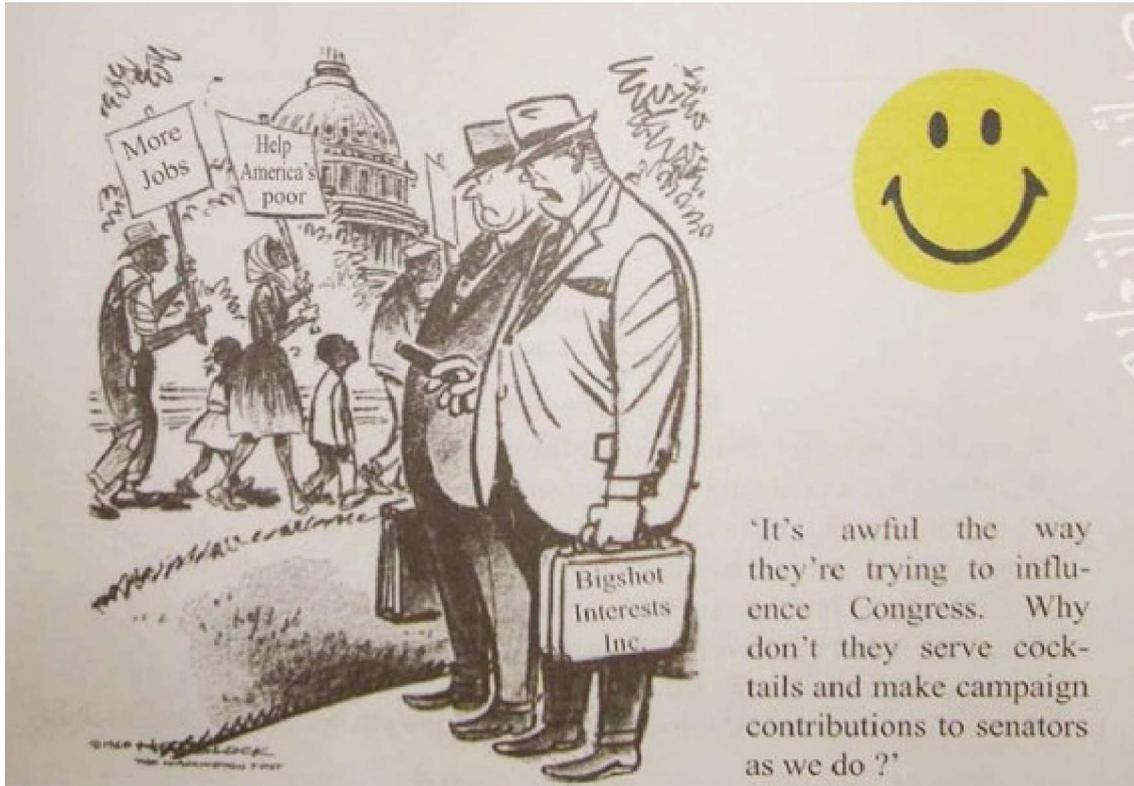
**Illustration 18**



(Getting Through, p.146)

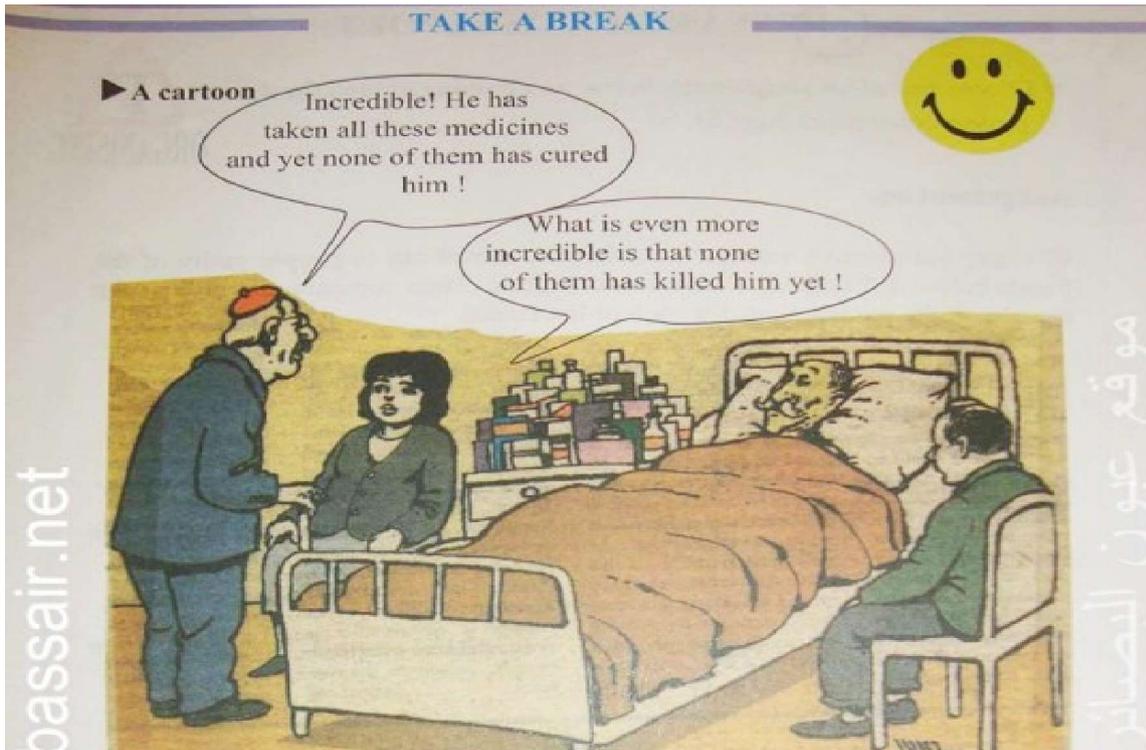
## Appendices

### 'New Prospects' Textbook Illustrations Illustration 19



(New Prospects, p. 70)

### Illustration 20



(New Prospects, p. 59)

## Appendices

Illustration 21



(New Prospects, p. 73)

Illustration 22



(New Prospects, p. 75)

## Appendices

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**Illustration 23**



**(New Prospects, p. 82)**

**Illustration 24**



**(New Prospects, p. 45)**

## Appendices

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**Illustration 25**



(New Prospects, p. 46)

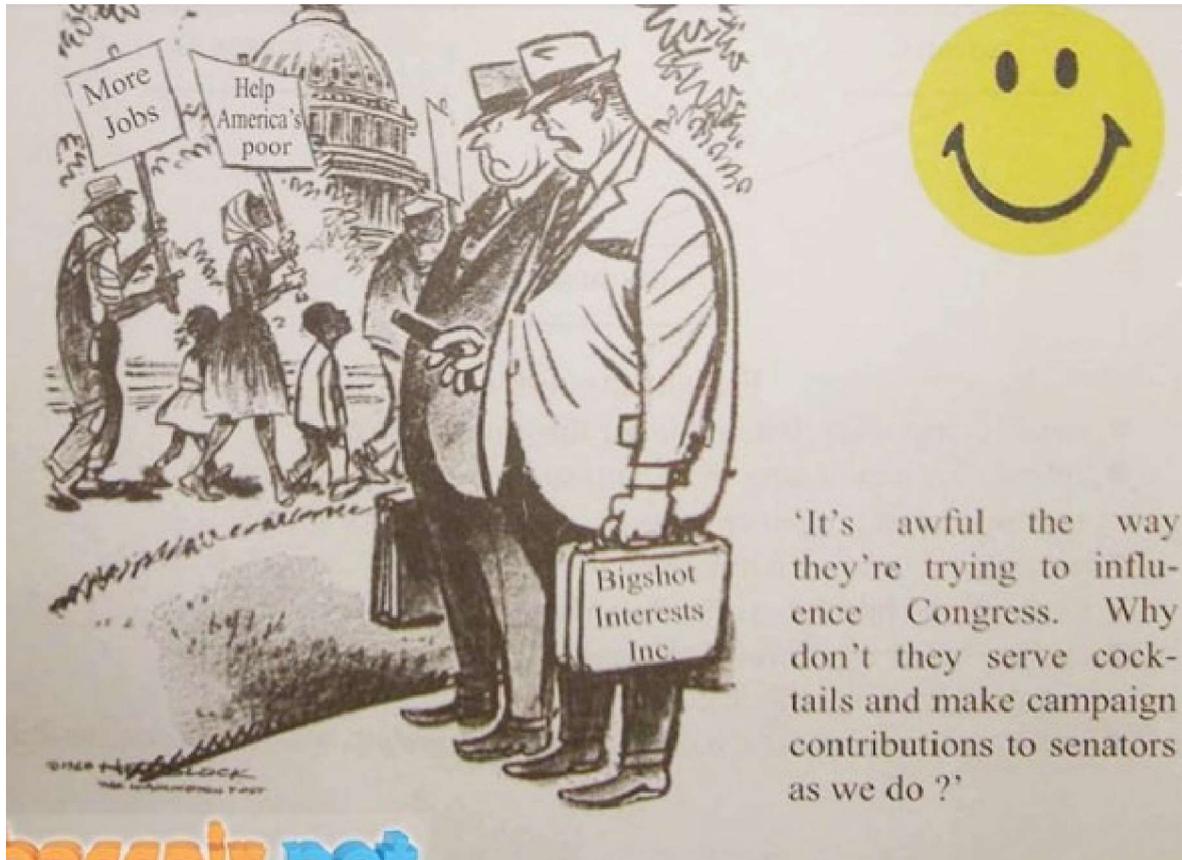
**Illustration 26**



(New Prospects, p. 61)

## Appendices

Illustration 27



(New Prospects, p. 70)

Illustration 28



(New Prospects, p. 53)

## Appendices

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Illustration 29



(New Prospects, p. 106)

Illustration 30



(New Prospects, p. 141)

## Appendices

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**Illustration 31**



**(New Prospects, p. 151)**

**Illustration 32**



**(New Prospects, p. 164)**

## Appendices

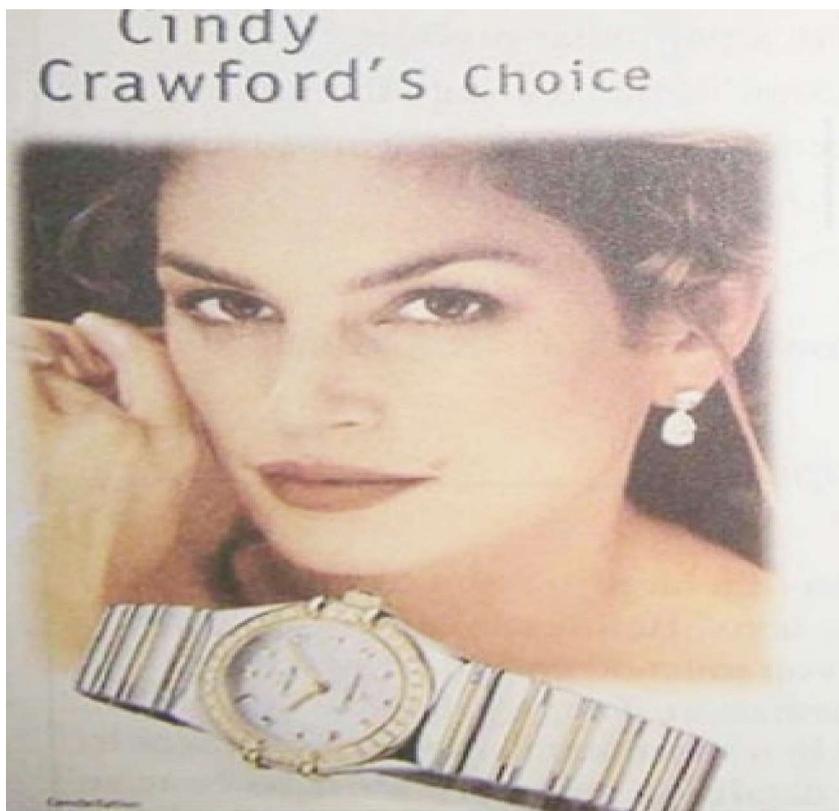
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Illustration 33



(New Prospects, p. 126)

Illustration 34



## Appendices

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(New Prospects, p. 123)

**Illustration 35**



(New Prospects, p. 129)

**Illustration 36**



(At The Crossroads, p. 110)

## Appendices

Illustration 37



(At The Crossroads, p. 146)

Illustration 38



(At The Crossroads, p. 34)

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**Illustration 39**



**(Getting Through, p. 44)**

**Illustration 40**



**(New Prospects, p. 173)**

## Summary :

The field of education still includes many aspects of gender issues through the literary texts students read everyday in their EFL textbooks. Despite the inclusion of many texts that display gender neutral, there are several ones that contain gender stereotypes that may affect students' perceptions of gender. The purpose of this study is to investigate gender portrayal in EFL textbooks literary texts in the Algerian secondary education and how it affects students' perception of gender. The aim of this research is to raise gender awareness among students, to reinforce women's empowerment in the Algerian society and to help promoting a culture of gender equality. The data were collected using a qualitative study through a textual analysis and content analysis methods where the three EFL textbooks texts that are currently in use in the Algerian high school were observed and analysed. These methods were carried out to examine gender representation in the selected texts from each textbook. Besides, classroom observations and interviews were designed to answer the second research question that is to explore to what extent gender representations in the EFL textbooks texts affect students' perception of gender. Findings from textual analysis and content analysis revealed that both textual and visual texts contain gender bias where gender is portrayed stereotypically ; they represent traditional views of gender where women are depicted subordinate to men and occupy traditional gender roles. Besides, classroom observations showed that teachers mediate the texts to the students uncritically where students raise traditional attitudes towards gender. This dissertation will show that the secondary education EFL textbooks do not live up to the requirements for gender equality and women's emancipation. Finally, the dissertation includes some practical ideas on how to work with gender issues in the classroom.

## Résumé :

La question du genre est rencontrée partout et dans différents domaines, à savoir l'éducation à travers les textes littéraires que les étudiants lisent quotidiennement dans leurs manuels de langue étrangère Anglais. Malgré l'inclusion de nombreux textes non sexistes, il y en a plusieurs qui contiennent des stéréotypes sexistes susceptibles d'affecter les perceptions des élèves sur le genre. Le but de cette étude est d'enquêter sur la représentation du genre dans les textes littéraires des manuels d'Anglais dans l'enseignement secondaire algérien et comment elle affecte la perception du genre par les élèves. L'objectif de cette recherche est de sensibiliser les étudiants à la dimension de genre, de renforcer l'autonomisation des femmes dans la société algérienne et d'aider à promouvoir une culture de l'égalité des sexes. Les données ont été collectées à l'aide d'une étude qualitative à travers une analyse textuelle et des méthodes d'analyse de contenu où les trois livres d'Anglais actuellement en usage dans le lycée algérien ont été observés et analysés. Ces méthodes ont été appliquées pour examiner la représentation des sexes dans les textes sélectionnés de chaque livre. En outre, les observations en classe et les entretiens ont été conçus pour répondre à la deuxième question de recherche qui consiste à explorer dans quelle mesure les représentations de genre dans les textes des livres d'Anglais affectent la perception du genre par les élèves. Les résultats de l'analyse textuelle et de l'analyse du contenu ont révélé que les textes tant textuels que visuels contiennent des préjugés sexistes où le genre est représenté de manière stéréotypée; ils représentent des vues traditionnelles du genre où les femmes sont dépeintes comme subordonnées aux hommes et occupent des rôles traditionnels de genre. En outre, les observations en classe ont montré que les enseignants transmettaient les textes aux élèves de manière non critique, les élèves soulevant des attitudes traditionnelles envers le genre. Cette thèse montrera que les livres scolaire d'Anglais de l'enseignement secondaire ne sont pas à la hauteur des exigences de l'égalité des sexes et de l'émancipation des femmes. Enfin, la thèse comprend des idées pratiques sur la façon de travailler avec les questions de genre en classe.

## المخلص

يتم مواجهة قضية التنوع الاجتماعي في كل مكان وفي مجالات مختلفة مثل التعليم من خلال النصوص الأدبية التي يقرأها الطلاب كل يوم في كتب اللغة الإنجليزية كلغة أجنبية. على الرغم من تضمين العديد من النصوص التي تظهر محايدة بين الجنسين ، هناك العديد من النصوص التي تحتوي على قوالب نمطية جنسانية قد تؤثر على تصورات الطلاب للنوع. الغرض من هذه الدراسة هو التحقيق في تصوير الجنس في النصوص الأدبية لكتب اللغة الإنجليزية كلغة أجنبية في التعليم الثانوي الجزائري وكيف تؤثر على تصور الطلاب للجنس . الهدف من هذا البحث هو رفع مستوى الوعي بالجنس بين الطلاب ، وتعزيز تمكين المرأة في المجتمع الجزائري والمساعدة في تعزيز ثقافة المساواة بين الجنسين. تم جمع البيانات باستخدام دراسة نوعية من خلال التحليل النصي وطرق تحليل المحتوى حيث تم الاطلاع على وتحليل النصوص الثلاثة للكتب المدرسية للغة الإنجليزية كلغة أجنبية المستخدمة حاليًا في المدرسة الثانوية الجزائرية. تم تنفيذ هذه الأساليب لفحص تمثيل النوع الاجتماعي في النصوص المختارة من كل كتاب مدرسي. بالإضافة إلى ذلك ، تم تصميم الملاحظات والمقابلات الصفية للإجابة على سؤال البحث الثاني وهو استكشاف إلى أي مدى تؤثر التمثيلات الجنسانية في نصوص كتب اللغة الإنجليزية كلغة أجنبية على تصور الطلاب للجنس. كشفت النتائج المستخلصة من التحليل النصي وتحليل المحتوى أن كل من النصوص النصية والمرئية تحتوي على تحيز جنساني حيث يتم تصوير النوع الاجتماعي بشكل نمطي ؛ إنها تمثل وجهات نظر تقليدية حول الجنس حيث يتم تصوير النساء في مرتبة أدنى من الرجال ويحتلن الأدوار التقليدية للجنسين. إلى جانب ذلك ، أظهرت الملاحظات الصفية أن المعلمين يتوسطون في النصوص للطلاب دون تمحيص حيث يرفع الطلاب المواقف التقليدية تجاه الجنس. ستظهر هذه أن الكتب المدرسية للتعليم الثانوي واللغة الإنجليزية كلغة أجنبية لا تفي بمتطلبات المساواة بين الجنسين وتحرير المرأة. أخيرًا ، تتضمن الرسالة بعض الأفكار العملية حول كيفية التعامل مع قضايا النوع الاجتماعي في الفصل الدراسي.