A Semiotic Analysis of Gender Representation in EFL Textbooks

Case Study: The Four Algerian Textbooks

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Candidates: **Supervisor:**

- **MAHDI Hanaa**   **Ms. OUELD AHMED Fatima**

- **KEZIZ Rayane**

Board ofExaminers

- **Ms. YOUSFI Nabila**   Examiner   **University of Khenchela**

- **Ms. OUELD AHMED Fatıma**   Supervisor   **University of Khenchela**

- **Mr. BEDDIAF Abderrazek**   presıdent   **University of Khenchela**

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Dedication

I dedicate this work to all family especially to our parents who encourage us in every second in our life, our brothers and our sisters , to our best friends , to my dear coming daughter and beloved husband.

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Abstract

The current research provides an investigation of a crucial phenomenon in English foreing language . It is about the analysis of gender representation in visuals and dialogues included in textbooks. To reach our aim, we followed content analysis with a view to spot the light on gender roles and gender relationships as they are displayed in textbooks used in the Algerian educational system. The visuals were analysed according to the *Social Semiotic Multimodal Approach*.The results showedthat visuals and dialogues in textbooks may develop bias and wrong representation on the part of foreign language learners. Females are underrepresented in comparison to males .There is a noticibale imbalance in favor of males .Women has been represented as marginalized and powerless. Taking such results into account, teachers must be aware of how to deal and tackle visuals and dialogues that stand for gender roles and relationships.

Key words:

English as foreing language , males,females,gender representation,semiotics.

LIST OF ABBREVIATIONS

EFL:English as Foreign Language

EFC:Englishforeign Classroom

ELT:English Language Teaching

SSMA:Social Semiotic Multimodal Approach

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GENERAL INTRODUCTION

General introduction:

Textbooks are considered as an essential tool to spread the culture ofdifferent societies at educational environment. Thus, the different responsibilities and roles of males and females should be represented in a balanced way. This study aims to investigate how gender is represented in visuals included in textbooks from grade 1 to 4 in the Middle School through analyzing dialogues and pictures in those textbooks. The present research topic is significant because of its role in raising cultural awareness on the part of teachersin foreign language classrooms.

1 .STATEMENT OFTHE PROBLEM:

Schools represent an educational institution where children start to learn and to get knowledge. English language teaching materials that are used in school are crucial for the development of the students' identity. Textbooks, for example, include a lot of information and more precisely illustrations and images that carry different meanings and represent different ideologies. Gender representation is one phenomenon that dominates EFL textbooks. Gender representation can be embedded in textbooks either in verbal language or in nonverbal language like images, gestures, social distance or the linguistic terms in dialogues. Images and body language can be classified under the term of "semiotic signs".Although semiotic signs play a crucial role in illustrating and clarifying different phenomena for English Foreign Language learners, they may be also a source of misunderstanding and developing stereotypes.

2.RESEARCH QUESTIONS

1-How is gender represented in the images included in EFL textbooks?

2-Is one gender over-represented in EFL textbooks?

3- How are both genders represented visually, considering power, and power relations?

3.*METHODOLOGY*

With a view to answer the main research question concerning how gender is represented in the EFL textbooks and if itis used in balanced way or there is a kind of bias, the present study tends to be a qualitative study based on the analysis is of different visuals. On the basis of some semiotic concepts such as connotation, denotation, signifier and signified, we are going to provide an analysis for body language as well as images and dialogues in relation to the representation of gender roles and identity across different cultures. As a case study, we select textbooks used in the Algerianeeducational context such as grade 1, 2, 3, and 4 in middle schools.

4. *AIMS AND SIGNIFICANCE OF THE STUDY*

The aim of this study is to offer foreign language teachers new insights of how to tackle visuals in textbooks with a view to raise cultural awareness on the part of EFL learners as well as to set how various semiotic signs must be used to give a specific message to learners. Also, the current study tends to investigate the different representation of gender and gender roles in visuals included in textbooks

5. *STRUCTURE OF THE DISSERTATION*

This research study is presented in four chapters in addition to an introduction and a general conclusion. The first two chapters form the theoretical part of the dissertation whereas the two other chapters constitute the practical part. Chapter one highlights**'** 'the place of teaching material in foreign language classroom' .It gives an overview about teaching materials in classrooms in relation with gender representation. Through this chapter, we discuss the different roles of textbooks in FLC. Also, we shed the light on the issue of gender representation and gender differences in textbooks. After that, we make an attempt to

investigate the place of gender representation in visuals included in textbooks. Chapter two that is entitled "Visuals and gender representation in textbooks' investigates the relationships between semiotics, visuals and gender representation .It seeks to help the reader to gain insight into the main concepts in semiotics and the importance of visual aids in foreign language classroom. For chapter three, and from which the practical work will start, we are going to highlight many points starting with qualitative content analysis and its definition. Moving to procedures of data collection on which we are going to discuss the evaluation of textbook showing how it is very useful in classroom. The last part on that chapter is the description of the textbooks that we are going to deal with as the case study. We will describe their contents, their writers and even a brief description of their cover page. On chapter four, which is the last one, we are going to provide a content analysis of the different visuals that contain gender representation.

CHAPTER ONE: THE PLACE OF TEACHING MATERIALS IN FOREIGN LANGUAGE CLASSROOMS

INTRODUCTION

This chapter sketches out the place of teaching materials in foreign language classrooms. It startsby identifying the different types of teaching materials. It also investigates the different rolesof textbooks in FLC. In addition, it highlights the various cultural elements that are included in textbooks. Moreover, this chapter outlines gender differences as well as gender representation in visuals.

1. ENGLISH LANGUAGE TEACHING MATERIALS

Teachers should organize different teaching materials to make students understand and remember the language they learn. When the teacher prepares his/her lesson plan, he/she will use teaching materials and a good teacher has to prepare his/her lesson with different types of materials. It is important to know when and how he /she will use these materials because the more he/she uses a variety of teaching materials during the course, the more students understand the basic components of the lesson .In addition," students must feel that the materials from which they are learned have to be connected with the real life and at the same time must be attached to their aspects like: age, level of education, social attitudes....etc.".(Cunningsworth,1984,p.58).So it is important to make sure that the teaching materials meet our students' needs.

Nowadays, English language teaching could not be good without using teaching materials, they are essential tools in most courses (Richards, 2001).There are some teachers that use only textbooks, whereas others use alternative materials. Alternative materials are any material used in classroom excluding textbooks. Also, they are known as authentic materials or real life materials .They are described as materials that are designed for native speakers, for example, magazines, newspapers, recordings....etc. (Mitchell, 1995, p.93).

Textbook is mainly referred to ready- made materials. According to many teachers, textbooks represent the main source in classroom. In opposite, some teachers prefer to use them just to complete the alternative materials. Luddahl(1998, p. 11) believes that if the entire courses revolve around the textbooks and suggests a mixture between textbooks and alternative materials.EL teaching materials develop students' interests and motivation to the course. Also, they can make students participate more vividly and listen to the teacher carefully.In addition, the teacher enriches the course and creates desire for learning.So it takes whole part and an important part in the learning and teaching process.

2. THE DIFFERENT ROLES OF TEXTBOOK IN FOREIGN LANGUAGE LEARNING

Language teachingis very tied to textbooks, and textbooks are very necessary inthe teachingand the learning process, since it plays important role for both teachers by helping them in doing the course and for learners by helping them to acquire the four skills. No one can deny the advantages and benefits of textbook, but you may find somedisadvantages; that is why teachers should know how to use and how to exploit them in a good way , because what some teachers may consider an advantage in textbooks another willsee it as a short come or a disadvantage. The following list contains the most importantadvantages of textbooks (Graves 2000, 175 &Basturkmen 2010, 149).

- ✓ Textbooks are very helpful for teachers in assessing and evaluating student's learning because they contain tests and different evaluating tools.
- ✓ Using the same textbook by teachers makes the program more stable .Since the author or the writer of the syllabus have already decided what will be learned and in what order , textbooks will provide a syllabus for the course .
- ✓ Textbooks help teachers in saving time in finding or developing such materials because most textbooks contain a set of visuals, activities, and reading ... etc.3.

3. *CULTURAL CONTENT IN EFL TEXTBOOKS*

When we come to define the term culture, we find that the word cannot be easilydefined.Nieto(2002) argues "culture" has not one meaningsinceit can mean different things to different people and indifferent context. However, scholars tried to define the term each on his way, according to Byram(1989) culture has two concepts it can be either distinguishable and non-heterogeneous or not staticsince ıt develops the event fromperiod to another. For Taylor(1971) who was the first who used the term defined it as "that complex whole whichincludesknowledge, belief, art, moral, law custom and any other capacities and habits acquıred by man within his social group" (Cıted ın Sander & Loon , 1997 , p.4)

Foreign language textbooks are very ımportant for both teachers and learners because they are a guıde for both of them. Also textbooks provıde grammatical rules, lınguıstıcs topıcs as well as comprehensıve cultural ıssues to learn more about the target culture .Thıs ıdea ıs supported by Rısager (1999:333) when he stated that foreign language textbooks are helpful ın the transmıssıon process. For Hinkel (1999), there are a varıatıon ın the content of textbooks, but we should guess that all textbooks contaın many aspects of the targetlanguage. Moreover, Pıckerıng (1992) claımed that "if the program ıs balanced and varıed and the source materıal ıs authentıc, ıt is probable that it will automatıcally gıve a good ınsight ınto the foreign culture ". (Cıted ın Byram et al.1999, p. 13). Foreign language learning should ınclude ıntercultural ıssues to develop students' awareness about foreıgn cultures and then learners wıll be ıntercultural speakers (Banks, 2004 &Byram, 1997).

We as learners and teachers, we can say that the major themes we find ın textbooks are concerned wıth famous people, clothes,foods, music, art, customs and traditions.

4. *GENDER REPRESENTATION IN EFL TEXTBOOKS*

Gender is an important area of study in many fields such as: sociology, sociolinguistics, psychology and linguistics. According to sociologists, gender is developed through observation and it is called "gender agent" (Byram&Lie, 2007, p. 97).Also, they defined gender as a sociallyconstructed cognition of attributes that attached to men and women. Holmes (2007, p. 3)claimsthat gender is a social construction that is founded in social environment. In addition, socialenvironment is formed by culture.

According to Byram and Lie (2007, p. 126), there are main features to define social interaction which are: status, roles and norms. Status is the situation that person possesses. Social roles have a relationship with status; how people behave according to their status. Finally, norms are the rules that control our behaviors (social roles). So, gender roles are dependent on social roles and norms. In order to be gendered these features of social interaction from the behavioral patterns that must follow and we cannot separate them from gender identity. Gender identity is shaped when individuals go through the process of socialization in their society and culture, and it is agreed that "every human being is born with a sex and it is a group of roles molded by society and culture"(Soylemez, 2010, p.175). Schools play a great role and any educational system in any country is formed by the values and traditions grasped by the society which are reflected in textbooks. The latter, is a part of schooling and it is the best way to investigate gender representation in EFL textbooks that are designed to reflect or to show the essential features of gender representation in society.

There are a lot of studies in the domain of gender representation in EFL textbooks. Fronton,

(2012), Kim (2012),Negatomo (2010) ,Lee and Collims(2006) demonstrate that females are less represented than males.

5. GENDER DIFFERENCES

To explain gender differences, sex role identification was the best way and it was based on feminity and masculinity. Lewin(1984) in a review of the development of M-F scalesconsiders that to get the idea of feminity and masculinity is a failure because of the difficulties of operationalizing these structures .She concludes that masculinity and feminity are not sure for measuring the relative feminity for women and masculinity for men.

Maccoby and Jacklin (1974) showed their work on sex differences and mentioned differences between male and female .Male are more superior in mathematical and visual-spatial skills but women are more higher in verbal capacities and in social behaviors, men are more aggressive than women. Ten years later, Deux (1984) deduce that the research in gender differences illustrates significant influence when looking socially at sex as a main variable or looking at gender differences psychologically between sex such as masculinity and feminity. Robert Connell (1995), in his book "MASCULINITY" explains the idea of true masculinity .Also, he elaborates two kinds of masculinity: the psychical masculinity and the technical one and he points that the psychical is associated with work class masculinity and technical is associated with upper class and middle class masculinity. And it is happen also women especially women with social status are more careful and they take care to the smallest details. In addition,masculinity and feminity leads to the wiping off of the experience for many people .A study of girls in Emma Willard School ,psychologist CorolGilling and her colleagues (for example, Glligan ,Lyons and Hammer 1990) sum up that girls when they are adolescent become less sure and less assertive and losing the sense of agency. There are two theories tried to explain gender differencesin personality traits. The first theory is biological and the second is social psychological.

The biological theory: is concerned with sex-related differences that emerged from innate differences between sex .Buss(1995) predicts that in any fields in which they have

faced different problems the sex will differ ,for example: biologically, women are more friendly or can do relations with children than men .

The social psychological theory: Eagly (1987) demonstrates that the adoption of gender rolesis the cause of gender differences; an example of a social psychological theory is the model thatis made by human. Feinglod(1994) illustrates that gender differences on personality scales ina way of distinction. This bias may lead men and women to accept relevant traits. There are some traits may be less unwanted for women than men.

Gender differences in personality trait have been studied in alot of studies. Maccoby and Jacklin(1974) make the first major review of research on sex -related differencesin social behavior or impression, in children and adults and the found that men are more dogmatic than women and less nervous but there was no difference for the two traits self-esteem and locus of control. And to confirm the gender differences in adults' personalitytraits,Feinglod(1994) used meta-analyses. He concludes that women were less assertive than men but higher on worry trust and nurturance.

6. GENDER DIFFERENCES IN VISUAL REPRESENTATION

Gender representatıon becomes one of the most sıgnıfıcant ınquırıes ın research studıes sınce ıt ıs concerned not only wıth teachers but wıth learners too .And, the ımbalance use of gender

Representatıon and the different features have affected both teachers and learners'values and behaviours because learner's mınd ısexposed to such content through dıfferent topıcs, Picture, ımages, and questıons, etc. (Arıkan, 2005).

One of the analyses of gender bıas that can be found ın EFL course book shows the 03 maın

Senses on the bias against female: exclusion (men are more presented than women).

Subordination and distortion (men are shown more powerful and in great roles than womendid). The last one is degradation (shows the stereotypical emotions of women).(Sunderland ,2000, p.151) When it comes to visual representation , we can see how men and women take very different roles with different characteristics , for example ,men are often represented as strong and powerful however , women are depicted as passive yet sexually (Mulvey 1999 .P.808). Burger (1972) also shows that if you find men in visual representation then he is depicted in an action where he can show his maleness and power (p.45); this is for traditional view, but for modern western world, gender differences in visual representation is completely different .For example,Sturken and Cortwright (2001) argued that men arerepresented through many aspects that one can consider to be exclusively females (p.83). A Chinese study of EFL textbook done by Tao (2008) tends to examine sexism and gender bias. The focus of the study was on gender appearance in visual representation.Finally, he found that women are described when they do the different activities around home,washing, cooking ... etc. But men are shown as adventures, authors, sportive, etc.

Conclusion

The first chapter was as paving or preamble , since ,we have introduced the main concepts related to our study ,like the different material of English language , also we stated the set of textbooks ' roles . Also, we havediscussed how is gender represented with according to scholars and linguists' views

CHAPTER TWO: VISUALS AND GENDER

REPRESENTATION TEXTBOOKS

INTRODUCTION

In this chapter, we provide a definition of semiotics and its basic concepts. Also, we investigate the place of visual aids in foreign language classrooms and we identify the several types of visuals as well as their role in FLC. Furthermore, we examine visual representation in ELtextbook.

1. DEFINITION OF SEMIOTICS

First, we are going to demonstrate that the founders of this term " semiotics" is the Swiss linguist Ferdinand de Saussure (Semiology and linguistics) and Charles Sanders Pierce who is very famous in the philosophical field in the early 20 century , and the term is originally derived from the Greek word (*semeion)* which means sign .We all know that semiotics is related to sign even if it is a very broad field .Many linguists define this term in different ways but most of them latethe term to "sign".According to Echtner(1999) the term semiotics can be define as the study of sign system because we can consider it as a strategy to express or interpretthe sign. On the other hand, Eco (1976) gave a brief definition: it is everything that can be interpreted as a sign. Semiotics can be defined as knowledge or a method to get more information about sign (Saussure, 1983:16). In semiotics, signs are represented through images, words, sounds, gestures and objects (Chandler , 2007: 2). Danesi (2002:28) has the same view when he supports this idea: 'when we speak, read or write, watch or listen we are engaged in sign which based in a behavior'. On the other hand, Pierce has another idea by identifying semiotics as signs which has a relation with logic (Cited in Chandler 2007:3). That is to say, semiotics is a method to investigate signs that contain object in order to discover what these objects mean.

2. BASICS CONCEPTS IN SEMIOTICS

As we said before, semiotics is a very broad field and it is composed of different concepts. The following section illustrates some of these concepts.

2.1 DENOTATION

Barthes (1999) defines denotative meaning as the main level which introduces the relationship between signifier and signified. It is the objective relationship that links the word and the real thing that it refers to (Crystal, 1987:418). Simply it describes the meanings of words that are empty of any feelings that are way we call it denotation; denotative meaning has other terms we can call it as referential meaning, the meaning of conceptual or ideational meaning or the literal meaning. And according to Pierce (1995) mentioning all the visual sign which exist is an appropriate definition of denotation. In semiotics, denotation refers to the real linking between signifier and signified where we can find the use of language is obvious and directs (Pilaing, 2003). As a consequence, we can deduce that denotation has a fixed and clear meaning; for example, the word "cat" always refers to four legged animal with fur.

2.2 CONNOTATION

According to John Fisk (1992), the term used by Roland Bathes to express how the sign isworked. Barthes (2009) defines the connotative meaning as the consequence of the relation that exists between signifier and culture that include customs, faith, ideologies ...etc.

Hjelmslev (1943) gave a small definition by stating that connotation is the organization or the configuration of language. Tomaselli (1966:31) claims that connotation is one of the results of human achievement like camera, colors ...etc. Connotation is a idea suggested by a word in addition to its main meaning '(oxford advanced learner's dictionary 2000). Also, we can define this term as 'connotative signs can be personal and individual or general and universal '(J.A Cuddon 1998). Since it describes the interaction that occurs when the sign

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meets the feelıng and emotion of the users and values of their culture, it is the opposite of denotative meaning which should be empty of any feeling. On the other hand, for Barthes connotatıon "relies upon the prıor existence of the denotatıon, It always works ın borrowed territory of the denoted "(Harry Jamıeson, 2007).

2.3 *SIGNIFIER AND SIGNIFIED*

Sign is lıke the two sides of the paper and no one can separate them this is according to Sobur(2006). Saussure (2005), in his famous book of "Course of General Linguistics", stated that "Alinguistics sign is not a link between a thing and a name, but between a concept (signified) and a sound pattern (signifier)" (p.66). İn other words, we can say that accordıng to Saussure, the sign contains two elements the first is the image or the sound and they are called signifier and the second is the concept of the these images and sound and are called signified, for example, when someone uttered the word dog"sıgnıfıer" with curse tone that means it's something bad luck sign (signified). Berger(1990) considers that the relatıon between signifier and signified is arbitrary and conventıonal and this could be a problem. (i.e.) signs may have different meaning; they can mean anything to some people and another thing to other people. (Chandler, 2002) has the same ıdea when he claims that "The relationship between a signifier and its signified is not a matter of individual choice; if it were then communication would become impossible" (p.27). When the sıgns are established by any language system no one can change them.

3. *VISUAL AIDS IN FOREIGN LANGUAGE CLASSROOM*

Technology touched every thıng ın our life such as stores, banks and even educatıon. Nowadays, we all see how most teachers use computers and projectors to represent theır lessons. We notice how vısual aids have a posıtıve ımpact on students, helpıng them through the dıfferent websites, pictures, images to solve their activities and home works.

Different definitions and views are offered to visual aids, for example, Gilbert Weaber and Elroy Bollinger (1949) saw that visual aids are "any specifically prepareddrawing,illustration,model,motion, picture,film, strıp or other device that will expedite learnıng through the sense of vision "(p1). Other thinkers confirm that ".... educational media or aids refer to all forms ofinformation carriers that can be used to ... store , preserve and transmit or retrieve information to promote and encourage effective teaching and learning activıtıes. " (Babalola, B.,2013, p. 108).Yi _Hsum Lai (2011) claims that using visual aids "not only stımulate students 'learnıng interest , but students can also interact with these visual aids , and can relate them to their past experience or theirdaily life experience "(p.3).In other words, we can deduce that using visual aids motivate students to participate and be more familiar with their personal experience .Jessa(2008) suggested that visual aids can be represented through graphs, maps, picture and they are used as aids in learning.

Concerning the advantages of vısual aids, Clıssta(1938) asserts their importance in preserving time. Vısual aids have a lot of advantages because students can develop theır oral skılls through usıng them sınce they offer a real lıfe stımulations.(Vale &Freunteun , 1995, Meredıth , 1947) Regardıng the dıfferent types of vısual aids the mınıstry of educatıon consıdered the major type that should be presented to students should be "plenty of sounds, simple and easy to comprehend "(Recrea , 2013)

As a result, one can assume that vısual aıds are seen as a powerful tool for both students and teacher because they help in providing an effective learning context**.**

4. *THE ROLE OF VISUALS IN FOREIGN LANGUAGE CLASSROOM*

Learning is a complex process; it is a mixture of skills, knowledge and getting new information(Adeyanju, 1997). To get information, there are a lot of means and teaching resources. Visual aids areone of these resources and it has a great role and big importance in foreign language classrooms.

Visual aids are those aids that are used in the classroom to facilitate the teaching and the learningprocess. Singh(2005) defines visuals as "any device which by sight and sound increases the individuals'practice outside that attained through read labeled as audio visual aids». A lot of teachers ormost of them accept that the use of visual aids can improve and facilitate to the teacher to bring the real world to the classroom and this makes the lesson more understandable and meaningful and makes the student to get the information easily (Brinton, 2000). Visual aids are considered as a helpful tool in the language classroom, as Mannam(2005) claims that it helps the teacher to simplify, explain and coordinate precise ideas. And it allows him to make the process of learning more specific, dynamic, enjoyable and alive (p.108).In addition; it has a role on students. It is a means between the student and the teacher. It clarifies the message between them .It is a way to communicate and remember the information easily. It is used to motivate students and raise the awareness on the part of students. So, they learn to pay attention in the classroom and make the lesson more interesting and in another way to increase the curiosity of learners (Mayer and Moreno, 1998).

Finally, visual aids can encourage students to use the imagination like the same pictures that can be in many different ways and it is a way to get the students out from the routine and creates a kind of humor in the class. According to Neuman hood andNeuman (2003), in the learning process, if the teacher uses humor, it is not a way to amuse the students but also to raise their attention.

5. *TYPES OF VISUAL AIDS*

In the classroom, when the teacher wants to send the message or the information to the students, he uses many materials or many tools in order to explain the idea in a clear way. Harris and Gavigllioli(2003) explain that the visual tools are considered as the most powerful aids because they are used to enhance the process of understanding. There are a lot of types of

visual aids such as: black and white boards,pictures,images, symbols ,sketches.....etc.; and audio visual one like: films, movies clips ,songs ,videos.....etc.

The use of recordings and pictures have a big importance in 1950s -1960s on the learningprocess,it is used to give the students the best model to imitate native speakers .In addition, the impact of images is more effective that texts (Clark and Lyons2004) and it is so helpful for the student to memorize new vocabulary .Also, using concrete objects, pictures, flash cards, charts in the classroom is to bring the real life context.

Nowadays,technology is around us and it is exists everywhere in our life, homes supermarkets, court, schools ..., etc. It is used a lot in schools especially in classrooms to make the learning process more easy and to make the lesson explained in a good way .There are a lot of technological visual aids that is used today by the most of teachers such as: power point is a modern visual aid used to help in the presentation.

Conclusion

This chapter illuminates many concepts that are considered as the cornerstone of semiotics .In addition, it carries out the meaning of visuals aids ,their role and types because the using of visuals in the classrooms create a relaxed atmosphere and facilitate the learning process.

CHAPTER THREE: RESEARCH

METHODOLOGY

INTRODUCTION

This chapter identifies qualitative content analysis and provides an overview of textbook evaluation. Moreover, it provides a description of the four textbooks of middle school which are selected as the case study of the current research. Through the following chapter,we attempt to identify the textbooks' designers, their content as well as the themes of the differentunits.

1. RESEARCH DESIGN

The current research falls under the angle of Qualitative content analysis because it provides an analysis of Visuals (images) included in textbooks. In other words, the present study is based on textbook analysis. That is to say, it is about the analysis of gender representation in textbooks. In analyzing gender representation in textbooks, we take into consideration different categories: gender social roles and gender relationships .After providing an analysis of the content of the visuals used in textbooks, we will try to examine to what extent these visuals may causestereotypes on the part of foreign language learners.Qualitative content analysis is one of the numerous methods that we use in qualitative research to analyze information and interpret their meaning. According to(Hsıeh & Shannon , 2005,p.2) it is "a research method for the subjective interpretation of the content of text data through the systematıc classification of coding and identifying themes or patterns.", This definıtion illustrates that the qualitative content analysis is a process designed by the researcher to code the raw data using different interpretations and explanations. Most researchers consider content analysis as a flexible process to analyze text data.(Cavanagh , 1997).

2. PROCEDURES OF DATA COLLECTION

2.1. TEXTBOOK EVALUATION

The first source or the most important tool for the lesson in the classroom is the textbook .As

Hutchinson and Torres (1994) say "The textbook is almost a universal element of teaching. Millions of copies are sold every year and numerous aid projects have been set up to produce them in countries...No teaching learning situation seems complete until it has its relevant textbook (p.135) A textbook gives the teacher the whole help for the lesson and its components. Also, textbooks should give students the ability to acquire the skills needed for knowledge. Textbooks for us are a published book. It is designed to help English language learners to enhance their knowledge (Sheldon, 1987).

Textbook evaluation is used by teachers especially those who teach particular book. Chambers(1997) demonstrates that textbook evaluation has a lot of positive points and beneficial ones if it is used by a group of teachers involved in the teaching learning process. Evaluation is a dynamic process which discusses the suitable practice (Rea-Dickens and Germaine 1992).It has an important role in the progress of many aspects of teaching programs

Also, evaluation is not still a well-supported part of a project (Hargreaves, 1989).Text book selection has a great impact on the teaching and learning process as teachers would make references to the textbook (Gunnigsworth1995, Harmer 1991,McGrath2002) or the design of the whole syllabus around it (Garinger 2002 &Hamer 1991).In other words, to determine the success or the failure of an ELT lessons is according to the quality of a textbook.(Green,1926, &Mukundan 2007). ELT materials evaluation or more especially textbook evaluation " involves measuring the value or(potential value) of a set of learning materials (textbook) by making judgments about the effect of the materials (textbook)on the

people using them "(Tomlinson &Masuhara 2004) .The zone of ELT textbook evaluation appear to be under researched with a limited supply of literature (Dendrinos 1992,Sheldon 1988,Litz 2005) Gunningsworth (1995) by his work has helped to give a brief summary of how leveled evaluation can be carried

The first level which is the impressionistic method, this means it involvesquickly looking at the textbook cover to cover and try to take a general idea about the strengths and weakness of the book (GunnigsWorth 1995, p.1).It gives a quick opinion about the design and the structure of the textbook. The second level which is the in-depth evaluation is to providedetails (evaluation on the specific item in the textbook such as how exercises can serve for the syllabus and learners needs(Gunnigsworth1995,Mc Donough and Shaw 1993).And it is the best way to evaluating a textbook is " Leveled" approach which contains two levels that have been discussed above.

A lot of researchers demonstrate different opinions to evaluate a textbook (Daoud and Celce-Murcia 1979, Ellis1997, Grant1987). They suggest that there are generally 3 stages at which a textbook can be evaluated: pre-use, whilst-in-use and after-use. But McGrath (2002) argues thateach stage has a different signification. Pre- use evaluation can make the textbook evaluationmore easy (Tomlinson 2003.23).It is a usefulway and it is done by experienced teachers(Gunningworth1995). Whilst -in -use evaluation is used to examine the appropriateness of the textbook while using them .(Mukundan 2007,Tomlinson 2003,24).The last one which is after use evaluation can give the clear comprehensive of the short and long term implications while using the textbook (Mc Grath2002,Tonlinson2003). After all, the process of textbook evaluation is a subjective practice (Angell, Dubaravac and Conglewski2008, Grenn1926, Sheldon 1988).In addition, textbooks play a great role in EFL classroom and teachers must know the way to conduct textbook evaluation (Williams, 1983).

2.2 SOCIAL SEMIOTIC MULTIMODEL APPROACH: CHECKLIST EVALUATION

When we need to evaluate something in a particular area, we usea checklist which is a kind of evaluation. It clarifies, describes and explains the criterion of evaluating a given material Stufflebeam(2000).

McGrath (2002) argues that a checklist is a way that gives a guarantee to the all elements judged. It is effective because it helps to take data in a short time. A lot of researchers have developed checklists as an instrument to judge the worth of textbooks and most of them use checklists to refer to physical characteristics of the textbook under different names. For Daoud and Celce Murcia (1979), it is a physical make-up. For Ur (1996), it is a layout. For Dougill(1987), it is a form. For Cunningsworth (1995), it is a practical consideration. For Litz (2005), it is a layout and design.

The recent multimodal development of EFL textbook needs a new evaluation model, because textbook evaluation and all its models focus only on the cultural issues in EFL textbooks and the linguistics content, and do not give hints about how to analyze the visual representation just Hinkel (1999) and McGrath (2002) who use images of textbooks in their studies. This new evaluation or the new approach is called the «Social Semiotic Multimodal Approach". SSMA looks like an evaluation checklist and it can be used to provide an evaluation of any text book. The SSMA has been put recently by YassinSouryana in her dessertationcultureissues, ideology and otherness in EFL textbooks:Asosial semiotic multimodelapproach.

This checklist evaluation necessitates a set of steps in analyzing visuals and texts:

1. Identification of the text book: which aims to identify the textbook by looking at the general information such as: name of the book date of publication, the name of the author …etc.

2. Linguistic texts and their cultural contextualization: this section first address the connotative and denotative content of the image, in denotative we see who and what is represented in the image. In the connotative we will check how each culture (1) the local, and (2) foreign arerepresented.

3. Visual images and their cultural contextualization

The third part which is visual images and their cultural contextualization, it has also two parts:

Identification of the image: it is to say or to identify the type of the image:photograph, realimage,drawing, cartoon …etc. In addition , identifying the source of the image and demonstrate the pedagogic role of the image , that is to say , to mention its importance in the book if it is to explain linguistic text or to introduce a topic or a theme , it serves as an aid ….etc.

Cultural content of the image

It has two parts the denotative and connotative meaning, the denotative content to demonstrate that the who/what of the image by contrast the connotative content present the hidden meaning. And this is the technique or the producers that we use in this study to analyze the cultural content of the 4 books images and dialogues.

2.3. DESCRIPTION OF TEXTBOOKS

2.2.1.TextbookOne'MybookofEnglish
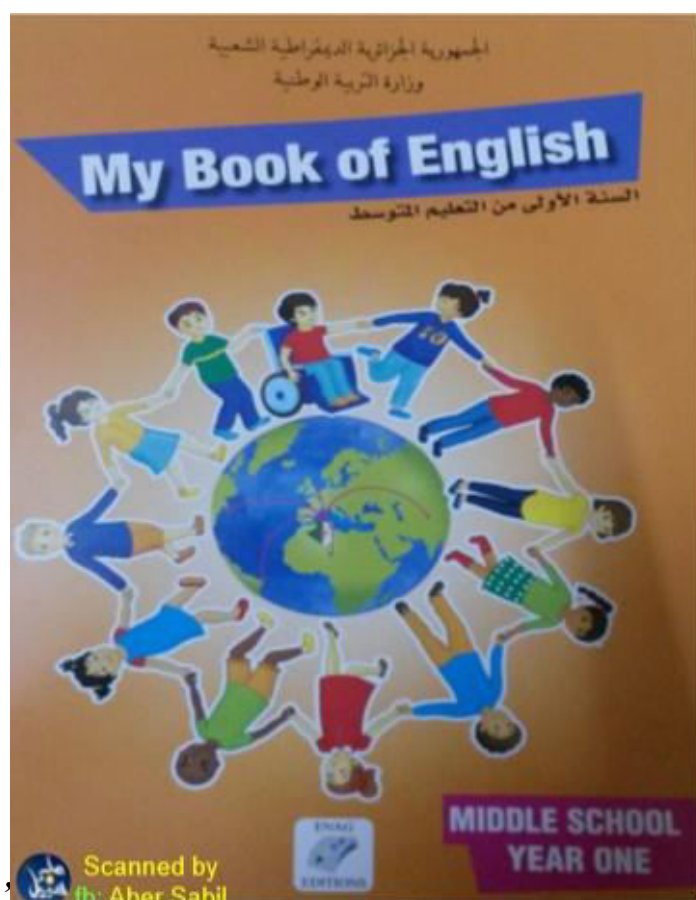
Figure 1:The cover page of the first year book middle school

The book of the first year middle school was designed in 2017 by TAMRABTET LOUNIS who is the head of the project and an inspector of national education ,BOUKRI NABILA a teacher in middle school trainer,HAMMOUDI ABDELHAK a university teacher and SMRA ABDELHAKIM a middle school teacher trainer .This textbook contains 154 pages .For the cover page of the book it is titled on the top of the page " My book of English ",initiated as all Algerian books by *"People's Democratic Republic of Algeria ,* Ministry of national education ".At the end of the cover there is the revised edition which is "ENAG" edition. In addition there are images in the middle of the cover which is the earth and around this earth there are children from different countries, the cover was colored in orange one. Therefore, the content

of this book consists of five sequences, each sequence is divided into 2 parts: communicative objectives and linguistic forms .Linguistic forms have also two parts: language and pronunciation form. The theme of each sequence is different from the other sequence. We can summarize the content of this textbook through the following table**:**

Table01: the content of the text book one

The sequence	The theme of the sequence
Sequence01	Me and My friends
Sequence02	Me and My family
Sequence03	Me and My daily activities
Sequence 04	Me and My school
Sequence 05	Me, my country and the world

2.2.2. Textbook Two: My book of English
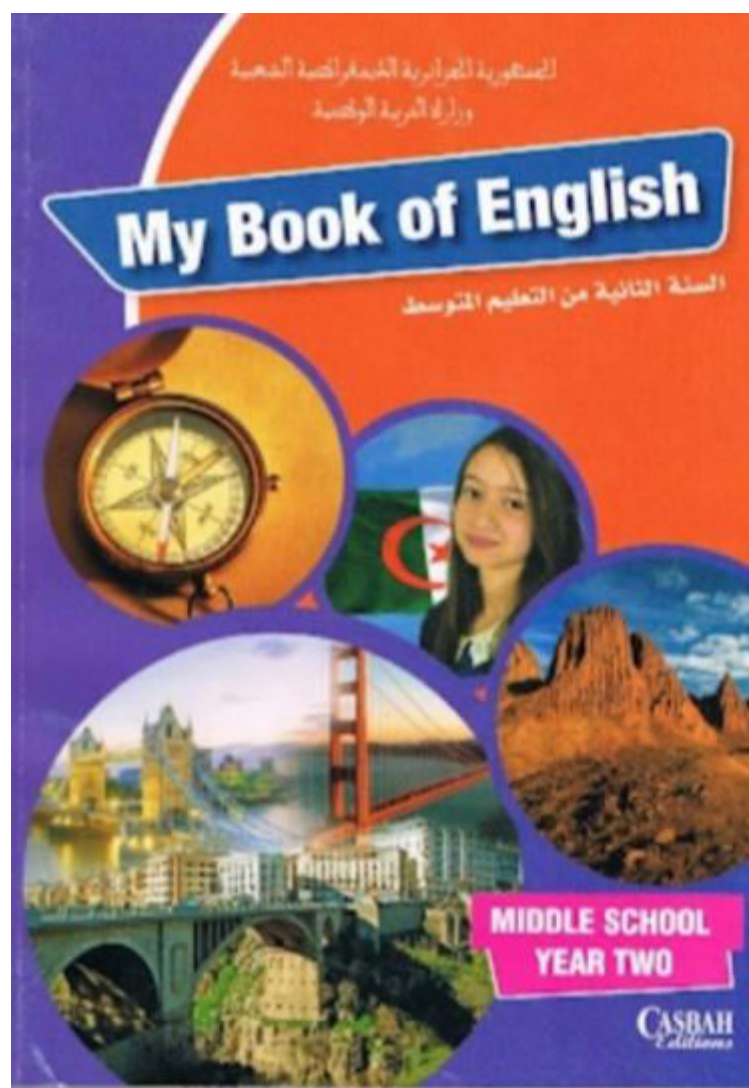
Figure 2: the cover page of the second year book middle school

The book of the second year middle school is titled: my book of English, it contains 159 pagesdesigned by TamrabetLounis who is the head of the project and an inspector of nationaleducation. ChenniAdbAlfattah is the material writer. Baskri Nadia who is a middle schoolinspector, SmaraAbdElhakim a middle school teacher and he is a trainer , and Bokri Nabilashe is amiddle school teacher too and she is trainer ,all of them are contributed in the design ofthis book. When we come to the cover page, we find it so attractivesince it contains different significant pictures that represent some of our Algerian monuments andfamous sights such as: the mountains of Alahagar in the desert; in addition to the famous bridgeof

Constantine .We also find a picture of girl behind the Algerian flag. The last imagerepresents a steering compass. For the content, the book includes 04 sequences each with adifferent name. Those sequences are divided into communicative objectives and linguisticobjectives, and this latter it includes other two parts such as: language forms andpronunciation. The following table will illustrate more the content of the book:

Table 02: the content of the text book two

Sequence	The theme of the sequence
Sequence01	Me, my friends and my family
Sequence02	Me and my shopping
Sequence03	Me and my health
Sequence 04	Me and my travels

2.2.3. *Textbook Three: My book of English*
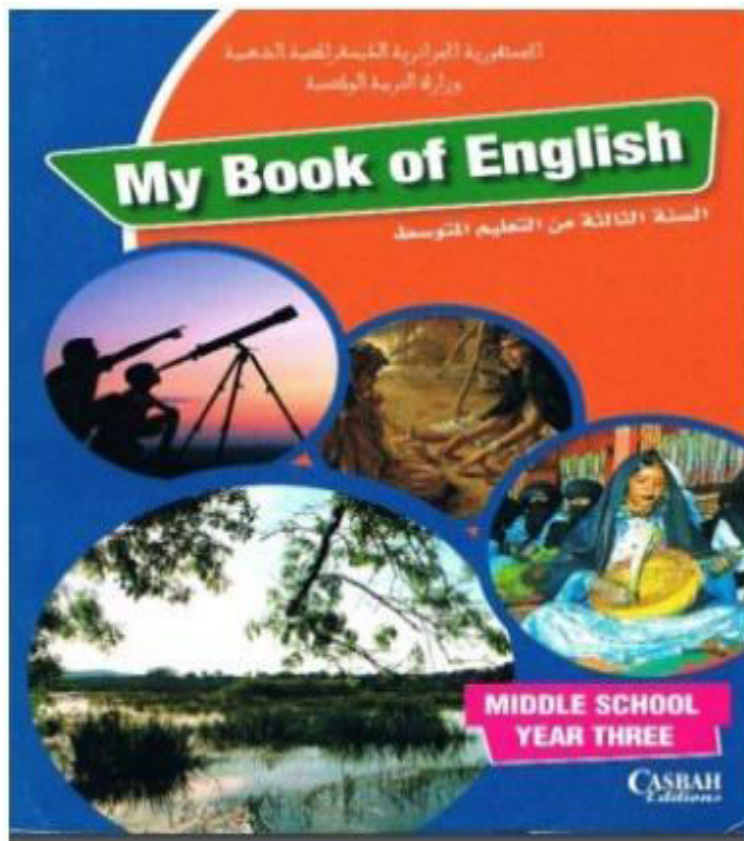
Figure 3: the cover page of the third year middle school

The book of third year middle school was designed by TAMRABET LOUNIS, CHENNI ABDELFETA, BOUZID TAYAEB, SMARA ABDELHAKIM and BOUKRI in 2017. The number of the pages in this book is 159. The content of this book contains 4 sequences and each sequence divided into 2 parts: communicative objects and linguistic objectives. The later contains 2 elements, languageforms and pronunciation and is summarized in this table:

Table 03: The content of the text book three

Sequence	The theme of the sequence
Sequence01	rests and my personality
Sequence02	Me and my lifestyles
Sequence03	Me and the scientific world
Sequence 04	Me and my environment

2.2.4 Text book four: On the Move
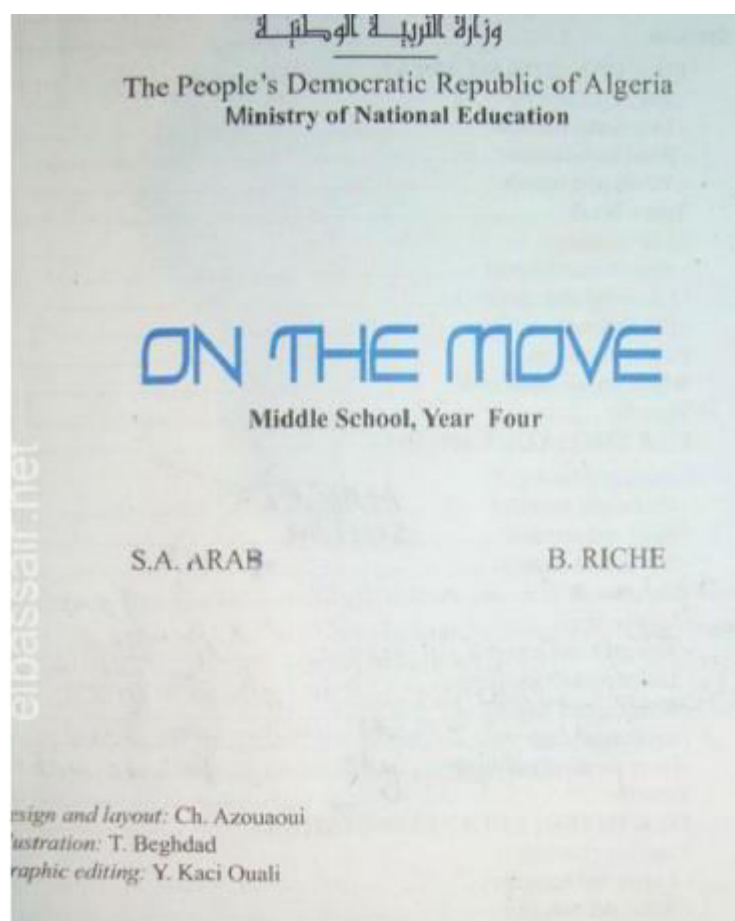
Figure 4: the cover page of the fourth year middle school

The book of fourth year middle school was designed by: Ch. Azouaoui. The number of pages ofthat book is 97.For cover page, it is titled on the middle of the page "On the move": initiated asall the Algerian books by "The People's Democratic Republic of Algeria" and in both languages mother language the Arabic and English language. We may find also the name of the designer of the book. When we come to the content of the book, we find that it contains six files, each has its own name and is divided into 02 parts 'language learning and skills building' .The themes of the different files appear in the following table

Table 4: The content of the text book four

Names of files	Language learning	Skills building
File 01: It Is My Treat	-Listen and consider	Research and report
File 02 :You Can Do It	-Read and consider	Listening and speaking
File 03:Great Expectations	-Words and sounds	Reading and writing :
File 04:Then And Now	Take a break	Project round-up
File 05:Dreams,Dreams		Where do we stand now?
File 06: Fact And Fiction		Time for

Conclusion

This chapter highlights the research design of the study by presenting the means of data collection and then the procedures of data collection. It explains the need of the qualitative content analysis .On the other hand, the need for the SSMA which provides a toolkit that accounts for the multimodal design of the textbooks and which allows to examine their cultural content both at the linguistics and visual levels.

CHAPTER FOUR: TEXTBOOKS' ANALYSIS

AND EVALUATION

Introduction:

In this chapter we are going to deal with the analysis of different dialogues and visuals chosen from the four books , the aim is to investigate how gender is represented , if there is equality on their representation or not .

The analyses:

The analyses of the first year book middle school:

IMAGE ONE

Figure 5

IDENTIFICATION OF THE IMAGE

- ✓ *The type of this image : a drawing*

- ✓ *The pedagogic role of the image : to illustrates the teaching unit*

- ✓ *Source of the image: First year book middle school textbook , page11*

CULTURAL CONTENT OF THE IMAGE

This image presents a group of students at school. There are 3 boys and 2 girls, boys wear bleu formal dress and putting their school bags whereas girls wear pink one. This is the denotative content. While the connotative content is showing the importance of the school for both gender male and females but females are underrepresented in the visual. This is due to the number of males that is outnumbered in comparison to females and also to the position of males in the image tends to create a stereotype in the minds of learners that schools and education are for males first then comes the place of females.

IMAGE TWO

Figure 6

IDENTIFICATION OF THE IMAGE

- ✓ *The type of this image is a drawing*

- ✓ *The pedagogic role is to introduce the topic and illustrates listening text*

- ✓ *The source of image is from the 1 year book middle school, page13*

CULTURAL CONTENT OF THE IMAGE

Using the SSME, we noticed that the visual is used as an aid to help learners capture the content of the topic. Speaking about the denotative meaning of the image, we can say that it representsa group of students with a teacher in classrooms. This image contains a mixture of students (boysand girls). They sit in their tables in front of the teacher and the white board, and they introducethemselves to each other. Moving to the connotative meaning of the visual and comparing thisimage to other images across the different English textbooks used in middle schools in theAlgerian educational system, we noticed that females are always represented in two mainprofessional roles ; either as teachers or nurses. Here, we want to capture foreign languageteachers to this point. Facing such visuals that always present women as occupying the teaching profession, learners will develop wrong ideas as the different gender roles. They will think that women's role in Algerian society is restricted to two professions (teaching, nursery).

IMAGE THREE:

Figure 7

IDENTIFICATION OF THE IMAGE :

- ✓ *The type of this image is drawing*

- ✓ *The pedagogical role is a task that helps listening text*

- ✓ *The source is from the 1year book middle school, page53*

CULTURAL CONTENT OF THE IMAGE

The visual showed above is used to enhance the listening task. According to the most obviousmeaning from the image, it is about relationships between family members. However, the imagealso carries another meaning that is implicit. Boys initiate the process of greeting and girls come after. This, as previous visuals, show is considered as underrepresentation of the role of femalesin society even inside families.

IMAGE FOUR

Figure 8

IDENTIFICATION OF THE IMAGE:

- ✓ **The type is a drawing**

- ✓ **The pedagogic role is to know the meaning of words like a dictionary but not a word with word it is a word with image**

- ✓ **The source: The image is taken from the first year book middle school, page 124**.

CULTURAL CONTENT OF THE IMAGE

The image represents a woman in the canteen with 2 boys .The woman serves the meals to the students. The woman in this visual is represented as serving food to children. This is considered as another stereotypical representation. In visuals shown before, women have been represented as having the role of a teacher or a nurse, and these visuals as working at a canteen. Such representation will develop wrong ideas on the part of FLL as the appropriate jobs that women occupy.

The analyses of the second year middle school:

MAGE ONE:

Figure 9

IDENTIFICATION OF THE IMAGE:

✓ *Type of image: a drawing image*

✓ *Pedagogical role: the designer of that book used as an aid in his task; for this we can*

Classify it as an aid of production since it helps students to work on the activity after they have understood the lesson

✓ *Source: The image is taken from the book of second year middle school page 43.*

THE CULTURAL CONTENT OF THE BOOK

.As we see, this image depicts both local and foreign people .The direct meaning of that picture is: individuals either women or men trying to represent their clothes .We can notice how these individuals are represented in a past orientation, since they try to show their traditional clothes but no one can deny the heterogeneity existing between these people because most of them are foreign and just one from nine is local. We can see also how foreigners are represented either in pair or individually, in both sex male and female; but the local is just represented as male. Maybe there is a message is conveyed here, either how local people neglect the role of female on the society or they want to show how they are conservatives on that fi

IMAGE TWO:
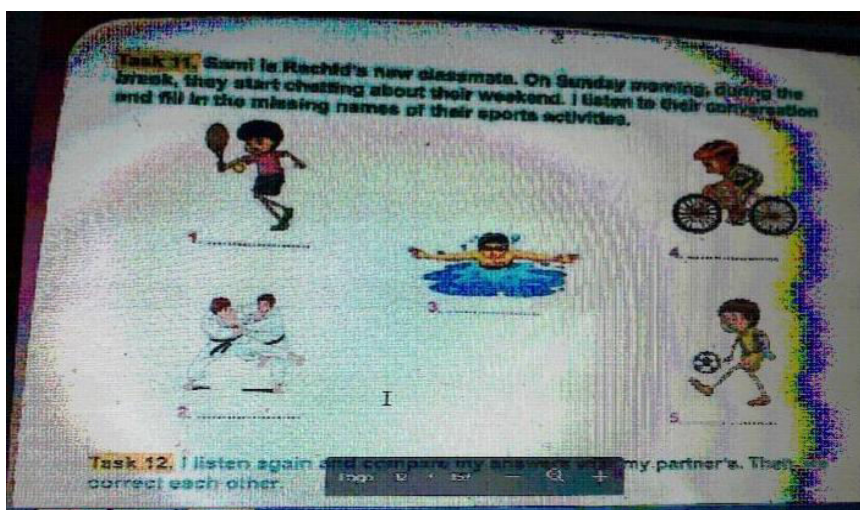
Figure10

IDENTIFICATION OF THE IMAGE :

- ✓ **Type of image : a drawing**

- ✓ **Pedagogıcal role : an aid of production**

- ✓ **Source of the image: taken from textbook of second year middle school page 14**

THE CULTURAL CONTENT OF THE IMAGE

This image represents local culture in which different kınds of sports are illustrated. . The visual represents boys practicing different types of sport eıther individually or in paırs. When we come to theconnotative meanıng, whıch is the indirect one, we can see how males are doıng all the kinds of sports, wıthout mentioning women at all and neglecting or excluding them from sport field. This wıll develop the stereotypıcal representation on the part of foreign language students. Using the textbook, they will develop fixed ıdeas that practicing sport ıs restricted to males rather than females.

IMAGE THREE:
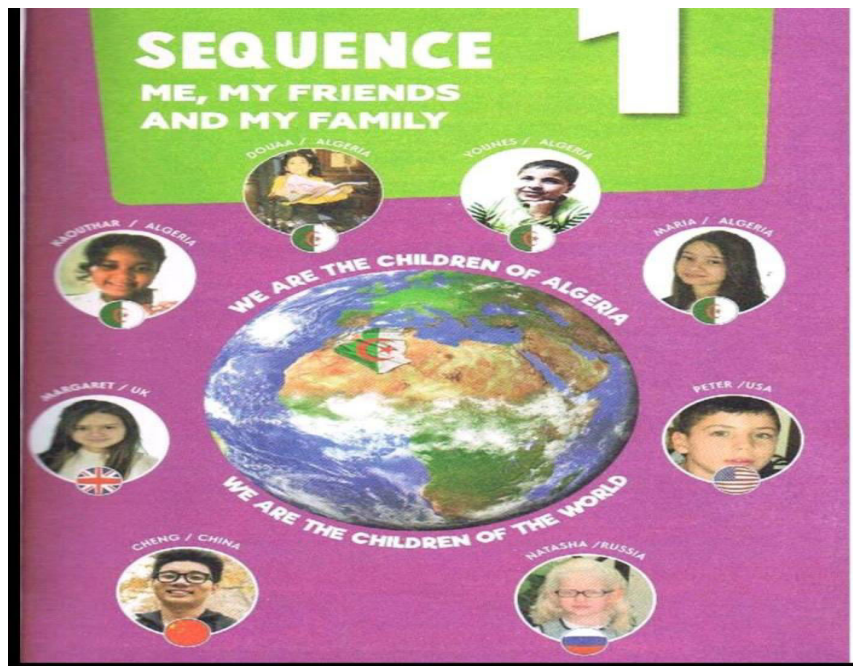
Figure 11

IDENTIFICATION OF THE IMAGE:

Type of the image : real image

Pedagogical role: aid of comprehension

Source of the image: textbook of second year middle school page

THE CULTURAL CONTENT OF THE IMAGE :

This image containsaset of photographs of different children both localsand foreigners. So they are from different nationalities, suchas, Algerian, Americans, English,and so on .Their clothes suggest that they are presented ın term of present orientation. . The designer tried to use equality here; he used four local children and four foreigners. But there is some kind of bias here; in representing locals he prefers to use 03 girls and just one boy. He represents themindividually. This is what anyone can notice. But when we see the name of sequence (Me, My friends , and my family) , and how children from different countries of the world . We willdiscover, that there is some kind of positive representation, because inside this sequence,students will find some interaction with foreigner's .And then, they will acquire new informationand new ideas about the target culture.

The analyses of the third year book middle school:

IMAGE ONE

Figure12.

IDENTIFICATION OF THE IMAGE:

- ✓ *The type of this image is photograph*

- ✓ *The pedagogic role is task*

- ✓ *The source is from third year book middle school, page 77.Constantine Street, Setif*

CULTURAL CONTENT OF THIS IMAGE

According to the denotative content is a group of people women and men children in a street Called' Constantine Street', Serif, in 100 years ago. This image present a mixture of people what does the image reflect to viewers' minds is that public places are dominated by the presence of men. This indicates that the presence of females in some public placed is restricted as if women are deprived of appearing in the public sphere

IMAGE TWO
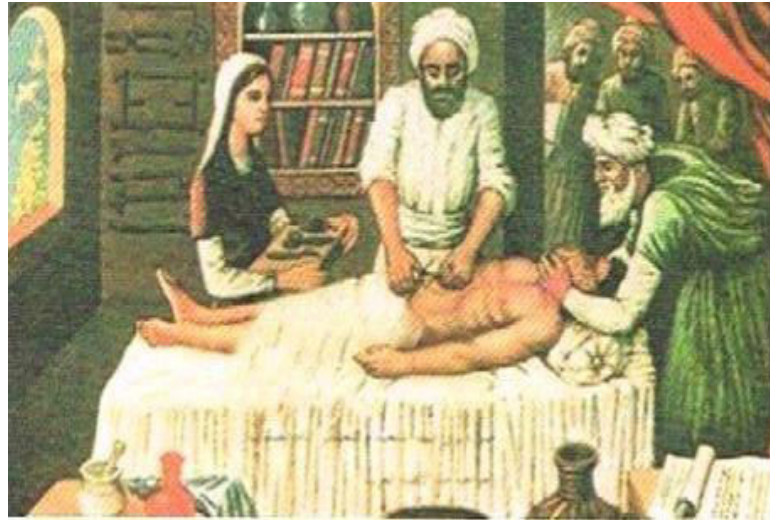
Figure13.

IDENTIFICATION OF THE IMAGE:

- ✓ *Type of the image is drawing*

- ✓ *Source of the image from the third year book middle school, page 102*

- ✓ *The pedagogical role is task*

CULTURAL CONTENT OF THE IMAGE:

As it appears in the image, the culture presented is the local culture representing a group of individuals each with a different role. As we have said before denotation is the apparent or the literal meaning and connotation is less direct meaning behind the literal. If we want to use these two concepts denotation and to analyses gender roles in the above image, we can say that the denotative meaning of the image is a group of individuals helping each other to make a surgery

When we come to the less direct meaning in the image, we can see that men were doing the surgery but the woman sitting beside theme was just helping them. As to the connotative meaning, we can say, that woman in the visual has been presented as having a secondary role

The analyses of the fourth year book middle school:

IMAGE ONE
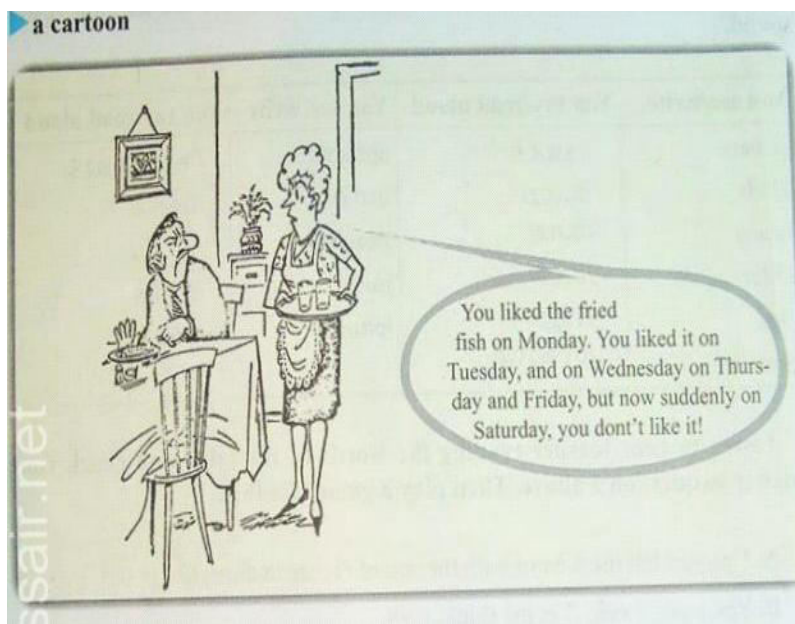
Figure14.

IDENTIFICATION OF THE IMAGE:

- ✓ **Type of the image : caricature**
- ✓ **Pedagogical role : entertainment**
- ✓ **Source of the image: the textbook of fourth year middle school**

THE CULTURAL CONTENT OF THE IMAGE

Anyone can see thıs picture as representinglocal couple, a women brings to her husband the lunch. But, indeed it introduces the role ofwomen on that society, it explaıns how women have nothing to do expect the activities of home, just cooking and washing all the days of the week and man is not satisfied. Men, as shown ınthe visual, are represented as having power than women and women are more dependentto men. Social roles of gender are shown in a stereotypical way.

IMAGE TWO:

Figure15.

IDENTIFICATION OF THE IMAGE:

- ✓ **Type of the image : photograph**
- ✓ **Pedagogıcal role :aid of comprehension**
- ✓ *Source of the visual: textbook of fourth year middle school*

CULTURAL CONTENT OF THE IMAGE

The visual illustrates a photograph of foreign famous man on a CD jacket. The author used the photo of Jimmy Spheens to introduce new topic about fame. As we see there is no interaction here neither direct nor indirect,because the visual represents the singer individually. The author of this book liked to use a famous man rather than a famous wom**an.**

IMAGE THREE

Figure16.
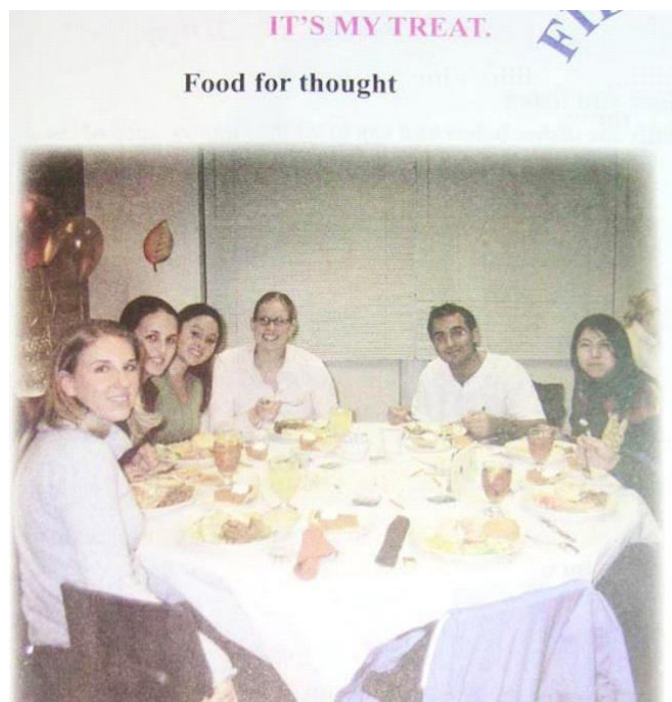
IDENTIFICATION OF THE IMAGE

- ✓ **Type of the image : photograph**
- ✓ **Pedagogical role : aid of comprehension**
- ✓ **Source of the image : textbook of fourth year middle school**

CULTURAL CONTENT OF THE IMAGE

This is another form of female underrepresentation in foreign language teaching material. As ıt appears in the picture, the culture represented is the local one. A group of local individuals, taking the dinner together at home as one family. It is clear from the visual that females take a seat at a distance from the male. This can explain the female-males relationships in the local culture. Social distance in the image indicates the difference in relationships between males and females across different Cultures

The analyses of the dialogues

Dialogue1:

> **Razane:** Poor little boy! And who is the (slim – skim), tall girl with (long – strong) straight blonde hair on the (fourth – first) photo?
>
> **Liz:** That's my favourite (niece – piece), Katie. She's my brother's (youngest – eldest) daughter. She's a teenager like us, so she loves fashion (wear – where)! You can see how slim she is and how she's (dressed – pressed) in a pink (top – shop), a short black (skirt – shirt) and high-heeled shoes. She's pretty. I like her very much.
>
> **Razane:** Thanks for (showing – chewing) me your family photos. I'll send you mine, soon. It's nice to talk to you (over – cover) the phone. Bye, Liz.
>
> **Liz:** Bye, Razane.

The conversation occurs between 02 girls, theır names Liz suggest that she ıs a foreigner and Razan is local. It is used in a task in the book of second year page.....what we can understand from that dialogue directly is that Liz showing the photos of her family to Razan. On the other hand, we can see how males are excluded from that girly talk. We can also see how women like detailed thing (slim,pink, blond hair...etc.).

Dialogue2:

Sandra: But look at the price tag, mum. This dress is too expensive!

Mum: And it isn't long at all! It's just perfect on you!

Shop assistant: The fitting rooms are at the back, next to the escalator.

Mum: Try it on first, sweetheart.

Sandra: Look, mum. It fits me well.

Mum: Thank you. Let's go, Sandra.

A dialogue occurs between a woman and her daughter and the shop assistant in clothing store .They seemed to be foreign individuals. The denotative meaning here is that Sandra wants to buy a dress with help of her mother. But , when we come to less direct meaning we will notice how shopping is special for females , in other word , instead of using the mother as a companion, why the author did not use her father or brother or husband , may be some people consider this behavior as limited to the role of females rather than males.

Dialogue3:

> **Mounir:** I'm *(going – go)* to visit Algiers and Tizi-Ouzou *(last – next)* summer. I need your help, Keltoum. Tell me, what do I need to know before *(travel – travelling)*?
>
> **Keltoum:** I'll give you a travel brochure *(to draw – tomorrow)*. You'll find all the information you need about hotels, restaurants, museums, historic *(sides – sites)* and monuments.
>
> **Mounir:** Thanks, Keltoum. Well, you know I love outdoor life. What kinds of *(amenities – activities)* are available around the capital or Tizi?
>
> **Keltoum:** Tomorrow, I'*(ll – m)* also give you a detailed map with a key to all the camping sites, national parks and *(indoor – outdoor)* activities in the region like *(biking – hiking)*, mountain biking, skiing or fishing.
>
> **Mounir:** I won't ski in summer! I like fishing and biking but I *(differ – prefer)* hiking.

The conversation is between two local individuals, Mounir and Keltoum. When we read this dialogue, we will understand that Mounir wants to travel, and he asks Keltoum s help. But when we go deep, we understand the phenomenon of women under representation in the local culture. The dialogue reveals the different roles and activities of men and women in society. The example, in the conversation, suggests that the idea of traveling especially for far places and alone, is just for males. According the gender representation in the visual, women are excluded from a lot of social activities that are limited only to men.

Dialogue 4:

> *Example*
> **Mohamed:** Which processed food is higher/lower in calories? The cocoa powder or the chocolate bar?
> **Salah:** Let me see. The chocolate bar is higher in___ than___ , isn't it?
> **Mohamed:** That's right. My turn now. Which processed food contains **more/less** fat? The cereal bar or the chocolate bar?
> **Salah:** Let me read the label. The chocolate bar contains less fat than the cereal bar, doesn't it?
> **Mohamed:** That's right. /That's wrong actually. The _____.

The dialogue was taken from the fourth year book, page 27.Mohamed and Salah, two local boys, make a conversation about calories on chocolate bare and cacaopowder. We can notice the stereotype in gender when we see how the author cut out female from that dialogue .Even ıf it is a female topic, as we know women who lıke those issues of fitness, diet and regime but he likes to use boys instead of girls.

2. RESULS AND FINDINGS:

At the begining, we will demonstrate again that our aim is to investigate gender representation in the four Algerian English textbooks of middle school. The study relies on the quanlitative approach .So our study is supported with different descriptions and interpretations to show how male and female are represented. Our finding showed that there is a noticibale imbalance in gender representation .Men are represented more superior and in great roles than women did , they take different roles ,for example, they practice sport , they can travel alone and so on . Our study attempt to answer three main question : how are both genders represented visually , concerning power and power relation?

After examining the four textbooks, and with a view to answer the first research question , we can notice that females are underrepresented than men as it is displayed in figure one. Also, in analyzing image 3, we come to the conclusion that females are displayed

in visuals as having less poxer than men. This will create a stereotype that males always are more powerful than females . From the analysis of conversation 3, we see how women are excluded from the field of sports and travelling as these activities are seen as priviliges for men.   Thıs bias will cause those textbooks to be male oriented on one hand , and will develop stereotypical representation about gender roles on the other hand.

In answering the secondresearch question 'is one gender over–represented in EFL textbooks?', we can saythat women are excluded totally from different role as it is shown in figure 09 and 12 , that illustrate how females are excluded from differnt social institutions and activities.

For the last research question 'how is gender represented in the images included in EFL textbooks ?',we can claim that women are still seen as having traditional roles like :cooking as exemplified in figure 11 and 13 . So what we can deduce from the analyzed visuals and dialogues is that biased and unequal representation of gender is embedded with foreign languge material used in classrooms .

3.DISCUSSION AND INTERPRETATION

In this study, images and visuals can transfer the assumed knowledge. It is also considered as an instrument in transferring positive or negative ideologies. Also, we can say that gender stereotypes can be encoded in the visual images used as illustrationsin FLT material.

Therefore, it is found that femalesare underrepresented in the overall English textbook and the number of male is dominant. We can say the equality between the two sexes should be taken into consideration during the process of designing a textbook and should be sufficient gender-balanced. And for more visibility,the number of female images should be

increased in the textbook and more female characters should be applied in more productive activities rather than attributing to them a limited number of roles

4.SUGGESTION FOR FURTHER STUDIES AND RECOMMENDATION

- ✓ To get better understanding of gender representation in EFL textbook, it is recommended that other studies must be conducted in dealing with the phenomenon of gender representation in another context with a different audience in mind.

- ✓ Further studies can be conducted to examine learners 'differences when interpreting visuals

- ✓ This content analyses study only made use of the visual images and dialogues as the source of data to study gender representation of English textbook .As a further recommendation, the future researchers may add written texts.

- ✓ Further studies about visual analysis can be performed on other forms of language technology based on sources such as web pages, T,V programs

Conclusion

Based on the analysis of the four books , the results demonstrates a manifestation of gender inequality . Men are over represented than women . They are always shown as strong and in different roles unlike women who are depıcted as less powerful and dependent on men.

GENERAL CONCLUSION

Gender representationisstudied in both verbal and visual modes .The aim of our research is to explore the phenomenon of genderrepresentation in EFL textbooks . In our dissertation we attempted to include four chapters.In the first chapter we discussed the place of teaching materials in foreign language classroom , the different roles of textbooks , and the cultural contentof textbook . The second one is entitled visuals and gender representation in textbooks. It investigated the main concepts in semiotics and some of its basics It also sheds the light on visual aids and theirdifferent types .The third chapter is entitled research methodology ; it provides a description of research design , procedures of data collection as well as the describtion of the four textbooks. The last chapter provides the analysis discussion and interpretation of the collected data . To reach our aim , we analyzed the four books of middle school ; investigating the different gender roles . We took into consideration the different concepts of semiotics such as connotation and denotation presented in a set of selected visuals and dialogues . The current study was based on content analysis which provided qualitative data that offers multiple description . relying on the different concepets of semiotics especially connotative and denotative meaning on our analysis our results showed that there is bias in gender representation ; females are underrepresented in comparision to males . There is a noticibale imbalance in favor for males . Women has been represnted as marginalized and stereotypical figure.

The underrepresentation of females in these textbooks may have negative impact on the self-esteem , motivition ,and ambition of female students who are exposed to these textbooks. Therefore these textbooks should designed in way that includes a balanced represnation by portraying both males and females in equal and varied activities that certainly exist in reality, since women are not totally excluded from different activities that are excuted by males .

LİST OF REFERENCES

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ملخص

يعد الكتاب المدرسي من أهم الطرق للتثقيف بالتنوع الاجتماعي في المدرسة. لذلك يجب عرض الأدوار و المسؤوليات التي تقوم بها الذكور و الإناث في المجتمع بشكل متوازن , و تهدف هذه الدراسة إلى التعرف على طريقة تمثيل التنويعة الاجتماعي في الكتب اللغة الانجليزية المدرسية من الصف الأول إلى الرابع من التعليم المتوسط المستخدمة حاليا في الجزائر . ولذالك فقد قمنا باختيار مجموعة من الصور و الحوارات للتحري ما إذا كان هناك تحيز في استخدام كلا الجنسين . و قد تم اعتماد المنهج النوعي الذي تبين من خلاله ان الذكور أكثر استخداما من الإناث . مما يدل على ان هذه الكتب تحوي انطباعات و مواد منحازة . كما يمكن افتراض أن هذه الكتب لم تخضع لبحث شامل و دقيق

الكلمات المفتاحية: الكتاب المدرسي .الحوارات الصورالجنسين