

**AN EFL TEXTBOOK CONTENT ANALYSIS: GENDER STEREOTYPES AND
GENDER EQUALITY**

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MAESTRÍA EN ENSEÑANZA DE LENGUAS EXTRANJERAS

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Abstract

This research project reports on a mixed (quantitative and qualitative) study conducted through a Content Analysis methodology under a critical feminist perspective. The main objective of this study was to analyze in terms of gender stereotypes the content (text and images) of the textbooks *English, Please! 10th* and *Way to go 7th* designed and published by the Colombian Ministry of Education. Data were collected and organized into grids and checklists previously piloted. The analysis conducted was composed of six different moments: unitizing, sampling, recording, reducing, inferring, and narrating.

Finally, we concluded first, that in these textbooks, there is evidence of some categories and manifestations related to gender stereotypes (Brugilles and Cromer, 2009; Law and Chan, 2004); second, the presence of gender stereotypes in this material revealed power relations (Lagarde, 1997; Foucault, 1992), the perpetuation of binarism (Blair, 2015; García, 2017; Annandale & Clark 1996) and implications in the development of students' identity (Norton, 2000; Castañeda, 2008). And third, we noticed a lack of coherence between 'equity' and 'gender equality' concepts proposed by UNESCO and the Ministry of Education, with the content presented in EFL textbooks aimed at using in all public schools in Colombia.

Keywords: Gender, Gender stereotypes, equity, gender equality, EFL textbooks, and Content Analysis.

Resumen

Este proyecto de investigación reporta un estudio de carácter mixto (cuantitativo y cualitativo) guiado por la metodología de Análisis de Contenido, bajo la perspectiva crítica feminista. El objetivo principal de este estudio fue analizar en términos de estereotipos de género el contenido (textos e imágenes) de los libros de texto *English, Please! 10th* y *Way to go 7th*, diseñados y publicados por el Ministerio de Educación Colombiano. Los datos fueron recolectados y organizados en rejillas y *checklist* previamente piloteadas. El análisis llevado a cabo estuvo compuesto por seis momentos diferentes: determinación de unidades, muestreo, registro, delimitación, inferencia y narración.

Finalmente concluimos que, primero, en estos libros de texto se evidencian algunas categorías y manifestaciones relacionadas con los estereotipos de género (Brugeilles and Cromer, 2009; Law and Chan, 2004). Segundo, la presencia de los estereotipos de género en este material reveló relaciones de poder (Lagarde, 1997; Foucault, 1992), así como la perpetuación del binarismo (Blair, 2015; García, 2017; Annandale & Clark 1996) e implicaciones en el desarrollo de la identidad de los estudiantes (Norton, 2000; Castañeda, 2008). Y tercero, observamos falta de coherencia entre los conceptos de equidad y equidad de género propuestos por la UNESCO y el Ministerio de Educación Colombiano, con el contenido presentado en los libros de texto que pretenden ser implementados en todas las instituciones públicas en Colombia.

Palabras Clave: Género, estereotipos de género, equidad, equidad de género, ILE libros de texto, Análisis de contenido.

Dedicatoria

Dedicamos esta tesis a todxs nuestrxs compañerxs de maestría, a nuestrxs docentes y
amigxs.

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Chapter 1

In chapter 1, we introduce the generalities of our research, including a brief introduction about the problem we conducted throughout the project. We also present the justification and the statement of the problem of this content analysis, including the research question and general and specific objectives.

1.1 Introduction

Along with our practices as EFL teachers, we have identified schools as one of the prominent institutions of society, where people create and reproduce stereotypes about the way they should behave according to their context, gender, age, job, race, religion, among others. In this sense, educative institutions are settings where different conceptions can be reproduced or reconstructed. One of these conceptions is that one about gender. Simone de Beauvoir (1989) defines gender as not a biological element, but as a complex biopsychosocial interweaving; this means that human nature cannot simplify gender, it is a process of constructing ourselves. At schools, we have noticed different situations that could reveal gender conceptions that exist in teaching and learning settings. These situations may be perceived in teachers' and students' relationships and interactions, educational community behaviors, and even in academic resources like textbooks.

In Colombia, there are policies oriented by the Colombian Ministry of Education (from now on in this paper MEN, due to its acronym in Spanish) whose primary purpose is to promote English as a Foreign Language (EFL) learning (MEN, 2006, 2008). In this manner, the MEN has implemented educative projects such as the National Bilingual Program (2004-2019) and Colombia Bilingüe. The series of textbooks *Bunny Bonita*, *Way to go*, and *English! Please* were created to promote EFL learning; these series were designed and published by the MEN along with The British Council and Richmond, to be finally distributed at public institutions.

Bearing in mind the importance and the implementation that textbooks (*Way to go* and *English Please*) have in our everyday practices as EFL teachers; we noticed in our classes some attitudes adopted by students that revealed gendered discourses which usually represent boys' position over girls, such as social advantages, responsibilities, emotions, domestic roles, jobs, and sports. In Appendix 1, there are descriptions of situations that exemplify the way textbooks represent their characters' occupations according to their sex and how students perceive, assume, and reproduce consciously or unconsciously gender roles based on the textbooks activities. An example of this is perceived in one of the activities in which the students had to perform a role play based on a reading; in this exercise, the girl needs help from a boy because she fell off. When some of the boys' groups represented the role play, and particularly the female character, they did it in a mocking way, portraying this character as a weak and helpless or defenseless person.

Even though the information exposed in appendixes 1 and 2 corresponds to two different educational institutions (IED Leonardo Posada Pedraza and Claretiano School) and two different EFL textbooks, the current research focuses on the analysis of the material the public school Leonardo Posada Pedraza implements. Despite Claretiano School uses these schoolbooks (*Way to go* and *English, Please!*), in this institution teachers just take some extracts or exercises for teaching specific topics. On the contrary, teachers from IED Leonardo Posada Pedraza use the textbooks as the main source in their everyday activities. The reason why this source was selected was due to nationwide coverage these series have as main resources in public institutions and the impact of this material in the construction of an equitable society and the way our students perceive, assume, and recognize gender representations.

These textbooks are tools designed by the Colombian Ministry of Education to reach a quality education, strengthen curricula processes, and support national bilingual projects

(MEN, 2016). It is noteworthy to mention that currently, we implement these guide books in our classes.

According to Ravitch (2003) and Valverde et al., (2002), textbooks play a significant role in forming teachers', students' and families' views of school subjects. The analysis of this academic material and its content is useful to recognize the role concerning textbooks in the development of curriculum and all the educational processes as the creation of syllabus, lesson plans, area projects, and indeed the messages and tasks this material includes. English textbooks, as part of educative material, have an essential influence on the processes of teaching and learning English as a foreign language. Cunningsworth (1995) suggests that EFL textbooks could serve as meaningful sources for presenting activities for learners' practice and communication, fostering vocabulary, grammar, and pronunciation. Also, they stimulate ideas for language activities and are resources for self-learning. For this reason, the content provided by textbooks, including topics and activities such as filling the gaps, matching vocabulary, drawing activities, reading, writing, listening, and speaking exercises needs to be deeply analyzed. We cannot leave aside the ideological representations of gender that we might find in textbooks as is seen in the Appendix 1. In this sample we could observe that in a class, students had to complete sentences about occupations such as "He _____ (be/pilot)" or "She _____ (be/vet)" reinforcing the fact that some occupations are engaged to the characters according to their sex.

In the same way, English textbooks are instruments that frame the students' conceptions of male and female, appropriate gendered behaviors and their potential success as adults (Bem, 1981; Bussey & Bandura, 1992; Turner-Bowker, 1996). In that sense, textbooks selected to teach any kind of subjects should be carefully examined and analyzed. The analysis should determine, among other aspects, the presence of gender stereotypes, including gender omission and specification, behaviors, and social gender roles (adjectives

and nouns associated with each gender), clothes, colors, physical features, female and male characters.

Besides, we have found some studies related to gender stereotypes in English textbooks used in Colombia. Neither all teachers nor all students are aware of the existence of gender stereotypes in the material they use for learning and teaching. This is evident in Appendix 1 when teachers and students naturalize both, the fact of representing female characters as the weakest ones, and the acceptance of images and activities in which gender roles and stereotypes are replicated. If we do not give enough importance to the presence of stereotyping in teaching material, it will be unseen and reproduced for an extended time, perpetuating inequity and unfairness in our society.

Based on the previous idea, we would like to problematize and explore what gender stereotypes inform about gender representations in EFL textbooks implemented in one of our immediate settings (IED Leonardo Posada Pedraza). We reflect on the impact generated by the presence and reproduction of gender stereotypes in a society which seeks to achieve equity and inclusion, as UNESCO (2015) and the Ministry of Education (2018) aim to. The continuous reproduction and perpetuation of gender stereotypes and gender roles may affect the way our students and the educative community interact and relate to others. Gender issues are meaningful when we talk about education. Through language, we learn how to communicate our ideas and feelings but first, it is vital to recognize and face gender imbalances in our own pedagogical practices.

Besides, reaching an inclusive education requires contemplating individuals' beliefs, attitudes, and expectations that lead all students to participate equally and to benefit equally. For this reason, teaching and learning practices should consider students' diversity which applies to a number of aspects such as race, ethnicity, class, sexuality, age, political and religious beliefs, and gender (James & Baldwin, 1997).

1.2 Statement of the problem

Considering the importance of constructing an equitable and inclusive society, the problem addressed in this research is on one side, the perpetuation of gender stereotypes in two representative English textbooks, *Way to go 7th* and *English, please! 10th*. And on the other side, the apparent lack of coherence between the content of these English textbooks and the concepts of “gender equality” and “equity” proposed by the UNESCO and the MEN, as fundamental institutions in matters of education in our country.

For understanding the first part of the problem, it is essential to mention that we talk about the perpetuation of gender stereotypes in this material since we have been working with the textbooks for a long period of time, as well as our coworkers. Moreover, our experience with the schoolbooks has demonstrated that in activities proposed by the material and through their implementation in classes, there exists perpetuation of gender stereotypes and both teachers and students are reproducing them consciously or unconsciously.

Likewise, the material selected for this analysis has been designed and distributed in the last four years, with more than one million two thousand copies. As the Ministry of Education (2015) claims, these textbooks were developed within the *National Development Plan 2022* and under the *National Bilingual* program implemented in Colombian public schools. Despite, these series have digital versions, they are not implemented by all English teachers and students. Different reasons exist related to this situation; one of them is the lack of connectivity access in more or less the 30% of Colombian schools, based on the figures exposed by the Ministry of Education (2019). Another reason is the fact the use of English textbooks is not mandatory in public institutions. Each school and each teacher has its own methodology, and each one of them implements resources they consider useful to the teaching and learning processes. Notwithstanding these difficulties, the material has been widely distributed in tablets, physical copies, CDs, and on the MEN’s official website “Colombia Aprende”.

It is essential to clarify that in the institutions we currently work at, the principal objective of English classes is to improve English language skills and to enhance communicative competence; even though both schools do not use the textbooks with the same intensity. Regarding Leonardo Posada Pedraza's school, educators have the EFL textbooks (series *Way to go* and *English Please*) downloaded in tablets and CDs, and teachers and students frequently use these resources as fundamental axes in English classes. In the lights of the Ministry of Education (2019), these books were promoted during the *Colombia Bilingüe* project to help students to recognize other cultures, reinforce their own identity and get familiar with the global world. Also, the thematic proposed in this material, contemplates the context, the necessities, and characteristics of students and English teachers (Ministry of Education, 2019).

As mentioned afore, English textbooks are one of those resources that frame students' ideas and conceptions about society. One of those conceptions is related to gender and the roles of men and women. During the observation of English classes in a public school in Bogotá (IED Leonardo Posada Pedraza) and the field notes registered (Appendix 1), the existence of gender stereotypes in English textbooks was evident. We realized our students were assuming attitudes and behaviors that reproduce gender stereotypes while they were developing activities from the textbooks. In these exercises they made fun of feminine characters, relating them with weakness and sensitivity. Additionally, in English classes, we have observed that students standardized binarism and gender roles, according to the characters' physical appearance, objects, and colors.

Finally, the second part of our statement of the problem emphasizes the need of reflecting on the coherence between UNESCO and MEN's discourses in terms of the concepts of "equity" and "gender equality" and the material used in our classes. It is a need

because if one of the goals of education is to reach an equitable and inclusive society, gender stereotypes should not be replicated in the teaching and learning material.

In line with the previous information, we proposed the following research question and objectives.

1.3 Research question

What do gender stereotypes inform about gender representations in the EFL textbooks promoted by the Colombian Ministry of Education?

1.4 Research objectives

General:

To analyze in terms of gender stereotypes, the series of textbooks *Way to go 7th and English, please! 10th*.

Specific:

1. To categorize the gender stereotypes presented in EFL textbooks *Way to go 7th and English, Please! 10th*.
2. To identify the coherence between the concepts of ‘gender equality’ and ‘equity’ proposed by UNESCO and the Ministry of Education, with the content presented in EFL textbooks.

1.5 Rationale

We expose some reasons to justify our project. One of them is the need to offer an inclusive type of education with gender equality. UNESCO, as the only United Nations agency, with a duty to cover all aspects of education, considers essential in teaching and learning processes the individuals’ interests and necessities and recognizes the diversity of the different groups of people (UNESCO, 2014).

Moreover, according to the *Plan Decenal de Educación* (2016) proposed by the Colombian Ministry of Education (MEN), one of the main goals of Colombian education is to reach a public, inclusive and quality schooling in which people count on the same opportunities to have an integral development. Thereby, our project research is directly related to the construction of an inclusive and equitable society the Ministry of Education and UNESCO aim to. Analyzing EFL material created and published by the MEN allows us to identify if gender roles presented in textbooks *Way to go 7th* and *English, Please! 10th*, support equity policies disclosed by these institutions. Also, it opens the possibilities to reflect on how inclusive and equitable (if it is so) the material we implement in our EFL classes is. It is noteworthy to clarify that our research problem is limited to gender representations instead of pedagogical practices around those representations.

Another reason why the current research is fundamental is the gap this project will fill. It seems to be a lack of investigation about this topic (gender stereotypes in English textbooks designed and published by the Ministry of Education in Colombia). Even though some researchers such as Baiqiang (2008), Hall (2014), Lee (2014), Lee and Collins (2008) have oriented several studies about the relationship between language and sexism, the majority of them took place in countries such as Iran, China, Thailand, Irak, and Australia.

In our country, only a few researchers have contributed to this field, and the research applied relies on grammar content, skills, and intercultural competence. According to Mojica & Castañeda (2017), Colombia presents some relevant studies that point out the importance of gender in foreign language contexts (Castañeda, 2012; Castañeda-Peña, 2008; Durán, 2006; Herrera, 2012; Rojas, 2012) nonetheless; they do not involve the analysis of the content presented in EFL textbooks. Considering the previous information, our project enriches the state of the art of EFL research conducted in Colombia, specifically in topics related to gender and gender equity in EFL settings in public school contexts.

The last reason related to the relevance of our project is the contribution to the field of EFL education, particularly the assessment of teaching material. Likewise, this study may motivate other teachers to explore different areas of research associated with gender in EFL teaching and learning tools. Even though gender is not a new topic of research, it is essential to examine gender issues in our context. This, considering that based on our experiences as teachers, the discourses presented in the material we implement are full of social structures that may permeate our classes and therefore our students' beliefs.

Finally, this Content Analysis is an opportunity for us as EFL educators to think about our practices and experiences and a call for being aware of the resources that support our classes and the impact they may have on our students.

To sum up, taking into consideration that "Education is the means by which it is possible to reach gender equity and foster gender justice and fairness" (Connell, 2011) and to break with the reproduction of gender stereotypes and the lack of research about this problem, we contemplate the present Content Analysis as a valuable source to reflect on gender relations and gender issues when teaching EFL.

Chapter 2: Literature review

In this chapter, we expose the theoretical foundations of our study, which are directly linked to the ideas presented in Chapter 1. First, we reveal the concepts of gender, gender stereotypes, and gender equality from different perspectives. Second, we offer some notions about EFL textbooks and their role. Finally, we focus on the UNESCO and MEN understandings about equity and its pertinence to this project. We support each of these notions with similar studies conducted in Colombia and abroad.

2.1 Gender

To better understand the concept of *Gender Stereotypes*, it is essential to go deeper into the definition of gender. According to De Beauvoir (1989), gender is considered not only a biological element but also an intricate connection between social and psychological aspects that weave together. It is essential to recognize that humans are comprehensive individuals who, through interactions, constitute themselves. They are not only regulated by biological factors but also social and psychological dimensions influence their identity.

Gender is the result of three dimensions (biological, psychological, and social). This last one is also considered by the scholar Butler (1990), who affirms that: “gender is exposed to particular norms in society, and causes people to think within the context of binary oppositions such as male and female, man and woman, nature and culture” (p.53). Schools, as one of the most representative institutions in society, reproduce rules and norms with the purpose of maintaining the general wellbeing. Gender is one of these notions which are socially constructed according to the binary system, in which the denomination of men and women do not recognize the existence of other sexual identities. Also, these social rules determine people’s behavior in specific ways according to their sex.

Additionally, Foucault (1992) exposes a perspective of gender as a category in which social practices are linked to cultural norms in terms of a group of attitudes, discourses,

knowledge, beliefs, customs, habits, and traditions which are near related to “the issue of the body.” This means society and culture frame how the body is perceived and shaped depending on the sex (male or female). This perception is a general overview accepted and reproduced of what people consider as gender.

The concept of gender described by Foucault (1992) is associated with the one proposed by Litosseliti (2006), who affirms that some attitudes, expectations, and behaviors are determined by cultural constructions, according to the fact of being male or female. In addition, Van Craeynest (2015) presents in his study that gender is perceived as socially constructed behaviors, attributes, roles, and activities that society considers proper for men and women. Society and culture determine and describe men’s and women’s features.

From a local perspective, Alcaldía de Bogotá (2010) offers a broad view concerning gender as a social, psychological, and cultural construction that defines and organizes the roles, practices, and power relationships. We understand through this perspective that gender constitutes a control mechanism and assigns a hierarchic place to individuals depending on their sex.

Power relationships are involved in different contexts (Foucault, 1992). In the case of our project, we have realized that schools are one of the environments in which students and teachers, in their pedagogical practices, might unlearn, criticize, defy, resist and on the contrary, learn, internalize and even reproduce such ideas of gender dominance. This situation related to a hierarchical organization is also seen in English textbooks and many of its role plays, pictures, readings, listening activities, etc.

In addition to that, Mojica & Castañeda-Peña (2017) expose gender concept as a “category constructed through interaction with others, as well as its importance in light of the course of identities and language learning” (p.141). Throughout this statement, there is no doubt that gender is a social conception inherent to all human beings, and it permeates the

learning process of a foreign language. For this reason, gender is one relevant category in our research, since it permeates not only the academic and educational field but also the social perspective of teachers and students. This project provides readers a broad reflection about the EFL textbooks designed by the Ministry of Education and its implications in learning and teaching practices with a gender viewpoint.

Mosquera & Gonzalez (2015), pointed out gender discourse narrow gender stereotypes as the result of cultural symbolization. That means gender stereotypes emerge from culture, and they assign women and men roles. People's lives and behaviors depend on social and cultural schemes that establish patterns such as occupations, jobs, colors, activities, and clothes. Bearing in mind the impact EFL textbooks have on education, it is fundamental for teachers to break down with those social representations of gender, assigned and reproduced through English resources. Students' lives should not be regulated by ideologies presented and transferred in books' discourses.

Considering the studies mentioned above, and the definitions of gender provided by the authors stated throughout this chapter, we understand the term of gender as a social, cultural, psychological, and biological construction. This conception is related to behaviors, norms, and values assigned to men and women, following standards of masculinity and femininity.

2.1.1 Gender Stereotypes

For the Office of the High Commissioner United Nation of Human Rights (OHCHR) (2014), gender stereotypes are the preconceptions about aspects and features that women and men should possess. In the same way, they are the specific actions they should perform according to their sex; for example, "women are weak" or "men do not cry." Conversely, "Stereotyping impacts the decisions individuals make, and it can lead to prejudice and even discrimination" (Van Craeynest, 2015, p.9). While students learn a foreign language, they share their

processes with other individuals who sometimes judge them according to their behaviors, clothes, expressions, movements, etc. In this sense, prejudices and discrimination appear inside the classroom. As teachers, we must identify these situations and break with the cycle of intolerance and inequity presented and even unnoticed in EFL textbooks, as can be noticed in activities the students developed in Appendix 1 (roles plays and grammar exercises).

These ideas about what people (men and women) should or should not do according to their sex are presented in English classes (Appendix 1). Students usually believe women should be sensitive, dedicated, and feminine, while men are strong, gentlemen, and masculine. For that reason, we analyzed textbooks designed, published, and promoted by the Ministry of Education, regarding the characters, specifically their representation in texts (conversations, audio scripts, reading activities, and grammar activities) and images. We did this analysis to also reflect on our practices and the material we implement in our classes. EFL textbooks present situations that can be considered as gender stereotyping; that is why it is necessary to clarify the concept of gender stereotype. It is significant for this research to analyze how gender stereotypes permeate the material (EFL textbooks) that guide the teaching and learning processes in the school.

A study that offers insightful contributions related to this issue is, *'I said it!' 'I'm first!': Gender and language-learner identities*. In this Discourse Analysis study, Castañeda (2008) examined gendered discourses for preschool students in an EFL classroom. He recognizes the way gendered discourses are presented at the school and how those discourses are related to the learner's identities. The findings highlight the importance of understanding how children negotiate subject positions discursively in some language learning exercises. He claims the need to explore and reflect on discourses related to gender and pin down gendered discourse's impact on language learner identity.

This experience reinforces the importance of gender in classroom interactions and

how gender discourses may establish power relationships and perpetuate gender stereotypes in students. Similar situations were observed during our daily practices as EFL teachers, and are exemplified in Appendixes 1 and 2. In one of our classes we realized in a reading activity the pattern of the male character as the hero and the female one as the person who needs help. Students read the exercise and represented it in a role-play, reproducing without hesitating the stereotype of strong men and the weak women. Also, we found in fragments from the textbook *Way to Go 6th*, the representation of only female characters performing health and care routines and male ones practicing sports. Power relationships and imbalances were evident when students interacted in English classes applying the provided material (EFL textbooks).

Marin (2015) points out in her research project, that gender stereotypes are constituted as unconscious configurations of interaction and behavior that follow social patterns related to masculinity and femininity. These stereotypes affect the way people behave or interact in society. Schools as meaningful scenarios in the community are spaces in which teachers and students can, in a non-conscious way, perpetuate the ideas of masculine and feminine conducts and practices, which could affect the learning processes of students and the construction of their identities. That is one of the reasons it is required for us to contemplate this issue in our project.

Another study that offers insightful ideas about gender stereotypes is carried out by Colás & Villaciervos (2007). They had as main objective to identify cultural representations of gender stereotypes in some schools with students aged between 14 and 18 years old. Their study concludes that the incorporation of these stereotypes has several educative consequences in the way students think, interpret, and behave in regards to their partners.

For this study, the concept of gender stereotypes is understood as those ideas, beliefs, and behaviors that follow the social roles of masculinity and femininity. In our context, we

find gender stereotypes linked to colors, jobs, clothing, appearance, activities, and gender roles. Gender stereotypes are closely associated with actions and attitudes men and women should or should not do according to their sex.

2.1.2 Gender Equality

In the process of building a society governed by the principles of justice and equity, the concept of gender equality is a fundamental pillar. At the sight of UNESCO (2017), the concept of gender equality is aligned with the idea that “men and women have equal conditions for realizing their full human rights and for contributing to, and benefiting from, economic, social, cultural and political development (p.13).

Regarding the objective of educational institutions, including IED Leonardo Posada Pedraza, is to educate integral students able to contribute in different fields to society, it is indispensable to teach students about equality. It is also crucial to break with binary gender conceptions such as what a man or what a woman should and can do, and men and women things, jobs, or colors. The notion of gender proposed by the UNESCO reinforces the significance of respecting human rights and similar conditions no matter the sex or gender. Through educative practices and the use of EFL textbooks, teachers and students can reflect on roles imposed by society and transform their realities and identities.

Talking about gender equity at schools requires to fulfill gaps in terms of access, learning achievements, and social justice. In that sense, teachers must give impartial treats without discrimination against women or men (Campbell, 2002). We need to identify inside our classrooms those situations in which our students have been discriminated against and try to give them equal treatment according to their rights, duties, benefits, context, and possibilities.

In Colombia, Nuñez (2018), in a Content Analysis investigation, explains that teachers and students should be conscious of the hidden messages in textbooks. To guarantee

the empowerment of English learners and educators so that they can be critical about social constructions like gender and, in this sense, participate in the transformation of a fair and equitable society.

This current research project seeks to contribute to further investigations in which equity is seen as a priority in teaching materials, particularly in terms of gender. Our project may benefit those students who are directly or indirectly influenced because of the use of school guides. Finding a balance and the development of our society requires complete respect for human rights, no matter race, age, sex, or religion. We need to empower our students to be social and transformative agents for an equitable and fair society.

UNESCO (2018) assumes gender equality as a global priority closely related to the educative field and the right to receive an equitable quality education. It must be not only a UNESCO matter but also a Ministry of Education priority to educate in gender equality, students will understand they deserve the same opportunities, and women and girls will be more empowered to achieve their goals.

Gender equality is perceived as a significant aspect that should be contemplated in public policies. The government commits overcoming inequality and assuming policies that reinforce justice and cultural changes. Both men and women should have the same control over the material, goods, and intellectual resources (Ministry of Education, 2018). In this respect, MEN understands gender equality as a fundamental means of reaching equality between men and women.

Additionally, in the study, *The Representation of Gender in English Textbooks in Indonesia*, UNESCO, 2015 (quoted by Fadhila & Yan, 2017) expressed that gender equality can be achieved when both “women and men enjoy the same status and have an equal opportunity to exercise their human rights and realize their full potential to contribute towards political, economic, social and cultural development, and to benefit from the results”

(p. 92). Having equal conditions and opportunities are aspects that must be reinforced at school during the teaching of different subjects matters. The material implemented for and by teachers should encourage learners to recognize and construct their roles in society while disrupting gender inequality and imbalance.

Finally, it is crucial to be conscious of the incidence of reproducing gender stereotypes. These kinds of stereotypes imply other issues such as poverty, early marriage and pregnancy, gender-based violence, and traditional attitudes related to status and the role of men and women (UNESCO, 2018). Students will have obstacles when they face different scenarios if they do not know how to recognize gender biases and how to disrupt them. Pupils will overcome barriers if they understand diversity and break down with gender stereotypes.

2.2 EFL Textbooks

Another important concept for the development of this project is *English teaching material*. According to Tomlinson (2011), the term material is designated for any tool to facilitate English teaching and learning processes. These tools improve learners' knowledge, and they can be represented in videos, DVDs, emails, YouTube, dictionaries, grammar books, readers, workbooks, or photocopied exercises.

Teaching English as a foreign language requires not only professional teachers, motivated students, and an appropriate environment (infrastructure and school climate), but also materials that support teaching and learning processes. Nevertheless, in our experience, the content and the use of these learning tools have not the value it should, and sometimes this material is not even evaluated before its implementation with learners. Henceforth, our study is relevant because we have not found evidence that the content of textbooks designed, distributed, and promoted by the MEN, had been analyzed in terms of gender stereotypes. Not to mention, our Content Analysis can serve as a starting point to EFL material assessment and provide remarkable insights about gender issues to EFL teachers-researchers.

Cunningsworth (1984) reminds English classes “include supplementary materials of various kinds, and we should evaluate these resources individually and also as part of the whole package” (p. 58). This idea reinforces the necessity of testing the resources teachers include in the development of syllabus and curricula. Considering our years of experience as EFL teachers, we realize that in some Colombian schools and particularly in IED Leonardo Posada Pedraza, the principal resource that teachers use is the textbook. During the majority of the classes, students develop the activities proposed by this kind of tool, and the guidebook plays the principal role. Although teachers lead the learning activities using a textbook selected by the school, they have not evaluated its content in detail.

Furthermore, Byrd (2001) expresses that most teachers have to use English textbooks because it is mandatory in the educative institutions. Also, school books are required tools that provide content and activities that guide what should be learned and taught in the classroom. An example of this are some private schools, where the use of textbooks is an obligation, and all the teachers and students must have them for developing the syllabus proposed since the beginning of the year, as it is the case of Claretiano School (the current institution where one of us works in). Conversely, in some public schools in Colombia, teachers, and students work with the textbooks *Way to Go* or *English, Please!*. Because of this fact, the current material develops the goals and topics proposed by the Ministry of Education, and the MEN supplies some public schools with them.

As suggested by Graves (2000), “The textbook is a book used as a standard source of information for a formal study of a subject and an instrument for teaching and learning” (p.175). The majority of schools in Bogotá use textbooks when teaching English as a foreign language. Usually, in the schools we have worked, and particularly in IED Leonardo Posada Pedraza, teachers guide their lessons and syllabus based on the content of this resource. Radic B, Bojanic, and Jagoda P. Topalov (2016) express that textbooks give students meaningful

information related to linguistic and cultural elements as well as vocabulary and grammatical structures. Textbooks contain a variety of activities and materials open to teachers for their implementation and daily practices.

As part of the instruments used for teaching and learning different subjects in the school, textbooks play a considerable role (Graves, 2000). In the case of teaching and learning English as a foreign language, EFL textbooks provide learners the necessary knowledge, language skills, and information about English speaking countries through the use of different approaches to language teaching, grammar framework, and cultural background (Radic Bojanic & Topalov, 2016).

Cheng, Hung, and Chieh (2010) point out that textbooks are known as teaching materials that could be adapted according to students' necessities, knowledge, and interests. For that reason, teachers must examine the content they work with and the impact it could have on the learners by using this material. Although sometimes teachers cannot choose the textbook, we contemplate they should take a critical eye on it and also consider the needs of the students.

For instance, Sheldon (1988) indicates that students often have high expectations about implementing a textbook in their language classroom, and they believe that published materials are more credible than ones developed by teachers (worksheets, lesson plans, syllabus, and activities in class). Considering the importance books have in students' education, teachers need to recognize the topics, ideas, activities, and goals the books contain in order to fulfill the communicative competence, as the MEN exposes in the National Bilingual Program (2004-2019).

Each educative context has its particularities according to the students' realities. English books are meaningful in academic processes. That is why teachers should be aware of the content we are teaching while we use specific materials, in this case, EFL textbooks.

Besides, Nuñez (2018) exposes “English textbooks are not neutral as they not only depict and reproduce values, behaviors, cultural patterns, traditions, and dominant ideologies, but they also reinforce stereotypes” (p.232). Through this content analysis, the author reinforces the idea that it is necessary to assume textbooks with critical eyes as objects of research, due to the fact they represent ideological views according to personal, cultural, and social beliefs.

In this way, “the dominant discourse of knowledge, power and ways of being are legitimized, naturalized, and perpetuated in the learning material” (Nuñez, 2018, p.232). Books as pedagogical tools should not be biased because the students and teachers use them as guides and support. EFL textbooks have a privileged role inside the classrooms; therefore, the discourses, either implicit or explicit, have a deeper impact than ideas transmitted by other materials. “For the learners, the textbook is one of the most important sources of contact they have with the language. It is a framework or guide that helps them to organize their learning” (Graves, 2000, p.176).

In this regard, EFL textbooks contribute significantly to the teaching and learning process. They provide teachers and students with guidelines and activities to develop EFL skills. Also, they offer cultural and linguistic elements, valuable for language learning.

2.2.1 Role of textbooks

There is a variety of opinions concerning the implementation of EFL textbooks in English classes, and the role textbooks play during the learning process. Some authors consider textbooks as vital resources that contribute to teachers and students while teaching and learning a foreign language (Sheldon, 1988; Hutchinson and Torres, 1994; Cortazzi and Jin, 1999). For these authors, textbooks are indispensable in teaching and learning English. They are seen as a complementary tool for the development of EFL skills.

Textbooks play a significant role in society “they directly or indirectly transmit models of social behavior, norms, and values” (Brugailles and Cromer, 2009, p. 14). These

resources offer representations of the world that may influence students' and teachers' attitudes and behaviors. Therefore, it is indispensable to critically examine and analyze the realities that are being transmitted through the implementation of EFL material.

As EFL teachers and based on informal talks with our colleagues, we can state that textbooks are their primary resource in their classes, especially for novice educators. The majority of teachers follow the instructions and guidelines this material provides, and they implement textbooks' methodologies and dynamics in their classes. Graves (2000) asserts textbooks have many advantages, such as providing lesson plans, rubrics, and syllabus for the course and offering a set of visuals, activities, readings, etc. Taking into consideration all these tools provided by textbooks, it is essential to analyze them before its implementation in the school.

As we have experienced in our years as EFL teachers, in public and private institutions, the educative community has confidence in the content EFL material provides because it is written and developed by experts, well-known publishing houses, or renowned institutions. Learners and teachers follow the activities (reading, listening, grammar, and writing) and the topics of some lessons without hesitating, considering textbooks are written in light of experts, and they cannot be questioned.

Teachers, as principal users of textbooks, should be aware of the significance this material has in the educative process and the morals, values, principles, and hidden messages, even those related to gender, that can be reproduced through their use. For this study, we would like to focus on this last aspect (gender) since we also believe there may be other influenced aspects (race, religion, politics). According to UNESCO (2018), "how students perceive themselves and how they project their role in society is shaped to some extent by what they experience at school, including by how they are represented in textbooks." (p.54). Hence, reflecting on the content and the use of textbooks is essential, setting aside the

reproduction of some ideas that can affect the way students perceive themselves, the others, and the way they understand some social practices and individual's role in society.

Based on what UNESCO proposes, curricula and textbooks have to do with many social constructions, and gender is one of them. Material such as videos, flashcards, recordings, worksheets, guide books, etc., implemented in English classes should promote equality in all the gender relationships, students have and must be free from gender bias.

Considering our experiences as EFL teachers, our students may assume attitudes they perceive from social media and social relationships. In the setting this study was conducted, students follow some patterns they see in their classmates, teachers, and the material they work with, such as worksheets, videos, audios, and textbooks (Appendix 1). If learners regularly use English textbooks that present inequality and gender issues, and they are not aware of their content, they will naturalize situations that can reproduce gender stereotypes. It also could intensify gender roles and promote inequality and social imbalance, which impact their immediate contexts, as it is seen in Appendix 1.

Likewise, Ghorbani (2009), in his critical Content Analysis conducted over three EFL textbooks, expresses that school books still contained and showed stereotypes of masculinity and femininity, particularly gender stereotypes. The results seem convincing that EFL/ESL textbooks currently used in Iranian schools present sexist concepts and attitudes. In his research, Ghorbani (2009) suggests the Gender-bias idea in EFL textbooks, can be covered in three primary senses: exclusion, subordination - distortion, and degradation.

Equally important, in his research, he presented that some Content Analysis studies of EFL textbooks in the 1970s and 80s showed evidence of gender bias. For example, males were over-represented, men tended to occupy both more powerful and a higher range of occupational roles than did women. Males and females performed gender-stereotypical activities, and women tended to be stereotypically emotional.

In essence, keeping in mind the studies previously described, we want to observe to what extent this could happen in the textbooks we are teaching with. This, analyzing in terms of gender stereotypes the textbooks *Way to go 7th* and *English, Please! 10th*, categorizing gender stereotypes presented in this material and, identifying the coherence between ‘equity’ and ‘gender equality’ concepts proposed by the UNESCO and the MEN. Additionally, we contemplate our research project as an opportunity to review and analyze school books we are implementing in our classes.

It is worth highlighting that there are more or less 3.1 millions of EFL textbooks created and published by the MEN (including *Way to go* and *English! please*). Along 2019 there have been delivered 1.697.386 textbooks in 2.816 branches in all the 32 Colombian departments (MEN, 2019). It is evident the massive impact this material has all over the country in students aged from 6 to 18 years old who are developing and constructing their personalities and identities.

Given these points and in light of the wide effect and the incidence that EFL textbooks have in public education, we believe carrying out this research is an excuse to reflect on gender bias content and avoid its perpetuation while using this teaching material.

2.3 Equity

As EFL teachers- researchers, we cannot talk about gender and gender stereotypes without recognizing the concept of equity. UNESCO proposed some perceptions regarding equity in education with the purpose of “reinforcing the social justice and addressing inequalities related to access participation, and learning processes and outcomes, paying particular attention to gender equality” (UNESCO, 2017, p.12)

The development of inclusive and equitable policies demands the recognition and transformation of students’ difficulties related to the education system, its organization, teaching and learning methods, environment, and students’ progress and evaluation

(UNESCO, 2017). EFL school books are closely related to some of these difficulties mentioned above, since its implementation, can disrupt or reinforce gender bias ideas and stereotypes.

According to UNESCO (2017), “Equity is ensuring that there is a concern with fairness, such that education is seen as a being of equal importance” (p. 13). As teachers, it is necessary to promote the sense of social fairness and to highlight the role of education in the constructions of an equitable society. The action of breaking with the stereotypes constructed and reproduced by the society helps us to fulfill the goals of a desired educational system.

The concept of equity is an ethical and normative principle associated with the idea of justice. Equity looks for the accomplishment of needs, interests, and concerns of different people, especially those who are underprivileged and continuously rejected in our society. (ONU, 2015). As a result, we can infer gender stereotypes reinforce the segregation and disparities among people, avoiding the achievement of social inclusion and supporting social and cultural injustices.

Nowadays, in public schools, there is not enough attention in terms of equity, especially in gender issues. As Gomez & Ojeda (2019) mention, gender stereotypes permeate education inasmuch as schools adopt social imaginaries, particularly in books that reinforce the idea of women like princesses and queens, who reach happiness in virtue of a prince. This idea is part of academic curricula and hidden curriculum implicit in teachers and education.

Analyzing EFL textbooks implemented at public schools allows us to identify the way public institutions and the MEN are including, promoting and understanding this social construct of gender in contrast to the discourses of equity lead by the UNESCO and the MEN itself.

For the Ministry of Education (2018), the concept of equity is considered as a political strategy to ensure equality, recognize diversity, and overcome discrimination against women,

especially when there exists under evaluation of professional degrees and “feminized” occupations. Hence, the MEN claims for equality between men and women even when nowadays there exist unfairness, especially for women.

Correspondingly, Campbell (2002) expresses the concept of equity as a political matter related to the fact of deciding and acting to reach people’s welfare, improving the living conditions of underprivileged people. Leonardo Posada Pedraza School, as a public institution, educates students from low socio-economic classes who deserved an equitable education to attain wellness. Students deserve receiving quality education free of gender stereotypes.

Finally, for the understanding of our investigation, it is vital to have all the theoretical background and profound knowledge about the concepts that lead our research.

It is crucial to point out different perspectives and definitions that enable us to accomplish the objectives of this content analysis, and one of our duties as teachers is to implement free gender bias pedagogies. It is through the teaching practices that we can break off everyday gender violence, such as chauvinist attitudes, physical and psychological abuse, due to the lack of equity and perpetuation of gender stereotypes in our classrooms.

Chapter 3: Methodology

In this chapter, we expose methodological aspects of the design and execution of the current research. First, we provide insights into the paradigm or type of research we have implemented in our project. Second, we present the research methodology we used along with the study. Third, we introduce the approach that guides this study. Moreover, we give an account of our role as teachers-researchers. Lastly, we offer a view of the material of analysis (textbooks *Way to go 7th* and *English! please 10th*), data collection instruments, and the procedures used.

3.1. Research paradigm

The present research follows the mixed paradigm, composed by a quantitative and qualitative research methods.

3.1.1 Quantitative Research

Quantitative research methods have to do with numbers and anything measurable in a systematic way. It is implemented to answer questions on relationships within measurable variables to explain, predict, and control a phenomenon (Leedy, 1993). Even though it is frequent to develop qualitative research in Content Analysis (CA) studies because of the facility to analyze individuals' experiences and behaviors, quantitative methods are also used in CA investigations. This due to the possibility to prove high levels of reliance and their lack of subjective perceptions. In quantitative research, content analysts evaluate text for predefined terms of phrases and use inferential statistics to make conclusions about their presence (Boettger & Palmer, 2011).

Boettger & Palmer (2011) state that in quantitative research, terms, text, images, and phrases are evaluated by a content analyst to establish conclusions about their presence. It is useful with the identification of the existence and frequencies of some words and concepts. The authors emphasize that quantitative Content Analysis is used for examining a variety of

topics that impact the academic field such as: revealing differences in the communication strategies for intercultural audiences; assessing bias in publications produced by government at federal, state, and local levels; codifying images used in marketing communications, and identifying and deconstructing the rhetorical strategies from successfully funded proposals (p. 348).

Likewise, as Almeida, Faria & Queirós (2017) cited, “the objective of the quantitative methodology is to produce in-depth illustrative information to understand the various dimensions of the problem under analysis” (p. 370). In our research project, the quantitative method allowed us to delimitate better some aspects related to the data collected following the number of male and female characters, the repetition of colors clothing, physical aspects of characters and accessories, and occupations according to their gender.

Bearing in mind quantitative research offers the possibility to quantify the information gathered due to the samples’ length. The results are taken as a sufficiently comprehensive view of the entire object of study (Martin & Bridgmon, 2012). Considering the amount of information EFL textbooks contain, the appliance of this method is needed to narrow the data. In this sense, we used grids, pies, and bars to condense and delimit the information gathered. Additionally, quantifying the data allowed us to recognize the number of times men or women are assigned to a determined category related to gender stereotypes (clothing, activities, hair length, objects, and colors). These analytical categories were defined according to the methodological guide proposed by Brugeilles and Cromer (2009) in UNESCO’s document *Promoting Gender Equality through textbooks*.

3.1.2 Qualitative research

In light of Bryman (1988), the qualitative study aims to observe and analyze the way people act in their daily life, taking into account their context and how they see and interpret their world and their reality. A qualitative research project starts with a process of observation to

identify the aspects that can be improved or analyzed, and consequently propose actions that can transform in some way the reality.

Creswell (2007) states that the main idea of working with the qualitative research method is to understand and explore an individual or a group of people who present a social or human problem. For providing solutions to these issues, it is necessary to follow a process that involves data collected in the participants' environment, data analysis, and interpretation of the information collected. In this case, this method helped us to understand better and explore situations related to gender stereotypes in EFL textbooks, which are implemented at some public schools.

In addition, the idea of employing a qualitative research methodology is to collect data to develop some concepts, constructs, and theories that permit the understanding of the social world, as Hancock (1998) underlines. With the information collected and analyzed through this research process, pedagogical and educational practices can be improved, and positive changes can be made in our immediate context. We are aware of the impossibility to rewrite the material the MEN publishes, but the analysis of these two textbooks *Way to go 7th* and *English, Please! 10th* involves a reflective process about gender as a social construct and the way the reproduction of gender stereotypes may permeate teachers and students.

As Hatch (2004) mentions, "qualitative research seeks to understand the world from the perspectives of those living in it" (p.1). Thus, gender as a social construct is represented in EFL textbooks according to the way the Ministry of Education writers recognize and understand the reality in which they are immersed. To continue with Hancock (1998), he affirms that qualitative research aims to develop explanations of the social aspects of our world. In this sense, this document not only defines gender through the eyes of different authors but also understands the way gender is represented in EFL textbooks *Way to go 7th* and *English, Please! 10th* proposed by the Ministry of Education.

According to Denzin and Lincoln (2005), qualitative research consists of a set of interpretative, material practices that make the world visible. These practices transform the world, and at this level, qualitative research involves an interpretive naturalistic approach to the world. Taking into consideration the idea that some practices transform the world, it is essential to recognize first, what are those transformative practices and then, the influence they have in the educative context. In this case, some public schools are using textbooks with social and individual representations regarding the concept of gender and the way people should behave according to it. Qualitative research seeks to go further the meaning of the phenomena studied; it looks for understanding realities, and through the analysis and interpretation of events, generate changes and transform the reality.

For Patton (2002), “qualitative methods facilitate the study of issues in-depth and detail” (p. 14). Thus, qualitative perspectives can provide detailed and necessary data to obtain accurate results at the end of the research. As one of the objectives of this study, we analyzed two of the English books used in some public schools. The analysis was in-depth and detailed implementing instruments that allowed the recognition of categories and units of analysis intending to understand the concept of gender from the perspective of the Ministry of Education.

Hatch (2004) expresses that “Qualitative methods provide means whereby social contexts can be systematically examined as a whole, without breaking them down into isolated, incomplete, and disconnected variables” (p.9). All the books analyzed are tools to learn English as a foreign language, and each unit contributes to the achievement of this goal in specific contexts (in this case, some public schools in Colombia). The units are not seen as individual pieces without any connection among them. These units can be pictures, fragments of texts, pages of the book full of sense, which, as Hatch (2004) expresses, own a social meaning they represent.

To sum up, given that processes of interpretation of the information cannot be quantified, it was needed to apply a qualitative analysis to understand and examine the data obtained. This method of analysis permitted us to go deeper into the reasoning of fragments associated with characters' speech, to evidence gender manifestations and gender roles in the textbooks selected.

3.1.3 Mixed Methodology

According to the quantitative and qualitative insights mentioned afore, the research paradigm that guides this study is the mixed methodology. It is defined by Tashakkori and Creswell (2007) as “research in which the investigator collects and analyses data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or a program of inquiry” (p.4).

Thus, mixed-methods research proposes a way of making research significant, purposeful, and complete when implementing a qualitative or quantitative approach. The researcher will obtain valuable and useful tools to consolidate the research resources (Whitehead & Scheider, 2013). Developing a Content Analysis of EFL textbooks, particularly about gender stereotypes, requires a detailed study of the data collected; doing mixed-method research provides us the opportunity to gather accurate information and triangulate numbers with experiences. In that way, the data stand for itself; therefore, there is reliability in every assertion made.

Due to the nature of our research, the value of mixed-methods is the possibility to offer a wider range for a constructive and complete investigation. According to Borkan (2004), “mixed methods provide the opportunity for synthesis of research traditions and give the investigator additional perspectives and insights that are beyond the scope of any single technique” (p.4).

Consequently, Creswell & Plano Clark (2007) suggest the main purpose and premise of mixed-method is that the implementation of qualitative and quantitative approaches, in combination, offers a better understanding of the research problem. Applying this method enabled us to comprehend our research problem profoundly and, at the same time, to recognize new factors associated with gender stereotypes, education, and EFL textbooks. At the same time, this method permitted us to organize better and analyze the information gathered using qualitative and quantitative instruments.

3.2. Content analysis

In order to analyze the information these two textbooks offer to students who are in the process of learning English as a foreign language, we as investigators apply a Content Analysis technique.

Content analysis is “a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use” (Krippendorff, 2012, p.18). In this case, as was mentioned before, the books analyzed were *Way to go 7th* and *English, please! 10th*. In this research, the Content analysis was used as a tool to identify the presence of some words, concepts, images, categories, and information within texts. Our task as teachers-researchers was to analyze the presence, meanings, and relationships of these presented items to make inferences about the messages presented in the material studied.

Aigenere (1999), mentions among other reasons to implement Content Analysis, “Detecting the existence of propaganda, identifying the intentions, focus or communication trends of an individual, group or institution, describing attitudinal and behavioral responses to messages, determining the psychological or emotional state of persons or groups” (p.5). Some of these reasons are related to the goals of our research project because gender issues can be reproduced through messages with particular purposes or intentions of the Ministry of

Education. These ideas could affect some emotional and psychological states of teachers and students while both students and we use the EFL English textbooks) in English classes.

In contrast to other techniques, Content Analysis examines data included in images, texts, and recordings to understand their meaning and the way this information and its content influence people’s thoughts and behaviors. Furthermore, it is useful to understand what content and information mean to people and what they enable or prevent (Krippendorff, 2012).

For developing a Content Analysis technique, it is essential to follow some specific steps and consider the components the analyst needs to proceed from texts to results (Figure 1). Bearing in mind these components, we as researchers could better analyze and evaluate the content of EFL textbooks. Each of these components has a descriptive and operational state:

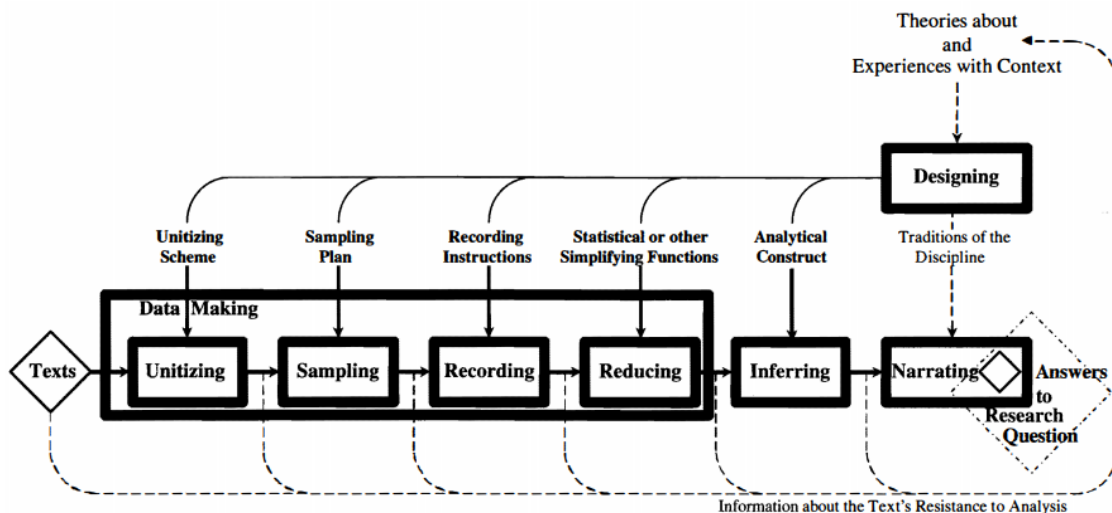


Figure 1. Components of the content analysis

3.2.1 Components of content analysis

According to (Krippendorff, 2012), there are six components with their operational states, in chapter 4 we explain in detail how those components were applied in our project:

- **Unitizing**

This first component demands a differentiation of segments of texts, images, sounds, and other aspects that can be full of meaning in this analysis. Unitizing has not a specific place in Content Analysis design; it can be developed in diverse points of the research. The chosen samples must represent remarkable information from the units of the material, in this case, the EFL textbooks. We considered the units of the books as significant information sources; for that reason, all of them were analyzed.

- **Sampling**

In this component and step, the researcher limits the observations to a controllable subset of units to economize on research efforts. Text can be analyzed in terms of the level of words, sentences, paragraphs, chapters, or full publications. Also, they can be studied as literary discourses, issues, plots, genres, or frames. Hence, in this research project, there was selected relevant sampling from all textual units that contribute to answering the research question. The sampling was selected considering all the gendered characters in the textbooks from all the modules and units.

- **Recording/coding**

During this stage, researchers set up the information gathered in units and samples to give them sense and connect the data with the research problem and research question. Furthermore, by implementing this analytical component, researchers create from unedited texts, original images, and/or unstructured sounds, permanent records instead of transient phenomena. The activities of recording and coding texts should pass through human intelligence and understanding. It means that to avoid bias, researchers must analyze objectively the data contrasting it with theoretical resources and the users of the material examined.

- **Reducing data**

In this fourth step, investigators reduce the data to manageable representations. The information is summarized and simplified. During this process, researchers verify the significance of each sample and corroborate the uniqueness of each one. It is imperative to avoid repetitions and reduce the diversity of the data to what is valuable for the project.

- **Abductively inferring contextual Phenomena**

In this step, the researchers relate the analysis of data (texts, images, and sounds) with what they mean, what they refer to, entail, provoke, or cause in a specific context.

- **Narrating the answers**

After the previous fifth step, in this component, researchers expose the findings obtained during the gathering and the analysis of data, making the results understandable to readers.

It is required to clarify that the six components mentioned above do not need to be organized as linearly, as suggested in Figure 1.

3.3. Critical Feminist Approach

Once presented the research analysis technique that orients our project, it is noteworthy to mention that this research was done under the critical- feminist approach to breaking with the hegemonic ideas related to gender stereotypes. For that reason, it is necessary to understand the premises of this approach better.

Following De Saxe (2014), the critical-feminist approach is a framework constituted by methodologies of resistance which works to achieve goals such as: disrupting the educational canon and mainstream academic knowledge, questioning the hegemonic understanding of oppression. It also looks at the diverse methods and forms of resistance within critical feminist theory as a way to reconsider how we might understand our roles as teachers and learners.

Additionally, Moosa-Mitha (2005) discusses, that feminist approaches are centered on women, collectivist, and grounded in lived experience. She explains the way the feminist approach helps to the understanding of many and diverse experiences of oppression and how researchers and participants should perform self-reflexive activities when conducting research. Furthermore, considering the decolonized perspective of this approach, it is essential to avoid positivist academic knowledge and general “truths.” We cannot ignore that we are working with the textbooks used by teachers, and there is no unique reality or perspective to understand the world.

By employing some aspects of the critical-feminist approach in this research project, researchers, teachers, and students could be informed about the way gender stereotypes are immersed in education, particularly in their immediate context (Colombian public schools). The theory that supports this approach was implemented along with the construction of this project, but specifically during the analysis of data. We took the data obtained and contrasted it with the basis and principles stated in the critical- feminist approach reflecting about the findings.

Moreover, they will have the possibility to recognize the way gender stereotypes can be presented and perpetuated through the use of textbooks. The implementation of this approach leads us to reconsider and understand teachers’ roles in our society reflexively and consciously. We should assume ourselves as participative and transformative beings in the different settings we are involved in.

Therefore, as Harding (2004) argues, the roles of men and women must be rethought. As researchers, we must recognize the implementation of the critical feminist approach as an opportunity to build spaces to speak out against patriarchal discourses and their organization of the production of knowledge. One of these patriarchal discourses is the replication of gender stereotypes, particularly by the implementation of EFL textbooks in English classes.

Teachers and students employ some resources to complement their teaching and learning processes. Through the use of tools like textbooks, they reinforce aspects such as vocabulary, grammar, and English skills (listening, speaking, reading, and listening). However, beyond those significant aspects, some discourses are being repeated and perpetuate the idea of binary gender, masculinity, femininity, and specific roles for men and women according to their sex.

The critical-feminist approach is useful as one of those methodologies of resistance, which helps to reconsider the education and challenge some paradigms of traditional educational practices and discourses produced and reproduced inside the classroom.

As Freire (1970) defines, there is a pedagogy that oppresses, and it is reflected by the oppressed. There are various forms of oppression, and the reproduction of gender stereotypes is one of those oppressive discourses which must be reconsidered and examined. It is necessary to assume critical actions and interventions starting with the schools and especially with the materials teachers and students implement in their daily educative process to achieve the liberation of these individuals and disrupt with collective forms of oppression.

Some pedagogical practices should change and transform the way traditional education and research works. Challenging conventional gender discourses inside the classroom and specifically in teaching supplies (EFL textbooks) is a way of breaking with the oppressive discourses and practices which nowadays are reproduced.

Feminism, stated by Code (1991), “needs to demonstrate the reality of social injustices and practices and to work as hard for change in larger social structures and institutions as for change in the ‘personal’ areas of women’s lives” (p. 320). Through the analysis of the content of EFL textbooks provided by the Ministry of Education and since a critical-feminist approach, a reflection about the social construct of gender may be established in public schools.

By the same token, one of the challenges of education is to empower students and partners to become critical people who transform their contexts according to social interests and not personal ones. The critical research paradigm approaches this concern by enabling the researcher to practice ‘deep democracy’ (Kincheloe & McLaren, 2000). This deep democracy is related to the fact of transforming social structures, policies, practices, and especially beliefs that contribute to social inequalities, as is the case of the reproduction of gender stereotypes.

As suggested by Taylor & Medina (2013), the “critical-feminist approach’ main purpose is to identify, challenge, and help to solve ‘gross power imbalances’ in society” (p.6). That is one of the reasons this research analyzed the content of EFL textbooks as principal resources in foreign language teaching and learning processes. The power imbalances in society cannot be solved if people, especially the educative community, are not aware of their existence.

In essence, the implementation of the critical feminist approach in our project is crucial due to the necessity of questioning and understanding experiences of oppression, in this case, the reproduction of gender stereotypes. Besides, this approach, as a methodology of resistance, opens up possibilities to reflect on EFL textbooks content and the ideas that are perpetuated through their use. For us, the critical feminist perspective is constituted as a fundamental tool to demonstrate, reflect, and denounce the reality of social injustices and practices in education. We must not ignore that gender stereotypes as social constructions, promote inequality and prejudices, and its replication in schools can be identified, questioned, and consequently transformed.

As can be seen, throughout this chapter, the methodological aspects of this study were settled down. Content analysis methodology oriented our investigation along with a mixed

paradigm under a critical feminist theory. With that in mind, the provided theory was useful to reach our research goal.

3.4 Researcher's role

Firstly, it is necessary to mention that our researchers' role is directly linked to our teachers' role. Both of us are EFL teachers who contemplate as a principal duty in our job the transformation of the society, and even we recognize it is demanding labor.

Freire (1970) expressed "knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world, and with each other" (p.53). It is worth mentioning our responsibilities as educators are not done only in our school practices, but also in different contexts such as research fields. We are interested in the investigation due to the everyday contact we have with educative issues and situations that permeate our contexts. That is the reason we cannot assume our role as researchers without recognizing our identity and actions as educators.

Secondly, our interest and curiosity for this topic (gender issues and textbooks) began when in our jobs, we had to use school books with remarkable gender roles assigned by society. Our curiosity increased when we initiated our master's program, mainly because of some seminars in which gender and EFL teaching converged. We started questioning ourselves about the impact gender issues have in the EFL context, particularly in our classes, and how meaningful this topic could be for a research project.

Thirdly, as teachers- researchers, we considered a social responsibility the fact of reflecting on gender issues in EFL textbooks, especially those designed, published, and promoted by the Ministry of Education. The number of copies these books have is impressive, and they are being implemented in many institutions, mainly in IED Leonardo

Posada Pedraza, the workplace of one of us. We believed it was a good idea to think about the textbooks we use in our classes regarding gender, to build an egalitarian society.

Besides that, we were committed to learning about Content Analysis, since it was our first investigation following this methodology, and this constituted an academic challenge for us. Even though at the beginning of our project, the opinion of some people suggested the research results were obvious, we were engaged to demonstrate through a rigorous process and analysis, meaningful insights.

Finally, as Simundic (2013) suggests, “Bias causes false conclusions and is potentially misleading. Therefore, it is immoral and unethical to conduct biased research.” (p.12). Thereby, our role as teachers- researchers was to develop a free-bias study, even if the results did not fulfill the expectation we had towards the investigation. Under those circumstances, working together enabled us to avoid preconceptions all over the project.

3.5 Material of analysis

In line with the nature of the research questions, two EFL textbooks were selected. To identify the presence of gender stereotypes in this material, we analyzed two school books published by the Ministry of Education in Colombia. Teachers implement these resources with seventh and tenth graders. The two guide books serve as course material for learners of English as a foreign language at Leonardo Posada Pedraza School.

Way to Go and English, Please!

According to the Ministry of Education (2016), *Way to go and English, Please!* are series aimed at grades 6th to 11th for schools that teach between three and five hours of English per week. The principal objective of the series is to promote and enjoyable environment for students, to learn and develop their skills, not only in terms of grammar but also at a communicative level.

This series of textbooks follow the guidelines established by the Ministry of Education according to the Basic Learning Rights and the English Curriculum for Colombian Schools (Ministry of Education, 2016).

Way to go 7th grade, Teachers' guide

This textbook was written by Claudia Vinueza and published in 2016. It has been developed based on a Colombian Context, regional characteristics, local themes, and cultural traditions. It includes task-based and project-based methodologies. This material expects to reach A2 level according to the Common European Framework of Reference for Languages (CEFR).

It is divided into four modules: *Integral Personal Care, Bullying and Conflict, A World of Wonder, and International Cultures*; each module has four units. Moreover, the units aim to improve listening, speaking, reading, and writing skills (Ministry of Education, 2016).

English, Please! 10th grade. Teacher's guide

This textbook was written by Pat Chappell, María Isabel Gutiérrez, Thomas Hadland, Andrea Langton, Alastair Lane, Luz Rincón, Larissa Tatiana Rico and Paola Andrea Urueña Martínez and published in 2016. It implements a topic-based approach; learning outcomes based on language use and project work; learner autonomy through self-assessment and reflection; integration of transferable skills; a noticing approach to language development; integration of the four language skills; development of learning strategies; alignment to national and international standards (Ministry of Education, 2016).

This material expects to reach B1 level according to the Common European Framework of Reference for Languages (CEFR). It is divided into four modules, and each module has three units: *Teen culture, Money makes the Module world go around, We are all different, Our natural Module environment*.

3.6 Data collection instruments and procedures

In this segment, we present the instruments we applied to collect the data and the procedures we accomplish, including the stages of methodological design. To collect the data, we implemented as an instrument a character's grid and the procedures of the methodological design we applied were: pre-analysis, the advantage of the material, analysis, and interpretations of the results, conclusions, and reflections.

3.6.1 Character's Grid

The methodological guide proposed by Brugeilles and Cromer (2009) in UNESCO's document *Promoting Gender Equality through textbooks*, provided us with the input of analyzing Gender stereotypes based on the characters, their actions, and attributes presented in the books. The instrument of the current study is generated from the adaptation of Brugeilles and Cromer's (2009) framework. There are some adjustments related to the categories we divided the grid, considering the goals of this project research.

Brugeilles and Cromer (2009), presented a methodological manual for the analysis of gender representations in school textbooks. In this text, they explain in detail elements that we as teachers- researchers should include in our analysis. In accordance with the authors, gender representations in school textbooks are to be captured through the character and characteristics such as sex, age, actions and activities due to the fact character provides an insight in "what is a man, what is a woman, a girl or a boy in a given society" (Brugeilles & Cromer, 2009b, p. 16). Bearing this in mind, the study of characters in the teacher's guide textbooks *Way to Go 7th* and *English, Please! 10th* is the basis of our research.

To get a general outlook of the characters in the textbooks, we implemented a grid in an excel worksheet (Appendix 3). Each line in the grid stands for one character, in order of appearance, and the table columns are the characteristics taken into consideration to gather the needed data.

The Character's Grid implemented in this research consist of 10 cells:

- Designation of characters: In this cell, we wrote the name or the designation of the character given by the authors. In the case, the character does not have a designated name we assigned as reference N.M (not mentioned).
- Name of the Unit: Is the name of the unit assigned by the author.
- The topic of the unit: Refers to the content developed by each unit.
- Age: It was classified into three groups: Child, teenager, and adults. We ascribed each character according to images, conversations, audios, and texts.
- Sex: This category was divided into male, female, others, and not mentioned (N.M). The sex of the characters is assumed according to the pronouns assigned by the author.
- Actions: In this section, we mentioned the activities developed by the characters; most of them are quoted according to what the character says and sometimes following the images, audios, and descriptions.
- Accessories: This cell includes clothes, hairstyles, and adornments such as jewelry, objects, and makeup. If the character does not have any physical description, we assigned “-.”
- Text: We marked an X when the character appears in a written text.
- Image: We expressed the size (small, medium, or big) of the image and how many times the character appears in them. If the character does not have pictures assigned, we wrote a “-.”
- Audio: In this cell, we wrote the audio script in which the character is mentioned.

This instrument was piloted with the Welcome unit of *Live Beat 2*, EFL textbook published by Pearson (2007), this piloting process consists on the implementation of the grid

mentioned above, in a different textbook to determine its efficiency and pertinence in the collection of data.

The results of this process can be found in the first part of Appendix 3, in this piloting process, it was notable the fact that selecting the characters allowed us to obtain significant information to do the analysis, especially the categories (activities, colors, clothing and hair) we implemented further down. After piloting the instrument in Pearsons’ textbook, it was applied to the school books *Way to Go 7th* and *English, Please! 10th*.

3.6.2 Procedures

The methodological design was planned following the orientations of Beltran (2018) in her Content Analysis study *Racismo indeleble y textos escolares de ciencias naturales colombianos (2000-2010)*.

The table above summarizes the stages that guide the procedures of our research.

Table 1. *Procedures*

Stages of the methodological design	Specific actions related to the methodological design
<p>1. Pre-analysis</p>	<ul style="list-style-type: none"> a. Establishment of theoretical constructs related to the research problem: Gender, gender stereotypes, gender equality, EFL textbooks, the role of textbooks, and equity. b. Identification of the object of study: Series of textbooks <i>Way to go 7th</i> and <i>English, Please! 10th</i> designed and published by the Colombian Ministry of Education and implemented at public schools. c. Statement of the analysis objective: To analyze in terms of gender stereotypes, the series of textbooks <i>Way to go 7th</i> and <i>English, please! 10th</i> designed and published by the Colombian

	<p>Ministry of Education, and implemented in some public schools.</p> <p>d. Design and validation of instruments: Gathering preliminary data related to gender stereotypes (Field notes and samples)</p>
2. Advantage of the material	<p>a. Collection of data: -Reading of English textbooks and identification of units of analysis. -Identification of categories and coding.</p> <p>b. Content analysis and systematization. -Content analysis of the textbook's units according to the instruments, categories, and coding.</p>
3. Analysis and interpretation of the results	<p>a. Analysis and Interpretation of the results: - Analysis of the results (quantitative and qualitative) - Interpretation of results.</p> <p>b. Findings.</p>
4. Conclusions and reflections	<p>a. Conclusions and reflections: -Conclusions. -Implications. -Limitations. -Recommendations -Further research</p>

Adapted from Beltran (2018)

Chapter 4: Data analysis and findings

This chapter is structured into three parts. The first one explains the analytical procedures implemented in this research and the way we analyzed the collected data according to the Content Analysis methodology. The second part concentrates on the quantitative and qualitative findings. The third part expresses the general findings of this study.

4.1 Analytical procedures

We followed six stages throughout the data analysis based on Krippendorff's (2012) theory:

1) Unitizing 2) Sampling 3) Recording coding 4) Reducing data 5) Abductively inferring contextual phenomena 6) Narrating the answers. Next, we present some details of each one of these stages.

4.1.1 Unitizing

In this step, we selected two books from the series *Way to go* and *English, Please!*. The books were chosen according to the groups we were teaching when we started the research (seventh and tenth graders). Moreover, it was significant the fact the selected books were in the middle of the lower and highest levels of each series.

4.1.2 Sampling

Bearing in mind we selected two textbooks, to gather significant sources of information, we decided to analyze the four modules of each book, including their four units.

The units presented in both books involve general topics such as *The world*, where they discuss the worldwide cultural characteristics; *The community, environmental conversations*; *The classroom*, resolution of conflicts, the individual, and healthy personal care routine. It is important to mention that our database created to be analyzed is the grid we mentioned before. In this grid, we established all the characters belonging to the textbooks, as well as the units and modules they were related to.

4.1.3 Recording/coding

After we selected the units, we decided to work with the characters mentioned in the whole book, specifically their presence in texts, images, and audios. Further, to connect the data with the research problem and objectives, we followed Brugeilles & Corner's (2009) Methodological guide *Promoting Gender Equality through textbooks*,

Besides, once we picked the characters from the books, we added each character's information in the checklist (Appendix 4), in terms of their designation (the name assigned for the author/s), age, sex, actions (activities and occupations), and accessories (hairstyle, adornments, jewelry, makeup, clothes, and objects). Furthermore, we indicated if the information was taken from a written text or from audio and we stated the images' size (Appendix 3).

4.1.4 Reducing data

In this fourth step, we reduced the data to manageable representations, verifying the significance of each sample.

To achieve this goal, we created a Checklist (Appendix 4). This instrument was used to denote only the characters with assigned sex (male or female). Based on this information, the instrument consists of nine columns named in the following way:

- Character: In this segment, we wrote down the designations given by the author or authors to the character. In the case no name was given, we assigned the expression "no mentioned" (N.M).
- Module: We wrote the number of the module.
- Unit: We wrote the name assigned to each unit of the book.
- Sex or Gender: We assigned it according to the pronouns (he, she, her, him, hers, and his) or other designations such as woman, man, women, men, girl, boy or any member of the family (daughter, father, mother, grandmother,

among others.). It is fundamental to reiterate that in our analysis, we do not differentiate sex and gender.

- Activity: In this section, we wrote down the activities the characters do, quoting them, or describing the actions they perform.
- Category: In this part, we classified the characters according to the activities they develop. In that way, it was necessary to implement color coding to facilitate the process of analysis. The categories were: School activity, occupational activity (formal or non-formal); domestic activity; buying activity; care or caring activity; leisure, recreational or sports activity; social activity; routine personal activity (washing, eating, sleeping, etc.); negative activity (making a mistake, breaking something; doing something inappropriate, causing problems); successful activity and help or helping activity. These categories were taken from the methodological guide *Promoting Gender Equality through textbooks* Brugeilles & Corner's (2009).
- Clothes: We expressed the clothing of the characters in accordance with the images, descriptions in texts, or audios. In the case, the author or authors do not mention the character's clothing; we indicated it with a hyphen (-).
- Colors: We specified the colors' clothing of the characters, according to the images, texts, or audios.
- Hair: In this column, we indicated the characters' hairstyles specifying the hair length (short, medium, or long).

These samples obtained in the checklist (Appendix 4) were meaningful for our research because of the relationship between gender, sex, and gender stereotypes we mentioned in Chapter 2. The implementation of the checklist validates the process of reducing data.

4.1.5 Abductively inferring contextual Phenomena

In this stage, we organized the information in two different moments (quantitative and qualitative analysis). In the quantitative analysis, we related and associated the name or designation of the characters and their sex, with their activities, color clothing, and hair length, to support the existence of gender stereotypes. To facilitate the organization of the quantitative data collected, we created a grid (Appendix 5) that presents the number of characters (male or female) who are related to the quantitative aspects we analyze in this section. We divided this appendix into two columns: one, the module of each book, and two, the number of female or male characters who correspond to the activity, color clothing of hair length. This instrument was helpful in the quantitative analysis we developed.

After this process, in the qualitative analysis, and through the use of a chart with oriented questions and some guidelines, we evidenced the stereotypical relations existed between the speeches or dialogues of the characters and some manifestations of gender stereotypes we created following Beltran's (2018) study.

4.1.6 Narrating the answers

After the five previous steps of content analysis, we exposed the findings obtained during the qualitative and quantitative analysis of data, making the results understandable to readers. Also, considering the findings obtained, we presented the conclusions, implications, limitations, recommendations, and further research concerning the field of the study.

4.2 Quantitative Analysis

We present our quantitative results in pies or/and bar charts along with their descriptions. We present the results employing percentages and numbers to give the reader a more precise overview of the results. Correspondingly, in the descriptive section, we interpret the results of the quantitative process. The following charts visualize the results of the quantitative analysis that we carried out.

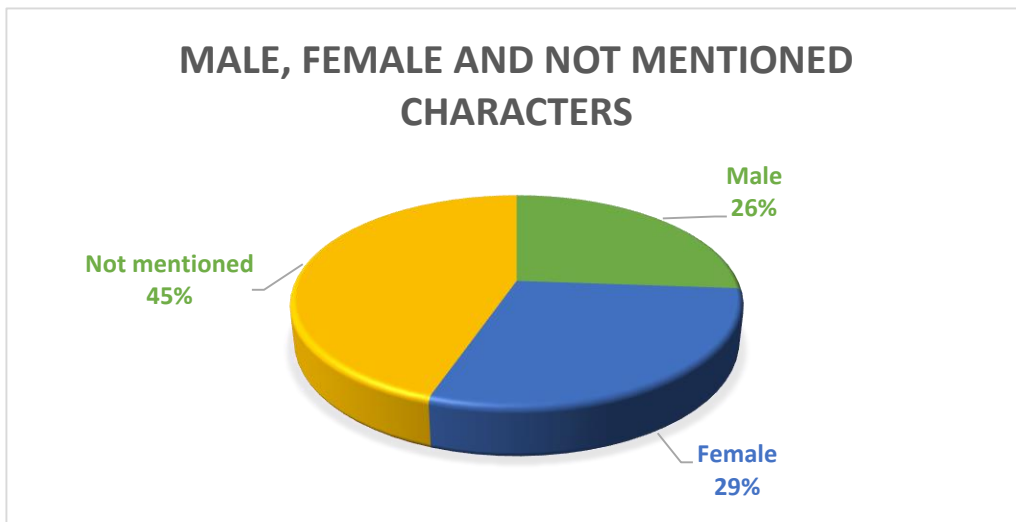


Figure 2. *Male, female and not mentioned characters*

These charts present the overall gender ratio in the textbook *Way to go 7th* and *English, Please! 10th*, exposing the proportion of male, female, and no mentioned sex characters. This particular part of the analysis aims to expose the number of individuals presented in the textbooks. As we previously expressed, although there are some characters with assigned sex, not all the characters have this designation. When we categorized a character as “not mentioned sex” it refers to the fact that the individual does not have a particular pronoun or other designations such as woman, man, women, men, girl, boy or any member of the family. An example of this is the character named as “My grandparent” in the textbook *Way to go 7th*, module 4, unit International cultures.

That is important because when school books do not mention the sex of the characters, they break with the binarism (male and female) that have reproduced and perpetuated gender stereotypes along these years. Not mentioning the sex or gender of characters (male, female, men, or women) opens up spaces to recognize other identities and to avoid invisibilization of those who do not fit in the patriarchal pillars of binarism according to the critical feminist approach.

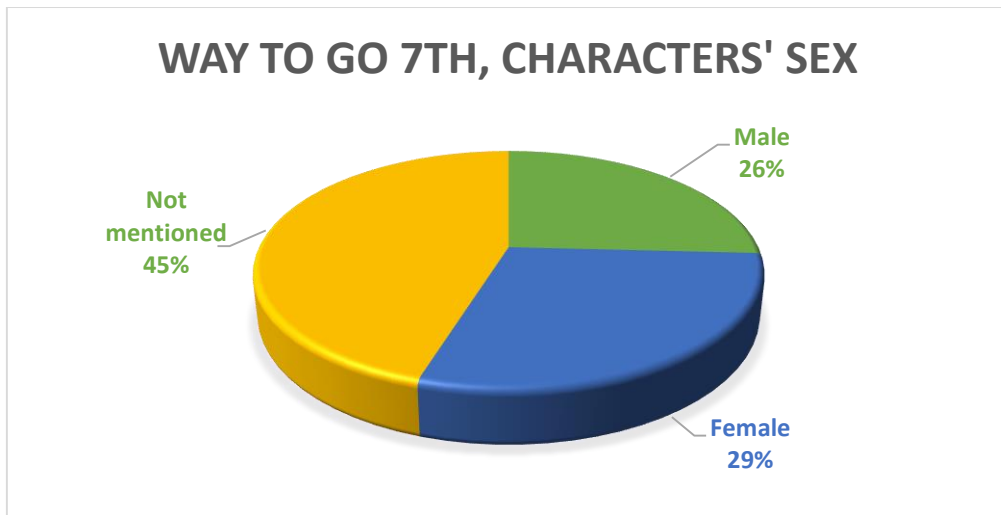


Figure 3. *Way to go 7th, Characters' sex*

The above chart provides the percentage of female, male, and not mentioned characters in the textbook *Way to go 7th*. Here, we can notice there is a higher amount of characters without assigned sex, while female and male characters have a similar number of individuals. For this reason, there are no sexism signs in terms of the visibility of characters based on their sex in this textbook, and none of the two sexes predominates over the other in this material. The ratio of female to male characters in the textbooks is almost the same.

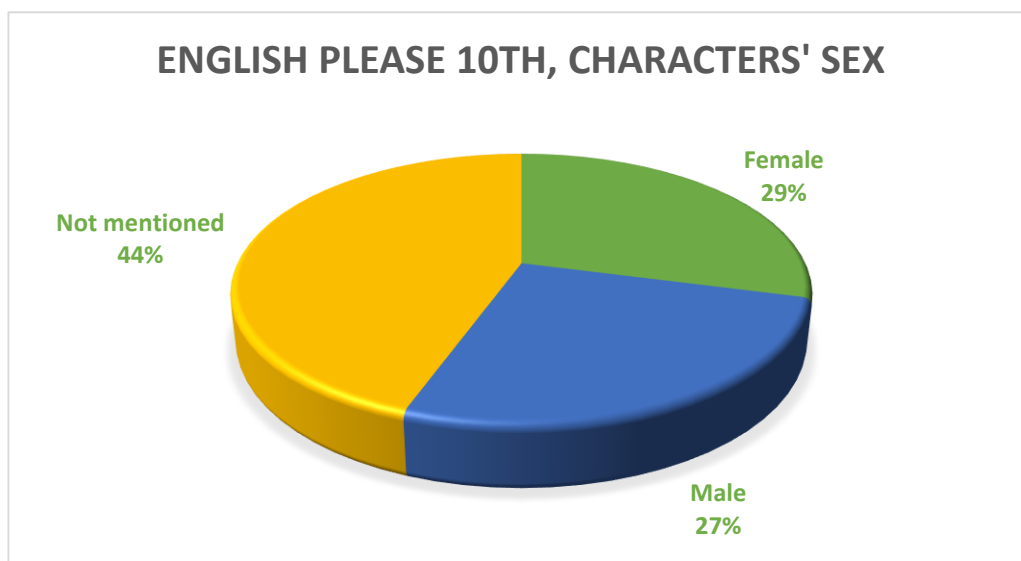


Figure 4. *English, please 10th, Characters' sex*

In *English, Please! 10th* the percentage of not mentioned exceed female and male characters. In this textbook, as in *Way to go 7th*, male and female individuals maintain almost a similar number of individuals. Therefore, in this EFL textbook, there is no evidence that any of the sexes overlap one another.

Given these points, the following charts present the information about eleven categories related to activities characters perform. The activities were taken from the Brugeilles & Corner's (2009) methodological guide *Promoting Gender Equity* implemented by UNESCO, and they fit and are linked to actions and discourses expressed by the characters throughout the textbooks.

The textbooks were analyzed considering activities that sometimes are socially accepted and assigned to determining sex or gender. Some particular activities are allocated to women and men and differ across cultures (Wood and Eagly, 2002). For example, on the one hand, in our society, occupational activities, domestic, care, or caring activities are commonly associated with women. On the other hand, sports, success, and academic activities are frequently related to men.

In the figure below, we concentrate on eleven activities: leisure, recreational or sports activities; school activities; occupational activities; domestic activities; buying activities; care or caring activities; social activities; routine, personal activities; negative activities; successful activities and help or helping activities. They are divided into female and male characters that perform these actions.

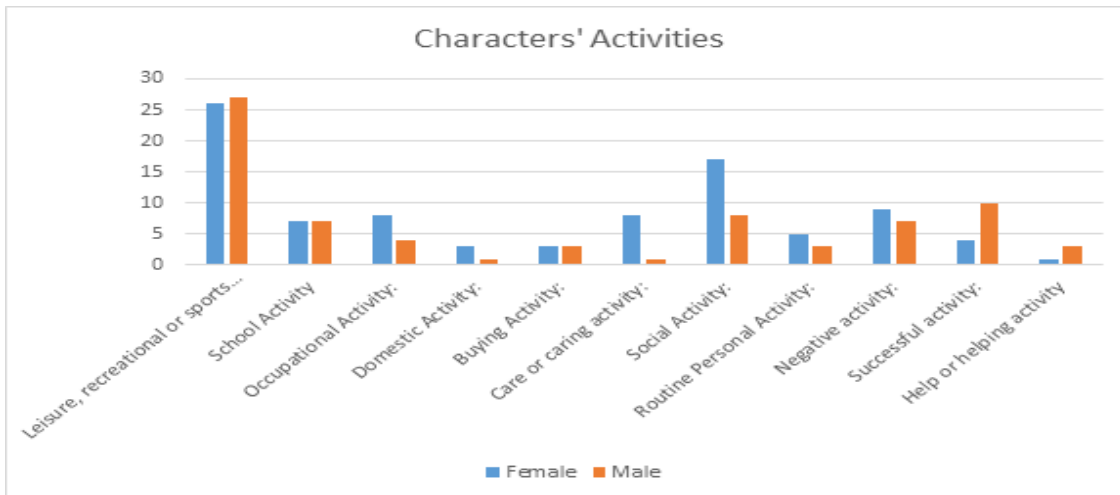


Figure 5. Characters' Activities

Leisure, recreational, or sports activities are more equally divided as well as school activities, buying activities, and routine and personal activities. The proportion of male to female characters in the textbook is close: 27 male and 26 female characters develop activities related to sports, recreation, and leisure. Similarly occurs with school activities in which 7 males and 7 females perform situations on education and academic institutions. Correspondingly, 3 male and 3 female individuals develop activities about buying.

Conversely, it is more frequently than female characters engaged in activities related to occupational, domestic, care or caring, social, routine personal, and negative roles. For instance, twice as many women are involved in social activities in contrast to men. The same happens with occupational activities where the proportion is 4:1. Equally important, females are more frequently portrait in care or caring activities in 88.8 % than males who only represent 11.1 % of the performers of this activity. Likewise, the ratio is close to 3:1 being women who develop more domestic activities.

In contrast, 71, 4% of male characters unfold successful activities, while females only represent 28, 57% of the remaining amount. Also, in the help or helping domain, 75 % of the characters are male, while only 25% of them are female. As can be seen, more male characters are presented by authors as successful and helper individuals.

Thereupon, gender norms are socially constructed and subsequently represented, among other things, dress, and clothing (Barnard, 2002). Under those circumstances, we decided to analyze the characters' clothing to observe how this issue reproduces or not gender stereotypes.

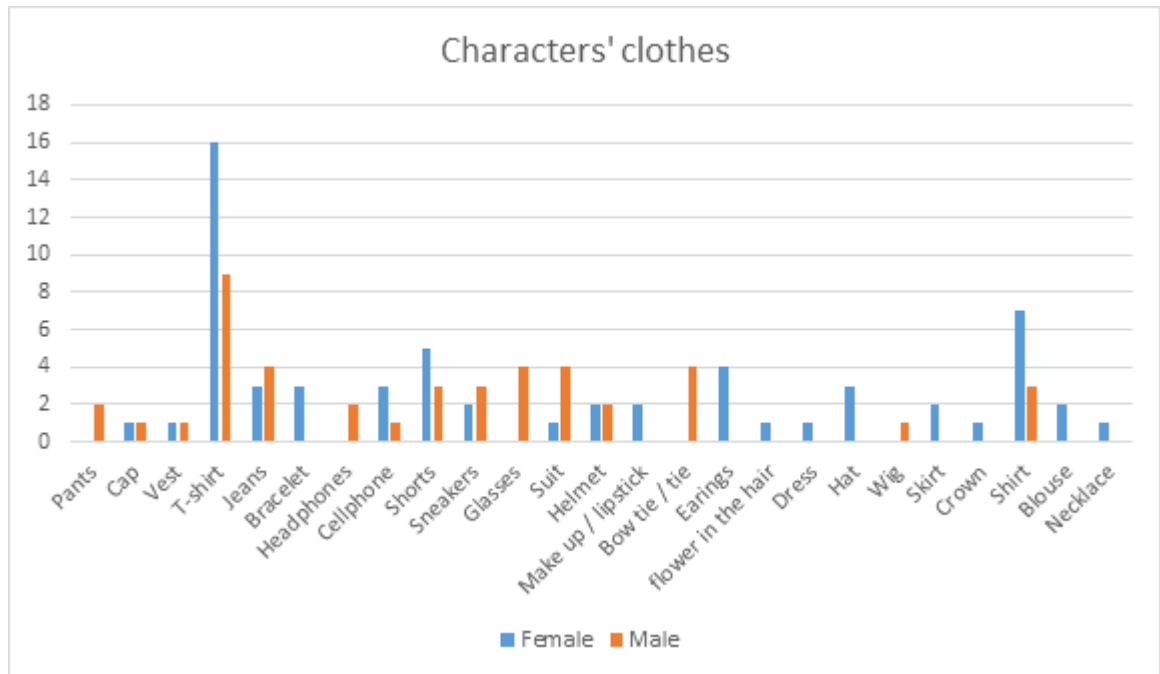


Figure 6. Characters' Clothes

Figure 6 shows the proportion of men and women's clothing that have been socially assigned to a specific sex or gender. For example, in the case of ties, it is generally assumed that men are those who wear them, and the same happens with the relation dress-women. We selected some stereotypical clothing according to our cultural, social constructions.

The graphic above presents the number of female and male characters who wear proportionally the same clothing. That is the case of caps, vest, helmet, and sneakers in which their use is equally divided between characters of both genders.

Meanwhile, in *Way to go 7th* and *English, please! 10th*, accessories, and clothing such as pants, jeans, headphones, suits, ties, and glasses are mainly worn by male characters. We can notice that 100% of the characters analyzed who wear pants are men. This result is associated with western society's thoughts, where people used to relate pants with men as

those full of guts or bravery. It is common to listen to expressions like “tener los pantalones bien puestos” or in English “stand their ground” which means to have the courage and strength to do something. Characteristics that in our society are mostly related to males. Similarly happens with ties and suits, 100% of characters who wear ties are men, and a ratio of 4:1 wear suits. Wearing this kind of clothes in our context represents a high status and success portray, usually linked to men.

At the same time, founded on the graphic above, there are some clothing and accessories frequently attached to women and the idea of femininity (behaviors, morals, and attitudes related to females). These clothing and accessories are earrings, dresses, hats, skirts, blouses, bracelets, necklaces, makeup, and other hair accessories. Goodman, Knotts, & Jackson (2007) support the idea above, expressing that “The dress is a symbol that reinforces the girl being a girl, and the boy being a boy... clothing creates identities, divides identities and displays identities.” (p.100).

Bearing this in mind, the findings of this chart expose a large number of accessories only used by women, that is, the case of bracelets 100%, makeup 100%, earrings 100%, hair accessories 100%, hat 100%, and necklace 100%. The previous results are directly related to women’s feminine identity constructed by society. As can be seen, dresses, skirts, and blouses are clothing exclusively wear by female characters in 100% of the textbooks analyzed.

Conversely, we highly appreciate that in the books, not all the women wear dresses, skirts or accessories, and not all men are dressed in suits and ties. In someway, this situation breaks with the paradigm that clothing is related to sex and gender norms. We identified clothing such as t-shirts, jeans, shorts, and shirts that are not connected with a specific gender and are worn for different characters no matter their sex. The differentiation between men’s

and women’s clothing does not foster any crossing between gender boundaries and the pressure to belong and follow gender (Goodman, Knotts, & Jackson, 2007).

Additionally, as well as some activities and clothes are connected with gender stereotypes, colors are gender-linked. The expression “Blue is for boys and pink is for girls” is recognized as one of the most known gender stereotypes, particularly in western societies. In our culture, we have observed that since children are babies, their parents assign a specific color for their clothes, toys, and furniture. This “early gender socialization experiences mark differences between appropriate colors for both genders and lead to individuals making color selections based upon gender associations” (Navarro, Martínez & Yubero, 2014, p.2). In EFL textbooks *Way to go 7th* and *English, Please! 10th*, some of the characters are dressed by using specific colors in their clothes. This issue was analyzed based on the following image.

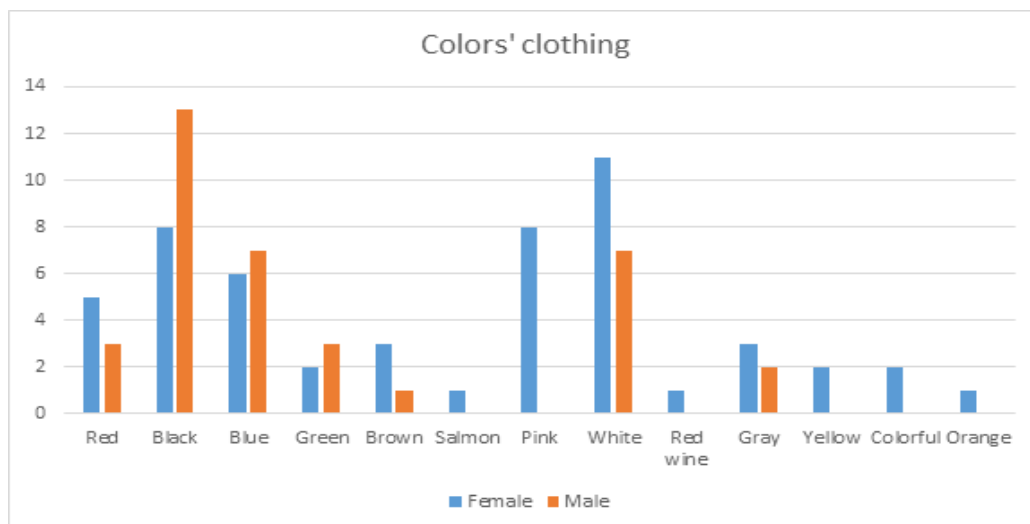


Figure 7. Colors' Clothing

Figure 7 presents the overall number of stereotyped colors per gender according to the way the characters are dressed up. We identified some of the colors are used for characters in a similar way, that is the case of blue, green, and gray with a ratio of 2:1, sometimes men predominate, and some other women do.

In contrast, black color that is usually associated with men dominates 61, 9% of the male characters, over 38% of the female ones. This situation is similar to pink, salmon, red wine, orange, yellow and colorful colors, in which only women wear them in their clothing. Otherwise, white and red are colors with a predominance of female characters over male ones. These facts evidence the use of some stereotypically masculine and feminine colors in EFL textbooks *Way to go 7th* and *English, Please! 10th*.

In closing, some prescriptive stereotypes involve physical characteristics like a hairstyle or hair length. In our research, we analyzed the characters' hair length expressed in the following graphic.

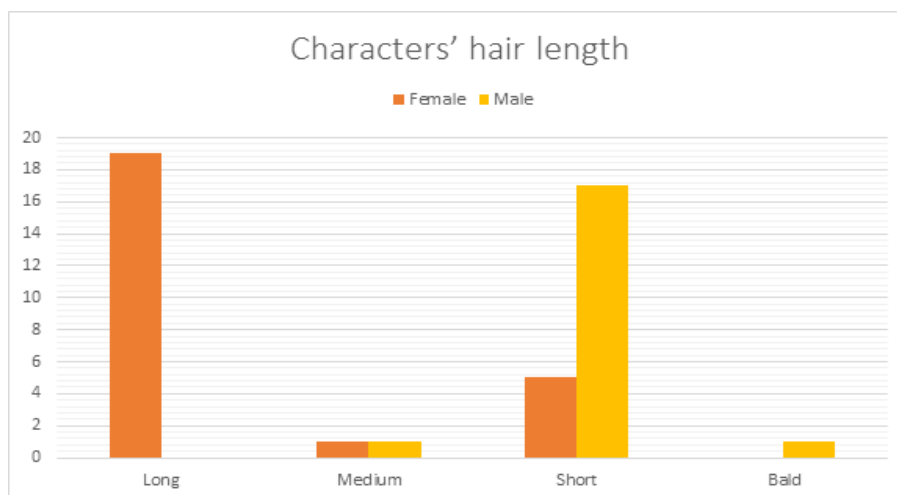


Figure 8. Characters' hair length

In the bar diagram above, there is a tendency to portray long hair women; 76% of female characters have long hair, on the contrary, none of the male characters present this characteristic. In contrast, 89,4% of male characters are short-haired and just 20% of female individuals look this way. Conversely, the 4% of female characters and 5, 26 % of male characters are medium length haired, and just the 5, 26% of male characters are bald. We realized through this analysis that the social perception of gender determines hair length. This data reinforces the ideas of femininity and masculinity linked to physical appearance, as

Manning (2010) confirms in his research, short-haired women are usually perceived as more masculine than those who are long-haired, the same applies to men on a contrary sense.

To sum up, our quantitative analysis shows the proportion of male characters to female characters in images, audios, and texts regarding activities, clothes, colors, and hair length. When observing the overall gender ratio per textbook, the presence of gender stereotypes is visible. Gender roles are somehow associated with some specific items such as activities, clothes, colors, and physical features, axes that perpetuate the binarism of sex and gender in EFL textbooks *Way to go 7th* and *English, Please! 10th*.

4.3 Qualitative analysis

In what follows, we present our qualitative analysis based on a chart of guiding questions to organize and orient the CA of EFL textbooks *Way to go 7th* and *English, Please! 10th*. This chart is composed of oriented questions, guidelines, and manifestations of gender stereotypes. This analysis provides a tool for identifying, categorizing and, reflecting on representations in this material. It is worth mentioning that this instrument of analysis (Table 2) was created following Beltran’s (2018) study *Racismo indeleble y textos escolares de Ciencias Naturales colombianos (2000-2010)*, particularly her oriented questions chart. The manifestations of gender we presented in the following table were proposed based on the concepts presented in the literature review (gender, gender stereotypes, and gender equality).

Table 2. Oriented questions and guidelines

Questions	Guidelines	Manifestations of gender stereotypes
<p>What is the textbooks’ content that manifests gender stereotypes?</p>	<p>❖ Content of EFL textbooks that present gender stereotypes.</p> <p>They include modules, units, topics, activities that present</p>	

	gender stereotypes.	
How are manifested those gender stereotypes in textbooks <i>Way to go 7th</i> and <i>English, Please! 10th</i>?	<ul style="list-style-type: none"> • Legitimize gender binarism and perpetuate the binary system. 	Implement the words “men” or “women” / “boy” or “girl” to refer to some of the textbook’s characters and assign them one of the two prescriptive genders.
	<ul style="list-style-type: none"> • Assign particular roles according to the sex of the characters. 	Attribute particular actions and activities to the characters, linked to their sex or gender. Associate attitudes and behaviors with the characters’ gender Relate objects and elements that ascribe one of the normative genders to the characters. Characterize the characters based on the use of some words or expressions, linking them to a normative gender. Assign the characters one of the two binary genders according to their physical appearance.

Adapted from Beltran (2018)

4.3.1 What is textbooks’ content that manifests gender stereotypes?

Intending to conduct this qualitative analysis, we answered the first question identifying the content of EFL textbooks, which present gender stereotypes.

Both textbooks (*Way to go 7th* and *English, please! 10th*) contain characters who are associated with manifestations of gender stereotypes. In the following chart, we present the

modules and units that are part of these books.

Table 3. Modules and units

Textbook	Module	Units
Way to go 7th	<ol style="list-style-type: none"> 1. Integral personal care 2. Democracy and peace 3. A world of wonders 4. International cultures 	<ol style="list-style-type: none"> 1.1 Enjoy your free time. 1.2 I can take care of my body 1.3 Taking care of myself and of others 2.1 Tell your story 2.2 No bullying allowed 3.1 Conservation is a must 4.1 Traveling around Colombia
English, Please! 10th!	<ol style="list-style-type: none"> 1. Teen culture 2. Money makes the world go around 3. We all are different 4. Our natural environment 	<ol style="list-style-type: none"> 1.1 Having fun 1.2 Teen power 2.1 What we spend 3.1 Different looks, different lifestyles 3.2 Be yourself 4.1 Eco-tourism

Own elaboration

When looking at this table, we realized the module related to physical appearance (*Integral personal care* and *We all are different*) presents more units whose characters perform activities or discourses permeated by gender stereotypes. The units linked to these modules develop topics such as how people enjoy their free time, how their personalities are, and how they take care of themselves, their bodies, looks, and lifestyles.

As well as that, in some modules (*Democracy and peace* and *Money makes the world go around*), gender stereotypes are evident in terms of socio-economic issues, but this situation is presented in a fewer number of characters. The specific topics which exemplify these social constructions are: *tell your story*, *no bullying allowed*, and *what we spend*.

Along with socio-economic domains, there appear cultural facts involved with gender

stereotypes in the modules of *International cultures* and *Teen culture: mainly*, topics such as travel, leisure, sports, and teenagers' activities.

Further, the last big topic framed in the modules *Our natural environment* and *A world of wonders* is connected with environmental issues. There are manifestations of gender stereotypes in topics such as eco-tourism and environmental conservation.

Once identified, the content in which gender stereotype is presented, in what follows, we guide our analysis by answering the second question, evidenced in table 2.

4.3.2 How are manifested those gender stereotypes in textbooks *Way to go 7th* and *English, Please! 10th*?

To recognize how gender stereotypes are manifested in textbooks *Way to go 7th* and *English, Please! 10th*, we created an analysis instrument (Appendix 6) called manifestations of gender stereotypes. This instrument is divided into six columns:

- 1. Textbook:** In this section, we wrote down the name of the EFL textbook.
- 2. General content:** We wrote the names of the modules the textbooks present.
- 3. Specific content:** In this part, we wrote the name of units that present gender stereotypes. These units belong to each one of the modules.
- 4. Gender stereotypes manifestation:** We presented five manifestations of gender stereotypes. According to the data collected, we codified this information in five main axes understood as manifestations. The manifestations were organized by applying the color-coding technique. We present them below:
 - Implement the words “men” or “women” / “boy” or “girl” to refer to some of the textbook's characters and assign them one of the two prescriptive genders.
 - Attribute particular actions and activities to the characters, linked to their sex or gender. Associate attitudes and behaviors with the characters' gender.

- Relate objects and elements that ascribe one of the normative genders to the characters.
- Characterize the characters based on the use of some words or expressions, linking them to a normative gender.
- Assign the characters one of the two binary genders according to their physical appearance.

5. Examples: In this section, we illustrated the manifestations with an extract obtained from the textbooks (dialogues or descriptions). These samples are the core to execute the qualitative analysis. We numbered the quotes according to the sex or gender of the character who performs the manifestation. It is worth highlighting the fact that some of the extracts were taken from audio transcriptions from the teachers' book; for that reason, they are marked as (p. T).

6. Gender/sex: We indicated the character's gender or sex to recognize the person who acts, and as a result, reinforces gender stereotypes.

Equally important, the current analysis was conducted in light of the critical feminist theory mentioned in the methodological chapter. We examined the different manifestations of gender stereotypes in female and male characters in textbooks. In this qualitative section, we interpret the results that were found in the instrument previously described (Appendix 6), offering some examples of characters' speeches or actions and examining the extent to which they confirm or challenge gender stereotypes.

In this regard, Neuman (2006) suggests that feminist theory is often implemented in social research because it is conscious of the way gender and power permeate all domains of society. Based on this, we consider helpful the fact of analyzing this material, detecting and uncovering power discourses legitimized by the reproduction and presence of gender

stereotypes. In this sense, we structured the analysis following the manifestations of gender stereotypes stated in Appendix 6.

- **Manifestations of gender stereotypes**

- 1. Implementation of words “men” or “women” / “boy” or “girl” to refer to some of the textbook’s characters and assign them one of the two prescriptive genders.**

This manifestation is explicit, on one side, in the textbook book *Way to go 7th* specifically in the units: *Enjoy your free time* and *Taking care of myself and of others*. On the other side, in EFL textbook *English, Please! 10th* in units: *Different looks, different lifestyles*, and *Eco-tourism*. We consider the implementation of words such as “male,” “female,” “men,” “women,” “boy” or “girl” as a fact that perpetuates gender stereotypes due to the legitimation of gender binarism and perpetuation of the binary system.

As suggested by Gannon & Davies (2007), “Feminist critical theorists view binaries as harmful categorizations as they do not recognize the multiplicity of difference within dualistic categories” (p.74). In our study, we recognized the value of equity in EFL learning, especially in EFL textbooks. The designation of binary characters delimits the possibilities to recognize multiplicity and difference that exist in our society. In academic settings, students build their identities through interaction with others (classmates and teachers) and the implementation of the educative materials. Ignoring other identities apart from male, female, boy, girl, men, or women is an excluding action; hence, some students could feel as if they do not fit in the normative system.

The dichotomy of male/female is represented in the textbooks *Way to go 7th* and *English, Please! 10th* in situations in which the writers do not assign the characters a particular name, and instead, the denomination authors give to them are girl, boy, men, or women as the following examples highlight it.

Way to go 7th

- *"Girl: In my free time, I love going to the beach. I go to the beach three times a week."* (p.T10). (The letter T in paging means Teachers Audioscript. That is, the fragment was taken from teachers' guide section)
- *"Boy: In my free time, I help my parents with the harvest."* (p.T10)

English, please! 10th

- *"Women 2: Visitor that is doing a ten-kilometer walk"* (p. T 134)
- *"Men 2: Tourist guide in the walk"* (p. T 134)

Although this situation is not repetitive along with the textbooks, the dichotomies of female/male, women/men, and boy/girl reproduce gender stereotypes, making invisible other gender identities and forcing students to recognize themselves as one of the two binary genders. The reaffirmation of the binary system involves identity position, which is heavily linked to the division of power and therefore justifying people's exclusion (García, 2017). At the same time, we observed there is little coherence between the notion of gender proposed by the UNESCO (2018) and the content of the material implemented at Leonardo Posada Pedraza School. Restricting some of the textbooks' characters to gender dichotomy does not leave place for equity, disregarding others' gender expressions, and there is a reinforcement in terms of gender roles.

2. Attribute particular actions and activities to the characters, linked to their sex or gender. Associate attitudes and behaviors with the characters' gender

In this section, we analyzed some actions and activities performed by the characters of the textbooks *Way to go 7th* and *English, Please! 10th*. For the analysis of this particular manifestation, we classified these actions and activities as "gender roles" based on the research done by Van Craeynest (2015). Van Craeynest's Content Analysis proposes ten gender roles; however, we grouped them into five categories that condense those presented

by this author. These categories of gender roles are science and engineering; sports and leisure; business and successful; domestic, caring, and family roles and famous characters. Besides, we added heroic roles and negative roles. It is also remarkable that the categories were grouped to adequate them to our context.

Following this, it is necessary to recall that critical feminist theory aims to engage an egalitarian social justice. It implements explanatory models and categories that reveal masculine dominance relationships and feminine subordination (Fraser, 1986). In this sense, with the analysis of gender roles, we discovered through extracts taken from the textbooks, situations of injustice, or gender imbalance (domination and subordination) carried out by characters.

This study examines different social roles played by females and males characters in the textbooks. Law and Chan (2004) underline five significant categories for social roles that lead us to conduct this analysis:

1. Male- monopolized (performed by men only)
2. Male-dominated (largely performed by men)
3. Female- monopolized (performed by women only)
4. Female-dominated (largely performed by women)
5. Gender-shared (performed by men and women equally)

In our qualitative analysis, we assigned one of the five categories mentioned above to each gender role discussed below.

Domestic, caring and family role

We would like to highlight this gender role corresponds to the Female-monopolized category in line with Law and Chan's (2004) study. In all the given extracts, women characters do activities that involve domestic and caring actions such as cleaning the house, doing chores and babysitting as it is illustrated further down:

English, Please! 10th

- *She does jobs such as cleaning, babysitting, and gardening, swapping her services for food or somewhere to sleep (p.73)*

Way to go 7th

- *"She is asking her son for help "Carlos, can you help me to wash the dishes?" (p.T34)*
- *"She does a lot of chores at home; she's always working and tired" (p.T34)*

Similarly happens when women characters execute helping and caring activities such as volunteering actions as it is evidenced in the following examples:

English, Please! 10th

- *She studied social work at university; she opened a children's daycare centre. Pushpa also runs a residential home for older children who have the chance to go to school and get food and health care. (p.27)*
- *Catalina worked as a volunteer in a hospital in Cartagena (p.27)*

In the same way, women characters are shown as understanding, kind and sympathetic people.

Way to go 7th

- *"She keeps in touch with her friends and family and listens to their problems. (p.T33)"*

As we have noticed, in these textbooks, it is visible that women are mainly engaging domestic chores such as cooking and cleaning; also, female characters assume caring and family roles rarely performed by men. As suggested by (Otlowski, 2003; Pierce, 1990) this representation of women in such stereotypical roles, strongly reinforces and perpetuates the traditional view that women must stay at home and men develop another kind of activities.

In our society, we tend to infer the roles of men and women since gender stereotypes connected with their sex. As Eagly & Wood (2012) mention "people disproportionately observe women and girls engaging in domestic behaviors such as childcare, cooking, and

sewing, and men and boys engaging in activities that are marketable in the paid economy” (p.466). We realized despite there is an evident inequity in terms of gender in our society, these English textbooks designed by the Ministry of Education, which are widely diffused around the whole country, replicate ideas about what people should or should not do based on their sex. Thus, there is limited coherence in what UNESCO proposes in terms of equity education.

Sports and leisure roles

Straightaway, we analyzed pieces of content in which male and female characters participate by doing sport and leisure activities. We identified this is a Male-dominated category, which means these activities are primarily performed by men in the EFL textbooks, as we can appreciate in the examples.

An evident situation is linked to sports and traveling activities, in which the majority of male characters are involved in sports, especially extreme ones such as climbing, paragliding, canoeing, hunting, going to the gym, and practicing basketball. On the contrary, female characters carry out fewer risky activities such as visiting national parks, farms or museums and going sightseeing. These statements are exemplified in the quotes below:

English, Please! 10th

- *"I visited the Ticuna community in the Amazon rainforest" "I slept in a wooden hut" "I drank chicha" "My favourite moment was when a team of young men took me into the rainforest on a hunting expedition." (p. T 138) (Male character)*
- *He has been paragliding; he has climbed a mountain, he has seen a jaguar (p. T 130)*
- *He's taking a boat along the Amazon to the national park. He's interested in wildlife, and he's going to watch birds and animals in the rainforest (p. T 150)*
- *She is an exchange student from China" "I've visited some national parks" "I've seen and touched some native animals" "I went paragliding" "I did a weekend farm" "I*

visited a lot of museums and went sightseeing" (p. 153)

- *"After class, I go to my basketball practice. I belong to the school's team. I love the time we spend at the gym" "I usually sit on the couch and watch TV. Other days I help my mom with some chores like washing the dishes or tidying" "I'm free to listen to my favourite music and check social networks and other websites" (p. T 88) (Male character)*

In parallel, one of the most common stereotypes reproduced in our society is the idea of women going shopping (particularly accessories and clothes). Referring to example one, we noticed there is a shred of clear evidence this stereotype persists. Even though in the quantitative analysis, the amount of characters performing buying activities (presents or technology) is the same, only female characters go shopping. For example:

Way to go 7th

- *"A girl is waiting for the shop assistant to serve her." (p. T 34)*

Famous characters' roles

Even our study focuses primarily on the unknown characters; some famous characters are represented and used as examples in the analyzed textbooks. In this case, the appearance of famous characters is Male-dominated. Famous males represent more varied fields than female characters; they (males) performed activities as mathematicians, writers, and scientists. Conversely, for famous females, the domains are limited to musicians and painters.

Way to go 7th

- ***Gabriel Garcia Marquez*** *"Colombian writer. He won the Nobel Prize for Literature in 1982." (p.63)*
- ***Alan Turing*** *"British mathematician. He invented the first computer."*
"He was a brilliant mathematician and invented the world's the first computer."
(p.63)

- **Albert Einstein** "*He was a German scientist. He was famous for his Theory of Relativity*". (p.63)
- **Frida Kahlo** "*Mexican painter. In her work, she painted images of her country and her life*" (p.63)
- **Ella Fitzgerald** "*She was an American singer. She sang beautiful jazz songs.*" (p.63)

Bearing in mind the examples previously presented, we confirmed that for famous females, the roles are limited to stereotypical occupations: women are mainly artists. These occupations do not require physical strength or scientific thought.

We also found that authors recognize in each male famous character particular achievements: "*He won the Nobel Prize,*" "*He invented the first computer,*" and "*He was famous for his Theory of Relativity.*" Otherwise, female's accomplishments are not as worthy as male's ones. Authors do not recognize their success as prestigious achievements and their repercussions and impact on society. Activities developed by the two artists are described as less valuable than the other famous characters who are men.

It is noteworthy to mention Halpern's (2007) contribution to this situation, suggesting that "A wide range of sociocultural forces contribute to sex differences in mathematics and science achievement and ability, including the effects of family, neighborhood, peer, and school influences" (p. 31). Gender stereotypes are part of those sociocultural forces that replicate the notions of science, mathematics, and technology as areas headed by men. On their behalf, EFL textbooks *Way to go 7th* and *English, please! 10th* do not break with the stereotypes mentioned above, and on the contrary, they reinforce gender roles in occupations and abilities.

Business and successful roles

Regarding business and successful roles, we detected it is a Male-dominated category, which means male characters mostly perform it. Considering the quantitative and qualitative

data, it is remarkable the presence of male characters in business and successful roles. As was previously observed, there is a ratio of 10:4 ruled by men individuals. This range implies EFL textbooks *Way to go 7th* and *English, please! 10th* benefit males' perceptions as the ones who earn and make money, fulfill their dreams, have good jobs and academic success, and also overcome themselves.

Way to go 7th

- *American businessman, self-made millionaire, and motivational speaker. (p.78)*
- *"He competed in the 2016 Paralympics" "Sancllemente is a Colombian sportsperson who competes in marathons... He studied Business Administration." (p.55)*
- *Japanese researcher and author. he studied water in detail (p.114)*

English Please 10th

- *He could read books and teach himself things. William was very interested in reading about how windmills could make electricity and pump water. So he decided to build a windmill. William's windmill was very successful, and he won a scholarship to a university in South Africa. Now he can teach young people how to make their own windmills and repair water pumps. (p. 31)*

When observing this manifestation of actions, attitudes, and behaviors associated with characters' sex and gender, it is outstanding the fact there is an imbalance in terms of likelihood of success. This issue supports what Annandale & Clark (1996) mentions about the legacy of binary thinking, making a fundamental distinction between men and women, reproduction and production, home and work, emotion and reason, among others. (p.24).

Women are overshadowed by males' success in textbooks *Way to go 7th* and *English, Please! 10th*.

Heroic roles.

In what Heroic roles refers, we discovered in both books only one situation in which

the characters perform heroic actions, and this is the case of a man who saves a woman and her small boy who are in danger of drowning. For that reason, we attributed this role in the Male- monopolized category.

English Please 10th

- *"Chris finished school and decided to go to the park...Suddenly, someone screamed loudly. A woman was at the edge of the water, and a small boy was in the middle of the lake. The boy tried to swim, but he disappeared under the water. Chris did not have time to put on a swimsuit. He jumped into the water and pulled the boy out of the water. The boy's mother wanted to give Chris some money, but he did not take it. He was a true hero!" (p.28)*

This quote opens the discussion about binary thinking and gender roles in heroism. In our experience, textbooks can affect and influence the attitudes and behaviors of our students and the way they perceive gender norms. Wood and Eagly (2002) argue that male and female behaviors are linked to physical differences, men's larger size, and strength and women's reproductive and caring activities. These are factors in constant interaction where one sex performs certain activities more effectively than the other sex, in a particular setting or environment. In this case, the male character counts with all the physical attributes to protect and save the woman, whose prominent role is motherhood.

When we reflect on the role of male and female characters in heroic actions, it is essential for our students and for us to understand heroism as a human necessity, capable of being represented equally by either sex, as Edwards (1984) recommends.

Negative roles

Last but not least, negative roles are enclosed in the Female-monopolized category. Only female characters lead actions with the adverse effects such as criticizing and assuming hostile attitudes with their peers, as the quotations below present.

English Please 10th

- *"she always criticizes one of us, what we say, what we wear and what we're having for lunch" (p. 22)*
- *"girls are really mean to me and says horrible things" (p.T104)*

Examples above inform there is a tendency to relate girls and women with gossip and injury. In our society, these are stereotypical characteristics associated with women. This idea links directly to what Ridgeway & Bourn (2004) allude in their text *Gender as status: an expectation states theory approach*. They mentioned that in Western societies, a patriarchal system predominates, where roles associated with men have a positive connotation and are linked to higher recognition and status; otherwise, roles associated with women are worse rated, as it is evident in the examples above.

3. Relate objects and elements that ascribe one of the normative genders to the characters

Concerning this manifestation, we observed stereotypical relations between some objects and the gender of the characters. Regarding male characters, we identified objects such as cars, newspapers, and sports implements (balls, skateboards), which are culturally associated with men. This situation happens with female characters too; women are frequently related to hair accessories and makeup. In the English textbooks, we analyzed, authors do not disrupt with the gender-based dichotomy in which objects are socially tied to a specific sex or gender. Similarly occurs in the quantitative analysis, in which we found that accessories such as bracelets, necklaces, earrings, cellphones, makeup items, and hair adornments such as flowers and crowns are only worn by female characters.

The following examples are evidence of the ascription that some elements and objects have according to one of the normative genders.

Way to go 7th

- *"My dad is very proud of his car, it's an old car, but he loves it, and he wants to keep it clean. (p.T34)"*
- *"My grandpa loves reading the newspaper" (p.T34)*

English please 10th

- *"hang out with my friend Max and Larry, we all love basketball" (p.22)*
- *"I am a skater; skaters have a simple style" (p.14)*
- *He buys expensive glasses (p.54)*
- *She buys a new headband and hair clips (p. T 104)*

These examples do not go against the gender stereotypes that are constructed and reproduced in our society. Cars, expensive glasses, and newspapers are gendered objects usually connected with successful, intellectual, and business activities, in which the main protagonists are men. Unlike, women are still situated at home or in shopping malls developing activities that involve their physical appearance. In this case, gendered objects linked to female characters are personal care objects and accessories such as headbands, hair clips, crowns, flowers, earrings, and makeup; elements socially tied with femininity.

The notions of femininity (attributes and behaviors associated with women) and masculinity (attributes and behaviors associated with men) have a great impact when analyzing gender stereotypes. This notion highly permeates objects, "there exist some objects that subversively perform femininity" (Maher, 2017,) and the same happens with some gendered elements usually associated with men, hence with power and superiority. By following these stereotypes, women may internalize and embody an inferior and subordinated status in relation to men (Young, 1990). For that reason, EFL textbooks must become materials that empower students and deconstruct the dualistic social framework that is still presented in education.

4. Characterize the characters based on the use of some words or expressions, linking them to a normative gender

Concerning this manifestation, in the EFL textbooks, authors do not attribute prototypical gendered words or expressions to the characters' speech. There were not evident stereotypical phrases such as "do it like a dude" or "runs, cries or fights like a girl." Both men and women characters communicate through a neutral speech, avoiding language bias towards a particular sex or social gender.

It is worth highlighting this material does not include gender-specific terms referring to professions or people such as 'policeman,' 'fireman,' 'waitress,' 'housewife,' and so on. There is only one case in which authors assign the word "businessman" to a male character. The implementation of gendered language, like the examples above, perpetuates what Jule (2018) designates the historical patriarchal hierarchy that has existed between men and women, where one (man) is considered the norm, and the other (woman) is marked as other, as something quite different from the norm. *Way to go 7th* and *English, please! 10th textbooks* maintain a neutral gender language and fracture the patriarchal hierarchy.

5. Assign the characters one of the two binary genders according to their physical appearance

This manifestation was evident in EFL textbook *English, Please! 10th*. In the following examples, we noticed some stereotypical features and traits linked to the gender of the characters. Female characters are associated with femininity (dresses, makeup, accessories, long hairstyle, and attitudes such as sensitivity, kindness, and delicacy). Male characters are bonded to masculinity (suits, ties, tattoos, piercings, beard, mustache, and attitudes such as strength, rudeness, and toughness).

- *"I don't like wearing dresses and make-up like some girls – I'm happy with my look, but the popular girls at my new school don't like me. They laugh at me and say that I look like a boy" (p.105) Female character*
- *"I've never had a girlfriend. I think if I was more attractive, girls would notice me more. Last month, I got a piercing in my lip, but nothing has changed. I'm thinking of getting more piercings" (p.107) Male character*

In the first example, we realized the way the authors reproduce the idea of how a boy and how a girl should look. Boys wear pants, t-shirts, sweaters, and short hair, and girls wear dresses, accessories, long hair, and makeup. By implementing the expression “look like a boy,” authors legitimize the binary division between women and men. It invisibilizes people who do not identify as men, women, girls, or boys. We cannot deconstruct gender stereotypes if teaching materials we implement in our classes frame the way people have to look.

Even this example is part of the unit *Be yourself*, and the idea of authors was to talk about differences, self-acceptance, and bullying avoidance. This particular example naturalizes binarism in gender and attributes physical features to the characters based on their sex. As Gailey (2017) suggests, “The existence of a female stereotype influences the standards to which women are held, which then influences their image, personality, and actions” (p.19).

In the same way, it occurs with male characters who are restrained to certain physical standards that in our culture are joined with masculinity, as it was previously mentioned and represented in the second example of this manifestation. The rudeness of male characters, in this case, is materialized through piercings, being rudeness a stereotypical behavior of men.

To sum up, this Content Analysis provided us meaningful findings regarding gender stereotypes in *Way to go 7th* and *English, please! 10th*, since these textbooks are significant material for the development of English classes in Leonardo Posada Pedraza school and other

public schools all around Colombia. The fact of exploring these textbooks by implementing a mixed method of analysis allowed us to analyze and identify the presence of gender stereotypes. These kinds of stereotypes can be consciously or unconsciously perpetuated through the content of specific teaching resources. This project provides a beneficial view for continually evaluating and reflecting the material we implement in EFL teaching and learning processes.

4.4. General findings

Corresponding to the quantitative and qualitative analysis, we realized some insights linked to gender stereotypes in EFL textbooks *Way to go 7th* and *English, please! 10th*. In this section, we present the general findings we obtained by doing the analysis.

As has been noted, EFL textbooks *Way to go 7th* and *English, please! 10th* manifest gender stereotypes in their modules and units. It can be evident particularly in topics such as physical appearance, free time activities, lifestyles, socio-economic issues, culture (travels, leisure, sports, and teenagers' activities) and environment (conservation and eco-tourism).

As a result of the analysis done in the modules and units of the EFL textbooks, we found some activities and roles equally performed by male and female characters, concerning school and buying activities, a particular gender does not perform them. Similarly happens with clothing such as caps, vest, helmet, t-shirts, jeans, shorts and shirts, and sneakers, in which their use is equivalent divided between characters of both genders. We also identified some colors used for characters in a similar way; that is the case of blue, green, and gray. For male characters, successful and heroic roles are the domains in which they are mainly attached as well as sports and leisure activities, especially the extreme ones. Apart from that, famous characters are primarily represented by men in fields as mathematics, literature, and science.

Moreover, accessories and clothing such as pants, jeans, headphones, suits, ties, and glasses are principally worn by them. With regard to colors, black has dominance in the male characters over female ones. Besides that, the majority of male characters are short-haired. Lastly, objects such as cars, newspapers, expensive glasses, and sports implements (balls, skateboards) are mostly associated with men.

In contrast, occupational, domestic, care, or caring and shopping activities, just as social, routine, and negative roles are mainly developed by women. For famous female characters, the domains they execute are limited to musicians and painters. Respecting leisure and sports, women carry out less risky activities such as visiting national parks, farms or museums and going sightseeing.

Concerning physical appearance and objects, women are frequently related to hair accessories and makeup. Some clothing and accessories such as earrings, dresses, hats, skirts, blouses, bracelets, necklaces, makeup, and other hair accessories are commonly attached to women. In this respect, dresses, skirts, and blouses are clothing exclusively wear by female characters in 100% of the textbooks analyzed. In connection with colors, pink, salmon, red wine, orange, yellow and colorful ones are primarily worn by women in their clothing. Further, the majority of female characters are long-haired.

Notwithstanding the evident manifestation of gender stereotypes throughout the modules and units of these textbooks, it is remarkable to point out there is not a characterization of the individuals based on the use of some words or expressions, linking them to a normative gender. In the books, not all the women wear dresses, skirts, or accessories, and not all men are dressed in suits and ties. Besides, there are no signs of sexism in terms of the visibilization of characters based on their sex in this textbook; none of the genders overlap the other. In some way, these exceptions may disrupt the paradigm of the dualistic frame, but much work still needs to be done.

Chapter 5

This final chapter frames the conclusions derived from our quantitative and qualitative content analysis. Then, we set out some implications this study may have. The third part presents the study's limitations. Right after, we indicate some recommendations for people interested in conducting similar research. Finally, the last section is related to how to elaborate on further research and continue discussing these issues.

5.1 Conclusions

Based on the quantitative and qualitative analysis exposed in chapter 4, we answered the research question and developed in-depth the objectives that lead this research. In this sense, the conclusions are presented as follows: First, we delimit the categories and manifestations of gender stereotypes we discovered in the previous chapter; second, we express what gender stereotypes in EFL English textbooks *Way to go 7th* and *English, please! 10th* inform about gender representations; finally, we contrast the coherence between 'equity' and 'gender equality' concepts proposed by UNESCO and the Ministry of Education, with the content presented in EFL textbooks used in public schools in Colombia.

Concerning our first specific objective, the categories of gender stereotypes we identified in the material analyzed were the following: clothing, colors, hair length, and daily activities, which are sometimes accepted and assigned to a particular sex or gender. Other categories we found are closely related to activities characters perform. They are leisure, recreational and sports; occupational activities; domestic activities; care or caring activities; social activities; routine, personal activities; negative activities; successful activities, and help or helping activities.

Similarly, the manifestations of gender stereotypes this material presents were the following: first, the implementation of words "men" or "women" / "boy" or "girl" to refer to some of the textbook's characters and assign them one of the two prescriptive genders;

second, the attribution of particular actions and activities to the characters, linked to their sex or gender and the association of attitudes and behaviors with the characters' gender; third, the relation of objects and elements that ascribe one of the normative genders to the characters, and finally, the assignation of one of the two binary genders (Blair, 2015; García, 2017; Annandale & Clark 1996) to the characters according to their physical appearance.

This first conclusion allows us to confirm that EFL textbooks in patriarchal societies are predominantly gender-biased as Van Craeynest (2015) presents in the findings of her study. Likewise, our Content Analysis supports the results of Ghorbani's (2009) research, particularly the idea that school books contain and show stereotypes of masculinity and femininity.

Bearing in mind the categories and manifestations previously presented, and based on the qualitative and quantitative Content Analysis done, we realized gender representations promoted by the Colombian Ministry of Education present gender stereotypes. These gender stereotypes inform power relations, the perpetuation of binarism, and possible implications in the development of the students' identity.

Regarding power relations, this analysis evidenced male characters as successful individuals who belong to a high status and perform businesses' jobs. In these textbooks, they are usually represented as intelligent, strong, and courageous people who achieve their goals. On the contrary, female characters assume stereotypical roles that reinforce and perpetuate the traditional view of women as those who perform caring, domestic, and familiar roles. Consequently, women's accomplishments are not as appreciated as males' ones. Females' success and prestigious actions do not have the same repercussion or impact on society.

When analyzing actions, attitudes, and behaviors associated with characters' sex or gender, it was remarkable the presence of power relations. These are understood as domination and subordination relations of the masculine over the feminine, conducted in a

patriarchal and capitalist society and governed by money, information, and social status (Lagarde, 1997, p. 69-70). In this material, there is a clear imbalance between men's and women's performance. Male characters execute the dominant role, and female ones are relegated to docile and submissive roles. In this way, the research done by Nuñez (2018) validates that some English textbooks contain bias information ignoring, marginalizing, limiting or making invisible human diversity.

Gender stereotypes presented in EFL textbooks *Way to go 7th* and *English, please! 10th*, also inform the perpetuation of binarism. As was previously mentioned, in our society, there exist two normative genders that shape human behaviors and determine the way people understand the world, according to the sex they were born. Gender binarism refers to the existent dichotomy of men and women, in which men are masculine, and women are feminine (Blair, 2015). In this sense, the perpetuation of binarism was evident when authors following gender stereotypes, relate the ideas of masculinity and femininity with the characters, based on physical features, clothing, objects, colors, actions, and occupations. Furthermore, normative binarism is legitimated through the continuous use of words such as men, women, girls, and boys when a particular name is not assigned to the characters. This fact limits gender concept to man and women, narrowing the possibility to recognize other identities or to cross gender boundaries.

The last aspect informed in this content analysis, is related to the possible implications gender stereotypes have in the development of the students' identity. Norton (2000) defines identity as "how a person understands his or her relationship to the world, how that relationship is constructed across time and space, and how the person understands possibilities for the future" (p. 45).

The implementation of EFL materials that are biased in terms of gender can frame attitudes, standards, personalities, and behaviors of students. They are exposed to the ideas of

masculinity and femininity constructed by society; ideas also presented and reproduced in this teaching and learning material. Gendered roles, actions, clothing, objects, colors, and occupations influence the way children and teenagers build their identity. Even though some students can resist and fight against gender stereotypes and particular gender roles, some others could feel forced to follow them to reach a certain standard and to recognize themselves as one of the two binary genders.

In educative settings, students develop their identities through interaction with others (classmates and teachers) and the learning and teaching material they implement in their classes. *Way to go 7th* and *English, please! 10th* textbooks perpetuate gender dichotomy and ignore other identities. Consequently, students may feel limited to fit in the normative system, excluding the possibilities to recognize the diversity and multiplicity of identities apart from the stereotypical thinking imposed by society. Thereby, women could internalize and consider themselves as inferior and subordinated individuals respecting men.

Our study as well as *La interiorización de los estereotipos de género en jóvenes y adolescentes* conducted by Colás & Villaciervos (2007) concludes that the incorporation of gender stereotypes implies several educative consequences in the way students think, interpret, and behave. Similar impressions are provided in the research '*I said it!*' '*I'm first!*': *Gender and language-learner identities* (Castañeda, 2008) in which the author recognizes the impact of gender discourses on language learner identity.

To sum up, what gender stereotypes implemented at public schools inform about gender representations are: first, the perpetuation of power relationships in which men are considered as superior concerning women. Second, the presence of the gender-based dichotomy (male/female, men/women, boy/girl) throughout the textbooks and third, the possible implications in the development of students' identity.

About our second specific objective and taking into account the analysis carried out, we realized there is little coherence between 'equity' and 'gender equality' concepts proposed by the UNESCO and the Ministry of Education and the content presented in *Way to go 7h* and *English, please! 10th*.

Acknowledging UNESCO and Colombian Ministry of Education notions of equity and gender equality, they assert ideas of achieving social justice, breaking with gender inequalities, ensuring economic and intellectual autonomy to women. This is a standpoint to transform students' difficulties (gender- identity), recognizing the diversity and overcoming subordination and discrimination against women. However, the qualitative and quantitative analysis demonstrated that there is an imbalance in terms of fairness due to the fact gender roles in the textbooks are not presented equitably; women are perceived as inferior individuals respecting economy and intellect. Moreover, there is a lack of gender diversity in guide books, which replicate the dualistic framework (men-women) and lead students' identity to gender dichotomy, raising difficulties in their personal development.

Lastly, we would like to highlight the significance and pertinence of conducting this content analysis. This research allowed us to reflect on gender representations presented in the teaching and learning materials we implement in our EFL classes. We noticed there must be real coherence between the policies and teaching materials designed and published by the MEN, regarding inclusive policies that recognize the importance of equity, gender equality, and diversity in education. Besides, it is not probable to construct a democratic, tolerant, and respectful society full of understanding and acceptance, if we do not reconsider social constructions and stereotypes that are reproduced continuously. It means equity cannot be possible if we do not reflect on the gender inequity in our immediate settings, and if we do not break with representations that multiply chauvinist and dualistic discourses through gender stereotypes.

It is necessary to recall that critical feminist theory aims to engage in an egalitarian social justice, as Taylor & Medina (2013) stated. Part of our job as teachers and researchers is to challenge power imbalances in our society; for that reason, it is essential EFL textbooks become materials that empower students and deconstruct the dualistic social framework that is still presented in education. It is crucial to open up spaces to recognize other identities, and to avoid the invisibility of those who do not fit in the patriarchal pillars of binarism according to the critical feminist approach. Finally, we understand the critical feminist theory as a theoretical and pedagogical tool that offers educators an opportunity to engage critically with themselves and their students. It is needed not only in their teacher education programs but also in everyday situations linked to social imbalance inequity and power relations.

5.2 Implications

Based on this Content Analysis research, there exist some aspects teachers, researchers, and particularly the EFL community should consider. First, English teachers, as main agents and guides of teaching and learning processes, need to educate ourselves about gender and gender equity to break with social standards that could limit and restrict the identity of our students. Being mindful that one of the main goals of education is fighting against discrimination and social injustice, we must consider in our practices gender issues, this, to avoid invisibilization and rejection of identities, power relations, and gender imbalances.

Second, there is an urgent call to assume a critical view regarding the material we implement in our classes. Educators are the first “filter” of the resources we implement in our lessons, and we have to be more critical and reflective of the impact these textbooks may have on the construction of our students’ identity. We should deeply analyze the content and discourses that permeate these tools, which consciously or unconsciously reproduce ideas that legitimize social injustices.

Third, it could be of interest to take into consideration that there exists a wide number of theorists and theories that present useful insights about researching in fields as gender and education. Although there is not enough research that involves gender in ELF education due to English teachers usually sail around other areas of investigation, there are theories and approaches that lead and facilitate teachers-researchers in the process of delving into these knowledge subjects. Among all of these, we find the Standpoint theory (Harding, 2004), Standpoint Epistemology (Rixecker, 1994), the Black Feminist Thought (Collins, 2008), the Matrix of Domination, the Object Relations Theory (Gomez, 1997), the Queer Theory (Eldeman, 1995), the Social Role (Eagly & Wood, 2012), and the axis of our analysis, the Critical Feminist theory (De Saxe, 2014; Taylor & Medina, 2013). These theories encourage and make it easier for teachers the process of researching in barely unexplored fields.

5. 3 Limitations

Carrying out this investigation allowed us to learn and improve the way we research education. We conceived this project as an opportunity to expand our knowledge in EFL research and gender issues; also, it was a continuous process to improve our practices as teachers-researchers. Even doing this Content Analysis brought us endless gains, it presented some limitations we consider necessary to mention.

Firstly, we had never done a Content Analysis research before, and applying this methodology was challenging for us. In our undergraduate program, the studies we applied were conducted under the Action Research methodology, and both were qualitative analysis. For this reason, we were more acquainted with other kinds of research, and it was a demanding process for us. We needed to read and review a lot of theories and thesis to better understand the steps for doing a CA research. In this sense, Krippendorff's book *Content analysis: an introduction to its methodology* was our central resource to support our project. Furthermore, it was helpful that our thesis tutor provided us with examples of other CA

studies that served as guides for doing our research. Reading these studies was an important element to start writing our investigation.

Secondly, the fact of analyzing two textbooks was a time-consuming activity; it demanded commitment and responsibility due to the Content Analysis we did involve not only written text but also images and audio scripts from the teachers' book. With that in mind, we needed to create a lot of checklists and charts to organize the vast amount of information we gathered. Additionally, we piloted some of the instruments implemented in the study before we applied them. Trials made to check if they were accurate and appropriate instruments to fulfill the objectives we aimed to. It was fundamental to be consistent and to organize in detail the time we invested for each procedure of the analysis.

Lastly, since the beginning of our research, we did not count on an advisor who guided and oriented our process. Although we recognize doing a master thesis requires autonomy and self-assessment, this limitation hindered the development of the first moments of our project. However, this difficulty was easily overcome with self-guidance and hard work, without ignoring the recommendations we received from our classmates, teachers from the seminars Research I and II, and the constant guidance and orientations our last tutor gave us during the previous semesters.

5.4 Recommendations

Working on this research project during these last two and a half years provided us with the possibility of presenting some suggestions for EFL researchers interested in the topics discussed in this thesis. Firstly, we recommend doing this kind of research in pairs or with the support of a partner. Content Analysis requires much dedication and effort and, the time for doing a master's thesis is approximately two years. For that reason, it is necessary to count on someone else to help and support the research process, or it could be useful to employ software or virtual programs like *Atlas ti*, to facilitate the collection and the analysis of data.

Furthermore, working in pairs avoid the possibility of being bias when researching gender issues.

Secondly, considering the amount of information that must be gathered and analyzed under the implementation of this methodology, we would recommend the implementation of checklists and rubrics in Excel to organize the data and to avoid missing valuable information. Additionally, if researchers are not close to this methodology, they could review similar thesis or studies which will orient them in the steps and procedures of Content Analysis.

Lastly, it would be advantageous if the thesis tutor were an expert in the field the study developed. In our case, our thesis advisor supplied us with theory and meaningful material. He introduced us academics such as Harold Castañeda-Peña, Astrid Nuñez, and Maria Juliana Beltrán, who have done significant contributions on gender, education and instructional material fields. Following their research allowed us to lead our project in terms of methodology and gender issues related to the main topic of our study.

5.5 Further research

There are different ways to continue these insights into EFL textbooks and gender issues. In the first place, there are many series of books which can be analyzed about gender bias or stereotypes, not only those created and proposed by the Colombian Ministry of Education but also material from other publishing houses usually implemented at private schools and institutes.

In the second place, it would be enriching to deeply analyze the impact gender stereotypes have on the students' identities. Despite the fact we found a relationship between gender and identity in *English, please! 10th* and *Way to go 7th*, it would be positive to analyze in detail to what extent these stereotypes influence the construction of students' identities through the implementation of EFL material.

Bearing in mind there are few studies associated with Content Analysis of EFL textbooks, it would be rewarding to examine a series of school books implemented in preschool and primary levels. Contemplating the repercussion early childhood education has on the cognitive, academic, and social development of our students could be a starting point to disrupt gender stereotypes. If we continue evaluating and analyzing the material and resources we implement in our classes, EFL research will contribute to the improvement of teaching and learning practices in pursuit of building an equitable society.

Finally, it would be relevant and meaningful to study how teachers and students use EFL textbooks in their classes and to know, to what extent the use of these books influences in the construction of gender stereotypes in the students.

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Appendices

In this section, table 4 compiles a brief description of the appendices of this research. It was impossible to include all appendices due to the Excel format they have. However, those could be sent by request.

Table 4. Appendices.

Appendices	
Element	Description
Appendix 1: Field notes	It evidences two field notes of English classes in which we observed students' attitudes permeated by gender bias or stereotypes.
Appendix 2: Samples Way to go 6th	It evidences samples of gender stereotypes presented in the textbook Way to go 6th.

Appendix 3: Excel grid, textbooks' characters	It presents, in an Excel grid, the characters of textbooks Way to go 7th and English Please 10th.
Appendix 4: Excel checklist	It presents an Excel checklist with the characters with assigned sex. Also, it evidences the characters' module, units, activities, color clothing, and hair length.
Appendix 5: Excel checklist, quantitative analysis	It evidences an Excel grid that organizes the quantitative data collected.
Appendix 6: Excel grid, manifestations of gender stereotypes	It presents an Excel grid concerning manifestations of gender stereotypes.

Appendix 1: Field notes

Date 12th July 2018 IED LEONARDO POSADA PEDRAZA Textbook: Way to go 6th	
OBSERVATIONS	REFLECTION AND MAIN NOTES
Grade: 6th	Number of students: 43
<ul style="list-style-type: none"> ● The teacher and the students arrive to the classroom. ● The teacher starts to organize the students in lines. She spends the first 10 minutes of the class doing that. ● The teacher asks the students to take out their notebooks and asks one of the students to bring the tablets. ● The teacher repeats the instructions. ● She presents the topics of the class which are related to occupations and simple present tense. ● The teacher asks the students to write a list of some of the vocabulary they know related to jobs. The student with more 	<ul style="list-style-type: none"> ● Students greet the teacher. ● Each student has their notebook and they share a tablet with the content of the textbook. She has her teacher's book ● The teacher writes the topics and objectives taking as reference what is stipulated in the book. ● Students raise their hands to share some of the vocabulary they know. They do not know how to express complete ideas in English that is why they only say common words. For example <i>Nurse, doctor, teacher, veterinary, chef, etc.</i>

<p>words will win positive points. (The activity takes 10 minutes)</p> <ul style="list-style-type: none"> ● After that activity, some of the students share their ideas and vocabulary related to the topic. Then the teacher asks the students to go to the unit they were working during the last session. ● The teacher chooses one of the students to read the title of the unit. The student reads aloud while the teacher corrects the pronunciation mistakes. ● Students repeat the vocabulary presented where there are a lot of people doing different jobs. ● The teacher proposes the student to draw one of their favorites jobs in their notebooks using as a reference to the content of the material. ● After 30 minutes, (in groups) the students present to their partners their drawings and give a short explanation using the present simple. ● Finally, the teacher writes on the board some exercises in which they have to fill gaps, match words and read a short paragraph based on the topics. ● When the students finish, the teacher asks them to organize again the classroom and writes on the board the homework. <p>Homework: Look for uncommon jobs in their country.</p>	<ul style="list-style-type: none"> ● The student's book guides the class. Both teachers and students develop the activity that is proposed in the book. ● When the teacher presents the vocabulary, she implements the e-text (the same students book online) to show pictures of the professions. The majority of jobs related to sports are performed by male characters. On the other hand, artistic activities and housework situations are represented by female characters. For instance: Male characters are soccer players, football players, drivers, policemen, firemen, doctors. Female characters are dancers, nurses, artists, housekeepers, housewives, housekeepers, dress designers, among others. ● When students do the activity of drawing their favorite jobs some of them look at their students' books in order to take the pictures presented in this material as guides. ● Most of the boys draw soccer players, policemen, firemen and most of the girls draw activities related to arts such as dancers, singers, musicians, make-up artists. ● Students developed activities presented in the book where some of the sentences they had to complete were related to reinforcing the fact that male characters have different roles than female ones. For example: "He _____ (be/pilot)" "She _____ (be/vet)" ● The homework is related to the context of the students.
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Date 5th September 2018
Claretiano School

Textbook: Live beat 7th

OBSERVATIONS	REFLECTION AND MAIN NOTES
Grade: 7th	Number of students: 36
<ul style="list-style-type: none"> ● The teacher and the students arrive to the classroom. ● The teacher asks the students to organize the classroom. ● The teacher asks the students to take out their books and notebooks. ● The teacher asks the students the page of the book they were working for last class and he presents a warm-up activity where students must review some verbs using flashcards. ● Students participate in the activity and they remember some of the verbs they learned last class. ● The teacher asks the students to open the book on page 63 and to listen to the text they are going to read. ● The teacher plays the recording using the e-text. She asks the students to pay attention to the pronunciation and the unknown vocabulary. ● After they listen to the recording, some of them ask for unknown words and the teacher explains them using non-verbal communication. ● The next activity is to read aloud the text in order to practice pronunciation and fluency. One by one the students read the text while the others pay attention to their pronunciation. ● When they finish the reading part, they answer some questions which are in the books (comprehension and true and false). ● The teacher organizes a pair work activity in which students have to represent the conversation of the reading. ● The teacher explains the steps for developing the activity ● The students organize the groups and start practicing the role play. (30 minutes) ● The teacher says the time is over and she chooses one of the pairs to present the role play. 	<ul style="list-style-type: none"> ● Students follow the protocol of the school, standing up and greeting the teacher. ● The classroom has not any specific organization. ● Each student has their student book and workbook on the table and the teacher has her teacher's book and the e-text on the tv. ● The teacher considers the sequence of the book and implements the activities presented in it. ● The book counts with technological devices that reinforce the content of this material. ● The reading was about a boy and a girl that were practicing sports, cycling for the boy, and skating for the girl. Suddenly the female character fell off and got hurt and the male character went and helped her. In this case, we can perceive the female character as a fragile person who needs somebody's assistance or support and the male character is strong, attentive, and gentlemen. ● We wonder why is the girl the person who practices skating instead of the man? Why is she the person who falls off? ● When the students have to perform the role-play proposed in the book the boys assume the male character and the girls the female character. On the other hand, there were some groups formed only by boys who represented the female character in a mocking way as a weak and helpless or defenseless person. ● The students have to follow word by word the dialogue presented in the book. ● The teacher does not say anything to the students who represent the female character in a mocking way.

- When all the groups present the role-play the students vote for the best performance based on some specific aspects the teacher mention (pronunciation, performance, fluency, attitude, creativity)
- Finally, the winners get a 100 in their grades and as homework, they have to do some exercises of the workbook.







- For the students, this was a funny activity and they participate a lot. Some of the students were motivated because of the scores or grades they probably will receive.
- Students increase their vocabulary and improve their pronunciation.

Appendix 2: Samples Way to go 6th

Textbook: Way to Go 6th

First sample: In this sample, there is an omission.

In picture number six, the sentence expresses “Samuel and Sonia enjoy playing video games...” but in the picture, there is only the image of the boy performing that activity (Samuel).

	1. Catalina loves painting. She can join the <u>arts</u> club.
	2. Tomás enjoys dancing and listening to music. He can join the ... club.
	3. Mónica loves reading books. She can join the ... club.
	4. Simón really likes going to the cinema. He also likes watching TV series. He can join the ... club.
	5. Margarita likes exercising. She can join the ... club.
	6. Samuel and Sonia enjoy playing video games. They can join the ... club.

Second sample

In the second sample, there are two different chants in which the main characters are male. Moreover, in the first chant, the descriptions of the members of the family are related to those social constructions about what men or women should or should not be or look like. For example, in lines number 12 and 13 dad is “short and very strong” on the other hand, in lines number 14 they talk about the daughter's hair it “is very long” and in line number 25 the mother “is caring and very fun”.

Chant

Good morning everyone



Good morning everyone,
How are you today?
Please raise your hand
If you have something to say!

I'm your teacher nice to meet you.
Let's work in pairs of two.
Get your papers and your pen
And open your books on page ten.



Now everyone listen to me.
Let's learn about our families.
Look at the picture on the board.
Look at the dad, he looks bored.

He is short and very strong.
His daughter's hair is very long.
He has two sons, they are tall.
He is responsible and he loves them all.



Good morning everyone,
How are you today?
Please raise your hand
If you have something to say!

Look at the grandmother on the chair!
She has grey and curly hair.
She looks tired and quite sad.
She is smooth, just like her dad!



Her mum is caring and very fun.
She has dark hair just like her sons.
They are an interesting family.
One, two, three, now rap with me!



Good morning everyone,
How are you today?
Please raise your hand
If you have something to say!

Look at the grandmother on the chair.
She has grey and curly hair.
She looks tired and quite sad.
She is small, just like her dad!



Activities are exciting



Activities are exciting.
What do you enjoy?
Dancing or hiking?
Or playing with your toys?

On Mondays I play basketball.
On Tuesdays I go swimming.
On Wednesdays I draw pictures
And on Thursdays I like singing.



On Fridays I play football.
It's the start of the weekend.
On Saturdays and Sundays
I go dancing with my friends.



Activities are exciting...
In the mornings I take care,
I brush my teeth and comb my hair.
Eat healthy food and wash my hands,
Then I'm ready to make plans.



I ride my bike to the school.
I wear my helmet in case I fall.
I wear kneepads and my gloves
And my glasses that I really love!

Activities are exciting...

I really love to exercise.
When I play football I use my eyes.
I use my elbows and my hands
To play an instrument in my band.



I use my legs to run up the stairs.
I use my arms to brush my hair.
I play at the playground at my school
And use the laboratory, it's really cool!



Activities are exciting...

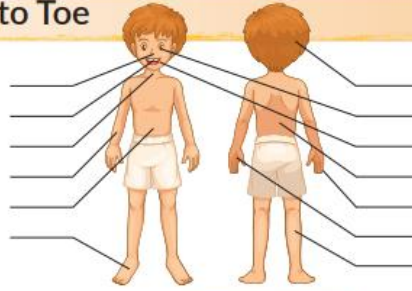
Third Sample

In this sample, the main topic is the human body and the image presented is only the body of a male character that could be perceived as humans have only a "male body" and females are not part of human beings. Why the female body is not presented to the students?

Lesson 1 » From Head to Toe

1. Label the picture of the human body with the words from the box.

arm back eye feet
finger hand head
leg mouth neck
nose stomach teeth



2. Circle the correct adjectives.

- Nairo Quintana can ride his bike in high mountains because he has very **short** / **strong** legs.
- Caterine Ibargüen can jump well because she has really **long** / **weak** legs.
- Basketball players usually have **big** / **long** hands.
- Weak** / **Strong** people can't do gymnastics.
- Some **short** / **long** football players can be very agile and fast like Lionel Messi.



Fourth sample

In unit 3 of *Way to go* sixth-grade textbook, the topic is related to health care routine and the characters presented are female. The text mentions activities such as brush the teeth, drink water, spend time with the family, eat healthy food, do exercise, take a shower, sleep well, and study. The relation between images and text presented there could make the reader think that just female characters have health care routines.

Unit » 3

My Health Care Routine

Lesson 1 » On a Normal Day I ...




1. Write the activities on the chart to show when you do them.

In the morning	In the afternoon	In the evening	At night

2. Use the information from exercise 1 and the words in the box to write sentences about your routine.

always usually sometimes

- In the morning, I usually study at school.
- In the morning, I always _____.
- In the _____, I _____.

drink water
brush my teeth
spend time with my family
eat healthy food
do exercise
take a shower
watch TV
sleep well
study

Appendix 3: Excel grid, textbooks' characters

Appendix 4: Excel checklist

Appendix 5: Excel checklist, quantitative analysis

Appendix 6: Excel grid, manifestations of gender stereotypes