

LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 10 : 11 November 2010

ISSN 1930-2940

Managing Editor: M. S. Thirumalai, Ph.D.

Editors: B. Mallikarjun, Ph.D.

Sam Mohanlal, Ph.D.

B. A. Sharada, Ph.D.

A. R. Fatihi, Ph.D.

Lakhan Gusain, Ph.D.

K. Karunakaran, Ph.D.

Jennifer Marie Bayer, Ph.D.

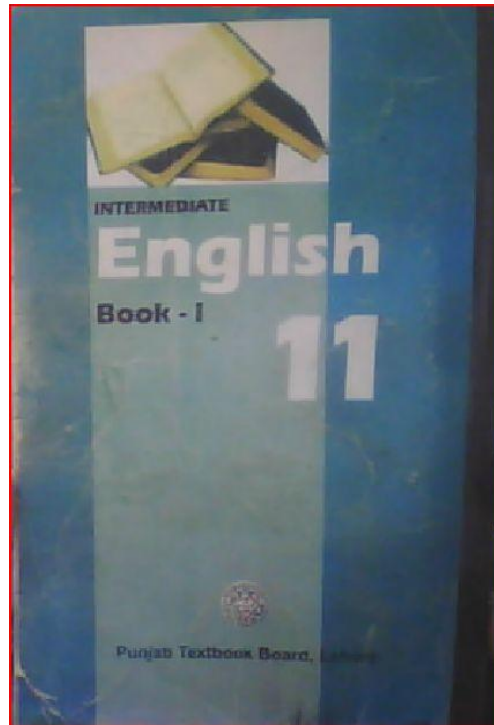
S. M. Ravichandran, Ph.D.

G. Baskaran, Ph.D.

Language and Gender - Linguistic Analysis of Intermediate English Textbooks in Pakistan

Malik Naseer Hussain, M.Phil., Ph.D. Scholar

Ayaz Afsar, Ph.D.



Language in India www.languageinindia.com

10 : 11 November 2010

Malik Naseer Hussain, M.Phil., Ph.D. Scholar and Ayaz Afsar, Ph.D.

Language and Gender - Linguistic Analysis of Intermediate English Textbooks in Pakistan

Abstract

This study aims at analyzing the four English language textbooks of intermediate classes in Pakistan. The textbooks are the approved course of Intermediate classes by Federal Board of Intermediate and Secondary Education Islamabad [FBISE], Pakistan and all the educational boards of the Punjab, Pakistan. The starting point of the study is that gender equality and gender equity are among the major concerns of the world today. This concern about gender equality has also been reiterated in the Pakistan Education Sectors Reforms 2001-2005, and National Plan of Action concerning Education for All [EFA] 2001-2015. But the current practices in education sector in Pakistan do not speak for it.

The study has been conducted by employing feminist perspective on the textbooks. The analysis uses the qualitative approach of Kabira & Masinjila (1997) framework of gender analysis. This model looks at the textbooks by raising a series of questions that expose the gender responsiveness of a text. This paper uses only one aspect named “language use” of the model to analyse the gender related language of the textbooks.

The results of the study show that in most of the textbook items language regarding gender issues is stereotypical and does not represent the present world realities. The study concludes that female gender has been demeaned and marginalized through the negative stereotyping of the language whereas male gender has been uplifted in the textbooks. Thus, the textbooks offer only the realities of the past which cannot be acceptable to females in the present world. Moreover, such type of biased use of language may impart negative impact on the minds of the students who study these textbooks on daily basis. Therefore, the study recommends that textbooks should be reviewed, and instead of gender biased and gender blind use of language in the textbooks, gendered balanced and gender aware language should be used in the English language textbooks.

Introduction



Gender equality and gender equity are among the major concerns of the world today. This can be seen on the UN agenda in different fields of life. Goal-5 of the international declaration of World Education Forum, Dakar Framework for Action 2000, is a pledge to achieve gender equality in education by 2015 (UNESCO, 2002). Pakistan also signed to follow the recommendations of Dakar Framework for Action 2000.

This concern about gender equality has also been reiterated in the Pakistan Education Sectors Reforms 2001-2005 (Govt. of Pakistan, 2002) and National Plan of Action concerning Education for All [EFA] 2001-2015 (Govt. of Pakistan, 2003). But the current practices in education sector in Pakistan do not speak for it.

In Pakistan, the issue of gender representation in textbooks has not been given much attention in the past. Yet, a few studies conducted in Pakistan in this area have found disparities between the portrayal of male and female in the curriculum (Jafri, 1994; Mirza, 2006; Mirza & Rana'a, 1999; Zeenatunnisa, 1989).

On the whole, the research on language and gender is scanty in Pakistan, and hence the present situation demands for further research in this area. In other parts of the world, through the linguistic analyses of textbooks, researchers have found gender bias at different levels. At the

word level, particular adjectives like beautiful, pretty and tall are often associated with women while words like poor, rich, strong, and young for men (Carroll & Kowitz, 1994; Glass, 1995). Lesikin (2001) states that at the sentence level, males are mostly placed in the position of communicative prominence and in the participants' roles males are often presented to have greater social prominence and power. Poulou (1997) reveals that at the dialogue level, females produce fewer utterances and words.

In this regard, it was observed by the researcher during his teaching of English language textbooks at intermediate level in Pakistan that there are language disparities in the representation of both genders in the said textbooks. Hence, the study has been designed to analyse whether there are differences in the use of language in the representation of male and female gender. The books chosen are the four English language textbooks of intermediate classes approved by Federal Board of Intermediate and Secondary Education [FBISE] Islamabad and all the educational boards of the Punjab.

The purpose of this study is to raise the awareness of the teachers and course designers about the importance of gender balanced and gender aware language in textbooks because educational materials affect social values and behaviour of young learners, and gendered messages conveyed in textbooks have the potential to develop the biased attitude of learners towards the two sexes. As gender discrimination in textbooks can have a dangerous impact on the cognitive and behavioural development of young learners so it is possible that male and female students develop an unequal attitude towards a particular gender. Hence, considering the potential effects of gender issues in the textbooks, this area of language and gender has been chosen for investigation.

Method

The data has been analysed in the light of Forum for African Women Educationalist [FAWE] framework of gender analysis developed by Kabira and Masinjila (1997). FAWE framework employs five aspects to analyse the gender responsive of a text but this paper applies only one aspect of "language use" on all the four textbooks. In a broader context, this study adopts the feminist approach in exploring gender biases and gender inequalities in the representation of female gender through the language used in the textbooks.

According to this framework (Kabira and Masinjila, 1997, pp. 17-21), language is one of the most important and subtle ways of portraying gender biases through conventions of speaking and writing. For example, naming often takes on descriptive forms in texts, which influences our perception of certain characters or their actions. Naming or not naming is instrumental in shaping attitudes towards characters in a text. In language use, the *use of nouns and pronouns* is also very important.

Within this section the researcher should be able to focus on how nouns and pronouns are used as means for identifying characters. Researchers should be able to list gendered characters using the nouns and pronouns that refer to them and also identify and list common nouns used in the

Language in India www.languageinindia.com

29

10 : 11 November 2010

Malik Naseer Hussain, M.Phil., Ph.D. Scholar and Ayaz Afsar, Ph.D.

Language and Gender - Linguistic Analysis of Intermediate English Textbooks in Pakistan

text. Gendered pronouns should also be identified and quantified, and a special note made of the order in which they appear, i.e., how often does ‘she’ appear before ‘he’ and vice versa.

The model states that in language use, the *use of generics* is also very important. Generics are meant to be gender neutral. Some generics easily lend themselves to questions of their neutrality when they bear a clear male or female stamp in other forms of speech. These are for, example, words such as early man, businessmen, mankind, manpower etc. All these refer to men only in their gendered form but include women in their neutral usage to the extent that it is sometimes difficult to determine in what sense they are being used. Another area is the *use of vocatives*.

Analysis should also focus on the use of vocatives, or forms of address. This is because vocatives often bestow status, or demean, patronize or generally shed light on inherent attitudes towards the person or persons addressed. For example, if a male character constantly draws attention to the age and gender of a female character even when it is out of context by use of words such as “my dear young lady”, or when references such as “my dear” become the standard by which male characters address female characters and especially so when it is not applied in the reverse then one may want to question what the hidden attitudes and messages could be. In the analysis of language use, there may be *other gendered references and associations*. Some texts may consistently contain overt references with derogatory connotations towards women or men. For example, there may be a series of stories that refer to women as foolish. This may create an unfavourable image of the people referred to in these texts.

Results and Discussion

The results and discussion of the linguistic analysis of intermediate English textbooks on gender issues is as follows.

Intermediate English Book-1

In lesson one, *Button Button*, the stereotyping about the greedy nature of female gender has been exposed through the use of following words of Norma, when she tempts her husband for money: “doesn’t it intrigue you, too?” Here, these words of Norma show that she is stimulating her husband to push the button to get \$50,000 through unfair means, whereas, he rejects the temptation by saying, “It offends me” (p. 4). Moreover, the words like ‘impulsively’, ‘abruptly’, ‘shrieking’, ‘looked disgusted’ and ‘selfish’ have been associated with Norma, the wife. Whereas the words like ‘reading’, ‘smiled’, ‘shrugged’, ‘looked incredulous’, and ‘astounded’ have been used for Arthur, the husband (pp. 1-10). From feminist point of view these words demean the character of wife with comparison to her husband.

In lesson two, *Clearing in the Sky*, the words and phrases like ‘will power’, ‘hard work’ and ‘determination’ have been associated with Jess’ father, although he is an extremely old man. On the other hand, Jess’ mother has been kept in the background.

In lesson three, *Dark They Were and Golden Eyed*, the analysis shows no particular gender disparities apart from the epithet ‘nonsense’ (p. 30) which Harry associates with his wife Cora.

In lesson four, *Thank You Mam*, the female character Mrs. Luella Bates Washington Jones has been labeled as a ‘large’, ‘powerful’, firm and forgiving woman; whereas, the labels like ‘frail’ and ‘willow-wild’ have been attached with the boy Roger (pp. 42-46). Hence, this lesson is an exception from those lessons which exhibit gender stereotyping of male and female roles and show the male dominance and the female subordination.

Lesson five, *The Piece of String*, is gender biased in the sense that it does not include any female character, whereas the male characters/references in this lesson are ten. Consequently, this lesson revolves around male characters only.

Lesson six, *The Reward*, is also a male centred lesson. Except a single female reference of “ladies’ brilliant dresses” (p. 65) no other female reference or character has been presented. Hence, this lesson also rotates around male characters and ignores the female gender.

In lesson seven, *The Use of Force*, the husband exercises his commanding behaviour on his wife in the following words, “You get out”, and condemns her at one place by saying: “Do you want her to die of diphtheria?” (p. 76). This *action* of the husband is stereotypical of male domination and female subordination in family life. The linguistic analysis exposes that the words and phrases like ‘a big startled looking woman’, ‘valiantly’, ‘screaming’, ‘apologetic’, ‘attractive’, ‘yelled’, ‘instinctively’, ‘shrieked’, ‘terrifyingly’, ‘defensive’ and ‘hysterically’ have been used with the two female characters of the lesson, which are, most of the time, stereotypically used with the female characters with an exception of the word ‘valiantly’ (pp. 73-77). On the other hand, the male doctor/implied author associates the words like ‘furious’, ‘assault’, ‘attack’, ‘grasped’ and ‘overpowered’ with himself (pp. 73-77). All these words show the dominating nature of male gender.

Lesson eight, *The Gulistan of Sa’di*, keeps the female characters on periphery, stressing upon male characters. Female gender has been represented with the only one female reference of a word ‘mother’ (p. 86) with no further explanation, whereas male characters/references in comparison are twelve.

Lesson nine, *The Foolish Quack*, too has only one female character. Except the words like ‘foolish’, ‘villain’ and ‘wretch’ used for one male character of quack, other male characters have been represented in positive way with their masculine powers. Contrary to that, the only female character has been labeled as “the poor old creature” (p. 93).

In lesson ten, *A Mild Attack of Locusts*, the analysis of the language also shows that words like ‘shouted’, ‘yelled’, ‘pouring out of the compound’, ‘shouting excitedly’ and ‘giving orders’ have been used for the male characters (p. 101) whereas the words like ‘looking at the hills’, ‘stood watching the locusts’, ‘fearfully’ and ‘half-crying’ have been used for Margaret, the female

character of the lesson (pp. 101-103). These words portray the stereotypical nature of language used in the lesson.

Lesson eleven, *I Have a Dream*, is indeed a speech delivered by Martin Luther King, Jr., a male character and he is also addressing the male audience. Hence, this lesson is a male dominated lesson, seen from every angle and female characters remain missing in this lesson.

Lesson twelve, *The Gift of the Magi*, is the story of a couple. With reference to language, in the whole lesson, Della's 'beautiful hair' have been stressed, a quality which is normally connected with femininity whereas in contrast 'gold watch' of her husband has been stressed upon (pp. 120-125). Hence both the references seem to be stereotypical of their genders.

In lesson thirteen, *God be Praised*, the *activities* of all women characters have been mostly confined to the four walls of the home which is a stereotyping of their social roles. All the female characters are dependent on the male characters, or they are a kind of burden on the male characters. Especially, it is well depicted in the case of the wife and daughters of Maulvi Abul Barkat.

In lesson fourteen, *Overcoat*, for personality attributes the adjective 'tall' has been used for the young man of the couple roaming on Mall, whereas the adjectives 'short' and 'bulky' have been used for the girl (p. 148). Obviously, the personality attributes used for the female character humiliate her character in comparison to the attributes used for her husband.

In the last lesson, *The Angel and the Author and Others*, female characters are totally missing in this lesson. The whole lesson is about the author himself, as he is narrating a discussion that occurred between him and an angel about the good deeds that he (the author) had done in his life before his death.

Intermediate English Book-2

Book-2 is the second textbook of English for Intermediate classes. In this book, there are only a few lessons in which female characters exist in a real sense. In most of the cases, there are only the references of females and their characters have not been elaborated.

Most of the lessons are male-centred and based on male characters whereas female characters/references are invisible. In six out of fifteen lessons there are no female characters or references at all. These lessons are 1, 3, 5, 6, 7, and 11. Hence, the linguistic analysis under FAWE framework of gender analysis has been carried out only in those lessons in which both male and female characters/ references exist.

In lesson two, *Using the Scientific Method*, there is only one female reference with comparison to four male references. This female reference has been used in the following sentence: "Thrifty housewives preserved their home grown vegetables and fruits by canning, pickling, or drying them for use during the cold weather" (p. 8). This single female reference has also been linked

with the *activity* of home keeping. Hence, this single female reference is also stereotypical and gender biased.

In lesson four, *End of Term*, through the language use, the maid servant of the author's family has been made a laughing stock as her voice has been compared with the 'deep funeral tones' and her walk has been labeled as 'ominous tread' which are both the negative qualities associated with her character and humiliate her character in the lesson (p. 21).

In lesson eight, *China's Way to Progress*, the analysis of the language used in the lesson shows that "from a Western angle there is a lack of femininity in the Chinese women" (p. 48) and hence this aspect degrades the Chinese women with comparison to the Western women as far as their beauty is concerned. But on the other hand, there are also the positive qualities associated with them because the Chinese women have 'confidence', 'dignity' and 'an undoubted awareness' in them (p. 48). Overall, this lesson is an exception from those lessons which portray the negative stereotyping about female gender.

Lesson nine, *Hunger and Population Explosion*, does not include any female character/reference except this that the author of this lesson is female. Hence, this lesson is paradoxical from this stance that although it is written by a female writer yet revolves around male characters/references only. This aspect shows the patriarchal nature of human societies.

In lesson ten, *The Jewel of the World*, there is only one female reference of a 'nun' that also ends within one sentence, without any elaboration whereas most of the 16 male characters/references have been fully elaborated and praised. In short, the analysis shows that the whole lesson has been written from male perspective because all those matters have been included and discussed which highlight the male gender. The description of male characters shows them as great Muslim heroes of their time in the territory of Spain.

In lesson twelve, *Hitch-Hiking across the Sahara*, a male personality has been focused as a hero, and his adventures have been portrayed throughout the lesson. This biographical lesson includes only one female character in comparison to 23 male characters. The only female character is of the foster mother of Robert Christopher, the hero of the lesson.

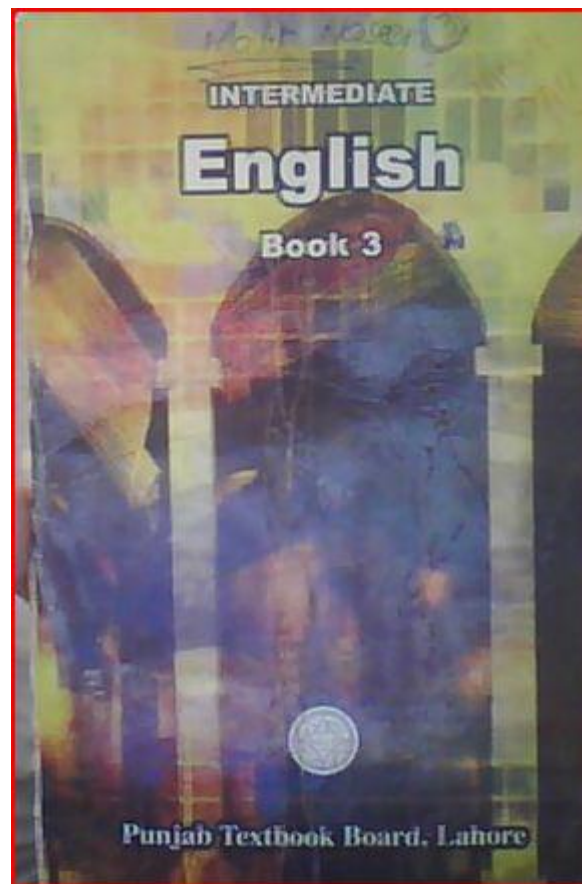
Lesson thirteen, *Sir Alexander Fleming*, revolves around the personality of the male hero of the lesson. In this lesson, among the three female references no woman has been assigned any personal role. Hence, their introduction with reference to their husbands undermines their own self identities as productive members of society. The third female reference of this lesson has been even more marginalized and disgraced as she has been labeled a 'forgetful Paddington housewife' (p.96). Thus, this role of a 'housewife' with the *visualization* of being 'forgetful' clearly demeans her character.

Lesson fourteen, *Louis Pasteur*, is also based on the life and works of the male hero of the lesson. The whole lesson spins around his towering personality and female characters/references can be seen only on periphery. The women in the silk district have been *visualized* getting up

“during the night to supply the worms with fresh mulberry leaves” (p. 108) an activity which confines them to their home in the context of the lesson. Pasteur’s wife has also been assigned no professional or social role and so her character has not been given due worth. Only in one reference, Pasteur’s little daughter of eight years has been visualized using microscope which uplifts female gender using technology.

Like the previous four lessons, the last lesson, *Mustafa Kamal*, is also based on the heroic deeds of its male hero. In this lesson also the very few female characters/references remain on periphery, with a little exception of a female medical practitioner. Her role is a rare exception from the negative stereotyping which is typical of the language textbooks.

Intermediate English Book-3



Book-3 comprises short plays and poems. There are total three short plays and 20 poems in this book. The linguistic analysis of this book on gender issues is given as under.

Plays Section

Language in India www.languageinindia.com

10 : 11 November 2010

Malik Naseer Hussain, M.Phil., Ph.D. Scholar and Ayaz Afsar, Ph.D.

Language and Gender - Linguistic Analysis of Intermediate English Textbooks in Pakistan

Book-3 starts with the play '*Heat Lightning*', therefore, the analysis of this book is started from this play. In this play all the *actions* of the two male characters are stereotypical of male gender for example 'helping', 'killing', 'chasing', 'pushing', 'rattling door viciously and casually behaving even in dangerous situations.

On the other hand, the only female character of this play acts in the way that is stereotypical of female gender, for example 'falling', 'sobbing', getting 'terrified', being 'chased', 'rushing', being 'out of breath', 'shuddering' and 'crying'.

The first man uses the vocative 'my dear' repeatedly, to overpower the girl which shows the male dominance over her. The stereotyping of male and female characters is very vivid in this play through different linguistic units. For example, the words and phrases like 'out of breath', 'hysterically', 'frightened', 'screamed', 'sobbing', 'going to faint', 'about to faint', 'cry out', 'nervous', 'pressed', 'upset', 'afraid of storms', 'muffled cry' and 'stunned' have been used for the girl demeaning her character. To the other side, the words and phrases used for male characters are like 'tall', 'pleasant looking' and 'nice looking' which uplift the male gender (pp. 2-14).

In Play-2, *Visit to a Small Planet*, there are two female and seven male characters/references mentioned. The two female characters are a mother, Mrs. Spelding, and her daughter, Ellen. From the perspective of language use, the adjectives used for female characters are like 'bored', 'vague', and 'lively' whereas the adjectives used for the male characters are like 'unctuous', 'resonant' and 'vigorous' (pp. 21-41).

In Play-3, *The Oyster and the Pearl*, there are ten male and three female characters/references. The most important female character is of Miss McCutcheon who is a new teacher in the town and wants to get the poodle haircut to look more plain and simple. The second female character is of Roxana Larrabee, a small girl who brings with her an assortment of sea shells like other children when she enters the barber's shop accompanied by her brother named Clay. The third female character/reference is of Clay's mother whose behaviour seems to be overpowering because her husband has left home after writing the words 'enough's enough' (p. 52) on the kitchen wall.

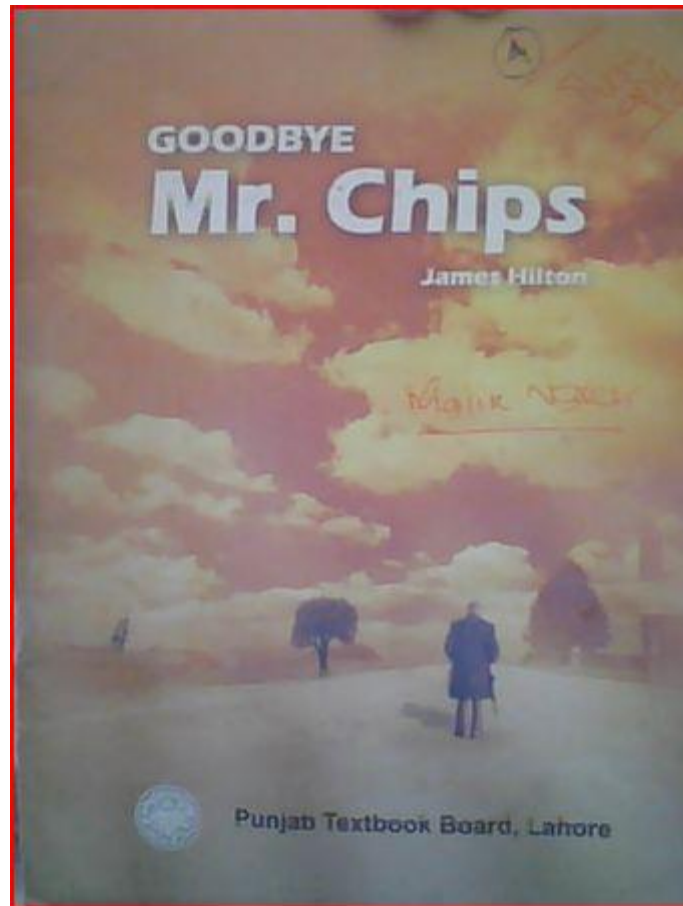
Although, in this play there is not much demarcation on gender basis yet even the most important female character 'Miss McCutcheon' is subordinated by the dominant male character of Harry Van Dusen, a barber, who makes her a laughing stock in the play. The aspect of language use exposes that the words and phrases like 'blond hair', 'too pretty', 'too young', 'too intelligent' and 'bathing beauty' have been used for Miss McCutcheon whereas the words and phrases like 'well dressed', 'swift', 'dressed neatly' and 'bewildered' have been used for the men folk which are stereotypical of both the genders (pp. 49-72).

Poems Section

In the Poems section, there are total twenty poems. In all twenty poems, there are only three female characters/references with comparison to twenty-four male characters/references. Among these three poems which include one female character/reference each, there is only one poem, *A Sindhi Woman*, in which the female character has been given as much space that her character can be elaborated to some extent.

In this poem, a Sindhi woman is carrying a stone jar on her head passing from the Karachi slums. Here, this action of roaming in the Karachi slums with no shoes and a jar on her head is an example of negative stereotyping of the women's social roles from feminist point of view. From the perspective of language usage, the qualities like 'bare foot', 'undulant grace', 'glide with a stone jar' and 'ripple in her tread' (p. 96) have been associated with the Sindhi woman in poem six. Hence, her description creates the image of a poor backward woman.

Intermediate English Book-4 (Novel)



The novel, *Goodbye Mr. Chips*, is the fourth English textbook of intermediate classes. It is a biographical novel written in retrospect by James Hilton. It consists of eighteen chapters. The

gender analysis of the novel as a whole, without dividing it into chapters is presented in the following sections, through the language analysis of FAWE framework of gender analysis.

Good-bye Mr. Chips, based on the life history of a male character, has only two main female characters; others are only the references of just a few women. One is the character of Katherine Bridges, wife of Mr. Chips, and the other character is of Mrs. Wickett, the land lady of Mr. Chips in whose house he is living after retirement from Brookfield School.

The first female character, Katherine, is a modern woman of the nineteenth century whose approach towards life is modern and she has very radical views about the gender and class/social disparities. Moreover, in personal life she tenders advice in all matters of life to her husband. Hence, her role does not present any particular negative stereotyping against female gender and her character is an exception from those female characters which demean and marginalize female gender. After marriage, the influence of Katherine on Chips was so much that he sought her advice approximately in all matters of life and school, and in 9 out of 10 cases he complied with Katherine's instructions as stated in the line, 'About once in ten times he was adamant and wouldn't be persuaded' (Chap. 4, p. 17).

The other female character in this novel is of Mrs. Wickett. She is the landlady of Mr. Chips but is very cooperative with him and serves him and his guests with tea. She has been in-charge of the linen room of Brookfield before her retirement. Her character has been associated with an activity of preparing tea to serve the key male character of the novel i.e. Mr. Chips and her guests. Mrs. Wickett, although, has the social role of serving Mr. Chips with tea yet she does not enjoy less power than Mr. Chips, as her role in the novel is of the landlady of Mr. Chips.

The overall representation of the two female characters in this textbook is much better than as it has been in other three textbooks. From the point of view of their occupational and social roles, Mrs. Wickett has been the in-charge of the linen room of the school and is the landlady of Mr. Chips. In the same way, the main female character, Katherine Bridges, has been a governess. Her role is also very positive and is not stereotypical of female gender from feminist point of view. In chapter four of the novel, she has been introduced as follows:

Her name was Katherine Bridges; she was twenty-five—young enough to be Chips's daughter. She had blue, flashing eyes and freckled cheeks and smooth straw-coloured hair....she rode a bicycle and was unafraid to visit a man alone in a farm-house sitting room....She was a governess out of job, with a little money saved up; she read and admired Ibsen; she believed that women ought to be admitted to the universities; she even thought they ought to have a vote.
(Chap. 4, p. 9)

On the other hand, in chapter eleven of the novel, Mr. Chips, Katherine's husband and the main male character of the novel, has been represented as a traditional old man. In the words of Ralston, his 'methods of teaching are slack and old-fashioned'; and his 'personal habits are

slovenly' (p. 25). He is a 'mixture of slackness and obstinacy' with his 'Latin pronunciation' (p. 25).

Conclusion

The gender analysis of textbooks in this study reveals the fact that there are many gender biases and gender inequalities in the use of language regarding both genders in intermediate English textbooks. The study shows that there is stereotyping in the representation of both genders. Female gender has been marginalized and demeaned whereas male gender has been highlighted and uplifted.

Mostly, female characters are oppressed, dependent on males, confined to their homes as mothers, housewives and home keepers. On the other hand, male characters are independent, free to adopt any profession and breadwinners of families.

In most of the cases, they have been assigned no professional roles. In social roles, they have been assigned the roles of home keeping, child rearing and serving their husbands or other members of their families. In short, they enjoy very limited or no powers with comparison to their male counterparts. The decision making in the family or social matters is also the authority of male members.

When textbooks are blamed for their gender blind treatment, there are also found different reasons for the unequal or biased gender representation. First of all, while the course outlines of textbooks are designed, the issue of equal gender representation is not considered. The textbook items are chosen without consideration to the time and space i.e. when and where they are to be taught.

Hence, the issue of gender equality generally remains unattended and neglected. Secondly, this remains the fact that textbooks items are not specifically designed for textbooks. Specifically speaking about the language textbooks, when a short story, essay, poem, play, biography or a novel is written by the respective author, it is not actually written for textbooks. The purpose of any piece of art is actually not that it will be included in the textbooks from a specific perspective like equal gender representation.

Consequently, it is the duty of the course designers to consider such issues. They should select those pieces of art for the textbooks which are balanced in such pertinent issues. The present study shows that most of textbook items which have been included in intermediate English textbooks do not correspond to the time in which they were written and in which they are being taught.

Many of the lessons are those pieces of art which were written about forty years back and they were written in the background of that time. Hence, they were good for that time in which they were written. Now they are somewhat out dated as the issues, needs and circumstances of the world have changed. In the modern world of today, where females are found in every field of

social and professional life, their images in the textbooks should also be shown corresponding to the reality. The women characters should not been shown in the past scenario and they should not be assigned the stereotypical social, family and non-professional roles.

References

- Carroll, D. & Kowitz, J. (1994). Using concordancing techniques to study gender stereotyping in ELT textbooks. In J. Sunderland (ed.), *Exploring gender: Questions and implications for English language education*, (pp. 73-83). Hemel Hempstead: Prentice Hall.
- Glass, J. (1995). *A comparison of the representation of females in two editions of an EFL textbook*. CRILE working paper. Lancaster: Lancaster University.
- Govt. of Pakistan. (2002). *Education sector reforms: Action plan 2001-2005*. Islamabad: Ministry of Education.
- Govt. of Pakistan. (2003). *National plan of action on education for all 2001-2015*. Islamabad: Ministry of Education.
- Jafri, R. (1994). *Gender bias in Pakistan school textbook*. Lahore: Aurat Foundation.
- Kabira, M. & Masinjila, M. (1997). *ABC of gender analysis* [Electronic version]. Kenya: Forum for African Women Educationalists (FAWE).
- Lesikin, J. (2001). Determining social prominence: A methodology for uncovering gender bias in ESL textbooks. In D, Hall (Ed), *Innovation in English language teaching: A reader* (pp. 275-283). London: Routledge.
- Mirza, M. (2006). *Gender analysis of school curriculum and textbooks*. UNESCO: Islamabad.
- Mirza, M. & Rana'a, M. (1999). *Gender analysis of primary school textbooks in Punjab*. Lahore: Department of Women's Studies, Punjab University.
- Poulou, S. (1997). Sexism in the discourse roles of textbooks dialogues. *Language learning journal*, 15, 68-73.
- Punjab Textbook Board. (n.d.). *Intermediate English book-1*. (Code No. XLV/AL, 1st ed., 6th Impression). Lahore: Author.
- Punjab Textbook Board. (n.d.). *Intermediate English book-2*. (Code No. XLV/AL, 1st ed., 25th Impression). Lahore: Author.

Punjab Textbook Board. (n.d.). *Intermediate English book-3*. (Code No. XLIV/AL, 1st ed., 6th Impression). Lahore: Author.

Punjab Textbook Board. (n.d.). *Goodbye Mr. Chips*. (Code No. XLV/AD, 1st ed., 25th Impression). Lahore: Author.

UNESCO (2002). *World education forum: Dakar framework for action 2000*. Paris: UNESCO.

Zeenatunnisa. (1989). *Sex discrimination in education: Content analysis of Pakistani school textbooks* [Electronic version]. Netherland: Netherland Institute of social Studies.

Appendix

Introduction to the Textbooks

The textbooks selected for this analytical study are the four English language textbooks of HSSC classes. These books are published by Punjab Textbook Board Lahore and are the approved textbooks of FBISE Islamabad, and all the educational boards of the province of the Punjab. The titles of the books followed by the contents of each book are as follows:

Intermediate English Book-1(Short Stories)

- Lesson No. 1 *Button Button* by Richard Matheson
- Lesson No. 2 *Clearing in the Sky* by Jesse Stuart
- Lesson No. 3 *Dark They Were and Golden-Eyed* by Ray Bradbury
- Lesson No. 4 *Thank You, M'am* by Langston Hughes
- Lesson No. 5 *The Piece of String* by Guy de Maupassant
- Lesson No. 6 *The Reward* by Lord Dunsany
- Lesson No. 7 *The Use of Force* by William Carlos Williams
- Lesson No. 8 *The Gulistan of Sa'di* by Sheikh Sa'di
- Lesson No. 9 *The Foolish Quack* (Folk Tale)
- Lesson No. 10 *A Mild Attack of Locusts* by Doris Lessing
- Lesson No. 11 *I Have a Dream* by Martin Luther King, Jr.
- Lesson No. 12 *The Gift of the Magi* by O. Henry
- Lesson No. 13 *God be Praised* by Ahmed Nadeem Qasmi
- Lesson No. 14 *Overcoat* by Ghulam Abbas
- Lesson No. 15 *The Angel and the Author- and Others* by J. K. Jerome

Intermediate English Book-2(Essays)

- Lesson No. 1 *The Dying Sun* by Sir James Jeans
- Lesson No. 2 *Using the Scientific Method* by D. Barnard & L. Edwards

Language in India www.languageinindia.com

10 : 11 November 2010

Malik Naseer Hussain, M.Phil., Ph.D. Scholar and Ayaz Afsar, Ph.D.

Language and Gender - Linguistic Analysis of Intermediate English Textbooks in Pakistan

- Lesson No. 3 *Why Boys Fail in College* by Herbert E. Hawkes
- Lesson No. 4 *End of Term* by David Daiches
- Lesson No. 5 *On Destroying Books* by J. C. Squire
- Lesson No. 6 *The Man Who Was a Hospital* by Jerome k. Jerome
- Lesson No. 7 *My Financial Career* by Stephen Leacock
- Lesson No. 8 *China's Way to Progress* by Galeazzo Santini
- Lesson No. 9 *Hunger and Population Explosion* by Anna Mckenzie
- Lesson No. 10 *The Jewel of the World* by Philip K. Hitti
- Lesson No. 11 *First at Harrow* by W. S. Churchill
- Lesson No. 12 *Hitchhiking Across the Sahara* by G. F. Lamb
- Lesson No. 13 *Sir Alexander Fleming* by Patrick Pringle
- Lesson No. 14 *Louis Pasteur* by Margaret Avery
- Lesson No. 15 *Mustafa Kamal* by Wilfrid F. Castle

Intermediate English Book-3(Plays and Poems)

- Play No. 1 *Heat Lightning* by Robert F. Carroll
- Play No. 2 *Visit to a Small Planet* by Gore Vidal
- Play No. 3 *The Oyster and the Pearl* by William Saroyan
- Poem No. 1 *The Rain* by W. H. Davies
- Poem No. 2 *Night Mail* by W.H. Auden
- Poem No. 3 *Loveliest of the Trees, the Cherry Now* by A. E. Housman
- Poem No. 4 *O Where Are You Going?* by W.H. Auden
- Poem No. 5 *In the Street of the Fruit Stalls* by Jan Stallworthy
- Poem No. 6 *A Sindi Woman* by Jan Stallworthy
- Poem No. 7 *Times* (Taken from Ecclesiastes, 3, 1-12)
- Poem No. 8 *Ozymandias* by P. B. Shelley
- Poem No. 9 *The Feed* by Ahmed Nadeem Qasmi
- Poem No. 10 *The Hollow Men* by T. S. Eliot
- Poem No. 11 *Leisure* by W. H. Davies
- Poem No. 12 *Ruba'iyat* by Allama Muhammad Iqbal
- Poem No. 13 *A Tale of Two Cities* by John Peter
- Poem No. 14 *My Neighbour Friend Breathing His Last!* by Bullah Shah
- Poem No. 15 *He Came to Know Himself* by Sachal Sarmast
- Poem No. 16 *God's Attributes* by Jalaluddin Rumi (Translated by Dr. Nicholson)
- Poem No. 17 *The Delight Song* by N. Scott Momaday
- Poem No. 18 *Love - an Essence of All Religions* by Jalaluddin Rumi
- Poem No. 19 *A Man of Words and Not of Deeds* by Charles Perrault
- Poem No. 20 *In Broken Images* by Robert Graves

Intermediate English Book-4 (Novel: Goodbye Mr. Chips)

Goodbye Mr. Chips is a novel by James Hilton. This novel is the fourth textbook of English for HSSC classes. This is a novel written in retrospect and comprises eighteen chapters.

Language in India www.languageinindia.com

10 : 11 November 2010

Malik Naseer Hussain, M.Phil., Ph.D. Scholar and Ayaz Afsar, Ph.D.

Language and Gender - Linguistic Analysis of Intermediate English Textbooks in Pakistan

The paper is derived from the Principal Author's M.Phil. thesis submitted to International Islamic University Islamabad, Pakistan.]

=====
Malik Naseer Hussain, M.Phil., Ph.D. Scholar
Department of English
International Islamic University Islamabad
Pakistan
maliknaseerhussain@yahoo.com

Ayaz Afsar, Ph.D.
Department of English
International Islamic University Islamabad
Pakistan
ayaz.afsar@iiu.edu.pk